

RELATIONSHIPS & SEX EDUCATION

The Cotswold School - October 2023

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A FEW QUESTIONS TO START....

What do our children go to school for?

What makes an outstanding global citizen?

**What kind of world do we want our children
to live in?**

ANY THOUGHTS?

- 1 - What percentage of 15-year-olds have used illicit drugs?**
- 2 - What percentage of 11–17-year-olds have been exposed to some form of community violence?**
- 3 - By the time they reach 18, what percentage of children have been exposed to domestic violence?**
- 4 - What percentage of 18–24-year-olds reported that they had experienced contact sexual abuse under the age of 18?**
- 5 - What percentage of young people self-harm?**
- 6 - What percentage of teenagers experience suicidal thoughts? (UNICEF 2018)**

ANY THOUGHTS?

1 - What percentage of 15-year-olds have used illicit drugs? **38%**

2 - What percentage of 11–17-year-olds have been exposed to some form of community violence? **25%**

3 - By the time they reach 18, what percentage of children have been exposed to domestic violence? **11%**

4 - What percentage of 18–24-year-olds reported that they had experienced contact sexual abuse under the age of 18? **32%**

5 - What percentage of young people self-harm? **20%**

6 - What percentage of teenagers experience suicidal thoughts? **61%**

ANY THOUGHTS?

What is the average age that UK children see online pornography?

25% of school children have seen online pornography by the age of.....

ANY THOUGHTS?

What is the average age that UK children see online pornography?

13

25% of school children have seen online pornography by the age of.....

9

WHAT MUST SCHOOLS DO TO ADDRESS THESE ISSUES?

There must be a whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school.

The subjects will sit within the context of a school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

Schools should consider how their teaching can help support the development of important attributes in pupils, such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy, as well as how those attributes are also developed by other aspects of the school's provision.

PERSONAL DEVELOPMENT

Outstanding

Good

Requires Improvement

Inadequate

PSHEE

**Personal, Social, Health & Economic
Education**

RSE

Relationships and Sex Education

SMSC

**Social, Moral, Spiritual & Cultural
Education**

Curriculum & Ex – Curricular Offer

**Lessons, Clubs, Trips, Visits,
Leadership**

PERSONAL DEVELOPMENT

Outstanding

Good

Requires Improvement

Inadequate

PSHEE

**Personal, Social, Health & Economic
Education**

Tutors – Tuesdays – 25 minutes

RSE

Relationships and Sex Education

Fortnightly – one hour - specialists

SMSC

**Social, Moral, Spiritual & Cultural
Education**

Tutors – once a fortnight

Curriculum & Ex – Curricular Offer

Lessons, Clubs, Trips, Visits, Leadership

Daily

PERSONAL DEVELOPMENT AT THE COTSWOLD SCHOOL

“Schools will retain freedom to determine an age-appropriate, developmental curriculum which meets the needs of young people, is developed in consultation with parents and the local community.

Schools are required to comply with relevant requirements of the **Equality Act 2010**.

Schools should consider what they can do to foster **healthy and respectful peer-to-peer communication** and behaviour between boys and girls, and provide an environment, which **challenges perceived limits on pupils** based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

Schools should be alive to issues such as everyday **sexism, misogyny, homophobia and gender stereotypes** and take positive action to build a culture where these are **not tolerated**, and any occurrences are identified and tackled.

Staff have an important role to play in **modelling positive behaviours**. School pastoral and behaviour policies should support all pupils.

Addresses discrimination at all levels of school

Develops home/school communication and engagement

Increased community cohesion

Safeguarding: supporting prevention and early intervention

Outcomes impact academic attainment and improved wellbeing

RELATIONSHIPS & SEX EDUCATION

Years 7, 8 & 9

Called PD

One hour a fortnight

Taught by JC, CL, VC, (LA)

All specialists

Taught in their main classes

No homework

Three assessments a year

Discussion based and folders

Year 10

Called PD

One hour a fortnight for 10 lessons

Taught by JC, SB

All specialists

Taught in mixed classes

No homework

One assessment

Discussion based and folders

Year 11

Called PD

3 mornings per year

Taught by JC, CJ, SSM

All specialists

Taught as half year groups

No homework

Discussion based

**WHAT DO WE TEACH AND
WHEN DO WE TEACH IT?**

THE RSE CURRICULUM

Families and people who care for me

Importance of family

Characteristics of healthy family life

Respect for family diversity

Importance of stable relationships

Marriage / Civil Partnerships

How to recognise unsafe situations and how to seek advice / help

THE RSE CURRICULUM

Online and Media

Rights, responsibilities and opportunities online

Online risks including sharing personal data

Impact of viewing harmful content including sexually explicit material

Law with regards to sharing illegal images

How personal data is shared and used online

THE RSE CURRICULUM

Being safe

Understanding sexual consent, exploitation, abuse and grooming

How to recognise and communicate consent

THE RSE CURRICULUM

Respectful Relationships including friendships

Characteristics of positive and healthy friendships

Negative impact of stereotypes

Importance of respect and tolerance of difference

Impact of bullying and how to respond

Criminal behaviour in relationships including sexual harassment, coercive control and violence

Legal rights and responsibilities regarding equality

THE RSE CURRICULUM

Changing adolescent body

Key facts about puberty, the changing adolescent body and menstrual wellbeing

The main changes which take place in males and females and the implications for emotional and physical health

THE RSE CURRICULUM

Intimate and sexual relationships, including sexual health

How to recognise healthy intimate relationships based on trust and mutual respect

Facts of reproductive health, including fertility

Strategies for managing sexual pressure, the choice to delay

Full range of contraceptive choices, where to get help

Facts of pregnancy and miscarriage

How STI's are transmitted and the importance of testing

Alcohol and drugs and their impact on sexual behaviour

THE RSE CURRICULUM

What is statutory?

RSE in every primary and secondary school

**Education about reproduction, puberty, menstruation,
miscarriage**

Health Education

Must comply with The Equality Act 2010

Providing an accessible curriculum (SEND)

Right to be excused from sex education (commonly referred to as the right to withdraw.)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

Parents do not have the right to withdraw their child from Relationships or Health Education.

THE COTSWOLD SCHOOL RSE CURRICULUM

**Have a look at the resources and discuss for 5 minutes....
Do you have any feedback or questions at this stage?**

SEXUALITY

Year 8 – lesson 15

Awareness of sexuality and a general look at LGBT history and the law.

LGBTQ Club

UNICEF

The Equality Act 2010

**Pupil Leadership Group – Equality, Diversity
& Inclusion**

**OUR BIGGEST CHALLENGES AT
THE COTSWOLD SCHOOL**

OUR LOCAL SAFEGUARDING CONTEXT

Neglect

Emotional harm

Physical harm

Grooming and exploitation

Nudes and online harm

County Lines

ACCESS TO LOCAL SERVICES

CAMHS

GP

Counsellors

Police (School Beat PC Leah Davis)

Head Space

Social Care

ONLINE HARM

Access to material that they do not understand or that is harmful

Algorithms

Nudes

Too trusting

They all know the rules about staying safe online, they just think it wont happen to them...

WHAT IS OUR IMPERATIVE?

https://www.youtube.com/watch?v=9hX_U4wM5z0

I am Ruth – Kate Winslet

Links and Further Reading

Ofsted <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Children's Commissioner <https://www.childrenscommissioner.gov.uk/>

PSHE Association

<https://pshe-association.org.uk/>

CEOP – Online Safety

<https://www.ceop.police.uk/Safety-Centre/>

NSPCC

<https://www.nspcc.org.uk/>

**PLEASE COULD YOU COMPLETE
THE CONSULTATION**

**Please leave a name if you would
like some individual feedback....**