

Parent / Carer Consultation

The New RSHE Framework

October 2021

Aims of the Parent / Carer Consultation

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

Therefore we aim to:

- Communicate with parents/carers information surrounding the RSHE education at Airedale Academy highlighting the new 2020 guidance and give you the opportunity to comment and feedback on our intended delivery of mandatory topics to our students
- Provide an overview of the draft mandatory RSHE education curriculum at Airedale Academy
- Give opportunity to consult on the Relationships and Sex Education Policy (attached to this information)
- Conduct a Parent & Carer voice - establishing parent/carers current understanding of RSHE, giving opportunity to raise any questions and concerns

What is RSHE?

- RSHE at Airedale Academy is taught under the subject 'Student Wellbeing' in KS3 and 4
- RSHE education encompasses a wide variety of skills and knowledge based topics allowing students within the academy to deal with real life issues that could affect them, their community or wider society. It gives the students key understanding of the social, health and economic realities they will encounter throughout their lives.
- RSHE ensures the students have a toolkit of skills to support them to be healthy (mentally and physically); safe (online and offline) and equipped to thrive in their relationships and careers.
- Most of RSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships and Sex Education (RSE) and Health Education in Secondary Schools

Student Wellbeing Curriculum

At Airedale Academy the RSHE curriculum is split into 6 core themes. These core themes include:

Risk prevention
and personal
safety

Online media
and the world

Sexual Health
and Healthy
relationships

Physical Health
and Mental
Wellbeing

Identity and
Equality in the
wider society

Citizenship

These topic areas are included in the new government statutory RSHE framework, along with additional drop down days on career progression and financial health.

Whilst there are 6 core themes within the Student Wellbeing Curriculum, learning from one theme may be related and relevant to other themes leading to extensive overlap, so when planning schemes of work, lessons may draw from more than one theme.

For example, Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships

Government Framework

Theme 1: Health & Wellbeing

Health Education aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of secondary school, students will have been taught content on:

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.

Theme 2: Relationships and Sex Education (RSE)

Relationships and Sex Education will build on the teaching at primary school. It aims to give young people the information they need to help them to develop healthy, nurturing relationships of all kinds.

Airedale Academy will cover content at an appropriate time for students to ensure they have all the information needed to make healthy choice as they go through adult life. Topics will include healthy and unhealthy relationships, what makes a good friend, successful marriage or committed relationship and developing intimate relationships.

By the end of secondary school, students will have been taught content on:

- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

LGBT Inclusivity

- Statutory Guidance says *“schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.”*
- The statutory guidance states that all students should receive teaching on LGBT relationships during their school years. The guidance is clear that secondary schools should include LGBT content in their teaching.
- The Equality Act (2010) requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups. The protected characteristics that apply to Airedale Academy ages children are disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- Our aim is to embed LBGT themes throughout our curriculum topics as well as RSHE.

Sensitivity Issues

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

Managing Sensitive Topics

Teachers establish clear parameters of what is appropriate and inappropriate in a whole class setting. It is a matter of common practice that:

- no-one (teacher or student) is required to answer a personal question
- no-one is forced to take part in a discussion
- the correct names for body parts are used
- sensitivity will be shown towards those of particular faith backgrounds
- nothing should be said that could be construed as embarrassing or offensive to other students.

If a question is too personal or inappropriate, the student will be reminded of the ground rules. Any concerns for students will be raised with our Safeguarding Team. It is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the wider community. Teachers can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.

Managing a Sensitive Class Discussion

- Occasionally teachers may find that managing a whole class discussion is a useful stage in the teaching of a particular topic. Whole class discussions can be a useful way to model listening respectfully to the views of others and turn-taking, though in a class of 30 only one person can speak at a time so these discussions should not be over-used.
- Anonymous question boxes are provided for topics with sensitive content so students are not embarrassed to ask important questions. This allows the teacher to review questions prior to discussing answers with the class.
- While ‘distancing techniques’ (using a third party example) can be useful in some cases for sensitive or potentially personal issues, in general, it is not helpful to invite pupils to ‘act’ roles which may be controversial in such discussions - it is better to allow them to ask their own genuine questions or express their own genuine views.
- Teachers will manage and lead discussions attentively. If the discussion is at risk of straying, the teachers will be prepared to redirect it back to intended topics.

Right of Withdrawal

Starting September 2021

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that ‘if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.’
- Where students are withdrawn from sex education, schools should document the process and will have to ‘ensure that the student receives appropriate, purposeful education during the period of withdrawal.’

Relationships, Sex & Health Education (RSHE) Policy

- It is mandatory for all schools to have an RSHE policy in place
- The policy has been approved by Governors
- There is a copy of the RSHE policy attached for your reading and reflection
- The next slides will provide an overview of the curriculum for the mandatory Themes 1 and 2 for Year 7 to Year 11
- Some of the RSHE content is covered and taught in other subject curriculums. For example in Science, Food Technology,

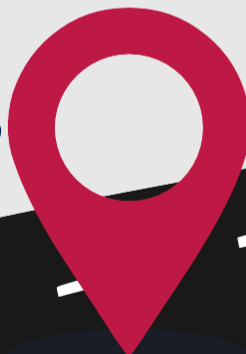
The RSHE Policy Questionnaire provides an opportunity for you to feedback regarding the 'Theme 2: Relationships and Sex Education' lessons.

Curriculum Overview

Y7



Y8



Y9



Y10



Y11



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|----|-----|---|---------------------------------|--------------------------------------|--------------------------------|----------------------------------|-------------------------------|-----------------------------------|
| Y7 | RS | Bullying | Impact and Bystanders Bullying | Peer pressure and Bystanders | Managing Sexual Bullying | First Aid | First Aid | CPR |
| | OM | Risk of Gaming | Online Gambling Risks | Online data, risks | Safe social Media Use | Cyberbullying | Sleep and Electronic Devices | Managing online content |
| | SR | Body Changes | Puberty Hygiene and Emotions | Puberty Changes | Fertility and reproduction | Healthy Relationships IR1 RR1 | Ending Relationships IR1 | |
| | HW | Talking about emotions | Recognising wellbeing concerns | Happiness Positive wellbeing factors | Dental Health | Healthy Eating | Sleep | Physical Activity MW6 |
| | ISE | Growth Mindset | Actions and Consequences | Stereotypes | Respect | Identities | Discrimination | |
| | C | What makes us British | Multicultural Society | Freedom of Faith | Religious Beliefs and Practice | Government Parties and democracy | Government parties and Voting | |
| Y8 | RS | Caffeine use and effects | Alcohol Health risks | Alcohol Psychological and brain | Implications Alcohol misuse | Alcohol Limits and peer pressure | Risks of Smoking and Vaping | Stopping Smoking |
| | OM | Sexting & Removing online content and support | Impact of Sexting | Harmful content Porn | Online relationships | Online Wellbeing Factors | Online Gambling | Online Gambling |
| | SR | Deciding to watch - Pressure | Consent | Managing sexual pressures | Delaying sexual activity | LGBT terms and Myths | Sexuality and Homophobia | |
| | HW | HIV | HIV | Contraception | Contraception | Common types mental illness | Managing Anxiety | Building wellbeing and resilience |
| | ISE | Gender Stereotypes | Body Diversity and Trans | Gender Standards | Privilege | BLM racial profiling | Diversity | |
| | C | Criminal behaviour and serious crimes | Criminal Behaviours Knife Crime | Criminal behaviour organised crimes | Commitment | Types of relationship and Law | Parental Responsibility | |

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|-----|-----|---------------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|--------------------------------------|------------------------------------|------------------------------|
| Y9 | RS | Illegal drug risks | Substance misuse and self-medicating | Prescription drug use | Primary Aid and Defibrillators | First Aid | First Aid | First Aid at Parties |
| | OM | Media Manipulation | Online unhealthy comparisons | Body Image | Influencers and Unrealistic goals | Online Gambling | Online Gambling | Piracy |
| | SR | Sexually transmitted infections | Sexually transmitted infections | Fertility and Health | Ways couples have children | The ways couples have children | LGBT pregnancy Trans and children | |
| | HW | Poor Diet Risks | Healthy Lifestyles | Sedentary Lifestyle | immune system and infections | Organ Donation | Organ donation and the law choices | Blood and Stem Cell Donation |
| | ISE | Happiness connections | Evaluating Sense of Self | Male Mental Health and Wellbeing | Building positive wellbeing factors | Transitioning - Transitioning to KS4 | Trans and LGB Laws | |
| | C | Illegal drugs and the law | Mental Health and Drugs | Social Implications of Drug use | Drugs Alcohol and Influences | County Lines | The criminal justice system | |
| Y10 | RS | FGM | FGM the effects on relationships | Cohesion and Control | Peer sexual Harassment and Violence | What is abuse? Law and effects | Managing Harmful behaviours | Forced Marriage |
| | OM | Over reliance on online relationships | Online Gambling | Online Gambling | Sexting Removing content | Grooming | Online Behaviour and the Law | Online Blackmail |
| | SR | Unhealthy relationships | Delaying sexual intimacy | Capacity to and checking for consent | Peer on peer abuse | Working on healthy relationships | it's not OK positive relationships | |
| | HW | Pregnancy, Signs and testing | Birth Choices | Birth and baby Checks | Post Pregnancy Wellbeing | Baby Loss and Premature babies | Abortion | Abortion |
| | ISE | Antibiotic Resistance | Vaccinations | Hate Crimes | Honour Crimes | Valuing Diversity | Preventing Extremism | |
| | C | Human Rights | Homelessness | Run Hide Tell First Aid | Prejudice & Stereotypes | Influencing Attitudes | Young Carers | |

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|-----|-----|------------------------------------|---------------------------------|---------------------------------|---------------------------------|-------------------------|---|---------------------|
| Y11 | RS | Criminal Behaviours Knife Crime | Criminal Behaviours | Hate Crimes | Extremism | Extremism | Extremism | Radicalisation |
| | OM | Digital Footprints | Online Presence | Target Advertising | Pornography and harmful content | Online Gambling | Online Gambling and mental health Harms | Online Exploitation |
| | SR | Cohesion and withdrawing consent | Consent and the Law | Sexual Violence (Rape) | Victim Blaming | Sexual Exploitation | Domestic Violence | |
| | HW | Unhealthy Coping Strategies | Seeking help for mental illness | Transitioning Life after School | Self-Checking Skin Cancer | Self-Checking Testicles | Self-Checking Breast | Cervical Screening |
| | ISE | Exam Stress Wellbeing | Building positive wellbeing | Dealing with change | Sleep | Bereavement | Bereavement | |