

Subject:	Relationships and Sex Education in Brighton & Hove Schools		
Date of Meeting:	10 March, 2014		
Report of:	Executive Director, Children's Services		
Contact Officer:	Sam Beal (Partnership		
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Ward(s) affected:	All		

1. SUMMARY AND POLICY CONTEXT:

- 1.1 This report will provide a briefing to Children and Young People's Committee on the quality and effectiveness of Relationships and Sex Education (RSE) in Brighton & Hove Schools This is in the context of the high profile being given to the subject nationally in supporting children and young people to understand concepts such as consent, and develop the skills to keep themselves safe and develop healthy relationships which are free from violence and exploitation.
- 1.2 The national guidance from the Department for Education on the delivery of Relationships and Sex Education was published in 2000 and our last local guidance for schools was published in 2003.

2. RECOMMENDATIONS:

- 2.1 That the Committee supports the review and development of the local authority *Sex and Relationships Education: Guidance for Schools (2003)* by Children's Services and the Public Health Team in consultation with schools, children and young people and key local and national partners in Health and the Community and Voluntary Sector.
- 2.2 A draft of the revised guidance to be discussed and agreed at Committee in the Autumn Term of 2014.

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

3.1 Definition of relationships and sex education

Sex and relationship education is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Sex and relationship education should empower young people, build self-esteem, offer a positive and open view of sex and support sexual self acceptance and mutual respect. *Sex and Relationships Education: Guidance for Schools (2003)*

3.2 **Legal Context**

The Education Act 1996 made it mandatory for all maintained schools to teach some parts of sex education (i.e. the biological aspects of puberty, reproduction and the spread of viruses) contained in National Curriculum Science across all key stages. It also states that school governors must provide an up to date policy describing the content and organisation of sex and relationship education provided outside National Curriculum Science. Secondary schools are required to provide an SRE programme to include, as a minimum, information about sexually transmitted infections and HIV. Parents and carers have the right to withdraw their children (up to the age of 19) from any and every aspect of sex and relationship education not contained within the statutory programme of study for science within the national curriculum.

3.2 **Support for relationships and sex education in Brighton & Hove Schools**

The Partnership Adviser: Health and Wellbeing, Standards and Achievement Team leads local authority support for schools related to relationships and sex education funded by the Direct Schools Grant. A PSHE Adviser (0.6) funded by Public Health provides consultancy, training, network meetings, quality assurance and resources to secondary and secondary special schools and two PSHE Lead Teachers (0.4 total) offer the same support to primary and primary special schools.

3.3 **Strategic links**

Effective relationships and sex education as part of a planned programme of Personal, Social, Health and Economic Education was seen as central to the Healthy Schools Programme and will remain an important contributor to the Public Health Schools Programme and the meeting of the following outcomes:

- Increased Chlamydia diagnoses (15-24 year olds);
- Reduced under 18 conception rates;
- Improved emotional wellbeing of looked after children.

In addition; relationships and sex education contributes to a whole school approach to safeguarding and to domestic violence and sexual exploitation prevention and therefore to the Violence against Women and Girls strategy. It has been identified as a priority within the Early Help agenda. RSE leads and enriches work in schools to challenge and prevent sexism, sexual bullying, homophobia, biphobia and transphobia and develop safe, learning environments for all. Effective RSE will also make links with other risk taking behaviours such as drug, alcohol and tobacco use.

3.4 **Policies**

Exemplar RSE policies are provided to schools and support offered with policy development and consultation.

3.5 **Curriculum and resources**

From September 2014, there is no National Curriculum for PSHE Education and so a Brighton & Hove PSHE Education Programme of Study has been developed for schools based on one produced by the PSHE Association and in consultation with a range of colleagues in schools, Health, Youth Service and the Community and Voluntary Sector. This has been disseminated to schools via training events for PSHE Education co-ordinators. Curriculum Framework documents are being developed to support school delivery of key themes within PSHE Education. The

Primary and Secondary RSE Curriculum Frameworks are under-development and detail learning outcomes for each year group and provide suggested resources, some of which have been developed locally. These materials build on previous planning tools developed in Brighton & Hove but have an increased focus on safe touch, e-safety, healthy relationships, consent, gender stereotyping, family diversity, gender identity and sexual orientation. Resources and materials are available on the school's intranet (Pier2Peer). However, it is the responsibility of individual schools to determine curriculum content and resources they use. Best practice schools plan a relevant and engaging curriculum based on the needs of children and young people and involve the whole school community in developing and evaluating the programme.

Brighton & Hove Secondary, Secondary Special Schools and engagement programmes deliver a 'Core Programme' of Relationships and Sex Education and drug and alcohol education to Year 9 and 10 students to ensure a basic entitlement to key aspects of learning. Those who do not receive this entitlement are targeted for other interventions.

Organisations such as Allsorts Youth Project and the Terence Higgins Trust provide enrichment sessions to schools in Brighton & Hove and contribute to the development of resources for the teaching of inclusive relationships and sex education.

3.6 Targeted interventions

There is a single gender group work programme delivered by learning mentors in at least four primary schools to targeted Year 6 pupils with the aim of raising aspirations, strengthening friendships, self-esteem and supporting transition. Four primary schools have also piloted a 'Rising Stars' programme delivered by Rise and school learning mentors and targeted at pupils who have experienced domestic abuse within the family. This has had positive impacts on pupil behaviour and willingness to be referred to therapeutic interventions, but funding for this programme is not secure at present and discussions are taking place across Children's Services, Public Health and Community Safety to look at this.

Six out of ten secondary schools have school-based health drop-ins delivered by school nurses and targeted teenage pregnancy workers. These drop-ins provide health advice, but also provide condoms via the C-Card scheme, pregnancy testing and Chlamydia screening.

The Youth Service offer each secondary school a single gender small group work programme to students in Year 9 or 10 who are identified as being at risk of teenage pregnancy or sexually risky behaviour. RISE (Domestic Violence Service) in partnership with WISE (Sexual Exploitation Service) and Survivors Network has also piloted in 4 schools a Positive Choices programme for young women who have been in families where there has been domestic abuse or who are at risk of violence or exploitation in their own relationships. The funding for this programme in the longer term will need to be negotiated with schools.

Three schools have or are currently working with Allsorts Youth Project to provide support to individual or groups of lesbian, gay, bisexual and trans* students.

3.7 **Continuing Professional Development**

The Standards and Achievement Team provides termly network meetings and annual PSHE Co-ordinator Development Days for primary and secondary schools. At least one of these will have an RSE focus annually. Special schools are invited to mainstream networks and offered opportunities to work together. These networks are well-attended and positively evaluated. Bespoke school-based continuing professional development on planning and delivering effective RSE is offered to all schools. Training is delivered in partnership with experts from for example, British Pregnancy Advice Service, Allsorts Youth Project, Terence Higgins Trust and RISE when required to enrich the subject content. Encouraging schools to prioritise teacher training time for PSHE education is increasingly challenging.

The PSHE pages of Pier2Peer are well used by schools share and download resources and a new twitter account will be used to share disseminate local and national information, research and resources.

3.8 **Outcomes and impacts**

All secondary schools with the exception of the recently opened Kings School participate in the Safe and Well School Survey. The data in the survey is used to measure the effectiveness of relationships and sex education. The 2012 Year 10 and 11 data showed that:

- The majority of students aged 14-16 years in Brighton & Hove are not having sex (80%); those who are generally know how to access free contraception, get tested for Chlamydia and know about Emergency Hormone Contraception
- 53% of all students and 73% of sexually active students know where to get free condoms
- 87% of students feel confident about using condoms correctly
- 67% of students stated that their sex and relationships education was useful.

At school level the variations in this data set reflect the model and quality of delivery. In schools where there is tutor delivery of relationships and sex education knowledge of services is lower. In schools where PSHE has high status, is delivered by specialist teachers as part of the curriculum outcomes are improved. For example, 94% of students were confident to use a condom now or in the future in a school with a strong PSHE co-ordinator, specialist trained PSHE teachers and an hour a week on the timetable for all year groups.

National recognition has also been given to resources produced in Brighton & Hove including *Fantasy vs. Reality* (a resource produced in 2009 to support teaching about pornography) and the *Trans* Inclusion Schools Toolkit*, 2012.

3.9 **Concerns and risks**

There is high quality support for RSE available to Brighton & Hove Schools and Schools are committed to its delivery. However, demands on schools related to the national performance indicators make it increasingly difficult for schools to prioritise time to review and develop the effectiveness of RSE. The Standards and Achievement Team continue to make the arguments that effective RSE contributes to wellbeing and aspirations and therefore achievement. Monitoring

and supporting effectiveness of RSE teaching and learning across all primary schools is challenging with limited capacity to do this.

4. COMMUNITY ENGAGEMENT AND CONSULTATION

- 4.1 Guidance to schools promotes the importance of involving pupils and students in the development of relationships and sex education. The Standards and Achievement Team also models this through focus group discussions with pupils and students in schools and through consultation with the Youth Council (about the Core Programme content for example).
- 4.2 Colleagues in Health and Community and Voluntary Groups are regularly consulted with and involved in the development of resources such as the recently updated *HIV and Blood Borne Viruses* resource.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 5.1 The review and development of the Relationships and Sex Education Guidance for Schools can be managed within existing budget.

Finance Officer Consulted: Steve Williams Date: 28/01/14

Legal Implications:

- 5.2 It is not a legal requirement for the local authority to have a *Relationships and Sex Education Guidance for Schools*, but this guidance will support schools in fulfilling their statutory duties.

Lawyer Consulted: Serena Kynaston Date: 12/02/2014

Equalities Implications:

- 5.3 Due regard to protected groups and duties under the Public Sector Duty of the Equality Act is taken in the writing of all resources. For example Allsorts Youth Project, Mosaic and Right Here contributed to the consultation on the PSHE Education Programme of Study and the document was sent to a wide range of groups including the Black and Minority Ethnic Young People's Project. Impact Assessment has identified the need to consult with black and minority ethnic young people in the development of the Relationships and Sex Education Curriculum Framework and Guidance. From April 2014, there is going to be focus on developing local resources to support the teaching of RSE to students with autistic spectrum condition.

Sustainability Implications:

- 5.4 The approach taken by the Standards and Achievement Team is to deliver training and develop and share resources and good practice which will ensure that teachers are skilled to deliver RSE. This is a more sustainable approach than schools relying on delivery by outside speakers.

Crime & Disorder Implications:

- 5.5 Effective teaching and learning in PSHE and Citizenship education supports children and young people to become good citizens and has a role in preventing crime or criminal behaviour. It also makes children and young people aware of laws related to drugs, alcohol, sexual activity and hate crime.

Risk and Opportunity Management Implications:

- 5.6 The risks and opportunities are detailed in the body of the report, specifically para. 3.8.

Public Health Implications:

- 5.7 See section 3.3 of the report

Corporate / Citywide Implications:

- 5.8 See para. 3.3 and in addition this contributes to the Brighton & Hove City Council priority to tackle inequality.

6. EVALUATION OF ANY ALTERNATIVE OPTION(S):

- 6.1 The Council could continue to provide RSE support to schools without the overarching framework of an updated guidance to schools. Time spent on guidance writing could be used to develop practice in individual schools.

7. REASONS FOR REPORT RECOMMENDATIONS

- 7.1 Provision of guidance for schools is supportive to them at a time when RSE continues to be a controversial and sensitive curriculum area. It is also an opportunity to state the Council commitment to this important curriculum area and to outline best practice in terms of models of delivery, curriculum content and safe learning environments. It also supports effective and clear communication with the media on the Council stance.

SUPPORTING DOCUMENTATION

Appendices:

1. None

Documents in Members' Rooms

1. Brighton & Hove *PSHE Education Programme of Study* (2014)
2. Brighton & Hove *Sex and Relationships Education: Guidance for Schools* (2003)
3. Brighton & Hove *Trans* Inclusion Schools Toolkit* (2013)

Background Documents

1. Department for Education, [Statutory Guidance on Sex and Relationship Education](#), 2000