



Deer Park School

Relationships & Sex Education (RSE)



Session outcomes



- To understand what the RSE guidance is and what it includes
- To know how RSE has been, and will be, delivered at Deer Park
- To understand how stakeholders are informed about RSE



What is RSE and how did we get here?



- The Department for Education published statutory guidance for Health Education, Relationships Education and RSE in June 2019.
- This covers broad areas of particular relevance and concern to children and young people today. It should ensure that every pupil is guaranteed an education that covers mental health and wellbeing; physical health (including healthy lifestyles and first aid); learning about safe, healthy relationships and sex (including understanding consent, negotiating life online and intimate relationships).



What is RSE and how did we get here?

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

Forward by Secretary of State June 2019



Families

Different types of relationships
Marriage, cohabitation, parenting

Online and Media

Online risks, not sharing certain things, the impact of harmful content

Respectful Relationships

Healthy and positive relationships
Stereotypes, bullying, sexual harassment and violence

What does the RSE guidance include?

Intimate & Sexual relationships

Mutual respect, consent, sexual pressure, contraception, STI's, pregnancy

Being Safe

Sexual consent, sexual exploitation, abuse, grooming, rape, FGM, forced marriage

The Law

Criminal exploitation (gangs, county lines), hate crime, extremism and radicalisation, gender identity, pornography, consent



How do we cover the RSE content required?

- Education for Life curriculum - 1 a fortnight
- EL Tutor sessions - 1 a week
- Linked to themed Assemblies - 1 a week
- Broken down into half termly whole school themes
 - Health & Wellbeing
 - Relationships
 - Living in the Wider World

EL Lessons, Tutor sessions
and assemblies are linked.



What is Education for Life?

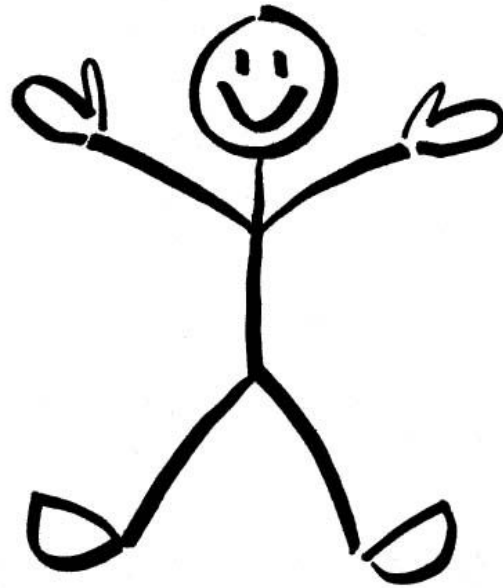
- EL is the subject through which children and young people have the equal opportunity to acquire the **knowledge, understanding and skills** they need to **manage their lives, now and in the future in a changing world**.
- It develops the **qualities and attributes** pupils need to **thrive as individuals, family members and members of society**.
- In short, it's a curriculum that prepares students with the knowledge and life skills they will require in everyday life.



What is the aim of EL?

Through MSS we...

Support the personal development of **physically, emotionally and socially** healthy young people



Support the development of essential **employability skills** for the 21st Century

Reduce or remove **barriers to learning**, such as bullying, low self-esteem, unhealthy/risky behaviours

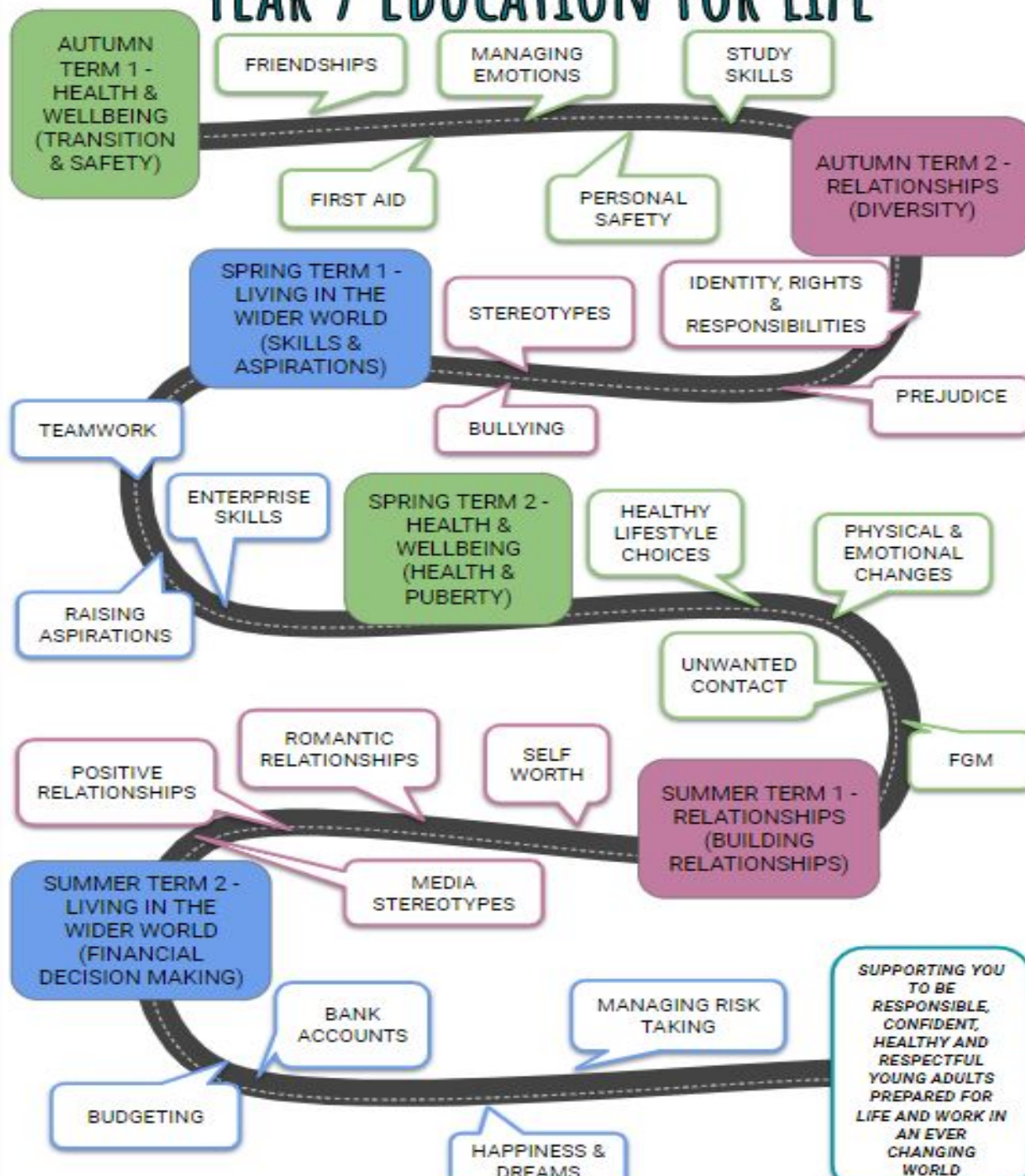
Equip young people to make choices that keep themselves and others **safe**

Meet the legal requirements to cover the content set out in the RSE

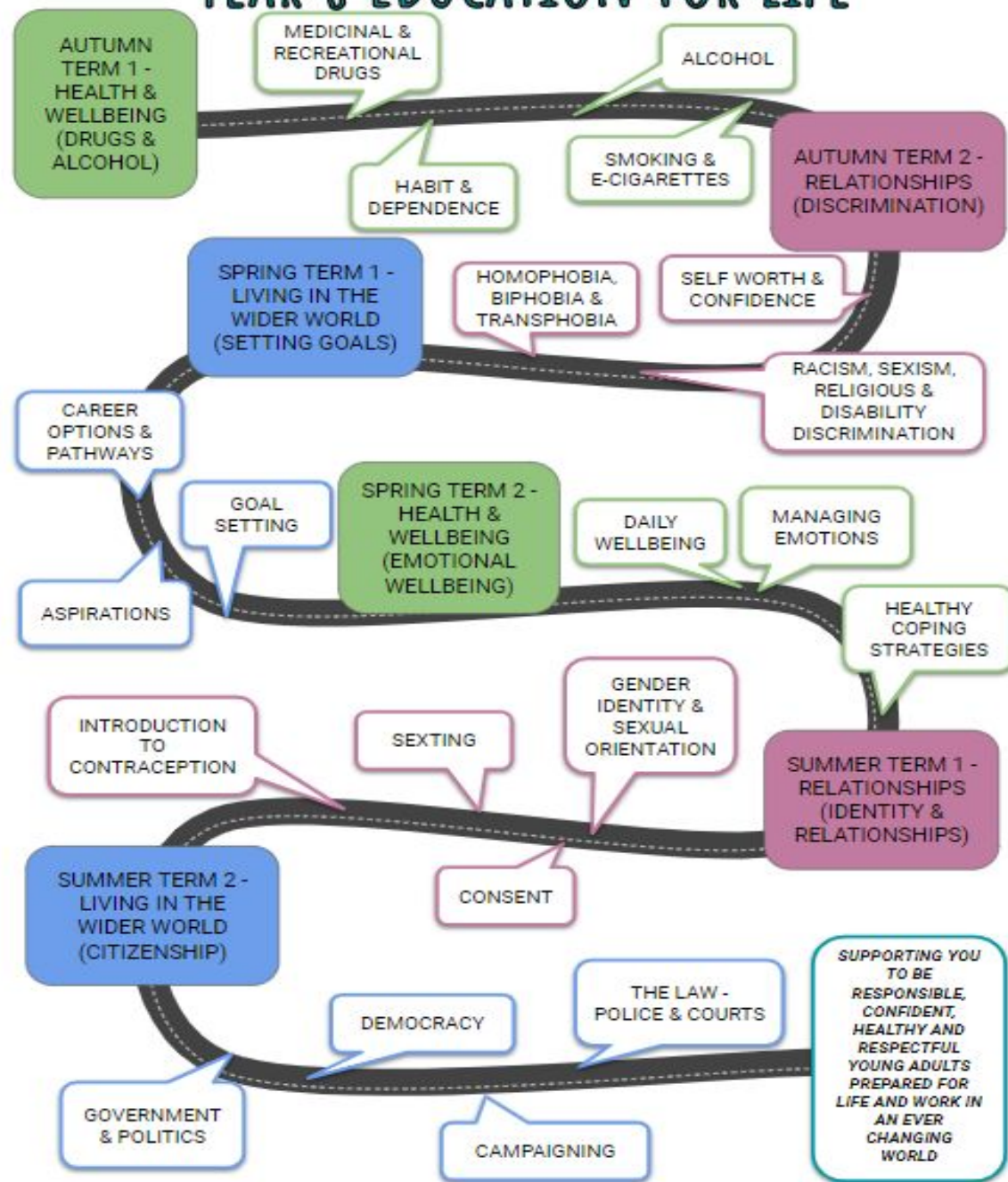


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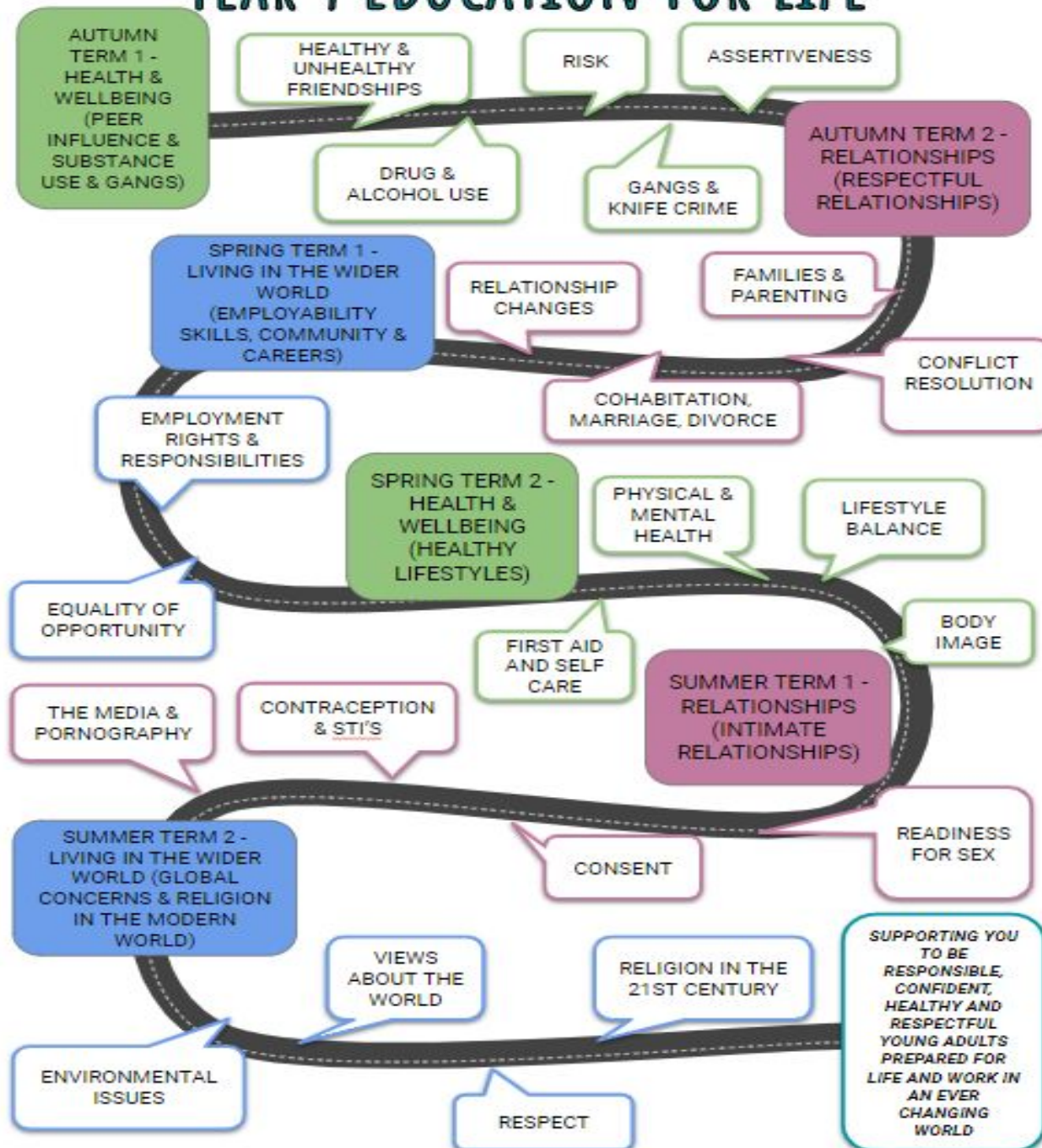
YEAR 7 EDUCATION FOR LIFE



YEAR 8 EDUCATION FOR LIFE



YEAR 9 EDUCATION FOR LIFE



Handling Complex issues in the classroom

- Establishing a safe learning environment
 - Work with students to establish ground rules about how they behave towards each other in discussion.
 - Providing small group and class discussion opportunities
 - Always following the school policy regarding safeguarding and confidentiality



Handling Complex issues in the classroom

- Ground Rules

- These help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other students.
- They are paramount to effectively managing discussions that might elicit strong opinions from students

Ground Rule	What this means
Openness	Being open and honest, but not <u>discussing directly</u> our own or others' personal/private lives. We will discuss general situations as examples but will not use names or descriptions which could identify anyone. We will not put anyone 'on the spot'.
Keep the conversation in the room	We are safe to discuss general issues relating to the topics we are covering, and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.
Non-judgemental	It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will challenge the opinion, not the person.
Right to pass	Taking part is important. However, we have the right to pass on answering a question or participating in an activity.
Make no assumptions	We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.
Listen to others	We will listen to the other person's point of view and expect to be listened to.
Using language	We will use the correct terms for the things we will be discussing rather than the slang terms, as some people can find them offensive. If we are not sure what the correct term is we will ask our teacher.
Asking questions	We know that there are no stupid questions. We do not ask questions to deliberately try to embarrass anyone else. There may be opportunities to ask anonymous questions.
Seeking help and advice	If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community. We will encourage friends to seek help if we think they need it.



The whole child

“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.”

RSE Guidance June 2019



Feedback - Parent Consultation

We would always welcome your feedback as a parent. If you have any comments or suggestions please feel free to fill in the googleform attached the letter that has been sent to you.

