

## Steps to implementation in secondary schools

Guidance from Department for Education

Information for parents and carers about what Looe Community  
Academy are doing to prepare for implementation



# Department for Education (DfE) Guidance

- Under the Children and Social Work Act 2017 the government committed to making Relationships Education statutory in all primary schools, including local authority maintained schools, academies, free schools and independent schools.
- Implementation of Health Education is compulsory from September 2020 in all state funded schools teaching secondary aged children (effectively compulsory for all since PSHE is already compulsory for pupils at independent schools which are not academies)
- It is important to be aware that the existing legislation and Sex and Relationships Education Guidance (2000) will continue to apply until September 2020, when the new legislation and guidance will take effect but preparation for the reforms should start now

# PSHCE Subject intent

PSHCE education is planned, developmental programme of learning through which students acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of the whole school approach, PSHCE education develops the qualities and attributes students need to thrive as individuals, family members and members of society.



# Aims of this presentation

*As the DfE statutory guidance states: 'Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.'*

Therefore we aim to:

- **Communicate with our parents/carers** about PSHCE education. To highlight the guidance and give you the opportunity to comment and feedback on our intended delivery of topics to our students
- Give opportunity to consult on the Relationships and Sex Education **Policy (attached to this information)**
- Conduct a **Parent voice** – establishing parents/carers current understanding of RSE, giving opportunity to raise any questions and concerns
- Highlight any particular needs you feel your child has when learning about RSE or PSHCE topics
- **Providing advice** on how to talk to children about relationships and sex at home
- Direct you to the **PSHCE education curriculum** on the school website (not currently live on the web site)
- Directing you to the **FAQs** on PSHCE education, including RSE, on the school website

# Policies

- There is a draft copy of the RSE Policy attached for your reading and reflection
- There are some questions included in the Parent Survey regarding this policy and I would be grateful for your feedback on it
- It is mandatory that we have a RSE policy in place
- This policy will be approved by Governors
- The policy includes the following information:
  - Topics students will study
  - How the programme is taught (class teachers, visiting speakers, assemblies etc)
  - How sensitive topics are approached
  - When sex education is taught – including clarity for parents on right to withdraw
  - Reference to any requirements on schools in law e.g. the Equality Act
  - When policy updated and who approves (e.g. governing body etc)

# Planning for implementation

- At LCA we became apart of the 'early adopter' programme
- We volunteered for the programme as we felt well equipped and prepared to teach the new guidance at an early stage
- We are still confident that we meet the requirements to continue to do this and have made some changes to further develop the delivery of the new guidance
- From September 2020 the Statutory Guidance becomes a requirement and will apply to all schools in all the relevant year groups
- Our PSHCE Lead, Mrs Reynolds, has attended a number of different workshops and Government led training days to ensure we are up to date and working in the right way to provide the highest quality PSHCE curriculum



# What does age-appropriate mean?

- The Statutory Guidance gives content for primary and secondary, but not by key stage or year
- This is because the 'age and developmentally appropriate' judgement will vary by school and context
- The use of the PSHE Association Programme of Study is supportive of guidance towards age-appropriate delivery
- This means that we consider the guidance and teach topics that we believe through our experience with our students is appropriate for them to learn about
- For example – in Sex Education we teach about consent (not specifically sexual) in Year 8 and contraception in Year 9
- We feel Year 7 is too early and for Year 10 students this might surpass the requirement at this age
- In addition, the parent/carer voice will offer the opportunity to agree or disagree with our topic delivery

# RSE and health education topics

## RSE – topics

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

For all of our topics we maintain the link between curriculum based learning and PSHCE learning. We invite students to make that link where possible. For examples – the stem cells and vaccination is studied in Science and elements of PSHCE. We entice students to bring their theoretical knowledge forwards in order to understand the context used in PSHCE.



# LGBT inclusive

- Statutory Guidance says *“schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”*
- The statutory guidance states that all pupils should receive teaching on LGBT relationships during their school years. The guidance is clear that secondary schools should include LGBT content in their teaching
- We are currently developing our delivery on this
- Our aim is to embed LGBT themes throughout our curriculum topics as well as PSHCE

# Sensitive issues

- We understand that many of the topics in PSHCE are sensitive for a number of different reasons
- We want to ensure that students feel safe and confident within lessons
- Currently we take the following steps to support our students during these lessons:
  - Students will be informed at the start of the year what topics they will be studying
  - They have the opportunity to raise any concerns they have about any particular topics with their tutor/Head of Key Stage/PSHCE Lead
  - Staff members are then able to plan accordingly for these lessons by sharing resources or content with the student prior to the lesson, discussion with home or discuss redirection possibilities
  - Students are reminded of topic content at the start of each half term as new experiences may have arisen since the start of term, the same process occurs
  - SEND keyworkers will take time to discuss topics with their students and raise any concerns with their tutor prior to learning. This process is anticipated to prepare SEND for learning and settle any anxiety about learning sensitive topics

# Managing a sensitive class discussion

- Occasionally teachers may find that managing a whole class discussion is a useful stage in the teaching of a particular topic
- Whole class discussions can be a useful way to model listening respectfully to the views of others and turn-taking, though in a tutor group only one person can speak at a time so these discussions should not be over-used
- While ‘distancing techniques’ (using a third party example) can be useful in some cases for sensitive or potentially personal issues, in general, it is not helpful to invite pupils to ‘act’ roles which may be controversial in such discussions – it is better to allow them to ask their own genuine questions or express their own genuine views
- Teachers should manage and lead discussions attentively. If the discussion is at risk of straying, the teachers need to be prepared to redirect it back to intended topics – remember the teacher is in charge at all times
- It is generally not helpful to ask pupils to lead or chair discussions on sensitive topics as there can be a greater risk of going off topic



# Assessment and evaluation

- To assess PSHCE education we have developed a short literacy based task once a term
- Students complete their literacy task based on the previous terms learning
- Students will peer mark each others work using a mark scheme
- Students will give peer feedback- WWW (what went well) and EBI (even better if)
- The benefits to this is to expose students to regular assessment and literacy opportunities so they feel more confident when sitting key exams in the future

# Personal development

As a school we are working towards meeting the following statements:

- the school prepares pupils for life in modern Britain by
  - equipping them to be responsible, respectful, active citizens who contribute positively to society
  - developing their understanding of fundamental British values
  - developing their understanding and appreciation of diversity
  - celebrating what we have in common and promoting respect for the different protected characteristics as defined in law
  - how curriculum areas such as personal, social, health and economic education, and relationship and sex education contribute to pupils' personal development
- provision rather than impact

PSHCE plays a vital role in meeting a number of these points. We believe all of our students can strengthen these statements by discussing topics they learn about at home. This supports our parents/carers to develop further knowledge and also create positive relationships to understand what life will be like when they leave school

# Personal development – at home

How to engage with a student at home:

- Discuss topics over dinner
- Ask open questions not leading ones “What did you learn today in PSHCE?”, “Did you hear any words you don’t understand?”, “Did anything worry or concern you today? Would you like to talk about it?”
- Drawing/mind mapping what was learnt
- Writing a statement of learning
- Presenting ideas
- Showing resources



# Statutory and non-statutory guidance

[Statutory Relationships Education, Relationships and Sex Education and Health Education guidance](#) – schools will be required to have regard to this from September 2020

[Guides for parents](#) and [FAQs](#)

[Teaching online safety in schools](#) - new non-statutory guidance which aims to support schools in teaching pupils how to stay safe online within new and existing school subjects, such as Relationships Education, Relationships and Sex Education, Health Education, Citizenship and Computing.