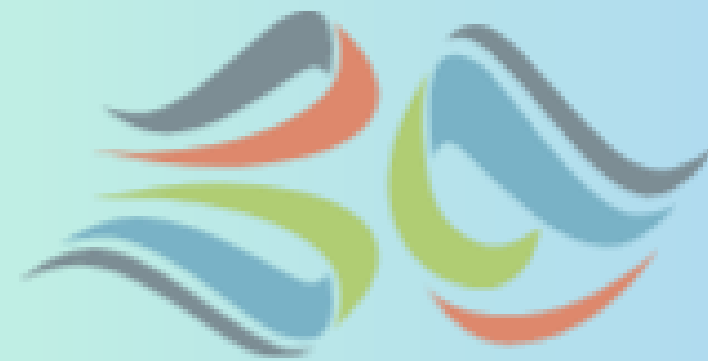


RHSE at Biggleswade Academy

Presentation to Parents October 2023



Believe Achieve Together



AMBITION DETERMINATION INTEGRITY RESPECT

Welcome

- Mrs. L Dodge, Leader of Education4Life & Philosophy

Intentions of session

- Clear outline of the legal requirements
- Overview of what we must teach across all key stages
- How we teach RSHE at BA
- Sex Education Resources



What is RSHE/Education4Life?

- Relationships Sex and Health Education
- Statutory approach to teaching children about relationships and health.
- At BA this is taught under the heading of ED4Life
- Compulsory since September 2021, the first update in 20 years.
- Reflects our ever-changing world & the importance of children learning but being able to apply relevance to their own life, as they grow up.



The RSHE curriculum is designed to:

- Help all children grow up healthy, happy and safe.
- Give all children the knowledge to make informed decisions about their wellbeing, health and relationships.
- Support all children to manage the challenges and opportunities of modern Britain.
- Prepare all children for successful adult lives.



Purpose of RSHE



In primary schools:

- Put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.
- This sits alongside the essential understanding of how to be healthy.

In secondary schools:

- Builds on the knowledge acquired at primary.
- Develops pupils' understanding of health, with increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.
- How to have positive and healthy sexual relationships

Importance of RSHE

- Growing up in an increasingly complex world and living their lives seamlessly both on and offline.
- Need to know how to be safe and healthy.
- RSE helps them to embrace the challenges of creating a happy and successful adult life.
- Supports children and young people to develop healthy relationships.
- Keep themselves and others safe both on and offline.
- Key pillar in any school's plan for creating an inclusive, safe and respectful school environment where bullying, sexual violence or sexual harassment is not tolerated.
- Provides pupils with knowledge that enables them to make informed decisions about their wellbeing.
- Safeguarding our children is at the heart of RSE.



Primary Requirements

- Teaches children a wealth of information about healthy relationships, including:
- How to communicate their own boundaries and recognising those of others.
- Staying safe online
- Differences between appropriate and inappropriate or unsafe contact.
- Teaching of different family models and same-sex relationships.



Primary Requirements



Health education should include:

- Puberty, including menstruation, and should as far as possible be addressed before onset.
- Teaching characteristics of good physical health and mental wellbeing.
- Teachers must be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

KS3 Teaching Requirements

- Relationships & sex education covers content on a wider range of key topics:
- Health & Wellbeing: self-concept, mental health and emotional wellbeing, healthy lifestyles, drugs, alcohol & tobacco, puberty and sexual health.
- Relationships: positive relationships, forming & maintaining respectful relationships, consent, contraception & parenthood, social influences.
- Living in the Wider World: learning skills, choices & pathways, employment rights & responsibilities, financial choices, media literacy and digital literacy



Benefits of teaching RSE



- Explains positive qualities of relationships such as trust, respect and commitment.
- Recognises different types of relationships and families.
- Importance of educating about gender equality, consent, relationships and sex in an age-appropriate way.
- Provides knowledge to resist peer, partner and media pressure
- Understand issues of consent as well as what is and is not appropriate behaviour
- Evidence that good quality RSE can help young people to have consensual relationships, delay the age of first sexual encounters, prevent underage pregnancy, know who to report abuse to and have improved sexual health.

Legal Bit



At Primary:

- Relationships and Health Education are compulsory
- Sex Education is at the school's discretion.

At Secondary:

- Relationships, Health and Sex Education is compulsory.



Expectations for Primary Sex Education



The Department for Education recommends that ALL primary schools have a sex education programme which is tailored to the age and physical and emotional maturity of the pupils...

Drawing on knowledge of the human life cycle set out in National Curriculum Science – how a baby is conceived and born.

Consequently, at Biggleswade Academy, sex education has a place in our Science curriculum.

Science & Sex Education



Science Key Stage 1:

- Identify, name. draw the basic parts of the human body (using scientific terms).
- Notice that animals, including humans, have offspring which grow into adults.

NON STATUTORY NOTE: PUPILS SHOULD BE INTRODUCED TO ...THE PROCESSES OF REPRODUCTION AND GROWTH IN ANIMALS. THE FOCUS AT THIS STAGE SHOULD BE ON QUESTIONS THAT HELP PUPILS TO RECOGNISE GROWTH; THEY SHOULD NOT BE EXPECTED TO UNDERSTAND HOW REPRODUCTION OCCURS.

Science and Sex Education



Science Key Stage 2:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Learn about the changes experienced in puberty.
 - **Non statutory note:** Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils should be introduced to ...the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

Science and Sex Education



Science Lower KS3:

- Reproduction in humans (as an example of a mammal); the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilization, gestation and birth, to include the effect of maternal lifestyle on the fetus through the placenta.

Keeping Children Safe

- Please take time to consider:
- The Internet
- Television
- Social Media
- Other Media
- Friends
- Family
- School

“Ignorance does not protect innocence...but may make children vulnerable. “ (Jigsaw PSHE Training: 3-16 Approach to Safeguarding and Consent)



Don't Forget.....

- When it comes to sex, children's heads are probably not empty - but they may be full of myths and half-truths.
- Our focus should be on building healthy attitudes and positive relationships, not just fighting off perceived threats.



LGBT

- Much mis-information in the media about how LGBT+ issues are taught in RSHE in schools.
- We believe that all pupils should be taught about the society in which they are growing up.
- RSHE is designed to foster respect for others and for difference and educate pupils about healthy relationships.
- We believe that children should receive teaching on LGBT content during their school years.
- Teaching children about the society that we live in and the different types of loving, healthy relationships that exist is very important.



LGBT

The DFE have stated:

“Pupils should be able to understand the world in which they are growing up, which means understanding that some people are LGBT, that this should be respected in British society, and that the law affords them and their relationships recognition and protections”

- Sexual orientation is a protected characteristic, as defined by the Equality Act 2010, therefore it is illegal to show prejudices against anyone for it.
- Throughout the academy we show respect for others and celebrate our differences.



What about Transgender?

There are no specific lessons which teach about Transgender. However, it may be raised and discussed through pupils questioning and there are aspects of the RSHE curriculum that require transgender to be included as part of equality. For example, Transgender is discussed when we talk about the LGBT community or in year 6 when they are talking about alternate ways to have a baby.

It is not our place to teach/cover 'why' or 'how' but we do provide a safe and supportive place where pupils can openly question and make sense of today's world.



How do we encourage respect for all?

The British Values we encourage at Biggleswade Academy, and The Protected Characteristics (Equality Act 2010), are displayed in all classrooms. Pupils are expected to know what they are and identify when they are learning about them in lessons.



So how do we teach all of this?



ED4Life is the weekly lesson where Biggleswade Academy delivers Personal, Social, Health Education (PSHE). We use a scheme called Jigsaw for our Primary phase which integrates PSHE with emotional literacy, social skills, mindfulness, and spiritual development in a whole-school approach.



The mindful approach to PSHE

**Being Me in
My World**

**Celebrating
Difference**

**Dreams and
Goals**

Healthy Me

Relationships

Changing Me

- Relationships
- Values
- Mental health
- Self-esteem
- Social skills
- Safeguarding inc.
Internet safety

The Jigsaw PSHE Programme includes lessons on ALL aspects of compulsory Relationships and Health Education, with the DfE Relationships and Health Education guidance are woven throughout.



AMBITION DETERMINATION INTEGRITY RESPECT

| Age Group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|-------------------------|---|---|---|---|---|---|
| Ages 3-5 (F1-F2) | Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities | Identifying talents Being special Families Where we live Making friends Standing up for yourself | Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals | Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety | Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend | Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations |
| Ages 5-6 | Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter | Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone | Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success | Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness | Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships | Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition |
| Ages 6-7 | Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings | Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends | Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success | Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food | Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships | Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition |
| Ages 7-8 | Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives | Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments | Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting | Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices | Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends | How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition |



AMBITION DETERMINATION INTEGRITY RESPECT

| Age Group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|------------------------------|--|---|---|--|--|--|
| Ages 8-9 | Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour | Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions | Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes | Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength | Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals | Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change |
| Ages 9-10 | Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating | Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures | Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation | Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour | Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules | Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition |
| Ages 10-11 | Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling | Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy | Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments | Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress | Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use | Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition |
| Ages 11-12 (Scotland) | Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations | Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive | What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life | Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep | My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families | My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education |

Changing Me Unit



- Taught over 6 weeks in the second half of the summer term.
- Each year group is taught appropriate to their age and developmental stage building on the previous years' learning.
- We have taken great care and consideration when planning the SRE overview for the pupils which is reviewed each year.
- At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature,) the child will be encouraged to ask his/her parents or carers at home.
- The question will not be answered to the child or class if it is outside of the remit of that year group's programme.





The Changing Me Puzzle is all about coping positively with change and includes:

Reception - Growing up: how we have changed since we were babies.

Year 1 - Boys' and girls' bodies; correct names for body parts.

Year 2 - Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).

Year 3 - How babies grow and how boys' and girls' bodies change as they grow older.

Year 4 - Internal and external reproductive body parts. Recap about puberty and menstruation.

Year 5- Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.

Year 6 - Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager. All lessons are taught using correct terminology, child-friendly language and diagrams.

ED4Life in KS3

Our ED4Life curriculum in place for KS3 is a robust sequence of lessons that covers the requirements of RSE. This is a good transition into secondary school.



KS3: Year 7



Autumn 1

Relationships: Understanding me and what effects my life.

- Rights & responsibilities
- Empathy/Sympathy
- Children's rights
- Prejudice, Discrimination & bullying

Health & Wellbeing

- Relationships affect mental health.
- Dealing with stress

Spring 1

Respectful Relationships – Racism

- Diverse Britain
- BLM
- Racism in football
- Similarities & Differences in people
- Radicalisation and extremism

Spring 2

Alcohol & Drugs

- Legal/Illegal drugs
- Different types of drugs
- Impact on mental health
- Classification & Penalties of drugs
- Effect on social situations and relationships.

Summer 1

Social Influences

- Assertiveness
- Rule of law
- Gangs
- Gang Culture
- Consequences of carrying a weapon

Summer 2

Healthy Lifestyles

- Physical exercise and personal hygiene
- Healthy eating choices
- What is a balanced lifestyle
- Online safety
- My responsibilities for keeping safe and healthy.

KS3: Year 8

Relationships and Sex

- -Stereotypes of girls and boys
- -Body Image and the media
- - Self Esteem
- -Desirable qualities of a relationship
- - LGBTQ+
- - Relationships and Marriage
- - Sex, Consent and the law
- - STI's
- - Teenage Pregnancy
- Contraception

Careers

- Career Pathways
- Transferable Skills and Careers
- Skills and attributes that employers value
- Setting goals and aspirations
- Writing a CV
- Take your child to work day

Financial Sustainability & The 10X (Tenner Challenge) Challenge

- Career Pathways
- Importance of money
- Budgeting
- Life choices impact financial outcomes
- Entrepreneurs & Business

Writing a business plan for Tenner Challenge Products/Advertising

First Aid

- Introduction of International Red Cross
- Basic First Aid skills
- First Aid Champions



Withdrawal from RSHE lessons



- RSHE is statutory and no one can be withdrawn.
- Sex Education at primary is non-statutory.
- Our Sex Education curriculum is looked at every year and adapted according to the cohort.
- BA Sex Education is a key part of our safeguarding procedures and policies.
- Anyone wishing to discuss withdrawal of their child from specific Sex Education lesson will need to make an appointment with myself and Mr. Steer.



- Should you have any further questions about the content of this presentation, please email me: emdodge@biggleswadeacademy.org
- I will be more than happy to find the answers to any questions you have.
- Following on from this presentation, we will be hosting a parental meeting in the new year specifically to share the content of the sex education lessons.
- During this meeting you will be able to look at the plans, slides, videos and any other resources that will be used in your child's year group.
- Finally, if you have any concerns or questions over what your child is being taught as part of ED4Life lessons no matter how small please contact me either directly or through your child's form teacher.

Many Thanks

Mrs Dodge
Leader of Ed4Life and Philosophy