
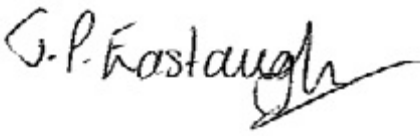
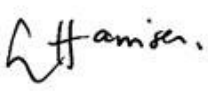
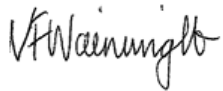




**St Mary Magdalene C of E School
with
Christ Church C of E Primary School**

PSHE & RSE POLICY

This policy was:	Written in	April 2020	
	Reviewed in	May 2023	
	Review Date	May 2025	
	Approved by	Mr P Elliott 	Mrs J Eastaugh 
		Co-Chairs of Governors	
		Mrs C Harrison 	Mrs V Wainwright 
		Federation Co-Headteachers	

"Do unto others, as you would have them do unto you."
Luke 6:31

In the Koinonia Federation we strive for excellence and high standards through:



A Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.

Colossians 3:12-13 You are people of the God; he loved you and chose you for his own. So then, you must clothe yourselves with compassion, kindness, humility, gentleness and patience. Be tolerant with one another and forgive one another whenever any of you has a complaint against someone else.

Context and Principles

This policy covers both schools and all phases within the Koinonia Federation. It sets out the approach to Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE).

This policy was written with reference but not limited to the following Government initiatives and guidance:

- Keeping Children Safe in Education: Statutory guidance for schools and colleges, DfE (2022)
- Education Act (1996)/Academies Act (2010)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, DfE (2021)
- The Children and Social Work Act (2017)
- The Equality Act 2010 and schools: Departmental advice, DfE (2014)
- Valuing All God's children, CoEEO (2019)

- Promoting fundamental British values as part of SMSC in schools Departmental advice for maintained schools DfE (2014)
- Mental Health and Behaviour in Schools DfE (2018)
- The National Curriculum for England and Wales DfE (2015)
- Faith, Values and Sex & Relationships Education, Blake and Katrak (2002)
- Southwark Diocese Board of Education, Sex and Relationship Policy Statement (appendix B)
- Sex and relationships education (SRE) for the 21st Century: PSHE Association (2014)

It also reflects the Federation's commitment to social inclusion, equal opportunities and the former Healthy Schools Standard.

This policy was produced by and in consultation through a number of means with:

- PSHE Leads
- Senior Leadership Team
- Pupil representatives from all phases the Federation
- The Governing Body
- Staff
- Parents/Carers

The policy is made available to Parents and Carers on request and can also be accessed via the Federation website under the "Policies" section.

Aims and Objectives

Within the Koinonia Federation Personal, Social, Health and Economic education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

Relationships Education, Health Education, Science and Sex Education (RSE) work together to protect our pupils by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong. We believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. RSE is delivered within the Christian ethos of our schools promoting the values of marriage whilst also promoting the British value of equality within all loving partnerships.

Our curriculum has been developed with our core values in mind and is delivered in an age and stage appropriate manner from the EYFS to Key Stage 5. Pupils are encouraged to take part in a wide range of activities and experiences across, and beyond the curriculum, contributing fully to the life of the school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect upon their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their

responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity diversity and differences so that they can go on to form effective, healthy, respectful and fulfilling relationships that are an essential part of life and learning.

Creating a Safe and Supportive Learning Environment

The Koinonia Federation will seek to provide a safe, secure learning environment for PSHE & RSE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. At the beginning of each year, every class or tutor group set out ground rules that pupils and staff collaboratively create. This is complemented by the principles set out in our Behaviour Policy such as the Golden Rules/Principles as well as the expectations we have set for all pupils in our Federation Vision statement. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

We also understand that the topics and themes covered as part of the curriculum can prove challenging for some pupils and in some cases provoke an emotive response or may make pupils feel embarrassed. In order to alleviate this, teachers will make use of Distancing techniques to depersonalise the topics under discussion. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows pupils to explore their feelings about issues safely and securely, because they are not speaking or acting as themselves. Distancing also helps pupils learn and then reflect on how it applies to their own lives.

Strategies used for distancing in the classroom may include:

- Anonymous question boxes
- Role-play/ drama
- Reviewing articles/ using video clips of events
- Case studies
- Group discussions/circle time
- Non-personal questioning e.g. "Is it true..."

Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate member of their campus' leadership team and adhering to the Federation's Child Protection and Safeguarding Policy and procedures.

Entitlement and Equal Opportunity

Within the Koinonia Federation, we promote the needs and interests of all pupils, irrespective of gender, faith, culture, ability or personal circumstance. Teaching will consider the age, ability, readiness, and cultural backgrounds of pupils including those with English as an additional language or pupils with SEND and learning will be adjusted where necessary to ensure that all pupils can fully access the curriculum. We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys.

PSHE and RSE delivery is designed to comply with the Equality Act 2010 as well as the guidelines laid out By the Church of England Education Office in the Valuing All God's Children Document, 2019. Provisions within the Equality Act allow the school to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

British Values

At the Koinonia Federation, we promote the fundamental British values of Democracy, The Rule of Law, Individual Liberty & Mutual Respect and Tolerance of those with different faiths and beliefs. These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) as well as through the School's broad and balanced curriculum. For more information relating to how we deliver British Values, please refer to the Federation Ethos Policy Suite.

Planning, Learning and Teaching

Planning

Within the Koinonia Federation, we aim to provide pupils with a broad and balanced curriculum that aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

This will be implemented by creating a programme of study that is bespoke to our school and all our children. The programme of study will also ensure we deliver the statutory requirements of the National Curriculum for RSE & PSHE as well as uphold the principles laid out in the Valuing All God's Children Document (2019) teaching to its statement:

"Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value."

The three core themes of our PSHE programme of study focuses on Relationships Education, Health Education and Living in the Wider World.

As a result of our PSHE and RSE programme, pupils will:

- Develop the knowledge, skills and attributes they need to manage their lives now and, in the future,
- Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers
- Learn to recognise and manage risk and take increasing responsibility for themselves and their actions
- Understand the importance of mental health and wellbeing including how to tackle issues that can affect their ability to learn
- Focus on the importance of building healthy and positive relationships

- Have a place to learn which is safe and secure in which sex and relationships can be discussed positively, so that pupils can make informed decisions, ask for help or advice both now and in their future lives
- Develop skills such as teamwork, communication and resilience
- Be encouraged to make positive contributions to their families, schools and communities
- Explore differences and learn to value diversity in all its forms
- Explore their own, others' and different sections of societies attitudes and values in order to help children to reach their own, informed opinions
- Reflect on their own individual values and attitudes
- Identify and articulate feelings and emotions and manage difficult situations positively
- Learn about the world of work
- Learn to manage their money and finances effectively

For a more comprehensive outline of the programme of study for each phase, please refer to Appendix A: Koinonia Federation PSHE & RSE Curriculum Overview.

EYFS

In the Early Years Foundation Stage, the RSE Education (England) Regulations 2019 and the accompanying statutory guidance do not apply, however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is planned appropriately. For further information, please refer to the Curriculum Overview (Appendix A).

Lesson planning will consider differentiation according to the needs of our pupils. Some of the curriculum will contain areas that are sensitive in nature and lessons will be differentiated to accommodate the children's levels of cognitive development, e.g.

- Puberty
- Menstruation
- The internet and social media
- Harassment and bullying
- Discrimination
- Sexual health (including contraception, STI's, HIV and aids, personal safety, establishing and understanding. Using correct terminology and then signposting to local services and advice, such as Childline and Kidscape)
- Sexual identity and sexual orientation – young people whatever their developing sexuality, need to feel that sex and relationships education is relevant to them and sensitive to their needs. *"Schools should ensure that appropriate pastoral support and information are available to all pupils, including LGBT young people, and that all pupils know how to access this support"* (Valuing all God's Children; 2019)
- Single gender groups – there will be occasions when it will be helpful to work in single gender groups for some aspects of SRE. It may not be culturally acceptable to talk about sex and relationships in mixed gender groups (DfE 2000). This can reassure parents', carers' and others' concerns and help ensure that children and young people receive entitlement to SRE
- Consent and safeguarding

- Sexting
- Incidents of Peer on Peer Abuse

Learning and Teaching

PSHE and RSE will be taught through a range of teaching methods to ensure that pupils feel involved in their learning, that the content is relevant and appropriate to their needs and to ensure pupils feel comfortable and confident to share their views. Many different teaching strategies are used to this end and may include:

- Group work and individual work
- Roleplay and theatre in education
- Games
- Circle time/ form group discussions
- Single gender groups (where appropriate)
- Use of media
- Use of physical or digital resources
- Art and music
- English texts
- Draw and write
- Using related websites
- Using outside agencies as well as the school nurse
- Educational Visits

*Whenever we use outside agencies, we ensure that they are aware of the Federation's approach to PSHE & SRE. We collaboratively decide upon the preparation, follow-up, monitoring and evaluation of their input. Teachers are always present with the class to maintain their class management responsibilities.

Across the Koinonia Federation we use many means to teach PSHE or RSE and form links across all aspects of school life including in discrete subjects, through whole school activities and in cross curricular special opportunities and events. Examples of these are listed below:

Whole School

- Assemblies and Collective Worship
- Behaviour Policy
- School events e.g. Sports day, Christmas Production
- School Council
- Supporting charities e.g. lifeboats, poppy appeal, comic relief
- JTA/YTA's
- Pupil Faith Team
- Pupil areas of responsibility e.g. House Captains, Sports Leaders

Cross Curricular Special Opportunities and Events

- Junior citizen
- Visiting the church
- Community outreach events

- Charity days
- School clubs
- Playground games
- School Journey
- Educational Visits
- Sessions supported or run by local and national organisations (e.g. NSPCC)

Discreet Curriculum

- Science
- RS
- Health Education
- Drug Education (see separate Policy document)
- Humanities Subjects
- Cross-curricular activities

Resourcing

High quality resources will support our RSE provision and will be regularly reviewed by the Federation and campus PSHE Leads. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin PSHE and RSE topics and themes. Parents/Carers will have an opportunity to view these materials on request.

Resources for PSHE are stored centrally so all teachers have access to them. The PSHE curriculum leader will regularly review resources and obtain, within the constraints of the allocated budget, additional resources as necessary. All resources and teaching and learning methods will be checked against the following criteria:

- Is it consistent with the Federations ethos, mission statement, equal opportunities statements, statutory government guidelines and upholds the principles outlined in the Valuing All God's Children document?
- Is it appropriate to the needs of young people in terms of language, images, attitude, maturity and understanding of the knowledge required?
- Does it exclude any young people on the basis of home circumstance, gender identity, sexuality, race, literacy, culture, disability, faith and religion?
- Does it include positive images of a range of young people and adults?
- Can it be used as trigger material for discussions of difference or exclusiveness?
- Can the resource be adapted for use with all of the students?
- Is it factually correct and up to date?
- Will it contribute to a broad and balanced PSHE, RSE, Science and RS Curriculum?
- Does it encourage active and participatory learning methods?
- Are we recognising and supporting individuals and families that comprise of different sexual orientations in a compassionate and inclusive matter?

Timetabling

PSHE & RSE is delivered as a spiral curriculum in all year groups on a weekly basis as part of both discrete sessions (e.g. science) as well as through the use of cross curricular links or wider events in the life of the Federation (see above). Discrete

PSHE/RSE education also takes place on a weekly basis as part of a teaching focus in the EYFS, individual lessons of up to an hour in Key Stages 1 & 2 and as part of family group time on a weekly basis in Key Stages 3, 4 and 5.

Assessment, Monitoring & Evaluation

Staff assess how the children's knowledge, skills and understanding has progressed throughout each topic or theme within PSHE/RSE. This could be carried out both informally by making informal judgements as they observe them during lessons and more explicitly through a range of activities such as questionnaires, group discussion, individual written tasks, end of topic presentations or any other activity that the class teacher thinks appropriate. We have clear expectations of what the pupils will know and understand at the end of each year and key stage as outlined in our programme of study. Any informal or formal assessment carried out by the teacher should offer pupils the opportunity to reflect on their own progress and practices. Class teachers/tutors also assess PSHE/RSE continually on a daily basis e.g. playground behaviour, interactions with their peers, working and co-operating in groups.

In addition to this the children's end of year report has a section that teachers are required to complete about the children's progress in PSHE in order to share and evaluate the progress their child has made within the subject.

Teaching Responsibility and Staff Training

The PSHE/RSE subject leader is responsible for monitoring the standards of children's work and the quality of teaching as well as the co-ordination of the PSHE & SRE programme as a whole. The subject leader will liaise with both staff, leaders and key stakeholders including governors and external agencies in order to carry out their duties.

The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work and its resourcing to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school. The subject leader will also ensure that staff receive appropriate training/INSET and updates to the curriculum when necessary or by request.

The subject leader will also support staff across the Federation as part of the wider curriculum team to deliver workshops, presentations and parent information evenings to ensure a clear, transparent and collaborative delivery of the curriculum.

Confidentiality, Safeguarding and Handling Disclosures

The Koinonia Federation has a clear Child Protection & Safeguarding Policy which all staff have read, understood and are expected to adhere to. When delivering the PSHE & SRE curriculum, teachers are made aware that effective PSHE & SRE, which brings an understanding of what is and what is not appropriate in relationships with others, may lead to a disclosure of a child protection issue.

Any incidents are dealt with sensitively and will be logged on CPOMS and be addressed by a member of the safeguarding team. The Federation's Executive designated child protection officers are the Federation Executive Co-Headteachers Claire Harrison and Victoria Wainwright. Each school campus also has its own Designated Safeguarding Lead and Designated Deputy Safeguarding Lead.

St Mary Magdalene – Woolwich Campus	St Mary Magdalene – Peninsula Primary	St Mary Magdalene – Peninsula Secondary	Christchurch
Morayo Amao/Ranj Badesha. Tainia Thomas	Dayo Ajayi/Kyla Butterworth Sonya Williams	Andrew Watson Anita Hinds	Alex Ermellino Brenda Lamont

We are clear about the boundaries of our legal and professional roles and responsibilities. Teachers and learning support staff cannot offer or guarantee absolute confidentiality. However, health professionals are bound by their professional code of conduct to maintain confidentiality in one-to-one situations. They can give advice or information to a pupil on a health-related matter including contraception. When working in the classroom, they are bound by relevant school policies. The Federation will follow statutory child protection procedures as outlined in our Child Protection and Safeguarding Policy if disclosures arise and all visitors are made aware of these procedures, including who to speak to upon arrival.

School Policies and Curriculum Links

There are links between the PSHE & SRE policy and the following Federation policies:

- Child Protection/Safeguarding Policy
- Health & Safety Policy
- Drug Education Policy
- Behaviour Policy
- Ethos Policy Suite
- SEND Policy
- Science Policy
- Equal Opportunities Policy

Involving Parents/Carers & Governors

Koinonia Federation will endeavour to work collaboratively with all key stakeholders, particularly parents/carers, governors, and the local community, including faith and voluntary groups, local agencies and businesses. We will encourage children to take responsibility for their own actions as well as family, friends, their school and the wider community.

We work closely with parents to ensure that they are fully aware of what is being taught across all subjects including PSHE and RSE and will provide additional resources and support pupils where necessary and at the request of the parent/carer. As part of our whole school approach to delivering the RSE & PSHE curriculum, we hold parent information sessions and provide opportunities for parents to view the materials and resources used, discuss the programme of study and what it means for their child and to share any questions or concerns they may have.

We notify parents when aspects of the RSE curriculum are being taught through letters. They can ask to view the programme notes of any video/interactive whiteboard materials used and are welcome to discuss their child's SRE programme with the class teacher, Family Group tutor or PSHE Leader. At the Koinonia Federation we believe that the most effective SRE happens when there is a partnership between the parents and the school.

The right to withdraw

Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

Whilst do not encourage withdrawal from any aspect of the RSE curriculum, parents do not need to explain their reasons for seeking withdrawal. To avoid misunderstanding the Campus Leader or Executive Co-Headteachers will arrange a meeting to help clarify with any parent wanting to withdraw:

- The issues about which the parent/carer would object their child being taught
- The practical implications of withdrawal
- The circumstances in which it would be reasonable to accommodate parents' wishes
- If a parent will require any advanced notice of such issue in the future and if so, how much
- Any withdrawals from lessons are reviewed on an annual basis

Governance

Governors, as key stakeholders within the Federation have formed part of the consultation process in the development and review of the RSE & PSHE Curriculum. The Governing body will be informed of the RSE and PSHE policy, including the curriculum through meetings with the PSHE lead or as part of a discussion with a member of the Senior Leadership Team. In addition to this the governing body will be responsible for the following:

- To be involved in the development & review of the PSHE and Citizenship policy
- To represent the Governing body with regard to PSHE and RSE issues within the school
- To play a role in ensuring the policy is made known to the whole school community

KOINONIA PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW

Families and Relationships	Living in the Wider World	Health and Wellbeing
Families and Friendships Respecting self and others Safe Relationships	Belonging to a community Money and work Media Literacy and digital resilience	Physical health and mental wellbeing Growing and Changing Keeping safe

	Autumn		Spring		Summer	
Year 1	Families and friendships Roles of different people; families; feeling cared for Respecting ourselves and others How behaviour affects others; being polite and respectful	Safe relationships Recognising privacy; staying safe; seeking permission	Belonging to a community What rules are; caring for others' needs; looking after the environment Money and work Strengths and interests; jobs in the community	Media literacy and digital resilience Using the internet and digital devices; communicating online Keeping safe How rules and age restrictions help us; keeping safe online	Physical health and mental wellbeing Keeping healthy; food and exercise, hygiene routines; sun safety	Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong
Year 2	Families and friendships Making friends; feeling lonely and getting help Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing of opinions	Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community	Media literacy and digital resilience The internet in everyday life; online content and information Money and work What money is; needs and wants; looking after money	Physical health and mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing and changing Growing older; naming body parts; moving class or year Keeping safe Safety in different environments; risk and safety at home; emergencies
Year 3	Families and friendships What makes a family; features of family life	Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Belonging to a community The value of rules and laws; rights, freedoms and responsibilities	Media literacy and digital resilience How the internet is used; Assessing information online Money and work Different jobs and skills; job stereotypes; setting personal goals	Physical health and mental wellbeing Health choices and habits; what affects feelings; expressing feelings oral hygiene and dental care	Growing and changing Personal strengths and achievements; managing and re-framing setbacks Keeping safe Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Families and friendships Positive friendships, including online	Belonging to a Community What makes a community; shared responsibilities	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively	Media literacy and digital resilience How data is shared and used Money and work Making decisions about money; using and keeping money safe	Physical health and mental wellbeing Maintaining a balanced lifestyle; how tobacco / vaping can effect health Keeping safe Medicines and household products; drugs common to everyday life	Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty
Year 5	Media literacy and digital resilience How information online is targeted; different media types, their role and impact Money and work identifying job interests and aspirations; what influences career choices; workplace stereotypes	Families and friendships Managing friendships and peer influence Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination	Safe relationships Physical contact and feeling safe	Belonging to a community Protecting the environment; compassion towards others	Physical health and mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies; alcohol	Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing Keeping safe Keeping safe in different situations, including responding in emergencies; first aid
Year 6	Belonging to a community Valuing diversity; challenging discrimination and stereotypes	Safe relationships Recognising and managing pressure; consent in different situations Respecting ourselves and others Expressing opinons and respecting other points of view, including discussing topical issues	Media literacy and digital resilience Evaluating media sources; sharing things online Money and work Influences and attitudes to money; money and financial risks	Families and friendships Attraction to others; romantic relationships; civil partnership and marriage	Physical health and mental wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Growing and changing Human reproduction and birth; increasing independence; managing transition Keeping Safe Keeping Personal information safe; regulations and choices; drug use and the law; drug use and the media

Year 7	Positive Relationships (Relationships) BBN Build in sex education missed in Y6: how women get pregnant, contraception- what is sex video. Science to work in puberty in lessons (Y6 recovery); Autumn 2 Y7 Science: reproduction, adolescence, fertilisation, menstruation	Justice and Diversity (Living in the Wider World) BFN	Mental Health awareness (Health & Wellbeing) JGG	Sex and consent- (SRE) BBN	Economic wellbeing (Living in the wider world) AHN	Safe behaviour (health & wellbeing/ relationships) KMS
Year 8	Gender and sexuality (Relationships/ Health & wellbeing) BBN	Justice and Diversity (Living in the Wider World) BFN	Social Media (SRE) [L20- L29] KMS	Contraception and safe sex. Accessing health services (SRE) BBN	Careers and prospects- EBA (Living in the wider world)	Mental Health (health & wellbeing) FLE
Year 9	Careers (Living in the Wider World) Careers Lead	Careers 2 Careers Lead GCSE options focus plus extra session NHS careers competition* (Living in the Wider World)	Good mental health and wellbeing (Health & Wellbeing)	Sex and Hygiene – choices, services (SRE) BBN	Harmful Substances- Drugs, Vaping, Smoking (health & wellbeing)FLE	Justice and Diversity (Living in the wider world, relationships, wellbeing) BFN
Year 10	Managing mental health & wellbeing (Health & Wellbeing) JGG/ P.E	Online and Media and Positive relationships (Relationships) [L20- L29] (SRE) BBN	Getting help with physical health (Health & Wellbeing) FLE/P.E	Careers, pathways EBA (Living in the wider world)	Appropriate behaviour (relationships) KMS	Violence and extremism (Living in the wider world; relationships) KMS
Year 11	Choices and Pathways Careers Lead (Living in the Wider World)- with reassurance and outline or Careers Programme for 2020-2021 [L4 – 12]	Financial education AHN [L15- L21] (Living in the Wider World)	Families -- BBN including sexual health and fertility- [R32- R37] (SRE).	Careers and Enterprise Education (Living in the wider world) EBA	N/A	N/A
Year 12	Transition from KS4 to KS5	Mental health and Wellbeing	Healthy Lifestyle	Drugs, alcohol and tobacco	Forming and maintaining relationships	Sexual health

Year 13	Choices and Pathways	UCAS and life after sixth form	<i>Financial choices</i>	<i>Living alone and independence</i>	N/A	N/A
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Appendix B - Southwark Diocese Board of Education, Sex and Relationship Policy



Southwark Diocesan Board of Education
Developing Church of England Education

**RELATIONSHIPS EDUCATION,
RELATIONSHIP AND SEX
EDUCATION (RSE)
AND HEALTH EDUCATION**

Guidance for Southwark Church of England
Schools on the effective implementation of the
mandatory curriculum



FINAL VERSION
February 2020

Contents Page

Introduction	3
Roadmap to Statutory RSE	4
Equalities and Inclusion	5
• Looked After Children	6
• Gender / Sex	7
• Gender Identity	8
• Sexual Orientation	9
• SEND	11
• Race and Ethnicity	11
• Religion and Belief	12
Teaching and learning for effective PSHE, including Relationships Education, RSE and Health Education	13
• The Early Years	13
• Models of delivery	13
• Ten principles of PSHE education	15
• Developing an appropriate whole school approach to delivering RSE	16
• Establishing and maintaining ground rules	17
• Presenting balanced information	17
• Using anonymous question boxes	17
• Distancing techniques	18
• Teaching safeguarding and signposting support	18
• Gaining real pupil engagement	19
• Published resources for RSHE	20
• Reviewing age appropriateness in a changing world	20
• Assessment and monitoring	21
Parent and carer support and engagement	21
• Parent/carer right to have their child excused from sex education	22
• Sample letter to primary school parent/carers	24
• Sample letter to secondary school parents/carers	25
Table: overview of themes within the mandatory curriculum	26
• Families and people who care for me (primary); Families (secondary)	26
Caring friendships (primary) Respectful relationships (primary)	28
Respectful relationships, including friendships (secondary)	
Online relationships (primary)	30
Online and media (secondary)	
Internet safety and harms (primary and secondary)	
Being Safe	32
• Peer-on-peer abuse	32
• Challenging attitudes and behaviour which support abuse	33
• Intimate and sexual relationships, including sexual health (secondary)	34
Changing adolescent body (primary and secondary)	35
• Body confidence: privacy not shame	35
• Teaching about puberty	36
Mental wellbeing (primary and secondary)	37
• Resilience Framework	39
• Great Dream- Ten keys to happier living	40
• PHE England eight principles to promote a whole school approach to emotional health and wellbeing	41
Physical health, fitness and healthy eating (primary and secondary)	42
• Basic first aid (primary and secondary)	43
• Drugs, alcohol and tobacco (primary and secondary)	43
Appendix 1: Legal framework and regulations that impact on Relationships Education, RSE and Health Education curriculum	45
Appendix 2: Further relevant DfE guidance documents and DfE recommended sources	52

Introduction

From September 2020 all schools in England and Wales must deliver the mandatory programme of Relationships Education (primary), Relationships and Sex Education (secondary) and Health Education (cross phase) – collectively sometimes referred to below as RSHE. The Church of England welcomes this development, while also recognising that this is only a partial curriculum within a wider context of Personal, Social, Health and Economic education (PSHE).

All pupils in Church of England schools should receive high quality teaching and guidance on PSHE education that helps them to stay healthy and safe, with an understanding of their feelings, their rights and responsibilities, their relationships and their bodies. In secondary schools pupils should also develop the information and confidence to make good choices in forming intimate and sexual relationships, when and if they are ready, with the knowledge to help them maintain their sexual health and the confidence to access contraception and sexual health services. Any young person in need of support in our schools should be sure, not least from their experience of Relationship Education, RSE and Health Education, that they can report **any** concern or discuss **any** confidential issue with a member of staff they trust in certain knowledge that they will not be judged and will be supported.

The Church of England's 'Vision for Education' document clearly articulates that good education must promote "life in all its fullness" (John 10:10). The focus on the education and development of the whole child is essential to this, enabling children to learn and grow to become the best that they can be. This vital task must include and go beyond the essential learning outcomes identified in the mandatory curriculum.

"In Church of England schools, and in all schools, we want young people to flourish and to gain every opportunity to live fulfilled lives. For Church schools, RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life." (Church of England Education Office Response to a Call for Evidence on RSE Curriculum p1)

Church of England schools have at their heart a belief that all children are made in the image of God and loved by God unconditionally. As Christian educators we acknowledge that our role is to help each unique individual to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally, culturally and spiritually. Our aim is that all may flourish and have an abundant life in all its aspects. For this to be achieved our teaching must be relevant and practical.

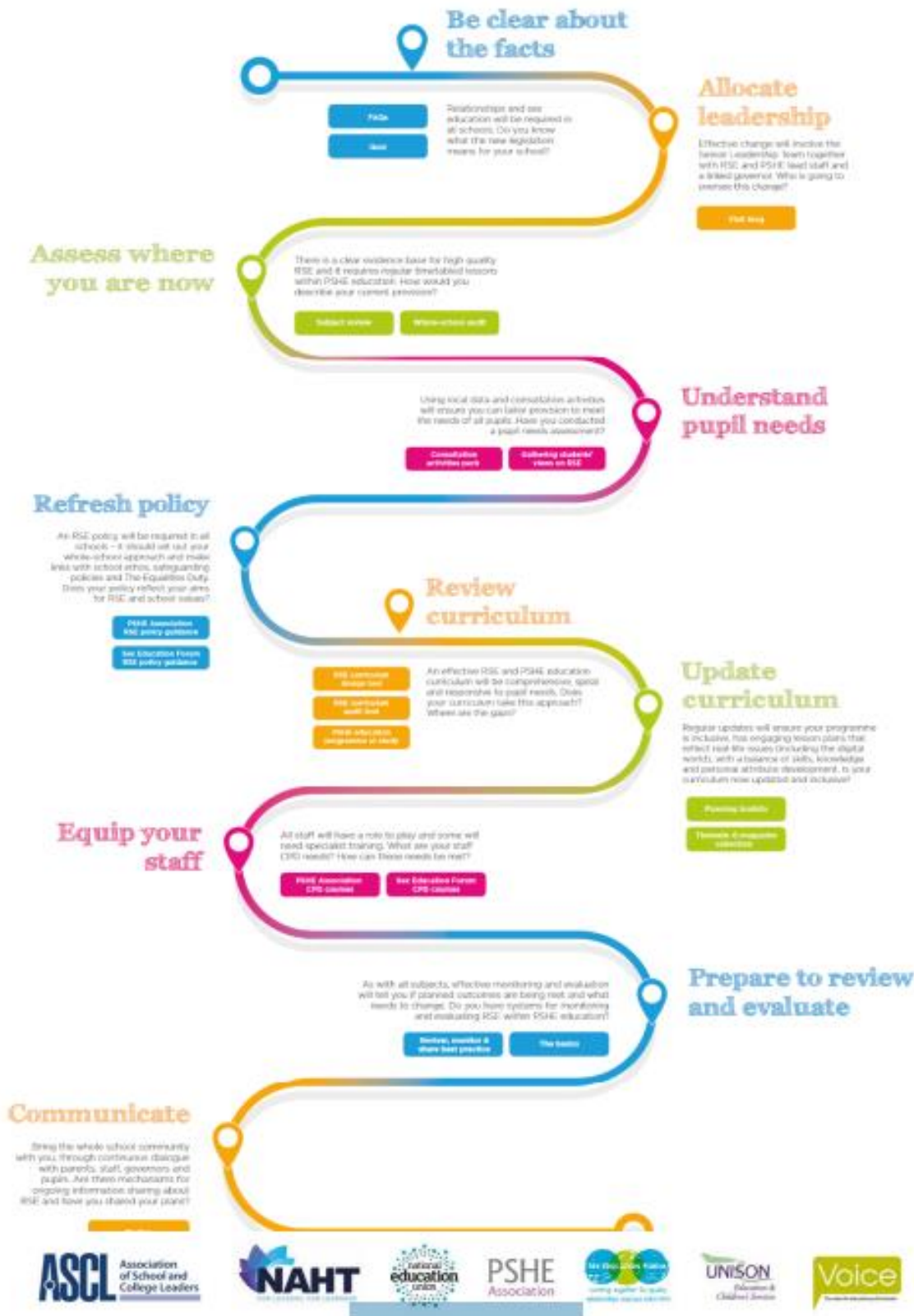
"Good schools foster confidence, delight and discipline in seeking wisdom, knowledge, truth, understanding, know-how and the skills needed to shape life well." (Church of England Vision for Education p7)

Schools are encouraged to begin to deliver the new guidelines from September 2019.

The PSHE Association and the Sex Education Forum have produced a helpful interactive 'Roadmap' to support school leaders in preparing to provide high quality RSE as an identifiable part of PSHE education. These steps are based on established good practice and evidence.

The interactive version of the document can be found at <https://www.pshe-association.org.uk/system/files/RSE%20roadmap%20FINAL.pdf>

Roadmap to statutory RSE Equalities and Inclusion



Equalities and Inclusion All Church of England schools, including academies, are subject to the requirements of the Equality Act 2010, which assists schools in identifying core tasks and priorities to drive forward their delivery of equality and inclusion. The act applies to Relationships Education, RSE and Health Education (collectively RSHE) and this should be apparent in school policy, monitoring processes, curriculum content and procedures for identifying the particular needs of individuals and groups. Duties under the act are fully described in 'Valuing All God's Children' and this has been reproduced in 'Appendix 1: The legal framework'. The Ofsted inspection framework also includes specific evaluation of schools' compliance in "...promoting an inclusive environment that meets the needs of all pupils irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation." (Education Inspection Framework, Ofsted, May 2019) Valuing, respecting and honouring the diversity of humanity that has been created by God is central to the Church of England's commitment to equality and inclusiveness. "Every person in the school community is a child of God: so at the heart of Christian distinctiveness in schools is an upholding of the worth of each person." (Valuing All God's Children, Church of England 2017 p11)

This is no less the case in respect of the RSHE mandatory curriculum: "Relationships Education and RSE must be inclusive and meet the needs of all pupils. Schools should be supported through guidance and training so that they can provide relationships education and RSE that is suitable for pupils with different needs, including pupils who are particularly vulnerable and pupils with learning disabilities." (Church of England Education Office Response to a Call for Evidence on RSE Curriculum p2) Governors, leaders, teachers and wider staff in Church of England schools should at all times and unreservedly communicate their value for diversity and commit to developing an acceptant, safe, welcoming and inclusive community for all.

Such a community cannot exist where there is a spirit of superiority over or rejection of any particular group or individual. Church of England guidance to schools clarifies the church's commitment to inclusion: "This commitment to inclusivity can be a virtuoso improvisation on 'love' as a Christian virtue. 'Love' may be a rather unfashionable virtue, or may be seen as lacking in robustness, but the Biblical injunction to "love your neighbour as yourself" when seen in the context of the parable of the Good Samaritan, is in fact an extremely demanding vision. For love, in this sense, calls Christians, and others who may share the vision, to serve the needs of all human beings, no matter how distant or different, to respect and even to cherish their uniqueness, and to transcend views or habits that might privilege one's own group over another." (The Fruit of the Spirit - A Church of England Discussion Paper on Character Education 2015 p13) Where there are differences of opinion on issues within the church community, such as with sexuality, sexual orientation, marriage and gender identity, this can provide some challenges, but 'Valuing All God's Children' clarifies that the fundamental principle of valuing each and every child and family in their uniqueness outweighs all other differences. 6 "The hallmark of authentic, life-giving relationships is recognition of the sacredness of the other so that all are welcomed wholeheartedly and with reverence.

Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity." (Valuing All God's Children, Church of England 2017 p11) It continues: "If any school is not educating pupils to understand the rights of all people to live freely within their sexual orientation or gender identity without discrimination they would be failing in their duty to prepare their pupils to live in modern Britain." (Valuing All God's Children, Church of England 2017 p12) In seeking to support pupils' mental health and to prevent any risk of stigma, all pupils should see people like themselves, and families like their own, represented across the school curriculum from the early years.

Members of minority groups and/or those who are perceived in some way to be different may have an increased vulnerability to harassment, bullying and exclusion, and also, therefore, to a host of personal and emotional risks. Active teaching should challenge false norms, stereotypes and prejudice, and should present and explore our diverse society so that pupils develop an acceptance of and value for difference. This must be linked to our Christian commitment to providing a community that welcomes all. Safeguarding, tackling and acting to prevent bullying, support for individual needs and effort to support developing identities are all central to this. Indeed all these elements are encompassed within the new mandatory curriculum. Close monitoring of our curriculum content and the impact of it in delivering inclusivity is essential.

This includes attention to:

- our positive representation of diversity across the curriculum
- individual and group outcomes in terms of personal development, confidence, experiences and achievement
- confident participation and engagement across all pupil groups in all aspects of school life
- the effectiveness of inclusive strategies and interventions for delivering and supporting PSHE Schools should use a wide range of data, research and guidance to highlight the vulnerabilities of specific pupil groups and individuals, so that these can be addressed through RSHE, wider PSHE and other curriculum subjects.

Some important examples include the following: Looked after children Children and young people in care are at increased risk of child sexual exploitation and of becoming involved in substance misuse and offending behaviour. Their mental health is also vulnerable:

"The mental health of looked-after children is significantly poorer than that of their peers, with almost half of children and young people in care ...

In comparison [with] 7 one in ten non-looked-after children and young people [experiencing] a diagnosable mental health disorder."

(Mental health and well-being of looked-after children Fourth Report of Session 2015–16) DfE statistics 2017-18 further confirms this, with 39% of children and young

people in the care system identified as having emotional and behavioural health scores that were 'of concern' and the scores of a further 12% were 'borderline'. (Children looked after in England (including adoption), year ending 31 March 2018 p14-15) Looked after children can also be particularly vulnerable to poor sexual health. National research shows that it can be difficult for them to access sexual information, education and support. It is important that all children, see a wide range of diverse families represented through the curriculum and in school resources. Looked after children should see foster families and adoptive families represented in a positive way. No pupil should feel stigmatised or superior to others based on their home circumstances and who cares for them. Teaching should highlight the importance of families in providing a nurturing and supportive environment.

Pupils should learn the qualities needed to achieve good family values and healthy home relationships. Teachers should be sensitive to the fact that not all children and young people will have experienced such supportive home environments. Looked after children, particularly, should be supported to develop their aspirations and providing role models of successful care leavers will be important.

Gender/sex It is vital that schools respond to the continuing gender stereotypes that children and young people are exposed to, often unwittingly, in their homes and across society. A review of toy shops, social media sites and online games demonstrates the need for further action to counter the silent socialisation that impacts on pupil aspirations, expectations, behaviours, attitudes and choices. Teaching pupils to recognise and challenge gender stereotyping and assumptions about a gender binary will counter sexism and also positively support wider diversity in relation to gender identity, gender expression and sexual orientation.

Children and young people now have ready access, both on and off line, to influential material that distorts their views of gender roles, gender equality and what is acceptable in relationships. Pupils need to be supported to develop a strong moral compass and an in depth understanding of equality to counter these experiences and pressures. Teaching must clarify British Values and the law and help pupils to see how it applies in practice, for example in relation to consent, domestic violence and workplace equality.

Relationships Education, RSE and Health Education in primary and secondary schools should actively challenge unacceptable expectations, attitudes and behaviour, and should teach pupils how to recognise and challenge sexism and sexual harassment. The DfE guidance on 'Sexual Violence and Sexual Harassment between children in schools and colleges,' is a valuable resource for schools. There is also an unhealthy emphasis on body perfection, which currently particularly impacts on young women but is increasingly also targeted at young men. Health Education on healthy diet and physical activity needs also to be related to physical and mental health. Teaching should challenge implicit societal assumptions, attitudes and behaviour related to body image and teach pupils to critically assess image manipulation and the implicit values being promoted.

Pupils need to be equipped to recognise the difference between a healthy approach to the body and where obsessive or unhealthy behaviour can take over. Gender stereotypes and sexist values entrenched in our society are deeply involved here. Gender identity: gender questioning, trans and non-binary The term 'trans' is an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the biological sex they were assigned at birth. It may encompass one or more of a wide variety of terms, including (but not limited to) transgender, cross dresser, non-binary, gender queer. Gender questioning often becomes apparent to pupils in the primary school and we tend to use the terminology 'gender variant' or 'gender non-conforming' in this phase of education. The term 'non-binary' is an umbrella term for people whose gender identity does not sit comfortably with 'man' and 'woman'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

We want all pupils to be able to express and develop their true identity. Identity development for everyone is an evolving journey rather than a single decision. Pupils should not be constrained in their self-expression and schools must ensure that gender stereotypes are strongly challenged across the curriculum at all ages. Pupils should be aware of and encouraged to explore gender diversity from the early years, recognising there is no one way to be a boy or a girl and that some people prefer neither description. "Children should be at liberty to explore the possibilities of who they might be without judgement or derision. For example, a child may choose the tutu, princess's tiara and heels and/or the firefighter's helmet, tool belt and superhero cloak without expectation or comment. Childhood has a sacred space for creative self-imagining." (Valuing All God's Children, Church of England 2017 p12) Gender and gender identity should be explored in clear, sensitive and respectful ways. Some children know from a very early age that they identify as a gender other than the one assigned to them at birth. Allowing fluidity of expression in a safe environment will be particularly important in enabling them to explore this dimension of their identity. Surveys continue to show that trans and non-binary young people are extremely vulnerable to mental health challenges.

The Stonewall School Report 2017 identified:

- 35% of non-binary young people have tried to take their own life, and 89% have thought about taking their own life
 - 45% of trans young people have attempted to take their own life, and 92% of them having thought about taking their own life
- Where pupils do not see gender variant and non-binary people represented in their school and curriculum this communicates an implicit negative judgement and stigma. The Stonewall School Report 2017 identified:
- 44% of trans pupils say that staff at their school and/or college are not familiar with the term 'trans' and what it means
 - 77% of LGBT pupils say they have never learnt about gender identity or what 'trans' means
- RSHE must be inclusive of gender variant and trans people and all pupils should be taught equality law as it pertains to gender identity in primary and secondary schools. Teaching about gender identity and about sexual and

physical health must be delivered in age-appropriate and inclusive ways. All pupils should feel that the curriculum content is relevant to them and supportive of their developing identities.

Many children and young people may experiment informally or formally with their name as part of their identity development. If a chosen name raises concerns, for example it appears sexualised or offensive, this would require support and guidance. Where a pupil is seeking to change their name as part of their transition, this should be supported by all staff and systems should be updated, including where the process involves a number of name changes. This approach supports positive mental health through transition. Research published in 2018 in the Journal of Adolescent Health about 15-18 year olds found that where young people were able to use their chosen name they experienced 71% decrease in symptoms of depression, 34% decrease in suicidal thoughts and 65% decrease in suicide attempts.

Transitioning pupils may wish to change the pronouns used to refer to them several times and it is important to support these changes. It is best practice to frequently check with transitioning pupils in case their identification with a pronoun changes. The following table provides some of the more common pronouns that pupils may identify with.

Subjective	Objective	Possessive	Reflexive
She	Her	Hers	Herself
He	Him	His	Himself
They	Them	Theirs	Themselves
Ze	Hir/Zir	Hirs/Zirs	Hirself/Zirself

(Reproduced from Stonewall UK)

Where pupils do not see teachers challenging transphobia they learn that trans and non-binary people are not valued. The Stonewall School Report 2017 identified:

- **46%** of LGBT pupils hear transphobic language 'frequently' or 'often'
- **68%** of LGBT pupils report that teachers/school staff only 'sometimes' or 'never' challenge homophobic, biphobic and transphobic language when they hear it
- Only **41%** of LGBT young people report that their schools say transphobic bullying is wrong
- Only **29%** of bullied LGBT pupils say that teachers intervened when they were present during homophobic, biphobic or transphobic bullying

Where it is requested, teachers are professionals that can make a referral to GIDS (Gender Identity Development Service for children and young people). Such a referral can shorten the waiting time for accessing support.

Sexual orientation: Lesbian, Gay and Bi (LGB)

Bi is an umbrella term used to describe a romantic and/or sexual orientation towards more than one gender. Bi people may describe themselves using one or

more of a wide variety of terms, including, but not limited to, bisexual, pan, queer, and other non-monosexual identities.

Ace is an umbrella term used to describe a variation in levels of romantic and/or sexual attraction, including a lack of attraction. Ace people may describe themselves using one of a wide variety of terms, including, but not limited to, asexual, aromantic, demis and grey-As. 10

Surveys continue to show that the experiences of LGB+ young people continue to give them heightened vulnerability to mental health challenges. The Stonewall School Report 2017 identified:

- **61%** of LGB young people (who aren't trans) have self-harmed
- **22%** of LGB young people (who aren't trans) have tried to take their own life, and **70%** have thought about taking their own life
- LGBT pupils of faith are more likely to have tried to take their own life than those who aren't of faith: **30%** compared with 25%.

Where LGB+ people are not represented in the school curriculum this communicates an implicit judgement and stigma. A few parents and carers may need reassurance that our approach is age appropriate or that our representation of society's diversity begins from the early years. The Stonewall School Report 2017 identified:

- **40%** of LGBT pupils are never taught anything about LGBT issues in school and/or college
- Only **20%** of LGBT pupils have learnt about safe sex in relation to same-sex relationships
- Only **20%** of LGBT pupils – only 10% attending faith schools - have learnt about where to go for help and advice about same-sex relationships
- **76%** of LGBT pupils said they have never learn about bisexuality

RSHE must be LGB inclusive and all pupils should be taught equality law regarding sexual orientation in both primary and secondary schools. Primary pupils should be made aware of diversity of attraction, for example through picture books, and it is appropriate to introduce terms such as lesbian, gay and bi in the primary years. Sexual orientation and diverse families should be explored in clear, sensitive and respectful ways that recognise that pupils will be discovering their own sexual orientation and may have friends or relatives who are LGB+. In the secondary school all pupils should receive a curriculum that is relevant to them, so that they gain the information they need to inform their personal and intimate relationships and their sexual health. Teachers should not make assumptions about the sexual orientation of pupils they are teaching and should recognise and represent the broader range of sexual orientations that exist in society, such as Ace.

Where pupils do not see teachers challenging homophobia and biphobia they learn that LGB+ people are not valued. The Stonewall School Report 2017 identified:

- ☐ Only **68%** of LGBT pupils report their schools say homophobic and biphobic bullying is wrong
- ☐ LGBT pupils in faith schools are more likely than those in non-faith schools to say that teachers and school staff never challenge homophobic, biphobic and transphobic language when they hear it: **31%** compared with 22%
- ☐ Only **29%** of bullied LGBT pupils say that teachers intervened when they were present during homophobic, biphobic or transphobic bullying

Where LGB+ young people see or fear experiencing prejudice and judgement, they are more likely to experience stigma and take risks in order to protect their privacy. For example, the Stonewall School Report 2017 identified:

- **39%** of LGBT young people aged 13-19 have met up with someone they met and talked to online
- **18%** of LGBT under-18s say have used adult dating apps such as Tinder, Grindr and Her

LGB+ pupils should be signposted to youth services and events that will facilitate a safe space, positive social links and nurture for their developing identity. 11

SEND

Relationships Education, RSE and Health Education must be accessible to pupils with special educational needs and disabilities, regardless of their setting. Providing high quality teaching that is differentiated and personalised is a starting point to ensure accessibility. Where needed, additional steps should be taken to ensure learning and progress is made in these essential life-skills, for example through pre-teaching and/or over teaching. For example, language processing difficulties can make the understanding of abstract concepts such as privacy hard to understand for some pupils.

Children, young people and adults with SEND can be at increased risk of sexual exploitation, making their need to learn about safe relationships vitally important. However, sex and relationships information for young people with learning disabilities should **not** be restricted to elements such as helping them to protect themselves from abuse and understanding appropriate public behaviour. We cannot assume that any pupil will not need sex education, although some parents and carers of young people with learning and/or other disabilities may find it hard to accept that their children are sexual beings.

In the secondary years, staff working with pupils with physical and/or sensory impairments will need to find ways of helping young people to talk about their disability and any effect it may have on their sexual behaviour. For most young people with a disability, the major impacts on relationships and sexual activity are social, emotional and/or psychological, rather than as a direct result of their physical disability. Lack of independence or social opportunities may also limit their experience of relationships. Pupils with a physical disability have equal rights to choose their sexual identity and their relationships.

Staff should consult the 'preparing for adulthood' outcomes, as set out in the SEND Code of Practice.

Race/ethnicity

All pupils should be taught equality law as it pertains to race and ethnicity. Black, Asian and Minority Ethnic (BAME) communities in Britain continue to experience prejudice and racism. When teaching about diversity, different types of prejudice and anti-bullying it is essential that we acknowledge this and teach that expressions of hatred or prejudice against a group is always unacceptable. Pupils should be taught how to challenge it, wherever it is safe to do so, and how to access support if they experience or witness such behaviour. Pupils should know the definition of 'hate crime'.

Disproportionate mental health detention of BAME people in Britain has long been linked to institutional racism in the interpretation of the behaviour of minority groups. However, a 2016 UK study found that BAME mental health challenges were also associated with poorer levels of social support. (Gajwani, Parsons, Birchwood, & Singh, 2016). Further to this they also found that, in spite of their higher rates of need for support, Black adults were found to have the lowest treatment rate of any ethnic group, at 6.2%, compared to 13.3% in the white British group. It is therefore important to recognise that for some groups there may be cultural barriers that may prevent BAME pupils feeling able to accessing support.

This 2016 research also supports previous studies in finding that common mental health problems vary significantly by ethnic group for women, but not for men. In Britain, non-British white women were found to be the least likely group to have a

common mental health problem (15.6%), followed by white British women (20.9%) and black/black British women (29.3%). Further studies show that PTSD is higher in women of black ethnic origin and that this is related to the higher levels of sexual assaults they experience. (Black, Basile, Breiding, Smith, Walters, Merrick, & Stevens, 2011). However, Black women are also less likely to report or seek help for assaults or trauma. (Ullman & Filipas, 2001). Again, 12

overcoming cultural stigma, teaching pupils to be persistent in seeking support and where and how to seek support will be important. Teaching should, age-appropriately, inform all pupils that just like looking after our physical health, taking care of our mental health is important and there are things we can do to enhance our positive mental wellbeing.

In Northern Ireland, the suicide rate among male Irish Travellers is 6.6 times that of men in the general population. This group also continues to experience discrimination, with 65% of people reporting that they would not accept an Irish Traveller as a close friend. (All Ireland Traveller Health Study Team, 2010) Accessing support is often stigmatised within the Traveller community and individuals doing so risk ostracism and reputational damage. The life expectancy of male Travellers is currently 61.7 years, which is 15.1 years less than men in the general population. This is equivalent to the life expectancy of the general population in the 1940s.

There are significant differences in levels of overweight and obese children and young people in England's BAME groups. In summary, a 2004 study established that

- the percentage of children and young adults who are obese and overweight differs by ethnic group and sex, but not by social class.
- British African-Caribbean and Pakistani girls have an increased risk of being obese
- Indian and Pakistani boys have an increased risk of being overweight.

(Saxena, Ambler, Cole & Majeed, 2004):

Some BAME communities interpret cultural expectations as religious requirements, for example in relation to gender demarcation, dress codes and family roles. This can make it difficult for pupils from such communities (e.g. LGBT BAME pupils) to truly explore their personal identity, as they are free to do under British law. An extreme example of such beliefs is Female Genital Mutilation (FGM). All school staff must understand that FGM is child abuse and know their responsibilities in reporting concerns. Teaching should age-appropriately inform all pupils from primary years about their body being their own and the importance of accessing help if anyone touches them inappropriately. At secondary school, teaching about the illegality of and physical and emotional damage of FGM should be included in the relationships and health education curriculum content.

Religion and belief

Religion and belief is a protected characteristic, so a good understanding of pupils' faith backgrounds and the local faith communities is essential for all schools to appreciate the context for teaching the mandatory curriculum.

There is significant diversity within any religious group and a range of views may be presented to issues that only some faith members will see as contentious. In fact there can be confusion about what constitutes a personal belief, what is cultural tradition and what is an essential tenet of the faith. The Church of England's position is made clear in the document 'Valuing All God's Children', where it emphasises that:

"We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value."

(Valuing All God's Children, Church of England 2017, Foreward by The Most Revd and Rt Hon Justin Welby, Archbishop of Canterbury)

All schools may teach about faith perspectives, but RSHE must present a balance of perspectives and topics must be taught in ways that comply with the requirements of the Equality Act 2010. All curriculum work and debate must be respectful to all groups within the protected characteristics, whether present or not present in the classroom. British values and 13

the law, including respect for difference and rejection of hate crime, must be very clearly taught. Pupils must understand that a person's religious belief never justifies a display of hurtful behaviour or expressed hostility toward any individual. Pupils must clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Where views have been expressed that may increase the vulnerability of any individual or group within the class, the school is responsible to ensure the safety and wellbeing of these vulnerable pupils and to fully address any prejudice related incident that may have occurred to prevent recurrence.

Teaching and learning for effective PSHE, that includes Relationships Education or RSE and Health Education

The early years

Although the mandatory Relationships Education, RSE and Health Education does not specifically apply to the Early Years Foundation Stage, EYFS does include Personal, Social and Emotional Development (PSED). PSED is recognised as one of the building blocks of success in life. It supports children's development by helping them to interact effectively and develop positive attitudes toward themselves and others. PSED includes three aspects of children's learning and development: making relationships, managing feelings and behaviour, and self-confidence and self-awareness.

Relationships are at the centre of all human experience and interaction and it is vitally important that young children are helped to learn the social skills needed to interact successfully with other people and to form good relationships.

Young children need lots of opportunities and encouragement to begin to look at the world from the perspective of others so they begin to develop empathy. This is not always easy for the under-fives to understand, which is why maintaining high expectations of their developing social awareness and skills is so important.

As children grow and develop in self-confidence and self-awareness, they extend their horizons and begin to see that what they do can make a difference.

Church of England guidance reinforces this:

"Supporting children and young people to establish good habits and approaches to keeping well should happen as early as possible as part of forming a repertoire of good foundations for adult life as well as enabling them to enjoy more fully the here and now. The early years of schooling are particularly valuable in that these are often the times when contact with parents and carers is at its strongest."

(Mental Health and Wellbeing Guidance, Church of England 2018 p3)

Models of delivery

The DfE guidance establishes that Relationships Education or RSE, Health Education (RSHE) and any additional PSHE should be taught by the school as a separate subject within the basic school curriculum. It cannot therefore be delivered through another subject, such as RE. There will, however, be some overlap with content in other national curriculum subjects such as citizenship, science, computing and PE. Subject leads should ensure that other subjects complement, rather than duplicate, content covered in PSHE and RSHE. 14

Staff not engaged directly in PSHE lesson delivery need to understand and apply the policies, principles, values and approaches informing the PSHE curriculum, especially where there is content overlap and in their pastoral roles. Teaching and support around PSHE and RSHE curriculum content should be consistent and supportive across the school. PSHE and RSHE curriculum content should provide a balance of views, while ensuring pupils have clear and accurate understanding of relevant law.

The mandatory curriculum does not prescribe any particular model of delivery, but it does emphasise the importance of it being a planned and progressive programme that meets the needs of all children in the school and prepares them for life. It provides mandatory elements that will be subject to Ofsted and SIAMS inspection, but does not assume Relationships Education or RSE and Health Education will be the entirety of the PSHE programme delivered by a school. It is a minimum curriculum and schools have the flexibility to ensure new and emerging needs are addressed.

The quality of the PSHE education curriculum provided in schools has been a concern for many years, often highlighted in surveys, comparative studies and reports. Ofsted's report 'PSHE in schools: Not yet good enough' (2013) described off-timetable/drop-down days as a weak model of delivery.

"The PSHE education curriculum was usually more coherent and comprehensive in schools that offered discrete PSHE education lessons taught by specialists."

(PSHE in schools: Not yet good enough, Ofsted 2013 p7)

A spiral curriculum spanning all years in the school is strongly recommended by the PSHE Association. They advise that schools:

"Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people"

(Ten Principles of PSHE Education, PSHE Association p1)

They also stress that PSHE and RSE should be taught by regularly trained staff. This is reinforced by the 2019 Ofsted Inspection Framework's emphasis on the importance of teachers having expert knowledge of the subjects they teach and assess. The advantage of RSHE being delivered by well-trained teachers, who also know the pupils and families well, should not be under-estimated. DfE guidance stresses that expert visitors may be invited in to enhance and supplement the programme, but that schools remain responsible to check in advance and approve the content being delivered by any visitor.

Ten Principles of PSHE Education

The PSHE Association has developed the following evidence-based principles of good practice in PSHE education that apply across Key Stages 1 to 4:

1. Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

The ten principles underpin all of our work including our training, resources, Quality Assurance processes and Professional Development programme for PSHE teachers and practitioners. To find out more visit <http://www.pshe-association.org.uk/>

Developing appropriate whole school approach to delivering Relationships Education (in primary schools), Relationships and Sex Education (in Secondary Schools) in all schools in the UK



Establishing and maintaining ground-rules

Establishing a safe teaching and learning environment is key and ground-rules play an important role. Relationships Education, RSE and Health Education can only be truly successful in a context where young people feel they are safe, valued and respected. The effective use of ground-rules should remind pupils of the importance of maintaining respect for all, confidentiality around identities and experiences shared by others and a willingness to explore and discuss alternative viewpoints.

Teacher confidence when responding to questions makes a difference to young people. If a teacher feels they have been asked a tricky question by a pupil, it may be helpful to ask them what they think the answer is. If the answer is not known or the teacher is unsure how to tackle it, it is always possible to value the question but buy time. The teacher can then seek further advice, information and/or consult the school policy.

Any teacher's response to a pupil's question about RSHE should be factual and age appropriate. Training staff fully for their role in delivering this curriculum should include asking them to identify any issues that remain a concern for them. The policy should explain how teachers will respond to questions that take discussion beyond the lesson's focus or that require a small group or a 1:1 response.

Presenting balanced information

All PSHE/RSHE education should be based on information that is realistic, relevant, and that identifies and reinforces positive social norms. Reliable sources of information should be used and there should be accurate and appropriate reference to relevant information, including the law and legal rights and responsibilities. Lessons should never introduce material to induce shock or guilt. Information presented in lessons should clearly distinguish between fact and opinion. Differing perspectives can be presented to stimulate discussion but the overall material should be balanced. PSHE education should equip young people with the skills to critically evaluate information they encounter: checking a range of sources; identifying 'fake news'; and understanding how social media sites filter and tailor information to match individuals' pre-existing beliefs and attitudes (the 'filter bubble').

Given the power and influence teachers can have, they should avoid giving their personal views. Teaching should always comply with school policy and promote the law.

Using anonymous question boxes

The anonymous question box is commonly used in schools when teaching about issues like puberty and sexual intercourse. It can be used more widely across issues in PSHE/RSHE to encourage pupils to ask questions or to indicate their need for support. The opportunity to post questions should be available at all times and used actively to inform the curriculum. The questions pupils have asked could also

be shared in summary at parent workshops to illustrate the concerns and interests of pupils.

The teacher's body language and tone in responding to questions is important if pupils are to maintain their confidence in the process. If teachers are anxious about what may be behind a question it might be better answered or discussed in a one to one situation or a small group. This process should be agreed in the ground-rules and referenced in policy. 18

Distancing techniques

Any lesson could raise sensitivities for some pupils. Storybooks, scenarios, persona dolls and videos all provide opportunities to discuss issues without asking pupils to share their personal experiences. Pupils should also be encouraged to consider how they might advise or support others.

"...there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others."

(Mental Health and Wellbeing Guidance, Church of England 2018 p33)

Pupils can be prone to thinking, "It couldn't possibly happen to me," or, "This is not relevant to my life." Such attitudes can block effective learning and drive pupils to provide the answers they think you want to hear. Therefore, tasks may usefully encourage them to develop empathy for a friend in that situation and consider the options they might explore to help them. Such consideration also reinforces the importance of community and our responsibility to support others.

Teaching safeguarding and signposting support

It is important that schools do not confuse cultural and religious belief systems. The school must meet their obligations under safeguarding and under the law in the best interests of all pupils. This includes staff fulfilling their legal duties and delivering teaching to prevent extremism, forced marriage, honour based violence, female genital mutilation, human trafficking, modern day slavery, sexual exploitation, grooming and any kind of abuse.

At all times our teaching should regularise diversity and enable children to successfully live in a context where there are different views, lifestyles and beliefs. In the context of teaching the law, schools should at all times challenge extremist views, discrimination and hate crime. Since the Brexit vote in July 2016 incidents of hate crime have risen sharply. Schools may find the national hate crime action plan 2016 - 2020 and the Educate Against Hate website. <https://educateagainsthate.com/> to be valuable resources. The Relationships Education, RSE and Health Education curriculum provides excellent opportunities to empower pupils to develop their critical thinking skills, recognise abuse and seek help, repeatedly where necessary.

"All teaching intended to reduce vulnerability and prevent abuse must include attention to an important underlying principle: to eradicate any possibility of our teaching leading to 'victim blaming' by anyone. By encouraging young people to increasingly recognise their own vulnerabilities, to know how to respond in difficult situations and to know how to access help, we must not leave them feeling that if they fail to apply their learning the responsibility lies with them."

(Delivering and Anti-abuse Curriculum, Herts for Learning, 2018)

A key aim of the curriculum is to give pupils the understanding and confidence to recognise when they or others need help. Lessons should provide information about accessing help both within and beyond the school. This includes signposting to appropriate helplines, such as Childline, Child Exploitation Online Protection (CEOP), the Samaritans, Shout and local health services, including (in secondary schools) the local sexual health services. Further signposting for pupils and parents should also be readily accessible, including through the school website. It is important that the school adopts an unbiased non-judgemental approach that enables pupils to access any support that is within their legal entitlement. Lessons

should provide opportunities for pupils to develop the skills to seek advice and to articulate their concerns with people they know and/or with wider services. 19

Gaining real pupil engagement

Pupil participation in PSHE education is supported by pupils feeling safe, by the use of a variety of active teaching approaches and by teachers being responsive to the individual and changing needs of pupils. Pupil voice is vital to review, assess and inform the curriculum, ensuring that it is up to date and relevant.

The SIAMS 2018 evaluation schedule highlights the Church of England's aspiration that pupil learning across the curriculum should result in their empowerment. Unfortunately pupils can become skilled in delivering to order what they understand to be the required answers to questions about how to keep themselves safe and what is moral, without it having any positive impact on their behaviour and choices. Teaching that provides information and guidance but does not enable pupils to reflect deeply about responding to real life challenges cannot be considered adequate. What we teach in the classroom must support pupils to make informed decisions about their wellbeing, health and relationships in a range of contexts. Our aim is to enable them to build positive, deeply fulfilled and successful lives, in which they are able to read challenges, critically analyse their options and find a positive way through, while maintaining safety and integrity. This of course requires knowledge, but also understanding, emotional intelligence, know-how, skills, confidence, empathy and self-efficacy.

In detailed guidance, the Church of England has emphasised the importance of values education, character education and learning to support positive mental health and resilience. These can provide an essential underpinning to Relationships Education, RSE and Health Education. In discussing character education, 'The Fruit of the Spirit' discusses the 'What If Learning Programme...', because it recognises:

"...the importance of both developing habits and developing reflective wisdom in order to act with freedom and creativity in changing circumstances. There is an inherent (but creative) tension between the focus on taking on the same habits as others – being faithful to an existing vision and way of life – and the focus on working out this vision in new and creative ways – shaping the tradition, and being an imaginative innovator within it."

(Fruit of the Spirit - A Church of England Discussion Paper on Character Education 2015 p10)

The development of good habits and reflective wisdom cannot emerge in a context where virtues, values and morality are always defined and imposed by adults or, conversely, influenced by the distorted views of social media. Real personal development learning requires pupils to absorb, reflect, apply, challenge and critically assess the ideas they encounter.

The SIAMS 2018 evaluation schedule looks for pupils adopting an approach to life in which they aspire to be the best they can be, including recognising how they can challenge injustice and inequality, engage in social action projects and look beyond themselves to ask 'big questions'.

"Church of England schools are also encouraged to encourage young people to be courageous advocates and should support them to become agents of change."

(Mental Health and Wellbeing: Towards a Whole School Approach, Church of England 2018 p23)

This needs quality teaching. As an example, over-simplistic teaching about 'bystander behaviour' can leave pupils without the skills and understanding to fulfil the expectations of 20

their schools. Schools do not want children to be a 'bystander', but to recognise when and how to be an effective 'witness' and/or 'supporter' who does not, in turn, become perceived as a 'bully'.

Published resources for RSHE

There are a wide range of published resources available for schools, both free and to purchase. Quality resources should meet the ten standards detailed by the PSHE Association under their quality mark.

1. Provide a safe and supportive learning environment for all learners
2. Establish the 'starting point' of all learners
3. Build on previous learning and provide opportunities for learners to demonstrate their progress in knowledge, skills and understanding
4. Present information in a positive and learner-friendly way
5. Use 'active' teaching and learning techniques to engage pupils and to develop their understanding, knowledge and skills
6. Provide information that is up-to-date, realistic and relevant to pupils' lives
7. Provide opportunities for pupils to use and apply knowledge, understanding and skills
8. Ensure a whole school approach to the teaching of PSHE*
9. Promote positive working relationships within and outside the school community*
10. Take into account pupils' views and perceptions across the programme or unit of work*

(*for resources which offer comprehensive support for a whole school PSHE programme.)

(<https://www.pshe-association.org.uk/quality-mark-for-resources>)

No published resource can be counted on to deliver the exact programme of PSHE/RSHE that any particular cohort of pupils requires. Schools must respond to behaviour and experience trends in the school, the locality and the changing world. As society changes, new risks and challenges emerge. Response should be timely, to educate pupils to understand and navigate risks in a preventative approach:

"It is right for schools to re-examine their curriculum and ethos regularly and to reflect on whether it continues to be fit for purpose."

(Mental Health and Wellbeing – Towards a Whole School Approach, Church of England 2018 p4)

Reviewing age appropriateness in a changing world

Considering carefully the age at which we prepare pupils for the experiences they may encounter is important. What we have previously considered to be age appropriate teaching may have to be reviewed to ensure that pupils develop skills for self-safeguarding and positive mental health in response to changing circumstances. Secondary and primary schools will have already developed teaching to reduce pupils' risks of being groomed online. Experiences of sexting is now increasing among primary age pupils, requiring primary schools to deliver appropriate learning. The risks to pupils arising from drugs, gangs and knife crime also highlight the need for ongoing curriculum review. Such responsiveness requires

all teachers and school leaders to remain well informed on emerging issues and trends within and beyond school. (see also section 'Changing Adolescent Body')

21

Assessment and monitoring

Relationships Education, RSE and Health Education should have the same status as all mandatory curriculum subjects, including in the way it is managed, funded, resourced, assessed, recorded and reported. The curriculum lead will be required to measure, monitor and evidence the impact of the learning for all pupils in Relationships Education, RSE and Health Education.

“School leaders and governing boards need to have a clear approach to identifying and monitoring the quality of their provision. They need to reflect carefully on the impact of policies and resourcing for the most vulnerable and be aware of the long-term implications of decisions they make.”

(Mental Health and Wellbeing – Towards a Whole School Approach, Church of England 2018 p4)

Assessment of prior learning, progression and work focused on requiring pupils to apply learning in practical situations are all highlighted in the DfE guidance. Schools can also look for impact in pupil attitude surveys, the choices pupils make and/or how they treat each other or behave online. The Good Childhood Index provides a valuable set of indicators to explore baselines and impact around pupils' wellbeing levels in central aspects of their lives.

<https://www.childrenssociety.org.uk/what-we-do/research/well-being/background-programme/good-childhood-index>

“Schools should be engaged in the iterative process of ensuring that they are meeting the needs of all young people in alignment with their aim to develop the whole child (including learning of knowledge and skills, fostering creativity and developing social, emotional and mental wellbeing).”

(Mental Health and Wellbeing – Towards a Whole School Approach, Church of England 2018 p4)

Stakeholder feedback is also key to the ongoing review and monitoring process.

“As part of this ongoing process, feedback should be gathered from multiple school ‘stakeholders’ including staff, parents and carers and perhaps most importantly, by listening to young people. Their concerns and needs ought to be a key driver for improvement and a powerful tool that should not be underestimated.”

(Mental Health and Wellbeing – Towards a Whole School Approach, Church of England 2018 p4-5)

Parent and carer support and engagement

It is crucial that parents and carers are seen as co-educators in this important area of education, helping keep their children safe and supporting them to thrive in the modern world. Schools should make parents and carers aware of the safeguarding and character building opportunities that the full RSHE curriculum offers. The online world makes it particularly easy for children to gain a distorted and inaccurate view of sex and sexual relationships from, for example, age-inappropriate games, sexualised song lyrics and pornographic images and films. Parents and carers should be made aware of how the RSHE curriculum will challenge unhealthy messages. 22

Parents and carers should be consulted and their views used to inform the school's RSHE policy and curriculum. Holding parent/carers consultations and workshops to inform them in detail about the curriculum, its benefits for pupils and the school's approaches to RSHE will help to alleviate worries and concerns, and build their confidence.

Part of curriculum provision should ensure that parents and carers are supported to be able to discuss issues raised in lessons at home. This will give families the opportunity to talk about their own values, experiences and perspectives.

Parent/carers right to have their child excused from sex education

"Parents and carers must be given every opportunity to understand the purpose and content of relationships education and RSE. Clear and open communication with parents and carers will help them to understand the importance of modelling positive relationships and make sure that pupils are not withdrawn from sex education for reasons based on a misunderstanding of the subject. The role of parents and carers in the development of children's understanding about relationships is vital and they hold the responsibility of ensuring their children grow and mature into healthy relationships."

(Church of England Education Office Response to call for evidence on RSE curriculum)

There is a parent/carers right of withdrawal from sex education elements that must be clearly explained in the school policy.

The DfE guidance does not define 'sex education'. Individual schools are required to define in their policy any elements in their RSHE curriculum that constitute sex education. This should not include learning about the changing adolescent body or LGBT inclusion, which some parents may assume is part of sex education. The lessons or units that will include sex education content should be made explicit in the school Relationships and Sex Education Policy.

Schools must deliver the whole mandatory curriculum in a well sequenced way. The delivery of sex education within RSE should not be separated from related learning in order to facilitate ease of removal of excused pupils. The school's planned programme should combine learning areas as they are deemed most appropriate to deliver the learning effectively. Therefore sex education elements will be integrated with other aspects of relationship education and health education. Systems for the removal of excused pupils should be managed around an effective curriculum, rather than around the decisions of a small minority of parents.

It is a requirement in secondary schools and good practice in primary schools for parents/carers wishing to excuse their child from sex education to have a detailed discussion with a senior leader. The DfE recommends that schools should document their discussion process with parents. Such a discussion would focus on the benefits of the curriculum content, the social and emotional effect of being excluded from parts of lessons, the risks involved in their child hearing their peers' version of what was said in the classes rather than what was professionally conveyed in the lessons, and of them seeking knowledge from wider, potentially inaccurate, sources.

"If pupils are not offered effective relationship and sex education that allows them to have their questions answered and is informative they may find their information elsewhere (e.g. from pornography or inappropriate websites and forums)."

(Valuing All God's Children, Church of England 2017 p22) 23

It is important to explain to parents/carers that research has consistently shown that effective RSE does not encourage early sexual experimentation, but instead delays first sexual experience and reduces more high risk behaviours. Schools might valuably share with parents/carers the areas of sex and relationships education that pupils in the school have asked to learn more about. In primary schools particularly, this may emphasise the naivety and simplicity of the questions pupils ask and their real concerns and worries. Reassurance of the Church of England's positive valuing of the mandatory curriculum may also be helpful.

Church of England schools will wish to present sex in the context of it being a choice in a serious loving relationship and there will be discussion of the benefits of delaying first sexual experience. It should be remembered that having sex in uncommitted relationships is commonly presented in the media and is common in society. We also need to represent that not everyone will want to have sex in their lifetime and others may choose celibacy for periods of time. Sex will be discussed as being a mutually agreed pleasurable experience for those involved, each and every time.

In spite of a school's best endeavours to inform, consult and reassure, some parents/carers may decide to excuse their child from some or all of the school's defined sex education. For primary schools the DfE guidance clarifies that the school must accept the parent's decision.

For secondary schools the DfE RSHE guidance clarifies that such a request should also be granted, "except in exceptional circumstances" (unspecified).

When a parent/carer confirms they still wish to excuse their child from sex education, they must specify which elements of the sex education content they wish to withdraw from. The school should not assume that it is an automatic removal from everything being taught under the school's heading of sex education.

Parents can exercise this right until three terms before the term in which the young person becomes 16 years old. At this point, all pupils have the right to receive sex education before they are legally able to give consent for sex in British law. Secondary schools must therefore offer the opportunity for previously excused pupils to receive the sex education they have missed before their 16th birthday. 24

Sample letter to primary school parents

Schools will decide how best to begin to communicate with their parent body about the new curriculum requirements. However, this template may provide a useful model to adapt.

Dear Parents and Carers,

Statutory 'Relationship and Health Education'

You may be aware that from September 2020 it will be compulsory for all schools to deliver a new statutory curriculum. The aim of the curriculum is that schools must provide age appropriate lessons that will enable pupils to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy in making decisions about risks, challenges and complex situations. It is a safeguarding curriculum that builds pupils' resilience, skills and confidence to access support when needed.

The Church of England and **[insert school name]**, welcome this development as it supports our faith vision that:

"A good education must promote life in all its fullness."

Church of England Vision for Education (2016)

In primary schools, the new curriculum guidance outlines an inclusive programme that will be delivered across all year groups. It covers the themes: families and people who care for me; caring friendships; respectful relationships; online relationships; being safe; mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco; health and prevention; basic first aid; and changing adolescent body. This will now form a central part of our wider PSHE curriculum.

The Department for Education recommend that, in addition, primary schools should deliver age appropriate sex education as part of their PSHE programme [to complement what we already deliver through the science curriculum] As part of our safeguarding duty we welcome this clarity. We anticipate this will involve **[no change/some change]** to our existing arrangements.

"For Church schools, RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life." (Church of England Education Office Response to a 'Call for Evidence on RSE Curriculum')

As a school community, we are committed to working in partnership with parents. Recent parent and carer feedback shows that the overwhelming majority in this school continue to be highly supportive of our PSHE programme. Over forthcoming weeks and months we will be consulting with all parents and carers about how we can best ensure that our children receive the statutory education they need and deserve. Information on our progress will also be kept updated through our **[website/newsletters/coffee mornings/special parent meetings]** Details of our current PSHE curriculum can be found at **[Add link to school curriculum information]**

To begin our consultation about the new curriculum and to highlight the essential role that parents and carers have as educators in these subjects, the school is arranging an initial **[survey/workshop/information evening/working party/ other]**.

If you would like to find out more or discuss any concerns, we would urge you to become involved and we look forward to working with you.

Yours sincerely,

Sample letter to secondary school parents

Schools will decide how best to begin to communicate with their parent body about the new curriculum requirements. However, this template may provide a useful model to adapt.

Dear Parents and Carers,

Statutory 'Relationships, Sex and Health Education'

You may be aware that from September 2020 it will be compulsory for all schools to deliver a new statutory curriculum. The aim of the curriculum is that schools must provide age appropriate lessons that will enable pupils to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy in making decisions about risks, challenges and complex situations. It is a safeguarding curriculum that builds pupils' resilience, skills and confidence to access support when needed.

The Church of England and **[insert school name]**, welcome this development as it supports our faith vision that:

"A good education must promote life in all its fullness."

Church of England Vision for Education (2016)

In secondary schools, the new curriculum guidance outlines an inclusive programme that will be delivered across all year groups. It covers the themes: families; respectful relationships, including friendships; online and media; being safe; intimate and sexual relationships, including sexual health; mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; and changing adolescent body. This will now form a central part of our wider PSHE curriculum.

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To begin our consultation about the new curriculum and to highlight the essential role that parents have as educators in these subjects, the school is arranging an initial **[survey/ workshop/information evening/working party/ other]**.

If you would like to find out more or discuss any concerns, we would urge you to become involved and we look forward to working with you.

Yours sincerely,

Table overviewing the themes within the mandatory curriculum Relationships Education (primary)	Relationships and Sex Education (secondary)	Health education (primary and secondary)
Families and people who care for me	Families	Mental wellbeing
Caring friendships	Respectful relationships, including friendships	Internet safety and harms
Respectful relationships	Online and media	Physical health and fitness
Online relationships	Being safe	Healthy eating
Being safe	Intimate and sexual relationships, including sexual health	Drugs, alcohol and tobacco
Health and prevention		
Basic first aid		
Changing adolescent body		

Families and people who care for me (primary)

Families (secondary)

A key part of relationships education is helping pupils to understand the importance of the love, security and stability that families and people who care for them can give. It is important that children recognise the value of family commitment and support, including during times of difficulty and stress (though some pupils will not have experienced this). In Church of England schools we very much see both the school and the church as part of the child's extended family.

"The conviction that we are created and sustained by God for living together in families and communities is at the root of our dedication to educating for life together."

(Church of England Vision for Education 2016 p11)

What is a family? Families are diverse and it is the school's role to ensure that all families are represented and equally valued in the curriculum and across the whole school. From the early years, teaching about families must be inclusive and help children to understand that there are family and lifestyle differences; some families will look different from their own and we respect those differences. This does not in any way encourage the values of any one particular relationship.

Inclusive teaching about families involves careful consideration. Looked after children may be in a range of changing family settings. Some pupils will be in stepfamilies, some will live with two mums or two dads and some may have been conceived through IVF. Some pupils will have many siblings and others will be an only child. Our approach to special days such as Mother's Day and Father's Day also needs to be flexible to reflect the situation of pupils in the class. 27

“RSE ... should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.”

(Valuing All God's Children, Church of England 2018 p34)

The importance of family is central to the Christian story. Exploration of the qualities of good parenting and strong families will be part of our character and values education. Selflessness, love, loyalty, support, listening, safeguarding, trust, forgiveness, healing, interdependence and independence, and the need to establish rules for shared living are just a few examples. Many of our pupils will be the parents of future generations and our education should ensure that they understand the importance of learning the skills and values involved in quality parenting and the wellbeing benefits of being part of a stable and supportive family unit.

The Christian understanding of marriage as a life choice based on love, trust, loyalty and fidelity will be important in church schools. Marriage is a commitment, always entered into freely by both partners and never forced through threat or coercion. We must ensure teaching gives pupils the knowledge and understanding that marriage is a formal and legal commitment and is available to both opposite and same sex couples. The ceremony through which a couple get married may be religious or civil. Some couples decide alternatively to have a civil partnership or no religious or civil ceremony at all. Staff should be equipped to handle respectful discussion relating to all these choices. Pupils should be taught the legal status of different relationships and that marriage carries legal rights and protections not available to couples who are cohabiting or who have married in an unregistered religious ceremony.

“The Church of England's teaching about marriage has not changed. Whilst same-sex marriage has been legal in England since 2014, same-sex weddings cannot be performed by Church of England clergy or in Church of England churches. There is a breadth of views held about same sex marriage, sexual orientation and gender identity by Christians and people of all beliefs.”

(Valuing All God's Children, Church of England 2018 p11)

There may be times when children and adolescents are not in agreement with views held by their parents or others who care for them. ‘Valuing all God's Children’ states that:

“Pupils in secondary schools are at a stage when they may feel a need to distance themselves from parental influence and individuate, where friends are of key importance and the desire to fit in and belong is great. Pupils with a strong family faith background can find navigating perceived home expectations and peer expectations particularly tricky. More than ever, pupils at this time in their lives need to be in a safe environment where exploring their identity can be done in safety without fear of ridicule and in a climate of truth, love and acceptance.”

(Valuing All God's Children, Church of England 2018 p21)

Our hope is that children will experience loving, stable and nurturing family relationships. Children need to be able to recognise if any family relationship is making them feel unhappy or unsafe, and know how to seek help or advice from others. Family loyalty, fear of family break up, shame or guilt can all be powerful deterrents to speaking out. 28

Caring friendships (primary); Respectful relationships (primary)

Respectful relationships, including friendships (secondary)

"Human dignity, the ultimate worth of each person, is central to good education. The basic principle of respect for the value of each person involves continual discernment, deliberation and action, and schools are one of the main places where this happens, and where the understanding and practices it requires are learned. This includes vigilant safeguarding. It is especially important that the equal worth of those with and without special educational needs and disabilities is recognized in practice."

(Church of England Vision for Education 2016 p7)

Pupils are learning to be social beings and to develop different kinds of relationships, so of course they will make mistakes. All people are flawed and fallible, and it is our Christian duty to strive always to 'love your neighbour as yourself'.

Children and young people today are surrounded by examples of poor relationships: online, on television, in films, in the media and, for some, perhaps even in their family. In school they should see only adults who are positive role models, presenting courteous, respectful and caring relationships.

Teaching for respectful relationships begins with simple messages about sharing and kindness. When children fall out or hurt each other, things must be resolved. In the early years we stress the importance of telling an adult as the main approach to finding resolution. This option should always remain for all pupils, but, as pupils get older, we should introduce them to relationship management skills and strategies to resolve relationship problems. Such approaches contribute to the school's actions to prevent bullying but do not replace the school's responsibility to take all pupil concerns seriously and to investigate them.

In the junior years and in secondary school the curriculum should help pupils develop and manage healthy relationships, recognise and resolve problems, and reject unhealthy and harmful relationships. The curriculum should provide opportunities to explore relationship dilemmas and to develop the character traits and values that help navigate such difficulties: courage, self-confidence, resilience, analysis, self-discipline, compassion, empathy, honesty, kindness, forgiveness, loyalty, tolerance and trustworthiness.

Central to resolving relationship issues is the ability,

"...to listen deeply to others and recognise their worth, no matter how deep the disagreement."

(Fruits of the Spirit - A Church of England Discussion Paper on Character Education 2015 p3)

In a 2014 speech The Archbishop of Canterbury highlighted what is at the core of reconciliation.

"And I want to explain what I mean by reconciliation, because in popular use what it usually means is everyone agrees with everyone, or everyone pretends they agree with everyone. And both of those are rubbish. Reconciliation means finding ways for people to disagree well. It means finding ways for people who disagree well to go forward together without reducing their beliefs to a lowest common denominator or pretending that their difference does not exist. It's honest, loving, faithful, committed disagreement." Justin Welby, Archbishop of Canterbury 29

(Fruits of the Spirit - A Church of England Discussion Paper on Character Education 2015 p12)

This emphasises the importance of teaching conflict resolution and restorative approaches. In turn this requires that parents and carers understand how and why these strategies are being taught.

The curriculum must enable all pupils to understand, respect and celebrate difference and diversity. Learning about equality and inclusion is fundamental to teaching respect. Respect is based on acceptance of the equal value of every individual and cannot exist where one person or group believes they are superior to another. This relates to schools' duty to teach 'British Values'. Tolerance and acceptance is vital in a pluralist society and requires the skills of reconciliation and critical analysis.

The SIAMS 2018 evaluation schedule stresses the need to see evidence that:

"...children are able to cherish themselves and others as unique and wonderfully made,"

(SIAMS Evaluation Schedule 2018 p11)

"There are planned curriculum opportunities to explore different points of view and pupils are given the skills they need to disagree well and to live with contradictory convictions".

(SIAMS Evaluation Schedule 2018 p9)

"[there are] quality opportunities for pupils to explore situations of injustice and inequality, so opening pupils' horizons, giving them a concern for others'

(SIAMS Evaluation Schedule 2018 p8.)

A thorough understanding of the nature of prejudice, bullying and abuse, the nature of power relations and a deep sense of fairness are pre-requisites. Pupils should understand how to provide an appropriate response to challenging situations, for example in support of their peers. They might have further opportunities to provide formal assistance through taking on roles such as mediator or mentor. The SIAMS evaluation schedule expects pupil learning to be translated into active compassion and citizenship. In a 'good' church school,

"Pupils talk about ways to challenge injustice and inequality and take advantage of curricular and extracurricular activities to engage in social action projects. This goes beyond a sense of compassion to a concern for justice."

(SIAMS Evaluation Schedule 2018 p7)

In a church school that is better than good pupils have,

"...opportunities to engage in social action projects which pupils themselves have identified" so that they become "articulate advocates of change, challenging injustice and inequality."

(SIAMS Evaluation Schedule 2018 p8) 30

All of this requires pupils to commit to a set of values, to recognise and understand needs and to take on a commitment to adopt actions that will make a difference. Pupils will be delivering social activism and fulfilling the Christian thesis of St Theresa of Avila:

"Christ has no body but yours,
No hands, no feet on earth but yours,
Yours are the eyes with which he looks
Compassion on this world,
Yours are the feet with which he walks to do good,
Yours are the hands, with which he blesses all the world."

(Fruits of the Spirit Report - A Church of England Discussion Paper on Character Education 2015 p 9)

Fruits of the Spirit recommends that pupils should go further and understand the need to strive for the improvement of society and the achievement of human rights.

"Christian education recognises the importance of principled dissent (e.g. as demonstrated by the campaign for the abolition of slavery, the suffragettes, chartists etc.)"

(Fruits of the Spirit Report - A Church of England Discussion Paper on Character Education 2015 p14)

Online Relationships (primary)

Online and Media (secondary)

Internet Safety and Harms (primary and secondary)

Children and young people today experience a fast moving and complex world, not seeing a divide between their on and off line lives. This presents positive opportunities but also challenges and risks. The RSE curriculum emphasises the importance of respectful online relationships which empower and support their own and others' mental wellbeing. This requires strength of character, a moral compass and confident decision making. The document 'Leadership of Character Education', stresses the importance we place as Christians on developing character education in schools.

The online safety and media elements of the RSE curriculum give scope for pupils to further develop an expansive range of character virtues including; decision making, honesty, moral courage, care, fairness and creative thinking.

"It is central to a Christian vision for education for 'life in all its fullness' and is concerned with developing virtues seeing them as 'character in action', grown through experience and demonstrated over time in word and deed."

(Leadership of Character Education, Church of England 2017 p6)

The online world enables pupils to reach out beyond the school gates and learn about different ways of life in the community and the wider world. We want to support children in this exploration. However, the internet can be a negative place where online abuse, trolling, harassment and bullying takes place, which has a detrimental impact on mental health. Valuing All God's Children highlights the particular vulnerability of LGBT children and young

people and the need to recognise and protect them against homophobic, biphobic and transphobic (HBT) bullying, including that carried out online.

“Opportunities should be offered for pupils to explore why some people seek to bully and how bullying can take the form of HBT bullying. Strategies about how to protect yourself and others from bullying should be taught, including online safety and cyberbullying awareness.”

(Valuing All God's Children, Church of England 2017 p24)

Pupils need to build the skills to critically assess online content and develop the confidence to challenge and question what they see and read. It is important they develop critical awareness and informed thinking about relationships with both friends and people they have never met in the real world. Essential in this is that pupils know that online relationships can sometimes lead to grooming and exploitation. Pupils should know how to report adverse experiences and where to go for help.

Pupils must be taught the risks and the law involved with sexting: creating and sharing sexual, naked or semi naked images or videos of themselves and others, having or sending such sexually explicit images. The UK Council for Child Internet Safety (UKCCIS) guidance on sexting highlights that the:

“... increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation.’

(UKCCIS Sexting in schools and colleges)

To be clear a child is breaking the law if they:

- ☐ take an explicit photo or video of themselves or a friend under the age of 18
- ☐ share an explicit image or video of a child, even if it's shared between children of the same age
- ☐ possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

Internet communities can distort reality, presenting extreme views, behaviours and experiences as the norm. Examples include: celebration of the perfect body resulting in pressure to conform and denigration of those who fail to meet the standard; the easy access to pornography encouraging heteronormative assumptions and non-consensual sexual activity; stereotyping of groups and a call to reject, exclude and abuse minorities. Pupils should be able to recognise and resist pressure from peers and the media. The knowledge that everyone is made in God's image emphasises that everyone is unique and deserves respect.

“The curriculum should offer opportunities for pupils to learn to value themselves and their bodies.”

(Valuing All God's Children, Church of England 2017 p24)

'Educating for life in all its fullness' must also encompass life online. The curriculum we provide will need to be informed by pupils' actual experiences and the risks they are exposed to. A minority of children have increased vulnerability and may require additional teaching and support.

Being Safe (primary and secondary)

The importance of teaching pupils safeguarding knowledge, skills and understanding was a key driver behind the development of the new curriculum. The 'being safe' learning outcomes largely reiterate key aspects that will be naturally delivered within other dimensions across the mandatory curriculum. The importance of their place within the curriculum is emphasised by their inclusion in a discrete section.

Most elements under this category are referenced in this document where they arise in the teaching requirements of the other sections. Specifically this is the case for learning about: safe friendships online and offline, how to respond to strangers, their body being their own, appropriate and inappropriate touch and contact, the concept of privacy, the importance of reporting feelings of being unsafe or feeling bad about an adult or older person, how to ask for help (repeatedly where needed until they are heard), that safety is more important than keeping a secret, and the importance of reporting abuse.

In the primary years Protective Behaviours and the NSPCC PANTS approach both provide approaches that underline the importance of recognising your feelings, understanding boundaries, keeping yourself safe and accessing help. This teaching can empower pupils and embed the skills they need to keep themselves safe.

Peer-on-peer abuse

In dealing with peer-on-peer abuse of any kind, it is recommended that schools avoid use of the terms 'victim' and 'perpetrator' in conversations about an incident. A safeguarding approach requires schools to recognise the vulnerability of all individuals involved. Children who engage in harmful behaviour towards others may have witnessed or have experienced abuse by peers, siblings, parents/carers or adults prior to their abuse of others.

Peer-on-peer abuse is any form of abuse and/or coercive control, exercised between children and within children's relationships (both intimate and non-intimate). It may be physical, sexual, emotional and/or financial. Peer-on-peer abuse can take various forms, including: bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth violence, harmful sexual behaviour, and/or gender-based violence.

Research suggests that peer-on-peer abuse is one of the most common forms of abuse affecting children in the UK. More than four in ten teenage school girls aged between 13 and 17 in England have experienced sexual coercion (Barter et al 2015). NSPCC 2009 research found that in 4 out of 5 (82.7%) experiences of peer-

on-peer sexual abuse nobody else but the child and the offender knew. (Child abuse and neglect in the UK today, NSPCC 2009)

Any incident involving sexual images produced by under 18s is illegal, whether it has been exchanged between two children in an equal and consenting relationship or the result of abuse and coercion. Behaviour which is not abusive at first may become abusive, quickly or over time. Teaching prevention and intervening early to address inappropriate behaviour is vital. The Brook Sexual Behaviours Traffic Light Tool can be helpful in evaluating sexual behaviours by children. <https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool>

[See also DfE Advice 'Sexual Violence and Sexual Harassment between Children in Schools and Colleges' (May 2018) and Part 5 of 'Keeping Children Safe in Education', DfE September 2018. 'Child on child sexual violence and sexual harassment'] 33

Challenging attitudes and behaviours which support abuse

Pornography, as well as some magazines, video games, music lyrics and videos, can present harmful messages about violence, sex and gender that can take hold in peer groups, defining what is cool and respected. Even if a young person avoids sexist media, they can still be influenced by it.

Such harmful messages include:

- ☐ In sexual situations, normal values about how other people should be treated and respected don't apply as they can get in the way of 'good sex'
- ☐ Male sexual arousal should be acted on as it is too strong to resist
- ☐ Sexual activity is mostly about satisfying male sexual desire
- ☐ Sexiness is primarily about how someone looks (most importantly the woman or girl), rather than their character or the personal connection between partners
- ☐ Sex is enhanced by breaking boundaries, for example by persuading someone who is initially reluctant or by using aggression
- ☐ Men and boys should be admired for their sexual activities; whereas women and girls should be negatively judged for theirs (for example, 'stud' versus 'slag' labels)
- ☐ Sex is a conquest for boys, who should try to get as much sex as they can, even if girls are forced or pressured into it
- ☐ Girls being placed in 'no-win' situations where they feel devalued both if they engage in sexual activity and if they don't. Mixed messages include that girls should resist having sex, as it is shameful if they give in, yet they are pressured to accept sex
- ☐ Lack of sexual activity equates to immaturity or being strange
- ☐ Sex is more exciting if there is no conversation about contraception or use of condoms
- ☐ Sex is more enjoyable if you have alcohol or drugs to enhance the experience
- ☐ People should be negatively judged for being lesbian, gay, bisexual, asexual, transgender or non-binary

Even when people do not explicitly state these views, they can be powerfully communicated through: banter, shared jokes and put-downs; online likes; admiring and accepting behaviours that fit with them; and/or ignoring and ridiculing those that do not fit with them. When a peer group adopts these ideas, it becomes a ripe context for abusive and harassing behaviour, especially from boys towards girls. These ideas and influences make it harder for everyone to experience equal relationships that are mutually respectful and satisfying.

Relationships Education, RSE and Health Education must provide positive and proactive ways to challenge harmful attitudes and behaviours. Lessons should empower pupils to challenge:

- ☐ jokes that make light of harmful sex
- ☐ discussion of people as sex objects, with no apparent respect for their thoughts, feelings or body
- ☐ promotion of sexual activities which are non-consensual
- ☐ rating and comparing people on their looks and sexual engagement
- ☐ putting pressure on or tricking a peer into doing something they don't want to do
- ☐ glamourising porn and casual sex

Pupils can be taught practical approaches to resisting or challenging such messages. For example, teaching pupils to 'challenge the behaviour, not the person', by identifying the underlying attitude, inviting them to resist such messages and/or by explaining why they are offensive or unacceptable. Learning can go further to consider possible responses they might receive, such as brush-offs and put-downs (*'it's only a joke!'*, *'lighten up'*, *'I'm not hurting anyone'*, *'don't be so uptight!'*). Having a response ready can draw attention back to the point already made (for example, *'you don't need to put people down to be funny.'*)

34

Societal discourse has for decades maintained a focus on women being valued based on their attractiveness. Girls continue to strongly link their self-esteem with perceptions of their looks and body image, and the behaviour of young men around them and media focus and commentary can exacerbate this. Programmes such as 'Love Island' now suggest that there may also be increasing body image pressure on boys and young men. Our curriculum should teach pupils to see the beauty in their uniqueness and also to aspire to relationships which are built on shared interests and values, spending quality time together; caring for each other, mutual attraction and respect.

Intimate and sexual relationships, including sexual health (secondary)

The school must define which, if any, elements within this section of the guidance should be designated as sex education. These elements and any additional elements of sex education that the school delivers other than those delivered in any mandatory science, are the only elements that parents have the right to excuse their child from.

At secondary school, parents and carers may excuse their child from some or all of the school's sex education components (other than those in the science curriculum) until three terms before the young person's 16th birthday, when the young person can make their own choice. Schools should plan, as a matter of safeguarding, how they intend to provide sex education catch-up lessons for pupils who have previously been removed and who wish now to access it. This must occur before their 16th birthday, when they reach the legal age of consent.

The aim of education for intimate and sexual relationships is to:

- ☐ give young people the information they need to maintain their sexual health and keep themselves safe, whatever their sexual orientation
- ☐ understand the sexual context they live in
- ☐ prepare them, when they are old enough and when they are ready, to be able to develop the healthy, nurturing relationships they desire

"Relationships and sex are good gifts of God and should bring joy. In our experience, young people most desire to learn about (and have modelled for them) good, healthy relationships. They want to learn how to secure, develop and sustain healthy relationships and how to be able to recognise when and how relationships go wrong. They must be prepared for the opportunities, challenges and responsibilities of being in relationship with other people. Relationships education and RSE must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds."

(Church of England Education Office Response to call for Evidence on RSE Curriculum p1)

Lessons should be relevant to and inclusive of different sexual orientations (e.g. straight, lesbian, gay, bi and ace) and gender identities, as required by the Equality Act 2010. There should be equal opportunity across RSE to explore the features of stable and healthy same-sex relationships, rather than them being addressed separately or in only one lesson. It should also be acknowledged that for some couples sexual intercourse will never be part of their relationship. All pupils should find relevance and representation in this part of the curriculum. 35

Schools should not assume that pupils are experiencing and learning from healthy relationships outside school. The curriculum should include the benefits and challenges of making a commitment to another person through marriage, civil partnership or another type of committed relationship, while accepting and acknowledging that sex can also occur outside of committed relationships.

Other sections of this mandatory curriculum that fall outside of 'Intimate and sexual relationships' provide further depth of learning about these issues to enable pupils to fully understand the law around the age and nature of consent, including as it applies to sexting, grooming and abuse. For example, the learning in 'Respectful relationships' encompasses boundaries, privacy, consent and ending relationships. In understanding the law in relation to intimate and sexual relationships, pupils must understand what constitutes pressure to have sex, the right to change your mind at any time and that consent requires someone to have reached the age of consent and to have full mental awareness at the time of consent. Alongside this pupils must also know how to report abuse and feel confident that no shame will be placed on any person who has been abused or exploited. The curriculum should challenge attitudes and myths that contribute to unhealthy relationships and expose how exploitative relationships can develop (including grooming) and what to do about it. Strategies to recognise and resist pressure to have sex should be part of the curriculum.

Much teaching about sexual relationships has traditionally been set in the context of heterosexual relationships and the process of conception. This needs to be balanced with an understanding that sexual intimacy should always be an experience of mutual pleasure. It is in this context that real understanding of the laws of consent can be understood. Pupils should understand that every sexual experience must be mutually agreed. This approach provides an essential counter-narrative to the content of movies, online games and pornography that are widely accessed by children and young people. Pornography presents a highly edited representation of unrealistic bodies in contexts where women are typically objectified, degraded and abused. This is not the reality of an equal, consensual loving relationship, yet in survey after survey young people report using pornography to inform their physical relationships.

Pupils should have timely lessons to ensure they know how to maintain their sexual health. There are high rates of sexually transmitted infections (STIs) among young people and although teenage pregnancy rates are falling, they remain too high. Lessons should explore how different STIs, including HIV/AIDs, are transmitted, how risk can be reduced through safer sex and the facts about testing. Full and impartial information must also be provided to pupils around contraceptive choices and pregnancy, including miscarriage, having and keeping a baby, adoption, abortion and where to go for help.

It is also important to explore the positives of delaying first sexual experience while having the option of enjoying other forms of intimacy.

Changing adolescent body (primary and secondary)

Body confidence: privacy not shame

Our bodies are the home in which we live our lives; a wonderful gift from God. Infants have no inhibitions about their bodies. However, bodies are not culturally

neutral and even the use of correct biological terminology for parts of the body can be elusive in some family settings. 36

The RSHE curriculum places vocabulary for body parts in the context of staying safe and being able to report abuse accurately. The exploitation of children is unwittingly supported by a reluctance to hear children using standard anatomical terminology. Children who are making a disclosure at any age must be readily understood. This requires pupils to know the proper anatomical names for intimate parts of the body. This may be a cultural leap for some parents. A 2019 review of discussion about this issue on <https://www.mumsnet.com/> suggests that many parents and carers:

- ☐ are unsure of the correct anatomical application of the terms vulva and vagina
- ☐ have a dislike of the correct language for private parts
- ☐ teach their children a variety of euphemisms

As part of teaching important safeguarding messages, primary aged pupils must understand:

- ☐ not all adults have their best interests at heart
- ☐ flattery and attention may be a strategy used by someone intending to manipulate and exploit them
- ☐ how to recognise inappropriate requests and inappropriate touch
- ☐ what to do if they experience any inappropriate behaviour from anyone

Given the risks of exploitation they are exposed to, pupils must learn, for their own safeguarding, that some parts of the body are private. How children learn this really matters. Bodies should not be seen as shameful or problematic. Families today may have various approaches to nudity, for example at bath time, and schools can explore this diversity while establishing that **everyone**, including family members, should respect an individual's preference for privacy around their body, because their body is their own. However, we do not want children to consider it embarrassing and inappropriate to discuss the private parts of their body.

In this context we cannot ignore the societal pressure toward bodily perfection. Vast numbers of children still grow up either fearful of anyone seeing them naked or believing themselves to be inferior because they feel they do not match a requirement for perfection or a perceived acceptable norm. The education system has yet to confidently convey the beauty of diversity among human bodies in a society which promotes plastic surgery, body-building steroids, eating disorders and pornography. Schools should recognise and model the importance of challenging any judgement, prejudice or abuse of anyone on the basis of an aspect or part of their body.

Teaching about puberty

Teaching about the process and impact of puberty for boys and girls must start in the primary school and continue in secondary school. Pupils must be prepared for the body changes they will experience, before they occur, and understand the physical and emotional impact it will bring. This will be confidence-giving and reassuring.

Children mature at different rates so careful thought must be given to when this teaching should begin. Pupil survey data cited by the Sex Education Forum highlights that 24% girls reported not having learned about periods before they began menstruating. This can cause anxiety and alarm about a natural process. The www.nhs.uk website states that: 37

"The average age for girls to start puberty is 11, while for boys the average age is 12. However, it's perfectly normal for puberty to begin at any point between the ages of 8 and 13 in girls and 9 and 14 in boys." (<https://www.nhs.uk/conditions/early-or-delayed-puberty/>)

Knowing that puberty will begin for some children by the age of 8, the positioning of 'puberty talks' in years 5 or 6 will fail to adequately support many pupils. It is important that this is avoided by a planned, spiral school programme that informs and safeguards all pupils. Both girls and boys should learn the process of puberty for everyone and should understand the reasons for the changes to human bodies. However natural the processes of puberty, staff should be aware that some pupils will struggle to come to terms with some or all of the changes happening to their bodies. In some cases this may reflect parent or carer anxiety.

There has been in the past a tendency for teaching about puberty to present and reinforce a gender binary. Learning about puberty should challenge gender stereotypes and recognise the fluidity of gender and the full diversity of bodies. This includes understanding that some people may have been allocated one gender at birth but their developing identity does not fit with this. For them puberty may have further complications and they may need support and understanding. Puberty can be particularly complex for some pupils.

Providing a curriculum that meets the needs of pupils' developing sexuality is a considerable responsibility that can impact on all teaching and support staff. All staff should be sufficiently trained to understand the school's PSHE and RSE policies and any implications for the support and teaching content they deliver. Firstly, where mandatory RSHE curriculum content is delivered through other subjects, e.g. computing and science, the delivery should be consistent with the principles and requirements of the PSHE and RSE policies. Members of staff across the school should be able to respond confidently and appropriately to pupils' questions and/or to meet their support needs without a fear of 'getting it wrong' or feeling personal embarrassment. Staff need to teach with confidence and be able to support and/or signpost individual pupils, parents and carers.

Mental wellbeing

(primary and secondary)

The SIAMS 2018 evaluation schedule recognises the importance of schools supporting the mental health and wellbeing of children, young people and staff. Church of England schools should teach children and young people about their own emotional and mental wellbeing: how to maintain positive mental health, how to make good choices that will support their wellbeing, how to recognise signs of concern in themselves and others, and how to seek support as soon as possible, if needed. The Church of England's Mental Health guidance for schools requires that:

"The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum."

(Mental Health and Wellbeing: Towards a Whole School Approach, Church of England 2018 p32)

It continues:

“We will follow the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.”

(Mental Health and Wellbeing: Towards a Whole School Approach, Church of England 2018 p33)

As the title indicates, ‘Mental Health and Wellbeing: Towards a Whole School Approach’ provides detailed guidance to Church of England schools. The DfE has also provided further guidance on the importance of teaching mental health.

“Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos”

(Mental Health and Behaviour in Schools, Department for Education, November 2018, p6)

From the early years pupils should understand that friendship skills, kindness and giving to others makes us happier and that talking about worries really helps. Across the school pupils should develop the confidence to talk about positive and negative emotions and have a wide vocabulary to express how they are feeling and to help them recognise how others may be feeling.

Young children should be taught self-soothing techniques. Wider strategies to maintain wellbeing can then be developed as they progress through the school, such as mindfulness, meditation and prayer.

Schools should help pupils to learn self-control and self-regulation skills in response to the increasing demands they experience. Pupils should be able to recognise the range of choices they have in any situation and the critical thinking skills to help them make good decisions. Pupils should learn what happens in the brain when we feel happy and how we can make choices to improve our happiness levels. From the primary years, pupils should develop knowledge of how the brain functions and the impact of hormones such as dopamine, serotonin and cortisol.

The curriculum should teach pupils that everyone’s life has ups and downs. Positive coping strategies, the power of optimism, growth mindset and positive psychology all have important skills and approaches to help pupils support and maintain their mental wellbeing. Pupils should be taught to respond calmly and rationally when they experience setbacks, challenges and uncertainty. The DfE highlights that:

“Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing.”

(Mental Health and Behaviour in Schools, Department for Education, November 2018, p4)

Resilience skills will help them recognise when they are catastrophizing a situation and how to break out of this cycle. Adopting approaches where they notice life’s

positives with gratitude and they celebrate personal growth and improvement will be a great support.

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow 2007 www.boingboing.org.uk					
	BASICS	BELONGING	LEARNING	COPING	CORE SELF
SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
	Enough money to live	Help child/YP understand their place in the world		Being brave	Support the child/YP to understand other people's feelings
	Being safe	Tap into good influences	Engage mentors for children/YP	Solving problems	
		Keep relationships going		Putting on rose-tinted glasses	Help the child/YP to know her/himself
	Access & transport	The more healthy relationships the better	Map out career or life plan		
		Take what you can from relationships where there is some hope		Fostering their interests	
	Healthy diet	Get together people the child/YP can count on	Help the child/YP to organise her/himself	Calming down & self-soothing	Help the child/YP take responsibility for her/himself
	Exercise and fresh air	Responsibilities & obligations		Remember tomorrow is another day	Foster their talents
	Enough sleep	Focus on good times and places	Highlight achievements	Lean on others when necessary	
	Play & leisure	Make sense of where child/YP has come from			
	Being free from prejudice & discrimination	Predict a good experience of someone or something new	Develop life skills	Have a laugh	There are tried and tested treatments for specific problems, use them
NOBLE TRUTHS					
ACCEPTING		CONSERVING	COMMITMENT	ENLISTING	

Resilience Framework (Children and Young People) October 2015 – adapted by Boingboing from Hart, Blincow & Thomas 2007 www.boingboing.org.uk/resilience/resilient-therapy-resilience-framework/

Pupils also need to understand the factors and behaviours that have a negative and potentially lasting impact on mental wellbeing such as isolation, loneliness, bullying and unkind behaviour. All pupils should recognise that they are an important member of their school and community (belonging) and that they can contribute to making a difference to others. The SIAMS 2018 evaluation schedule goes further and looks for schools to develop courageous advocacy: whereby pupils see themselves as active agents of positive change, making the world we live in a better place for everyone.

There are many other factors within the control of our pupils (and their families) that can benefit mental wellbeing and happiness. Physical exercise, time spent outdoors, exploring the arts, community participation, voluntary activities, supporting other people, getting enough sleep, spending time with family and friends, pursuing hobbies and putting effort into learning can all have a significant impact on mental health. (See GREAT DREAM Ten keys to happier living)

GREAT DREAM

Ten keys to happier living

GIVING



Do things for others

RELATING



Connect with people

EXERCISING



Take care of your body

AWARENESS



Live life mindfully

TRYING OUT



Keep learning new things

DIRECTION



Have goals to look forward to

RESILIENCE



Find ways to bounce back

EMOTIONS



Look for what's good

ACCEPTANCE



Be comfortable with who you are

MEANING



Be part of something bigger

ACTION FOR HAPPINESS

www.actionforhappiness.org

The Church of England guidance on mental health and wellbeing, references The Royal College of Psychiatrists' guidance that some aspects of spirituality can offer real benefits for mental health. It recommends that:

"...a person with a religious belief may need support which acknowledges and gives space to their faith as part of their support. Schools should therefore look to provide opportunities for inclusive spiritual development that supports good mental health as well as opportunities to learn from people of different faiths and beliefs about how their spirituality shapes them and supports their mental health and wellbeing."

(Mental Health and Wellbeing: Towards a Whole School Approach, Church of England 2018 p15)

The Public Health England paper 'The link between pupil health and wellbeing and attainment' 2014, cites research showing that social and emotional learning increased pupils' academic results by 11%. This underlines the value for schools in promoting health and wellbeing. The guidance outlines eight principles schools should consciously adopt to promote a whole school approach to emotional health and wellbeing. This document is cited and expanded in the Church of England Mental Health and Wellbeing document. The additional guidance for Church Schools is shown in the model below.

PHE England's eight principles to promote a whole school approach to emotional health and wellbeing, adapted for Church of England schools

1. Leadership and management

Having a knowledgeable governor and a designated member of the senior leadership team who can champion organisation-wide practices who looks to see actions are: integrated, sustained and monitored for impact; responsive to pupil and parent voice; and fully linked to other avenues of support.

2. School ethos and environment

Ensuring the physical, social and emotional environment for both pupils and staff promotes a culture of respect, value and diversity.

Church of England schools are also expected to ensure their Christian vision supports the flourishing of pupils and staff. It is also expected that all members of the school community should have an understanding of how the school's Christian vision shapes the provision for mental health and wellbeing.

3. Curriculum, teaching and learning

Providing a focus within the curriculum and informal curriculum for social and emotional learning; and developing personal resilience. Opportunities for assessing these are utilised to help identify those in need of further support.

Church of England schools are also encouraged to build spiritual opportunities that will nurture young people.

4. Pupil voice

Ensuring pupils are involved in decisions that impact them or can benefit their mental health and wellbeing and develop agency to influence change.

Church of England schools are also encouraged to encourage young people to be courageous advocates and should support them to become agents of change.

5. Staff development, health and wellbeing

Ensuring access to training to equip them to identify mental health difficulties in their pupils and to refer them to appropriate support in school or externally. Offering additional counselling or supervision for staff working with children and young people with complex needs. Promoting staff health and wellbeing as a key principle of the school or organisation's approach to mental health and wellbeing.

6. Identifying need and monitoring impact

Identifying need is an important basis for understanding and planning a response to a pupil's mental health and emotional needs and monitoring the impact of any support given. As mentioned previously this needs to be done sensitively and where there are particular concerns additional professional advice should be sought.

7. Working with parents/carers

Working in partnership with parents and carers to promote mental health and wellbeing and offer or signpost support for parents and carers developing their parenting skills. Ensure families in disadvantaged circumstances can participate fully in activities by being mindful of costs, transport and other needs.

Church of England schools are encouraged to signpost out of school provision that may benefit families and to encourage their churches to address the unmet needs of their communities through partnership working.

8. Targeted support

Ensuring support for children's mental health and wellbeing needs is timely through identification and referral practices especially for children at greater risk, for example, children in care, young carers, those who have had previous access to CAHMS, those living in households with mental illness or domestic violence. It is important to acknowledge that mental health and wellbeing is complex and schools need to work in partnership with other agencies to support the pupils in their care. There are some things schools are able to directly support and others which are largely outside their domain. Being clear on all support that is available locally and knowing how to support families to access this in a timely manner will make a significant difference to any holistic approach developed

(Mental Health and Wellbeing: Towards a Whole School Approach, Church Of England 2018 pp 22-24)

Physical health, fitness and healthy eating (primary and secondary)

"Church of England schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually."

(Valuing All God's Children, Church of England 2017 p5)

This message resonates with the idea of 'right action' supporting wellbeing and the achievement of Aristotle's 'eudaimonia', see 'Leadership of Character Education' p18. 43

We are seeking to enable pupils to take increasing responsibility for their own physical health and mental wellbeing. At one level, this is about recognition of signs of physical illness, risks of sun damage, importance of quality sleep, dental and personal hygiene. At another level, it is about the importance of exposing pupils to a range of physical activity and wellbeing strategies: vigorous physical activity (e.g. daily mile); core strengthening activity (e.g. dance, gymnastics, singing, exercise); mental resilience (e.g. prayer, mindfulness).

It is important that pupils are aware of the characteristics of a healthy lifestyle and understand the positive associations between physical activity and the promotion of overall wellbeing. Pupils should be supported to be agents of change in their own lives. Schools may wish to consider the question:

'How do we ensure vulnerable pupils actually access activities, hobbies and sports?'

(Mental Health and Wellbeing: Towards a Whole School Approach, Church of England 2018 p14)

Monitoring pupils' physical activity within the curriculum, at break times and in extra-curricular activities is important, particularly for the vulnerable groups in school. There are also particular groups more likely to avoid physical activity, including teenage girls and LGBT pupils. Staff should signpost children and young people to physical activities they can access, and feel confident to access, in the local community. Teaching and school facilities should seek to overcome attitudes and barriers that prevent pupils maintaining a physically active lifestyle. Parents/carers, staff and community members can be used as positive role models to promote the benefits of an active lifestyle. Schools should consider targeting additional funding to ensure the uptake of physical activity amongst disadvantaged and vulnerable pupils.

Alongside physical activity and fitness, if children are to 'flourish', they must also be aware of the importance of a healthy diet and the risks associated with unhealthy eating and drinking. Pupils should understand that making wise choices in childhood can impact positively on health in later life. The learning must be based on up to date science and nutrition. It needs to be addressed in the context of positive body image and the acceptance of physical and cultural diversity. We are striving for pupils to fulfil their responsibility, 'to be the best you can be: the person God created you to be' (SIAMS 2018 p7)

Basic first aid

(primary and secondary)

Basic first aid is a welcome component of Health Education as it enables pupils to embrace the Christian values of love, compassion and kindness, and helping friends and strangers in times of need.

Drawing on Paul's writing to the Corinthians:

'What does love look like? It has the hands to help others. It has the feet to hasten to the poor and needy.'

(Leadership of Character Education, Church of England 2017 p19)

Drugs, Alcohol and Tobacco

(primary and secondary)

A drug can be defined as a substance people take that changes the way they feel, think or behave. This includes: tobacco, alcohol, solvents, over-the-counter and prescribed medicines as well as illicit substances and therefore includes all

illegal drugs (controlled by the Misuse of Drugs Act 1971), all legal drugs including alcohol, tobacco, volatile substances, khat, alkyl nitrates (known as poppers), new psychoactive substances ('legal highs') and volatile substances and over-the-counter and prescription medicines. 44

From the primary years pupils need to understand the law in relation to drugs, alcohol and tobacco, and the risks they bring. Pupils should understand that some drugs and medicines can help when they are unwell. At secondary school the law on supply and possession of illegal substances should also be covered. Pupils should recognise that in this country these laws are designed to protect people from harm, but that such laws vary significantly in countries across the world.

The physical and psychological risks of alcohol, tobacco and illegal drugs must be clear to secondary pupils. Impact on the body, levels of addictiveness, progression of use and the impact of long term use should all be explored. Drug education should give pupils knowledge to be able to recognise and challenge false information, know the risks from adulterated drugs and understand the variability in the strength of illegally sourced drugs. They should develop the skills and attitudes to appreciate the benefits of a healthy life-style and be able to relate these to their own actions, both now and in the future. Therefore the curriculum should enable young people to make healthy, informed choices and to access accurate information and support (e.g. to quit) if they need it (signpost to FRANK, NHS and local services). Staff will need up to date knowledge of drugs and the local context, strategies to challenge and explore pupils' attitudes and behaviours, and teaching approaches that will enable them to make good choices.

Crucially, pupils should understand that any engagement in illegal selling of drugs places them (and others) at risk of exploitation and manipulation by drug gangs. The tactics of illegal drug dealers to groom young people, to build their drug dependency and to draw them into criminal behaviour and/or sexual exploitation, should be explored. Pupils should be made aware that if they (or someone they know) become drawn in to such activity they should seek help as early as possible, but that it is never too late. In educating pupils for hope and aspiration we are seeking that:

"They also cope wisely with things and people going wrong. Bad experiences and behaviour, wrongdoing and evil need not have the last word. There are resources for healing, repair and renewal..."

(Church of England Vision for Education 2016 p7)

This curriculum should also link to wider safety issues, such as the risks of carrying a weapon, knife crime and an understanding that some risks taken will impact not only on the life of the individual concerned, but also on their family and others.

There is significant evidence:

"that alcohol consumption and being drunk can result in lower inhibitions and poor judgements regarding sexual activity, vulnerability and risky sexual behaviour, such as not using contraception or condoms; alcohol consumption by young people leads to an increased likelihood that they will have sex at a younger age, and alcohol misuse is linked to a greater number of sexual partners and more regretted or coerced sex; and alcohol also increases the risk of sexual aggression, sexual violence and sexual victimisation of women."

(A Framework for Sexual Health Improvement in England, Department for Health 2013 p24)

These increased risks should be included in the RSE curriculum, when discussing sex and when discussing alcohol and drugs.

Teaching opportunities around drugs, alcohol and tobacco will also arise in subjects such as Science, RE, PE and Citizenship. Key messages should be consistent in all contexts. 45

Appendix 1

Legal framework and regulations that impact on the Relationships Education, RSE and Health Education curriculum

These legal outlines are not exhaustive and may become out of date. Teachers and senior leaders should always ensure they have accurate and complete information. There are also broad British values that underpin British Law, including freedom of expression within the law; acceptance and valuing of diversity; and freedom from abuse.

THE CURRICULUM

Relationships Education, Relationships and Sex Education, and Health Education

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the **Children and Social Work Act 2017**, and provide that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE and that all primary and secondary pupils in state schools must be taught Health Education. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools from September 2020. This includes pupil referral units, maintained special schools, special academies, and non-maintained special schools.

The new provisions require schools to have regard to that guidance; to make a statement of policy on their provision of Relationships Education and RSE; and set out the circumstances in which a pupil is to be excused from RSE.

Independent schools will continue to deliver a health education element within PSHE under the Education (Independent School Standards) Regulations 2014.

EQUALITY LAW

The Equality Act 2010, including the Public Sector Equality Duty (PSED)

Reproduced from Valuing All God's Children, Church of England 2017

All state schools, including Church of England schools and academies are subject to English law. The Ofsted inspection framework provides a means of monitoring their compliance with it [including] in respect of addressing homophobic, biphobic and transphobic bullying.

The Equality Act 2010

The Equality Act 2010 protects people from discrimination (both direct and indirect) and harassment in various fields on the ground of certain 'protected characteristics'. The nine

protected characteristics under the Act are:

1. age
2. disability
3. gender reassignment (gender identity)
4. pregnancy and maternity
5. race
6. religion and belief
7. sex
8. sexual orientation
9. [marriage and civil partnership]

The categories of people covered by the schools provisions are:

- prospective pupils (in relation to admissions arrangements).
- pupils at the school (including those absent or temporarily excluded).
- former pupils (in respect of conduct closely associated with their former relationship with the school).

46

A key provision of the Act is the Public Sector Equality Duty (PSED), which places a general duty on public authorities (including schools) to be proactive in addressing inequalities.

The Duty requires schools to have due regard to the need to:

- ☐ eliminate discrimination, harassment, victimisation and any conduct that is prohibited under the Act.
- ☐ advance equality or opportunity between those who share a protected characteristic and those who do not.
- ☐ foster good relations between people who share a protected characteristic and those who do not.

Part 6 of the Equality Act, which applies to all maintained schools and academies, makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a

pupil or potential pupil in various respects, including:

- ☐ in relation to admissions.
- ☐ in the way it provides education for pupils.
- ☐ in the way it affords pupils access to any benefit, facility or service.
- ☐ by excluding a pupil.
- ☐ by subjecting a pupil to any other detriment.

If someone thinks they have been discriminated against, they may bring proceedings in a court or Employment Tribunal.

Failure to observe the Public Sector Equality Duty could result in enforcement action by the Equality and Human Rights Commission. It could also put schools and other establishments at risk of challenge on grounds of discriminatory practice, not to mention failing to prevent the negative effects of prejudice and discrimination on children.

The effect of the PSED is to require schools to have regard to the matters it addresses in both their policy making and in their decision making in individual cases, consciously considering the need to comply with the Duty not only when a policy is developed but also when it is implemented.

The implications of the PSED in relation to the elimination of harassment and the fostering of good relations make it clear that schools and other establishments must address bullying

and prejudice related incidents based on a protected characteristic, such as racism or homophobic bullying. The expectation in law is not only for schools and establishments

to respond when an incident occurs but also to take steps to try and prevent those incidents from occurring or escalating. Schools and establishments can only do this if they have a

sense of what is happening in their environment, effective procedures which staff understand and support, and a leadership that creates a culture of trust and respect.

LAWS ON BULLYING AND HATE CRIME

Criminal Law

(Reproduced from Preventing and Tackling Bullying, DfE 2017)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient. 47

Cyberbullying

(Reproduced from Preventing and Tackling Bullying, DfE 2017)

There is no legal definition of cyberbullying within UK law. However there are a number of existing laws that can be applied to cases of cyberbullying and online harassment, namely:

Protection from Harassment Act 1997

Criminal Justice and Public Order Act 1994

Communications Act 2003

Defamation Act 2013

Malicious Communications Act 1988

The Malicious Communications Act 1988 makes it illegal in England and Wales to "send or deliver letters or other articles for the purpose of causing distress or anxiety. Material that is indecent or grossly offensive, threatening, or contains information which is false or believed to be false is an offence.

An offence of Malicious Communications occurs as soon as the communication is sent, and does not even have to be received by the intended person. It is the sending and intent of the offender which counts as an offence. **Hate Crime**

The police and the Crown Prosecution Service have agreed the following definition for identifying and flagging hate crimes as:

'Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.'

Hate crimes can include; threatening behaviour, assault, robbery, damage to property, inciting others to commit hate crimes and harassment. All hate crimes should be reported to the police.

Such crimes are covered by legislation (sections 28-32 of the **Crime and Disorder Act 1998** and sections 145 and 146 of the **Criminal Justice Act 2003**) and allows prosecutors to apply for an uplift in sentence for those convicted of a hate crime.

Prevent Duty - terrorism

The Department for Education has published advice for educational settings to complement the statutory guidance about their duties. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

The complementary guidance states:

"Schools and childcare providers can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments."

