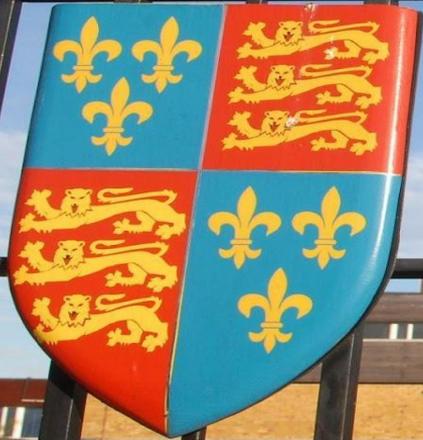

Relationship and Sex Education Information Evening



February 2022

PSHE and the RSE curriculum is guided by our school motto:

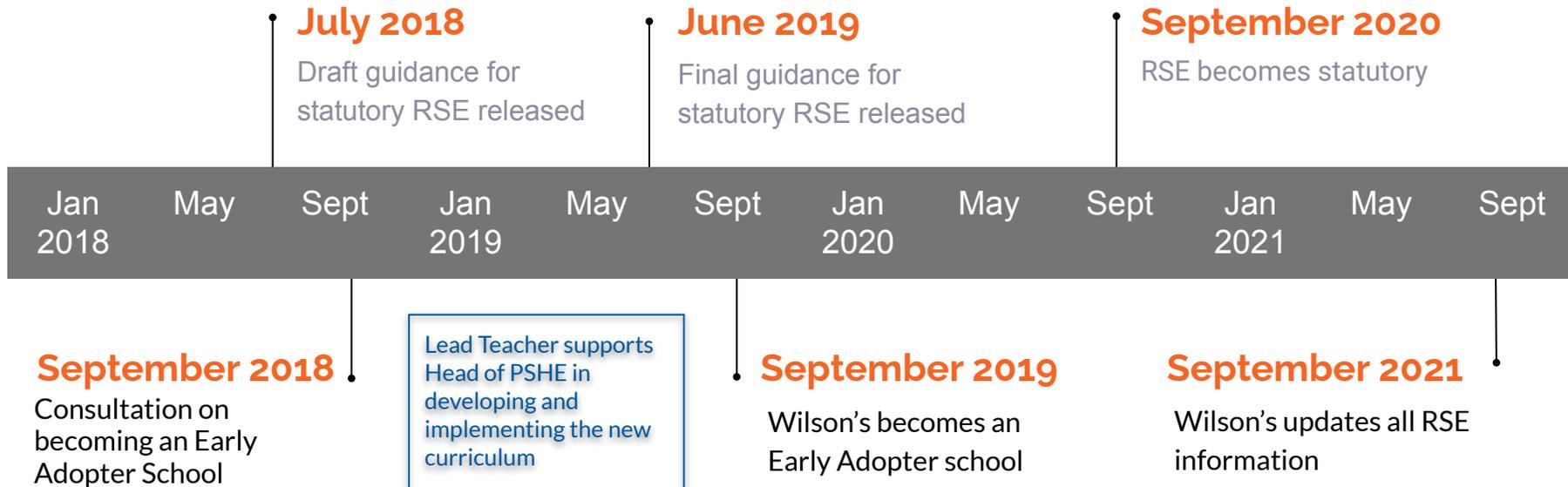


NON SIBI SED OMNIBUS



Relationships and Sex Education

Wilson's became an Early Adopter school in September 2019



Who is responsible for RSE at Wilson's?

Mr Sturt (Head of PSHE)

Safeguarding Team

Key Stage 3 Science and Key Stage 4 Biology teachers
Key Stage 3 and 4 Religious Studies teachers

Teachers of PSHE

Form Tutors in Year 7

Who is responsible for RSE at Wilson's?



Mr Burton

Director of Year 9



Mr Cady

Director of Key Stage 4



Mr Walters

Director of Key Stage 3



Mr McLaughlin

Director of Sixth Form

“The Directors”



Who teaches PSHE and RSE?

Specialist PSHE teachers, including form tutors in Year 7.

Teachers of Science, Biology and Religious Education.

Relationships
Education,
Relationships and
Sex Education (RSE)
and Health Education

Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, teachers

What is taught in RSE?

“By the end of secondary school” (DfE, 2019)

Facts and the law

Pupils are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.

A range of perspectives

Pupils are informed about a full range of perspectives and, respecting the right of others to make their own decisions and hold their own beliefs.

Challenging topics

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM).

Internet safety

Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues.



How is pupils' knowledge assessed?

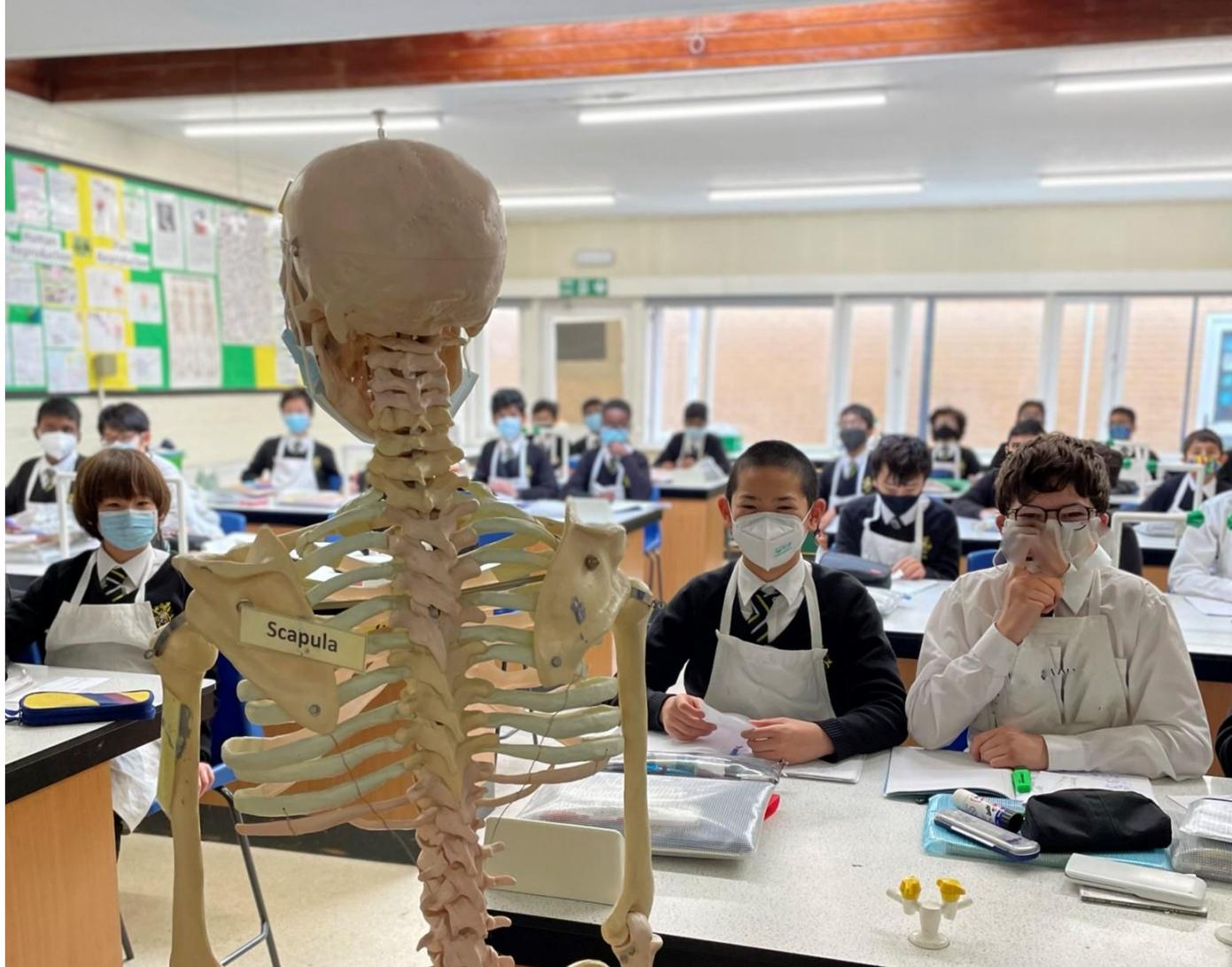
Teaching is assessed and assessments used to identify where pupils need extra support or intervention.



Pupils' views

Pupils have very strong ability to reflect on their previous learning in both special convened focus groups and routine lessons.

The strength of our existing methods of communication and reporting, including Report a Concern.



Examples of issues raised by pupils

Ensuring that the 'Report a Concern' form makes clear what actions could result from a referral

Including more 'authentic voices' in the curriculum - e.g. people who have experienced drug and alcohol addiction.

More opportunities to meet and discuss PSHE topics with girls.

Who can I speak to?

Head of PSHE

Heads of Year

Designated Safeguarding Lead



A close-up photograph of a person's hands writing on a document with a pen. The background is blurred, showing what appears to be a classroom or office setting with some lights.

Parents' views

Are there any topics that you feel are being taught too early, when the students are too young?

Are there any topics that you feel are being taught too late and students would benefit from learning about at a younger age?

Are there any topics that you feel have been missed from our RSE curriculum that should be included?

Do you have any further comments or suggestions to make relating to the RSE provision?

Further questions and discussion

*Please respect the wide range of views
that others have about these issues.*

*If you do not want to speak now, please be
assured that you can email or phone us later
to discuss your views.*

Traditional values

Pupils learn why marriage is an important relationship choice for many couples and why it must be freely entered into. They learn about the legal status of marriage e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.

RSE should enable pupils to know what a healthy relationship looks like and what makes a successful marriage or other type of committed relationship.

LESSON EXAMPLE MATERIALS - MARRIAGE

What is the purpose of marriage within Christianity?

- A gift from God at creation to enable a man and a woman to have children
- A sacrament which reflects the sacrificial love of Jesus
- A covenant (agreement) witnessed by God to give the couple the security of marriage for life
- An expression of love
- A spiritual bond of trust
- To provide a stable environment for bringing up children
- Provide lifelong support & companionship for a partner
- To share joy
- To know the true grace of God
- To share the pleasures of sex

LESSON EXAMPLE MATERIALS - MARRIAGE

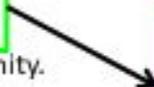
Marriage is a way of life made holy by God,
and blessed by the presence of our Lord Jesus
Christ with those celebrating a wedding at
Cana in Galilee.

Marriage is a sign of unity and loyalty
which all should uphold and honour.

It enriches society and strengthens community.
No one should enter into it lightly or selfishly
but reverently and responsibly in the sight of
almighty God.

N and *N* are now to enter this way of life.
They will each give their consent to the other
and make solemn vows,
and in token of this they will [each] give and
receive a ring.

We pray with them that the Holy Spirit will
guide and strengthen them,
that they may fulfil God's purposes
for the whole of their earthly life together.



One purpose of
marriage is that both
partners should be
faithful to each other.

LESSON EXAMPLE MATERIALS - MARRIAGE

Your wellbeing - support

Some of you may know someone who has gone through a divorce and have further questions or worries about it. The links below may be helpful if you are concerned, and Mr McLaughlin or Mrs Schofield in the KS4 team will always be happy to help.

- Childline: <https://www.childline.org.uk/info-advice/home-families/family-relationships/>
- The Mix: <https://www.themix.org.uk/search/divorce>
- Relate:

<https://www.relate.org.uk/relationship-help/help-children-and-young-people/common-problems-children-and-young-people/my-parents-are-always-arguing-and-i-dont-have-anyone-talk>

LESSON EXAMPLE MATERIALS - CONSENT

Which of these means consent to sex has been given?

→ Organise into three columns: Yes, No, Unsure

We're married

They said nothing when I asked

They didn't say anything but their body language and actions actively and enthusiastically encouraged sex

They're dressed in a certain way

They said yes earlier in the evening

They're flirting with me

They gave verbal permission

They said yes but are a bit drunk

They didn't say no when I asked

I asked, they said 'I guess so'

I asked, they said yes but they're 15

I asked, they said maybe

They know I'm interested in them

LESSON EXAMPLE MATERIALS - SEXTING

In your group writes an imaginary problem in the speech bubble, using the example one as a guide.

#TakeCareOfYourDigitalSelf

Ask for help and give advice!

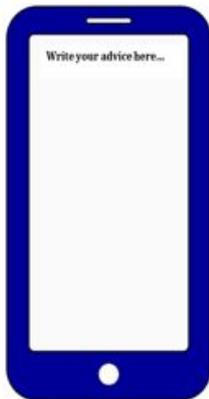
Imagine you are uncertain about what to post on social media. Or are worried about something you have already posted. Write about it and ask for help.

For example:

My friend really annoyed me today. I wrote a post on Facebook saying that I hate her, but I don't really! I wish I hadn't written it. What can I do?



DIGITAL
WILDFIRE



#TakeCareOfYourDigitalSelf

Ask for help and give advice!

Imagine you are uncertain or worried about something you have seen on social media. Write about it and ask for help.

For example:

I think my little brother is being cyber bullied. I have seen some horrible messages that other people have sent to him. He says it is OK but I am not sure. What should I do?



LESSON EXAMPLE MATERIALS - CONTRACEPTION

Match the side effects to the contraception – 3 minutes in pairs.

Contraception and side effects

Contraception

- combined pill
- contraceptive implant
- contraceptive injection
- IUD (intrauterine device)
- IUS (intrauterine system)
- progestogen-only pill

Side effects

- Heavier periods/ lighter periods
- Larger breasts
- Prolonged periods – for weeks or months OR shorter or cessation of periods
- Increased appetite/ loss of appetite
- Headaches
- Hair loss
- Spotting
- Nausea
- Clear skin/ acne
- Weight gain/loss
- Depression, erratic moods
- Blood clots
- High blood pressure
- Breast tenderness
- Cramping

Adapting the RSE curriculum

Step 1

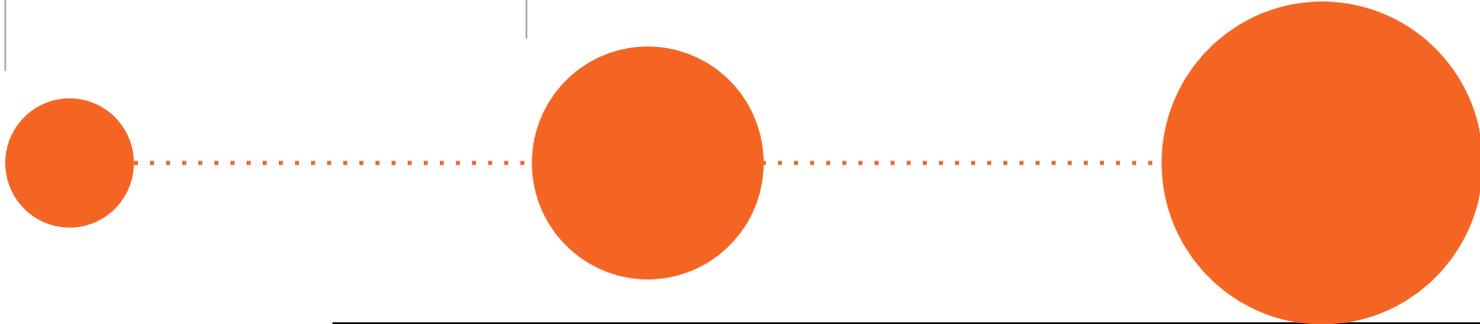
Issue raised by teacher, parent or pupil and discussed to establish, as specifically as possible, the cause of the concern.

Step 2

Discussed by senior leader with Head of PSHE and DSL if necessary. Parent/pupil kept informed of the outcome of the discussion.

Step 3

Curriculum adapted and/or updated training and advice provided to RSE teachers if necessary.

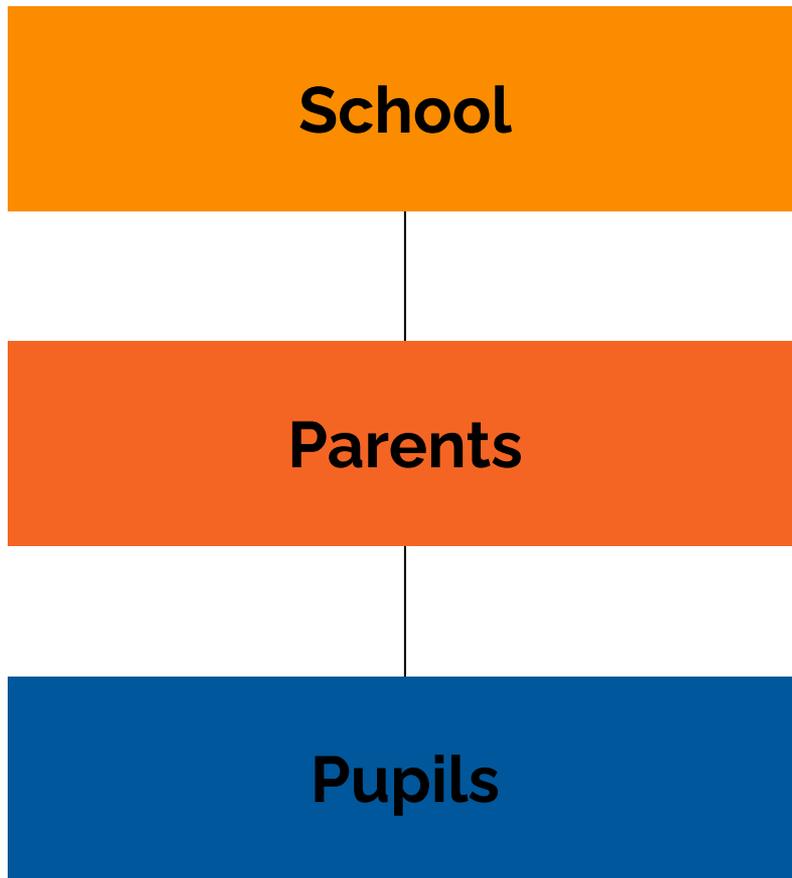


Areas for development

The need to ensure that parents have the information they need, as well as to listen to quieter voices, as encouraged by the Sex Education Forum (Jewett, 2020).

Working together

Please don't hesitate to contact us with any questions or concerns.



Thank you.

Please provide us with feedback on
this session via email:

office@wilsonsschool.sutton.sch.uk

References

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DfE, 2019)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Parental Engagement on Relationships Education (DfE, 2019)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/884450/Parental_engagement_on_relationships_education.pdf

Relationships and Sex Education: supporting parental engagement (PSHE Association, 2019)

<https://pshe-association.org.uk/system/files/Relationships%20and%20Sex%20Education%20-%20supporting%20parental%20engagement%20Secondary.pdf>

RSE and parental consultation: Getting it right (Jewett, 2020)

<https://www.sec-ed.co.uk/best-practice/rse-and-parental-consultation-getting-it-right-relationships-health-sex-education-curriculum-pshe/>