



# PREPARING FOR STATUTORY RELATIONSHIPS EDUCATION

PSHE education lead's pack: key stages 1 and 2

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# Preparing For Statutory Relationships And Sex Education

## PSHE LEAD'S PACK KS1-2

Under the Children and Social Work Act 2017 the government committed to making relationships education (primary) and relationships and sex education (secondary) statutory in all schools, including LA maintained schools, academies, free schools and independent schools. All primary schools will soon be required to have relationships education in place and a relationships and sex education policy. Schools that are ready to implement the updated guidance from September 2019 are encouraged to do so. September 2020 is proposed as the start date for mandatory provision.

Education about 'relationships' is covered through many aspects of the primary PSHE curriculum. Schools should ensure their PSHE education programme includes all elements of the new statutory guidance for relationships education once published. Draft guidance was published in July 2018. Elements of sex education that are not included in the statutory guidance will remain non-statutory in primary schools but in order to safeguard pupils effectively we strongly recommend that schools provide a comprehensive programme of relationships and sex education as an integral part of their PSHE provision. This pack provides practical support for you as a PSHE education lead to ensure your school has such a programme. We therefore use the term relationships and sex education (RSE), where appropriate, rather than relationships education, to reflect this best practice approach.

To be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

This pack is designed to support the Road map to statutory status produced by the Sex Education Forum and PSHE Association for school leaders. **This pack will focus on steps four to ten of the road map**, which are those most relevant to a subject lead's role in preparing for the curriculum changes. We provide suggested timescales for each part the process to be ready for the voluntary implementation date of September 2019 but these timescales are guidelines only and can be transposed to start in Summer 2019 if preparing for statutory implementation in September 2020. The process is likely to be different for those schools where there is already robust provision.

For reference, the road map's ten steps are:

1. Be clear about the facts: Relationships education will be required in all schools from September 2020. Do you know what the new legislation means for your school?
2. Allocate leadership. Effective change will involve the Senior Leadership team together with RSE and PSHE lead staff and a linked governor. Who is going to oversee this change?
3. Get a measure of where you are now. There is a clear evidence base for high quality RSE and it requires regular timetabled lessons within PSHE. How would you describe your current provision?
- Whilst head teachers will want to focus on steps 1-3, a PSHE education lead is more likely to start implementing changes at step 4 of the road map to statutory status.



# STEP 4: ASSESS NEED

An important element of planning a PSHE education curriculum, including relationships and sex education, is about tailoring the learning to meet the needs of pupils. In order to design a high quality, relevant and engaging curriculum for your pupils, you will need to assess their learning needs. This process could include evaluating national trends and local health data to meet likely future needs and should include gathering the views of pupils and possibly their parents, for example by carrying out surveys or running focus groups. Needs assessment activities should be included as part of lessons, to assess pupils' existing knowledge, understanding, skills, beliefs and attitudes. Below are suggestions for completing each of these needs assessment activities.




## Baseline assessment

Carrying out a baseline assessment at the start of a unit of work or individual lesson is the best way to get an accurate snapshot of where your pupils are in terms of their understanding of a particular topic. Baseline assessments, when carefully conducted, also provide you with an understanding of pupils' misconceptions, current strategies, feelings and beliefs about a topic, which will help you to pitch the teaching of the topic appropriately and to target questions to provide support.

Baseline assessments also provide a starting point from which to measure progress. Depending on the activity, this can provide both teachers and pupils with a visual representation of the learning that has taken place. Effective baseline assessment activities include mind-maps, quizzes, draw and write activities, graffiti wall, responding to an image or explaining to an alien. Our [Planning Toolkit for key stages 1 and 2](#) provides more information about using baseline assessment in PSHE education lessons, together with samples of pupils' work.

## Data collection

**Local and national data sources can be used to identify wider trends in behaviour, attitudes and lifestyles. Some organisations who gather health data which can inform curriculum planning include:**

- **NatSAL:** The British National Surveys of Sexual Attitudes and lifestyles are among the largest studies of sexual behaviour in the world. NatSAL have carried out three surveys so far in 1990-1991, 1999-2001, and 2010-2012, allowing you to identify patterns of behaviour across the country and through three decades (although their data currently only goes up to 2012). 
- **Public Health England and ChiMat:** This section brings together a range of publicly available data and reports on child and maternal health into one easily accessible hub, which can be tailored by age range and local area, giving you a clear understanding of health data trends for young people in your area. 
- **JSNA:** Joint strategic needs assessments are the health targets and priorities set by local authorities. These will help to drive partnership work between schools, public health, youth organisations and police in your local area. Each local authority will have their own JSNA, so we recommend finding yours on your local authority website.
- **SHEU:** The Student and School Health Education Unit can provide you with a health related behaviour questionnaire which can be filled out by your pupils. SHEU will collate the results and create a school-based report, which can be repeated year on year in order to see trends in behaviours and highlight areas of priority. 

# LESSON PLAN

## GATHERING PUPILS' VIEW

### CONTEXT

A lesson can be a powerful way to engage all young people in a pupil voice activity. This lesson has been designed to be suitable for key stage 2 pupils. You may choose to just refer to relationships education or relationships and sex education, although with older pupils it is valuable to gather their views on all aspects of relationships and sex education.

### LEARNING OBJECTIVES

We are learning:

- We are learning to express our opinions to help our teacher design PSHE lessons for pupils in the future

### INTENDED LEARNING OUTCOMES

- I can explain what we learn about in PSHE education (including about relationships and sex)
- I can prioritise the relationships (and sex) education and PSHE education topics that I consider to be most important
- I can suggest what is most useful for primary pupils to learn about in relationships (and sex) education (as part of PSHE education)
- I can make suggestions about how relationships education and PSHE education could be improved in my school

### RESOURCES REQUIRED

- Flip chart paper
- Resource 1: Top ten card sort
- Resource 2: Class tally chart

### CLIMATE FOR LEARNING

Establish or reinforce existing ground rules. Add or emphasise any ground rules that are especially relevant to this lesson, such as listening respectfully to each other and commenting on what was said, not the person who said it.

## KEY WORDS

Personal, social, health and economic (PSHE) education, relationships (and sex) education, curriculum, views, opinions, feedback

## INTRODUCTION

Explain to the class you would like to know what they think about PSHE education, including relationships (and sex) education, so that you can make changes to what is taught at your school about relationships and growing up.

Remind pupils of the class ground rules and make them aware that the answers and ideas that they give in today's activities will be used to help plan PSHE lessons in the future.

Tell the pupils that they won't be putting their names on their work which will mean that no-one will know who has made which suggestions or comments. This is to protect their identity in order for them to feel that they are able to be honest and don't have to worry about hurting anyone's feelings if they feel something needs changing or improving. Remind them that we call this approach 'anonymous feedback'. It is therefore important that they listen carefully to others and think seriously about the answers they give when taking part in activities.

## BASELINE ASSESSMENT

Re-cap or brainstorm with pupils the different topics that are covered in PSHE education and remind them about previous work they may have done on friendship, different kinds of families, taking care of their bodies, growing and changing, feelings etc.

Ask questions like: What sorts of things do we learn in PSHE education, including relationships (and sex) education, about how to keep healthy and safe; our bodies and taking care of them; families and friendships; what you need to live a happy and healthy life?

During feedback, ensure that any misconceptions/misunderstandings are clarified regarding subject content, for example reminding pupils that this lesson is focusing on topics they have covered in PSHE education lessons, rather than topics that they might have talked about in Science, R.E., or in assemblies.

## CORE ACTIVITIES

### MOST IMPORTANT

Organise the pupils into small groups of three or four. Give each group a copy of Resource 1: Top ten card sort which lists ten broad topic areas within PSHE education. Ask the pupils to put the cards in order based on which topics have been the most important to learn about in PSHE and relationships (and sex) education.

5 - 10 MINS

10 - 15 MINS

10-15 MINS

During this activity, circulate between the groups and complete Resource 2: Class tally chart to record the order that each group decided as the most important. This will inform your future planning.

**Challenge:** Ask each group to select a pupil to be their spokesperson, who will speak for 30 seconds to explain which topic they have chosen as their top priority for PSHE education, including relationships education, and why they chose this. Give each spokesperson their 30 seconds to convince the rest of the class about their chosen 'top' priority.

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#### MORE ABOUT...

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Now ask the pupils to re-organise the order of the cards according to which topics they would like to know more about.

**Challenge:** Ask pupils to note down in their groups if there are other challenges and opportunities that children of their age face now and in the future, that they would benefit from being taught about. You could give the pupils some blank cards to complete. Following this activity, take some feedback from each group and make a note of their responses to inform your understanding of pupils' needs.

10-15 MINS

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#### RELATIONSHIPS (AND SEX) EDUCATION

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Now ask the pupils to think in a bit more depth about what they think pupils of primary school age should learn in PSHE education lessons, especially about relationships (and sex). Write each prompt below in the centre of a piece of flipchart paper and pin these up around the classroom.

1. We should learn about....
2. We should know about ...
3. We should be able to ....
4. We should feel confident about ...

Pupils can respond to these 'We should...' sentence starters as graffiti walls, or could work in small groups recording their ideas on flipchart paper, or it could be a paired work activity where pupils have a 'talking partner' and discuss their ideas with them first before feeding back into a whole class discussion.

The following prompt questions may be helpful:

- When we are learning about friendship and getting on with others what is important to learn about?
- When we learn about different kinds of families what is important to know?
- When we learn about taking care of our bodies, growing and changing what is important for people to feel confident about?
- What other sorts of things about relationships (and sex) are important for pupils your age to learn about / be able to do?

You may choose to take a photo of the class mind map to inform your planning.

**Challenge:** Ask pupils to imagine that they are in charge of PSHE education, including relationships (and sex) education, in their school for a year, and that they have unlimited money and time to do whatever they wanted to improve PSHE including relationships (and sex) education in their school.

What would they change/introduce/do more of/less of? Remind them that their actions have to benefit all pupils in the school. You could suggest that they use the following headings to scaffold their responses: Resources for school, lessons, adults who teach the subject, visitors to help/visits out of school, etc. Remind them that they need to be able to justify their decisions and that the choices they make should not hurt or offend other children or adults.

#### PLENARY/ASSESSMENT FOR AND OF LEARNING

5 MINS

#### THREE STARS AND A WISH ...

Ask pupils to consider three stars (things that are going well in school regarding PSHE and relationships (and sex) education) and one wish they have for PSHE and relationships (and sex) education for the future; thinking about something they hope pupils currently in younger classes could have learnt by the time they are in Year 6. They should write their three stars and a wish on a post-it note or blank postcard using the sentence starters:

*“Three things that are really good about PSHE/ relationships (and sex) education in our school are...”*

*“One wish I have for the future of PSHE / relationships (and sex) education is...”*



# Resource 1

## Healthy relationships

*What it means to be a friend, what is fair and unfair, knowing our special people and what makes them special, knowing about how to give and receive permission to do things (consent), recognising positive and healthy relationships, knowing when people are being unkind or hurtful, challenging teasing and bullying, difference between off line and online relationships*

## Money

*Money, how to keep it safe, choices we have about how we spend money, how we can save money, knowing what the difference is between a want and a need, how we can use money to help others*

## Rights and Responsibilities

*Exploring differences and similarities between people, belonging to different groups, recognising stereotypes, rules we have to follow and responsibilities we have*

## Healthy lifestyles

*Taking care of our bodies and our minds, smoking and alcohol, how medicines and drugs can help us, healthy food choices, physical exercise, sleep and rest, taking care of our skin and teeth, germs and diseases*

## Keeping safe

*Online safety, first aid, recognising risks in situations, ways of taking care of ourselves, road/travel safety, knowing whom to go to when we are worried or afraid*

## Media influence

*How the media can affect how we feel about ourselves and our bodies, influence of social media on friendships and relationships, attitudes and decisions, recognising the difference between things that are private and things that are public*

## Hurtful behaviour and anti-bullying

*Knowing how to solve disagreements in a kind way, recognising that friends can put us under pressure, recognising all types of bullying and hurtful behaviour including online, knowing whom to go to when we need help with relationships both in and out of school*

## Valuing Difference

*Celebrating how we are the same and the ways in which we are different, developing mutual respect for people who are different to us, recognising what makes people special to us and to others*

## Growing and changing

*Growing older, changing emotions and feelings, changes in our bodies, taking care of our bodies and protecting them, differences and similarities between boys and girls, acceptable and unacceptable physical contact, how babies are made, different kinds of friendships and relationships, managing change e.g. to new school/leaving school*

## Resource 2

Collect pupil responses on this form by adding a tally mark to represent how each group prioritised the ten topics. For example, if three groups put Feelings and Emotions first, put three tally marks in '1st choice' for Feelings and Emotions and so on.

|                                     | 1st choice | 2nd choice | 3rd choice | 4th choice | 5th choice | 6th choice | 7th choice | 8th choice | 9th choice | 10th choice |
|-------------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| Healthy relationships               |            |            |            |            |            |            |            |            |            |             |
| Money                               |            |            |            |            |            |            |            |            |            |             |
| Rights and responsibilities         |            |            |            |            |            |            |            |            |            |             |
| Healthy lifestyles                  |            |            |            |            |            |            |            |            |            |             |
| Keeping safe                        |            |            |            |            |            |            |            |            |            |             |
| Media influence                     |            |            |            |            |            |            |            |            |            |             |
| Hurtful behaviour and anti-bullying |            |            |            |            |            |            |            |            |            |             |
| Valuing difference                  |            |            |            |            |            |            |            |            |            |             |
| Growing and changing                |            |            |            |            |            |            |            |            |            |             |

## Resource 3: Pupil questionnaire on RSE programme

We would like to know how you feel about the relationships and sex education elements within your PSHE education. Please help us by filling in this questionnaire.

|                                                      |          |          |          |
|------------------------------------------------------|----------|----------|----------|
| <b>1. Which year are you in? Please tick one box</b> | <b>4</b> | <b>5</b> | <b>6</b> |
|                                                      |          |          |          |

Question 3 Please tick a box on each line to show how much you agree or disagree with each statement:

| <b>3. Views on RSE and PSHE education</b>                                                                                                                  | <b>strongly agree</b> | <b>agree</b> | <b>disagree</b> | <b>strongly disagree</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------|-----------------|--------------------------|
| <i>I enjoy learning about relationships and sex (as part of our PSHE education lessons)</i>                                                                |                       |              |                 |                          |
| <i>I learn a lot in PSHE education lessons about relationships and sex</i>                                                                                 |                       |              |                 |                          |
| <i>What we learn in PSHE education lessons on relationships and sex is suitable for young people of my age</i>                                             |                       |              |                 |                          |
| <i>A wide range of different activities are used in the relationships and sex education elements of my PSHE education lessons (e.g. drama, discussion)</i> |                       |              |                 |                          |
| <i>The activities about relationships and sex in our PSHE education lessons are inter-esting and engaging</i>                                              |                       |              |                 |                          |
| <i>I feel comfortable sharing my ideas, views and opinions about sex and relationships in PSHE education lessons</i>                                       |                       |              |                 |                          |
| <i>Other pupils listen to my ideas, views and opinions in PSHE education lessons</i>                                                                       |                       |              |                 |                          |
| <i>I know how well I am doing in the relationships and sex education elements of my PSHE education and what I need to do to improve</i>                    |                       |              |                 |                          |

**4. Is there anything about people and relationships (such as similarity and difference, respect, positive relationships, families) that you would like to learn more about? What was missed out? What worked less well? Please explain.**

**5. Is there anything on managing growing up and changing, including puberty (such as feelings, hygiene, confidence, bodies) that you would like to learn more about? What was missed out? What worked less well? Please explain.**

**6. What is the best thing about the relationships and sex education elements of PSHE education in our school?**

**7. Is there anything else that could be improved about the relationships and sex education elements of PSHE education in our school?**

# STEP 5: REFRESH YOUR POLICY

When statutory relationships education becomes statutory in September 2020, all schools are required to have in place, a relationships and sex education policy to set out and guide their teaching approach. Many schools will have RSE as an integral part of their PSHE education policy, other schools will choose to have these separately. For more guidance on writing your school's PSHE education policy, see our guidance tool [Creating a PSHE policy](#) for your school.

As a minimum, the RSE policy should:

- offer a whole school statement of intent or beliefs through its aims for RSE
- set out an agreed approach to RSE in the curriculum and can act as a tool to help in future decision-making
- clarify the school's intended outcomes for its RSE provision
- inform and reflect practice by detailing the content covered and methodology used to enable learning in RSE.

The RSE policy will be used by:

- teachers, who will look to it to guide their lesson planning, and to put boundaries around the issues they can explore with children and young people, and the range of ways that these can be explored. This is of great importance both in terms of guiding teachers and protecting them
- parents, who will look to see both the RSE curriculum content and the values the school is promoting
- health professionals, visiting speakers and so on, who will want to know the aims, objectives and values the school has in relation to its RSE, agreed teaching methodologies and boundaries for their work with pupils

Before starting to draft your policy, it is worth spending a little time considering some key questions:

- *What values will underpin your school's policy?*
- *What are the aims and intended outcomes of your provision?*

Any policy must work for your school, but it is important to make sure that it is the needs of pupils (those they share with all children and young people and those specifically relevant to your pupils, school and community) that drive the policy, rather than the professional or personal comfort of adults. Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

1. promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
2. prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

It is therefore important to reflect on:

- the school's aims/mission statement, and the values it promotes and models through its culture and ethos
- the learning experiences that help pupils develop their own moral values, which may include reflecting on a variety of different issues, beliefs and viewpoint
- how the school enables pupils to develop the knowledge, strategies, skills, language and confidence required to behave according to their values in new situations.

|                     | GUIDANCE / KEY QUESTIONS                                                                                                                                                                                                                                                                                                                                                         | POSSIBLE SENTENCE STARTERS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RATIONALE AND ETHOS | <ul style="list-style-type: none"><li>• <i>What is the purpose of RSE in your school?</i></li><li>• <i>What is your school's vision for safe and effective RSE?</i></li><li>• <i>How is this underpinned by your school's values, context, ethos, key principles or faith values?</i></li><li>• <i>What outcomes do you intend for your pupils as a result of RSE?</i></li></ul> | <ul style="list-style-type: none"><li>• This policy covers our school's approach to...</li><li>• It was produced by... through consultation with...</li><li>• We define 'relationships and sex education' as...</li><li>• We believe relationships and sex education is important for our students and our school because...</li><li>• We view the partnership of home and school as vital in providing the context...</li><li>• Our school's overarching aims for our students are...</li><li>• We ensure RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by...</li><li>• We ensure RSE fosters gender equality and LGBT+ equality by...</li><li>• The intended outcomes of our programme are</li></ul> |

that students will:

- o know and understand...
- o understand they have a right to...
- o understand they have a responsibility to...
- o develop the skills of...
- o develop the attributes of...

*Responsibility for the RSE policy in your school ultimately lies with the governing body. At least one representative of the governing body should be part of a working group that develops and reviews the RSE policy.*

- *What is the Headteacher responsible for?*
- *What is the PSHE education lead responsible for?*
- *What are teachers responsible for?*
- *What are the responsibilities of parents/carers?*
- *What professional development opportunities will staff receive to support effective RSE delivery?*

- The RSE programme will be led by...
- It will be taught by...
- It will be supported by...
- A working party will be made up of... to...
- Teaching staff will receive RSE training on... to support pupils with...

*Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).*

- We are required to teach relationships education/ RSE as part of... and this informs...
- Current regulations and guidance from the Department for Education state that...
- The RSE policy supports/complements the following policies...
- Documents that inform the school's RSE policy include:
  - o *Education Act (1996)*
  - o *Learning and Skills Act (2000)*
  - o *Education and Inspections Act (2006)*
  - o *Equality Act (2010),*
  - o *Supplementary Guidance SRE for the 21st century (2014)*
  - o *Keeping children safe in education – Statutory safeguarding guidance (2016)*
  - o *Children and Social Work Act (2017)*

- *What key principles will be used to ensure high quality and effective planning and delivery of RSE lessons?*
- *Key principles to include:*
  - o *How will teachers establish a safe learning environment?*
  - o *What ground rules are needed for RSE?*
  - o *Why is it important to 'distance' the topic from the student?*
  - o *How will pupils' questions be answered and how will potentially sensitive or controversial issues be managed?*
- *What is the shared and agreed staff protocol for the teaching RSE?*

- We will ensure a safe learning environment by...
- Teachers and pupils will agree ground rules by...
- Distancing techniques such as... are used because...
- Pupils' questions will be answered by...
- Sensitive issues will be handled by...
- Pupils will be able to raise questions anonymously by...
- All staff teaching RSE will be supported by...

- *How will child protection, safeguarding and confidentiality protocols support safe and effective RSE practice?*
- *How will visitors and external agencies be informed of safeguarding protocols and be supportive of the school's whole school approach to RSE?*
- *What protocols will be in place for pupils who may be considered vulnerable or 'at risk'?*

- Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue...
- Teachers will consult with the designated safeguarding lead and in his /her absence their deputy ...
- Visitors/external agencies which support the delivery of RSE will be required to...
- The protocol for inviting visitors into lessons is...

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• <i>How is RSE embedded within your PSHE education curriculum?</i></li> <li>• <i>How is the RSE curriculum planned and organised?</i></li> <li>• <i>What RSE curriculum content is covered in each key stage and year group?</i></li> <li>• <i>How will you use local data to inform the priorities for your programme?</i></li> <li>• <i>How will your school ensure inclusive RSE that is age and stage (including emotional maturity) appropriate and relevant?</i></li> <li>• <i>(This will require an approach that is inclusive in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experience)</i></li> <li>• <i>How will learning in RSE be differentiated to meet the needs of all pupils?</i></li> <li>• <i>Which resources will be used to support RSE planning and delivery?</i></li> <li>• <i>How will RSE within PSHE link to other curriculum areas, e.g. Citizenship, Science, Religious Education? How will learning be assessed and evidenced in RSE?</i></li> </ul>                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Our RSE programme is an integral part of our whole school PSHE education provision and will cover...</li> <li>• Our RSE programme is inclusive of...</li> <li>• We will ensure RSE is matched to the needs of our pupils by...</li> <li>• Our RSE programme will be planned and delivered through...</li> <li>• Our RSE programme will be taught through a range of teaching methods and interactive activities, including...</li> <li>• Active learning methods will include...</li> <li>• Lessons will be differentiated by... to ensure...</li> <li>• High quality resources will support our RSE provision and will be regularly reviewed...</li> <li>• Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin...</li> <li>• Learning about relationships and sex education in PSHE education lessons will link to/complement learning in...</li> <li>• Pupils will be encouraged to reflect on their own learning and progress by...</li> <li>• Assessment in RSE will take the approach that...</li> <li>• An overview of the learning in each year group can be found...</li> </ul> |
| <ul style="list-style-type: none"> <li>• <i>How will RSE provision and content be monitored?</i></li> <li>• <i>How will it be reported on?</i></li> <li>• <i>How will RSE provision be evaluated and consulted on?</i></li> <li>• <i>How will the contribution of visitors and external agencies to RSE provision be monitored and evaluated?</i></li> <li>• <i>What role will pupils play in evaluating RSE content?</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Teachers will critically reflect on their work in delivering RSE through...</li> <li>• Pupils will have opportunities to review and reflect on their learning during lessons...</li> <li>• Student voice will be influential in adapting and amending planned learning activities...</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>• <i>How will the school work in partnership with parents/carers?</i></li> <li>• <i>What information will be given to parents/carers and how will this be shared?</i></li> <li>• <i>What curriculum events will take place to support parents?</i></li> <li>• <i>How will they be signposted to resources/further support?</i></li> <li>• <i>How will they be empowered to follow-up and support RSE work at home?</i></li> <li>• <i>Parents have the legal right to withdraw their children from all or part of any RSE provided, with the exception of the biological aspects included in national curriculum science. How will you support parents who exercise this right?</i></li> <li>• <i>What arrangements will be made for the supervision of children of those parents during the relevant lessons?</i></li> <li>• <i>How will the school work in partnership with governors?</i></li> <li>• <i>How will they be involved in the design, implementation and review of the RSE policy?</i></li> <li>• <i>How will they be kept updated of new developments?</i></li> <li>• <i>How will the school engage with students so that they can effectively contribute to RSE content?</i></li> <li>• <i>What methods of student voice can be used to develop the RSE curriculum?</i></li> </ul> | <ul style="list-style-type: none"> <li>• Parents will be informed about the policy through...</li> <li>• The policy will be available to parents through...</li> <li>• We are committed to working with parents and carers by ...</li> <li>• We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through...</li> <li>• As part of our whole school approach to RSE, Parent Information sessions and opportunities for parents to view the materials and resources used will be...</li> <li>• We will notify parents when Relationships and Sex education will be taught, by...</li> <li>• Parents/carers have the right to withdraw their children from RSE content that is not part of statutory NC Science, however we...</li> <li>• If a parent/carer requests that their child be removed from relationships and sex education, we will... and provide support by...</li> <li>• Governors will be informed of the RSE policy and curriculum through...</li> <li>• Student voice will be used to review and tailor our RSE programme to match the different needs of pupils...</li> </ul>                                                 |

*As part of effective RSE provision, the RSE policy should be reviewed at least every 18 months / 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.*

- This policy will be reviewed on...
- It will be reviewed by...
- This will ensure...



# STEP 6: REVIEW YOUR CURRICULUM

It is important to review what is currently on offer in your PSHE curriculum to address RSE. The following audit tool has grouped together learning opportunities from [the PSHE Association's Programme of Study](#) under key topic headings and can be used to help audit your PSHE curriculum. Use the audit tool to RAG-rate your current RSE curriculum and to identify next steps.

- This element is not currently covered in our curriculum and is a priority for development
- This element is briefly covered but would benefit from further planning
- This element is well covered by our curriculum
- This element is not covered and is less of a priority in our school\*

*\*Elements highlighted in statutory guidance must be covered once the new guidance is implemented (September 2020), however there will be areas of RSE which you can tailor to the needs of your students.*

## Key stage 1

| LEARNING OPPORTUNITY IN RSE<br>PUPILS SHOULD HAVE THE OPPORTUNITY TO:                                                                                                                              | RAG<br>RATING | NEXT STEPS |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------------|
| <b>POSITIVE RELATIONSHIPS</b>                                                                                                                                                                      |               |            |
| to identify their special people (family, friends, carers), what makes them special and how special people should care for one another                                                             |               |            |
| to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)                                                                   |               |            |
| <b>GROWING AND CHANGING</b>                                                                                                                                                                        |               |            |
| about the process of growing from young to old and how people's needs change                                                                                                                       |               |            |
| about growing and changing and new opportunities and responsibilities that increasing independence may bring                                                                                       |               |            |
| <b>SIMILARITIES AND DIFFERENCES</b>                                                                                                                                                                |               |            |
| the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls                                                         |               |            |
| ways in which they are all unique; understand that there has never been and will never be another 'them'                                                                                           |               |            |
| ways in which we are the same as all other people; what we have in common with everyone else                                                                                                       |               |            |
| to identify and respect the differences and similarities between people                                                                                                                            |               |            |
| <b>KEEPING SAFE</b>                                                                                                                                                                                |               |            |
| about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings                                                      |               |            |
| that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)                                                                                       |               |            |
| to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)                                  |               |            |
| what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy                                                                                     |               |            |
| to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets |               |            |
| about people who look after them, their family networks, who to go to if they are worried and how to attract their attention                                                                       |               |            |

## Key stage 2

| LEARNING OPPORTUNITY IN RSE<br>PUPILS SHOULD HAVE THE OPPORTUNITY TO:                                                                                                                                                                                                         | RAG<br>RATING | NEXT STEPS |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------------|
| <b>POSITIVE RELATIONSHIPS</b>                                                                                                                                                                                                                                                 |               |            |
| to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships                                                                                                                                 |               |            |
| to recognise different types of relationship, including those between acquaintances, friends, relatives and families                                                                                                                                                          |               |            |
| that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment                            |               |            |
| that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment                            |               |            |
| that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership                                                                                                                                             |               |            |
| to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support                                                                                                                                                                           |               |            |
| <b>GROWING AND CHANGING</b>                                                                                                                                                                                                                                                   |               |            |
| how their body will, and their emotions may, change as they approach and move through puberty                                                                                                                                                                                 |               |            |
| about human reproduction                                                                                                                                                                                                                                                      |               |            |
| <b>SIMILARITIES AND DIFFERENCES</b>                                                                                                                                                                                                                                           |               |            |
| that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010) |               |            |
| to recognise and challenge stereotypes                                                                                                                                                                                                                                        |               |            |
| about the difference between, and the terms associated with, sex, gender identity and sexual orientation                                                                                                                                                                      |               |            |
| <b>KEEPING SAFE</b>                                                                                                                                                                                                                                                           |               |            |
| to recognise how their increasing independence brings increased responsibility to keep themselves and others safe                                                                                                                                                             |               |            |
| to recognise how their increasing independence brings increased responsibility to keep themselves and others safe                                                                                                                                                             |               |            |
| to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy                                                                                          |               |            |
| how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request                                                                                   |               |            |
| that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others                                                                                       |               |            |
| about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe                                                                                                                                         |               |            |

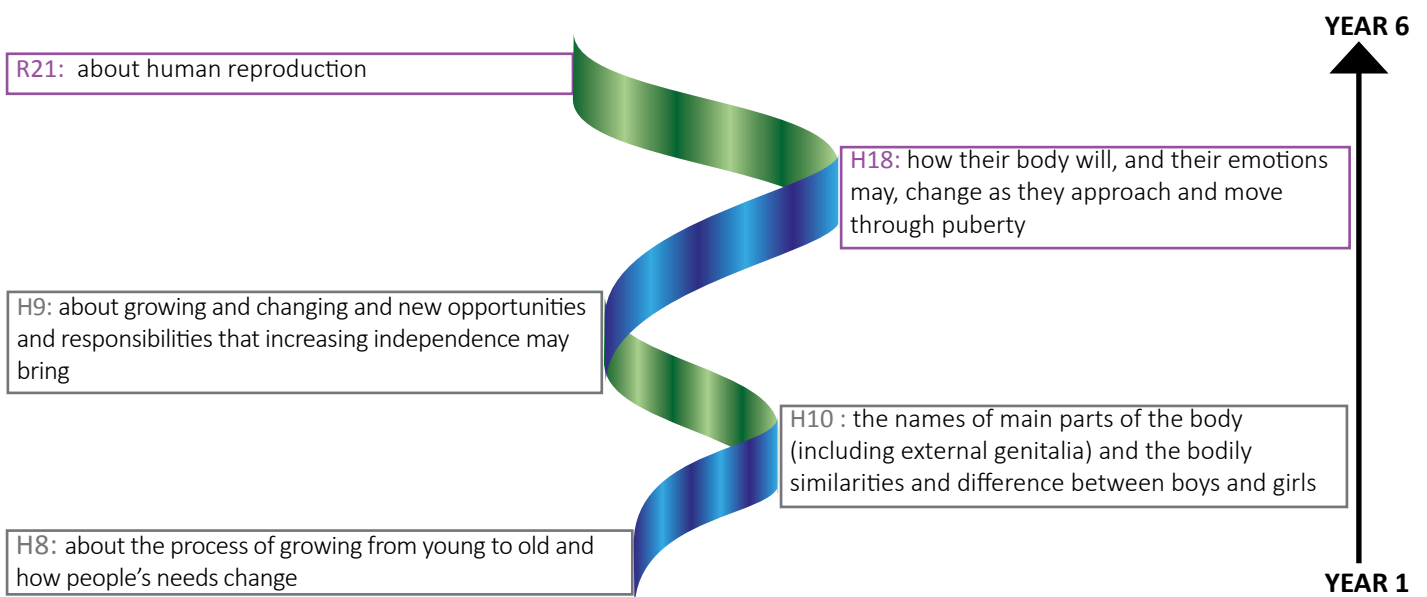
# STEP 7: UPDATE YOUR CURRICULUM

This section has been designed to support you to effectively embed learning related to relationships and sex education into your PSHE curriculum. Using both the [PSHE Association's Programme of Study](#) and [the Planning Toolkit for key stages 1 and 2](#), we demonstrate how RSE can form a central part of your PSHE programme across all three core themes; Health and wellbeing, Relationships and Living in the wider world. New statutory RSE guidance will be published in due course. Whilst many learning opportunities within the Relationships and Health and wellbeing core themes will explicitly meet the requirements of the new guidance, it is important to remember the deeply integrated nature of the three core themes in PSHE education, and the ways in which learning in other topic areas can contribute to, enhance, and be enhanced by your RSE programme.

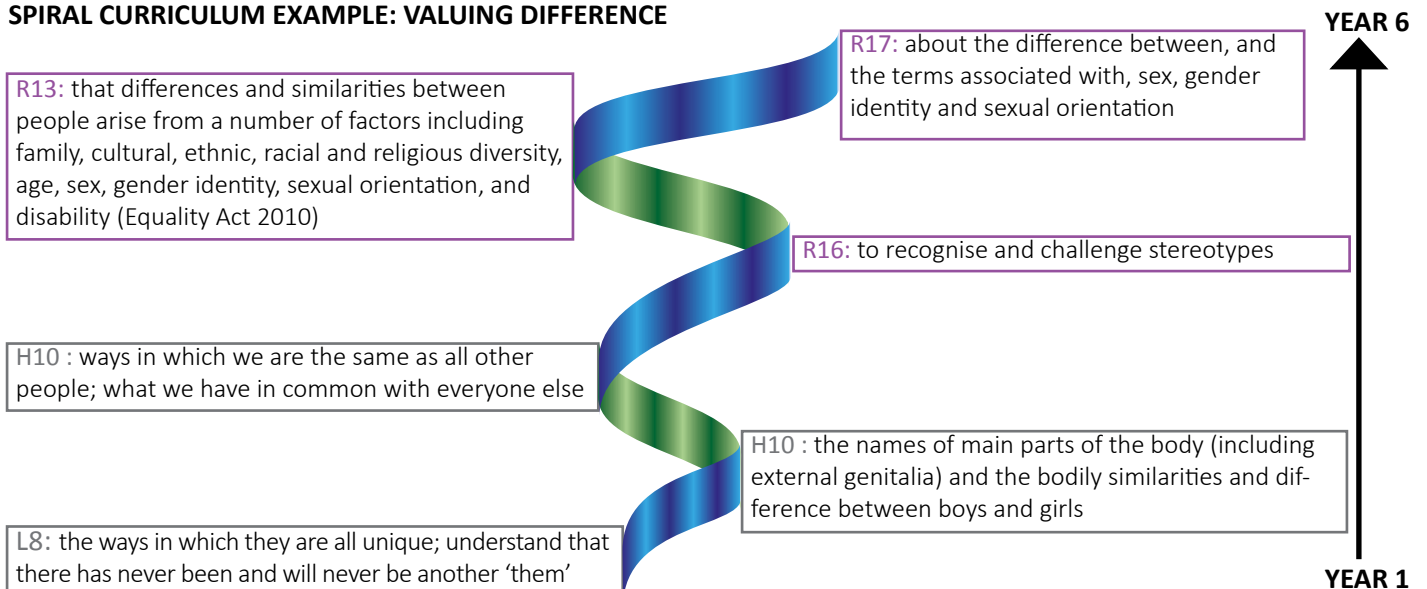
## Embedding a spiral approach

Best practice in PSHE education curriculum planning is to take a spiral approach, which gradually revisits and reintroduces topics at a deeper and more complex level at each key stage or year group, whilst rehearsing, emphasising and embedding the essential skills and attributes young people need to manage their lives, both now and in the future. The following spirals represent how topics from relationships and sex education can be gradually developed to introduce new and more challenging material, using the programme of study learning opportunities. In all the example spirals below, the learning opportunities coloured in yellow are taken from key stage 1, whereas those in pink are taken from key stage 2.

### SPIRAL CURRICULUM EXAMPLE: PUBERTY



### SPIRAL CURRICULUM EXAMPLE: VALUING DIFFERENCE



**SPIRAL CURRICULUM EXAMPLE: HEALTHY RELATIONSHIPS**

R5: that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership

R3: to recognise different types of relationship, including those between acquaintances, friends, relatives and families

R2 : to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R6: to listen to other people and play and work cooperatively

R5: that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment

R4: to recognise different types of relationship, including those between acquaintances, friends, relatives and families

R9: to identify their special people, what makes them special and how special people should care for one another

**SPIRAL CURRICULUM EXAMPLE: KEEPING SAFE WITHIN RELATIONSHIPS**

**YEAR 6**

R20: that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others

R21: to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

R8: to judge what kind of physical contact is acceptable or unacceptable and how to respond

R10: to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)

H16: what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others'

H4: about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings

H20: about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears

H25: how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request

H11: to recognise how their increasing independence brings increased responsibility to keep themselves and others safe

H23: about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

H15: to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets

H13: about people who look after them, their family networks, who to go to if they are worried and how to attract their attention

**YEAR 1**

# Sample curriculum map

This sample curriculum map, demonstrates the deeply integrated nature of RSE within PSHE education; within all the core themes of the Programme of Study, especially ‘Relationships’ and ‘Health and wellbeing’. Clearly, while there are explicit learning opportunities focusing on relationships and sex education, many of the other topics in the ‘Health and wellbeing’ and ‘Living in the wider world’ core themes overlap and provide implicit learning opportunities to develop and deepen understanding about relationships. Detailed learning objectives and outcomes for different year groups can be found in our [PSHE Education Planning Toolkit Key Stages 1 and 2](#)

★ The star symbol on this curriculum map represents topics within all three core themes that explicitly cover content within relationships and sex education.










| PSHE CURRICULUM FRAMEWORK – WHOLE SCHOOL OVERVIEW- EXAMPLE B |                                                                                                                        |                                                                                                                                                                      |                                                                                                                                |                                                                                                  |                                                                                                                                         |                                                                              |                                                                                                                                                                      |                                                                                          |                                                                                                                 |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Term                                                         | Autumn                                                                                                                 |                                                                                                                                                                      |                                                                                                                                | Spring                                                                                           |                                                                                                                                         |                                                                              | Summer                                                                                                                                                               |                                                                                          |                                                                                                                 |
| CORE THEME                                                   | HEALTH AND WELLBEING<br><i>Minimum of 10 lessons</i>                                                                   |                                                                                                                                                                      |                                                                                                                                | RELATIONSHIPS<br><i>Minimum of 10 lessons</i>                                                    |                                                                                                                                         |                                                                              | LIVING IN THE WIDER WORLD<br><i>Minimum of 10 lessons</i>                                                                                                            |                                                                                          |                                                                                                                 |
| TOPICS                                                       | HEALTHY LIFESTYLES                                                                                                     | GROWING AND CHANGING                                                                                                                                                 | KEEPING SAFE                                                                                                                   | FEELINGS AND EMOTIONS                                                                            | HEALTHY RELATIONSHIPS                                                                                                                   | VALUING DIFFERENCE                                                           | RIGHTS AND RESPONSIBILITIES                                                                                                                                          | ENVIRONMENT                                                                              | MONEY                                                                                                           |
| YEAR 1                                                       | What helps keep bodies healthy; hygiene routines                                                                       | Recognising what they are good at; setting goals. Change and loss and how it feels                                                                                   | Keeping safe around household products; how to ask for help if worried about something                                         | Recognising feelings in self and others; sharing feelings                                        | Secrets and keeping safe; special people in their lives ★                                                                               | Respecting similarities and differences in others; sharing views and ideas ★ | Group and class rules; everybody is unique in some ways and the same in others ★                                                                                     | Looking after the local environment<br><br><b>(Cross year-group project with year 2)</b> | Where money comes from; how to use money -saving and spending money                                             |
| YEAR 2                                                       | Healthy choices; different feelings; managing feelings                                                                 | Recognising what they are good at; setting goals.<br><br>Growing; changing and being more independent; correct names for body parts (including external genitalia) ★ | Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts ★ | Behaviour; bodies and feelings can be hurt ★                                                     | Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying ★                              | Respecting similarities and differences in others; sharing views and ideas ★ | Group and class rules; respecting their own and others’ needs; groups and communities they belong to; people who work in the community; getting help in an emergency | Looking after the local environment<br><br><b>(Cross year-group project with year 1)</b> | Where money comes from; saving and spending money; making choices; keeping track of money spent/saved           |
| YEAR 3                                                       | What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits | Recognising what they are good at; setting goals. De-scribing feelings; conflicting feelings and how to manage feelings                                              | School rules on health and safety; basic emergency aid; people who help them stay healthy and safe                             | Recognising feelings in others; responding to how others are feeling                             | Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively ★ | Recognising and responding to bullying                                       | Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community                                                         | Responsibilities; rights and duties                                                      | Enterprise; what it means; developing skills in enterprise<br><br><b>(Cross year-group project with year 6)</b> |
| YEAR 4                                                       | What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs                   | Recognising what they are good at; setting goals. Changes at puberty. ★<br>Changes that happen in life and feelings associated with change                           | How to keep safe in local area and online; people who help them stay healthy and safe                                          | Keeping something confidential or secret; when to break a confidence; recognise and manage dares | Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers ★                                            | Listen and respond effectively to people; share points of view               | Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world                                                 | Sustainability of the environment across the world                                       | Role of money; managing money (saving and budgeting); what is meant by interest and loan                        |

# PSHE CURRICULUM FRAMEWORK – WHOLE SCHOOL OVERVIEW- EXAMPLE B

|        |                                                                                                                                                                                 |                                                                                                                                                                                        |                                                                                                                                                                                                                                                               |                                                                       |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                    |                                                                                                                                                                                                                                                                  |                                                                                                |                                                                                                                                               |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| YEAR 5 | <p>What positively and negatively affects health and well-being; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices</p> | <p>Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. ★<br/>Coping with change and transition; bereavement and grief</p> | <p>Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety</p>                                                                                                                         | <p>Responding to feelings in others</p>                               | <p>Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback</p>                                                                                                                                                                                                                  | <p>Listening to others; raise concerns and challenge</p>                                                                                                                           | <p>Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving difference</p>                                                                                                       | <p>Different rights; responsibilities and duties ★</p>                                         | <p>Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax</p> |
| YEAR 6 | <p>Images in the media and reality; how this can affect how people feel; risks and effects of drugs</p>                                                                         | <p>Recognising what they are good at; setting goals; aspirations. Changes at puberty (recap Y4); human reproduction; roles and responsibilities of parents</p>                         | <p>Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice</p> | <p>Confidentiality and when to break a confidence; managing dares</p> | <p>Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. ★<br/><br/>Acceptable and unacceptable physical touch; personal boundaries and the right to privacy ★</p> | <p>Listening to others; raise concerns and challenge.<br/><br/>What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying ★</p> | <p>Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others</p> | <p>How resources are allocated; effect of this on individuals; communities and environment</p> | <p>Enterprise; setting up an enterprise (Cross year-group project with year 3)</p>                                                            |

## Quality assured resources

The PSHE Association quality assures resources to ensure that the materials we recommend for teachers meet our best practice principles and deliver high quality learning for young people. Of course, this list is by no means exhaustive. The following resources have all passed our quality assurance process, however there are new resources being assessed all the time and there may be other high quality resources available to teachers which have not been submitted for quality assurance. See [our guidance on choosing resources](#) when deciding whether to use a resource that does not carry the PSHE Association quality mark.

| RESOURCE                                                                                                                                                                     | DETAILS                                                                                                                                                                                    | TOPICS COVERED                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>MEDWAY COUNCIL:</b><br>Primary PSHE education - relationships and sex education<br>      | <ul style="list-style-type: none"> <li>13 lesson plans               <ul style="list-style-type: none"> <li>Key stage 1: 3 lessons</li> <li>Key stage 2: 10 lessons</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Special people, friendship</li> <li>Growing and changing, body parts</li> <li>Puberty</li> <li>Understanding relationships</li> <li>Conception and Pregnancy</li> </ul> |
| <b>NSPCC:</b><br>Making Sense of Relationships<br>                                          | <ul style="list-style-type: none"> <li>3 lesson plans – key stage 2</li> <li>(also lesson plans for key stages 3 and 4)</li> </ul>                                                         | <ul style="list-style-type: none"> <li>Managing transition</li> <li>Healthy friendships</li> <li>Online relationships</li> </ul>                                                                               |
| <b>HOME OFFICE:</b><br>Disrespect Nobody<br>                                                | <ul style="list-style-type: none"> <li>Discussion guides to support campaign adverts</li> <li>Key stages 2-4</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>Relationship abuse</li> </ul>                                                                                                                                           |
| <b>BETTY:</b><br>It's Perfectly Natural<br>                                                | <ul style="list-style-type: none"> <li>2 lesson plans and accompanying video</li> <li>Key stage 2-3</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>Growth and change</li> <li>Menstruation and puberty</li> </ul>                                                                                                          |
| <b>CORAM LIFE EDUCATION:</b><br>Adoptables School Toolkit<br>                             | <ul style="list-style-type: none"> <li>A lesson plan and accompanying video materials</li> <li>Key stage 2-3</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>Different types of families</li> <li>Supporting adopted young people</li> </ul>                                                                                         |
| <b>WOMEN'S AID:</b><br>Expect Respect<br>                                                 | <ul style="list-style-type: none"> <li>Scheme of work</li> <li>Key stages 1-4</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>Managing conflict</li> <li>Healthy and unhealthy relationships</li> <li>Bullying and harassment</li> <li>Domestic abuse</li> </ul>                                      |
| <b>CHRISTOPHER WINTER PROJECT:</b><br>Teaching SRE with Confidence in Primary Schools<br> | <ul style="list-style-type: none"> <li>Scheme of work</li> <li>Key stage 1-2</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>Family</li> <li>Growing and changing, body parts</li> <li>Puberty</li> <li>Understanding relationships</li> <li>Conception and Pregnancy</li> </ul>                     |
| <b>NSPCC:</b><br>Underwear rule<br>                                                       | <ul style="list-style-type: none"> <li>Lesson plan and activity resources</li> <li>Key stage 1-2</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>Body parts and privacy</li> <li>Inappropriate touch</li> </ul>                                                                                                          |
| <b>NSPCC:</b><br>Share aware<br>                                                          | <ul style="list-style-type: none"> <li>2 lesson plans</li> <li>Key stage 1-2</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>Online safety and privacy awareness</li> </ul>                                                                                                                          |

# STEP 8: EQUIP YOUR STAFF

To be safe and effective, RSE must be taught by teachers who are confident and competent to teach it in line with best practice. High quality training is therefore vital, especially for the PSHE education lead responsible for the design and delivery of the RSE programme.

## CPD training offered by the PSHE Association

For our full list of training courses, including our annual conference, visit [our website](#). Here we have compiled a list of courses which are most relevant to support you and your team to plan and deliver high quality relationships and sex education.

### PREPARING FOR STATUTORY RELATIONSHIPS AND SEX EDUCATION (RSE) (PRIMARY AND SECONDARY)

This CPD day will help PSHE leads or teachers to evaluate the school's current provision in light of the new government guidance, focussing on safe and effective planning, delivery, and assessment of RSE as part of the PSHE curriculum. The day will provide advice on writing an RSE policy, engaging stakeholders and explore practical ideas for the classroom.

### UNDERSTANDING PSHE EDUCATION (CROSS-PHASE COURSE)

This one-day course is designed for teachers and others involved in PSHE education delivery who are either new to PSHE education, or who wish to deepen their understanding of the subject. It provides an overview of PSHE education, its place in the curriculum and what constitutes effective teaching and learning in the subject, including how different schools organise their PSHE programme and how to plan an effective PSHE lesson and assess its impact.

### PLANNING YOUR SCHOOL'S PSHE EDUCATION CURRICULUM (PRIMARY AND SECONDARY)

This CPD day is aimed at PSHE leads planning or updating PSHE education lessons and schemes of work. It includes step by step guidance on long, medium and short term planning; how to integrate assessment in a meaningful and manageable way; and how to design high quality PSHE lesson plans that will actively engage students and reflect best practice.

### EFFECTIVE LEADERSHIP AND MANAGEMENT (PRIMARY AND SECONDARY)

This CPD day will equip PSHE leads with practical tips, guidance and resources to review their current PSHE provision, alongside identifying the next steps for improvement planning — to drive forward change. We will explore how to be a more effective leader and manager of PSHE education, and understand how to improve their school's PSHE provision through best practice planning, teaching, assessment and evaluation.

## PSHE Association guidance documents

You may also wish to direct your team to some of our key guidance documents which support high quality delivery of relationships and sex education within the PSHE curriculum.

- [Frequently asked questions about pornography and sharing of sexual images in PSHE education](#)
- [Handling complex issues safely in the PSHE education classroom](#)
- [Briefing on teaching about puberty](#)
- [Summary of the law on consent](#)
- [Sex and Relationships Education \(SRE\) for the 21st Century \\*](#)

\*Although this document predates the new statutory guidance, it continues to provide invaluable guidance for developing an effective RSE programme



# Teacher questionnaire

You may find it useful to gather your teaching team's views about their levels of confidence, subject knowledge and enthusiasm for teaching RSE. This will help you to better meet the professional development needs of your staff, allocate timetables in the future and prioritise planning support. The following design can be adapted to suit your school context and department needs.

| <b>ABOUT YOU</b>                                                                                                                                             | <b>NEVER BEFORE</b>   | <b>1-3 YEARS</b> | <b>4-8 YEARS</b> | <b>8+YEARS</b>           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------|------------------|--------------------------|
| How long have you taught RSE?                                                                                                                                |                       |                  |                  |                          |
| <b>ABOUT RELATIONSHIPS AND SEX EDUCATION</b>                                                                                                                 | <b>STRONGLY AGREE</b> | <b>AGREE</b>     | <b>DISAGREE</b>  | <b>STRONGLY DISAGREE</b> |
| I have a good understanding of what relationships and sex education (RSE) is                                                                                 |                       |                  |                  |                          |
| I enjoy teaching RSE                                                                                                                                         |                       |                  |                  |                          |
| I have received adequate support/training for teaching RSE                                                                                                   |                       |                  |                  |                          |
| <b>If you have selected Disagree/Strongly Disagree, please identify which areas you would like further training in:</b>                                      |                       |                  |                  |                          |
|                                                                                                                                                              |                       |                  |                  |                          |
| I feel confident to deliver all aspects of the RSE education programme                                                                                       |                       |                  |                  |                          |
| I think that the current RSE programme is well-planned and easy to follow                                                                                    |                       |                  |                  |                          |
| <b>If you have selected Disagree/Strongly Disagree, please identify and key changes you feel are necessary:</b>                                              |                       |                  |                  |                          |
|                                                                                                                                                              |                       |                  |                  |                          |
| I feel that RSE lessons are well resourced                                                                                                                   |                       |                  |                  |                          |
| I am able to assess pupil learning, measure progress and provide feedback in RSE                                                                             |                       |                  |                  |                          |
| I adapt the scheme of work and lesson plans to ensure they suit the needs of individual groups or pupils                                                     |                       |                  |                  |                          |
| I use a wide range of teaching and learning approaches in my RSE teaching                                                                                    |                       |                  |                  |                          |
| I believe that encouraging pupils to share their views and opinions is an important part of RSE teaching and am able to manage these discussions effectively |                       |                  |                  |                          |
| Students in my class find RSE lessons engaging and recognise their value                                                                                     |                       |                  |                  |                          |

# STEP 9: PREPARE TO MONITOR AND EVALUATE

This template has been designed to open up a dialogue between teachers and leaders of PSHE education. It will help to make PSHE best practice principles the focus of any lesson observation discussion.

## Sharing best practice

Build in opportunities to share best practice among your team, such as an informal lesson drop-in for the subject lead or other PSHE colleagues. These visits could last between 10-15 minutes in each classroom so as to capture an impression of the learning taking place, and enable you to visit several different classes and teachers in the same lesson slot. This will give you an opportunity to briefly note down key points of feedback based on a snapshot of the lesson in order to support the continued development of your team and your own awareness of delivery across the school. Aim to highlight two 'WWW' and one 'EBI' for each teacher you visit.

In terms of best practice PSHE education pedagogy, you may wish to focus on and highlight in your feedback:

- Pupils adhering to agreed ground rules
- Effective distancing through the use of case studies, scenarios, characters and so on
- Use of inclusive language
- Good use of questioning to extend pupils' understanding
- Good quality, safe PSHE resources
- Interactive and collaborative activities that balance knowledge, skills and attributes
- Opportunities to signpost support services
- Support and differentiation for vulnerable pupils
- Appropriate challenge
- Assessment for and of learning integrated into the lesson

| DATE :          |              | OBSERVER :           |                      |
|-----------------|--------------|----------------------|----------------------|
| TEACHER & CLASS | LESSON TOPIC | WHAT WENT WELL (WWW) | EVEN BETTER IF (EBI) |
|                 |              |                      |                      |
|                 |              |                      |                      |
|                 |              |                      |                      |
|                 |              |                      |                      |
|                 |              |                      |                      |
|                 |              |                      |                      |

# Lesson observation template

Schools may already have their own template for lesson observations, however we provide this model should you want to design a PSHE education specific observation form which identifies elements of a lesson that are of particular importance in RSE education.

| FEATURES OF AN EFFECTIVE PSHE LESSON                                                                                                                                                                                                                                                           | EVIDENCE | AREA FOR DEVELOPMENT |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------|
| There are clear, precise <b>learning objectives and learning outcomes</b> – what students are going to learn and be able to do as a result of the learning.                                                                                                                                    |          |                      |
| A safe learning environment is created e.g. appropriate, shared <b>ground rules; distancing techniques</b> ; effective use and handling of <b>questions</b> when addressing sensitive issues.                                                                                                  |          |                      |
| Teacher demonstrates high levels of <b>subject knowledge</b> and confidence — showing their clear <b>understanding of effective learning</b> in RSE.                                                                                                                                           |          |                      |
| Teacher effectively <b>gauges students’ starting point</b> (knowledge, understanding, skills, beliefs, attitudes), and uses this to <b>adapt teaching</b> and provide learning that builds on this starting point.                                                                             |          |                      |
| Teachers are confident and skilled in discussing <b>sensitive and/or complex issues</b> . Effective <b>discussion</b> is a very strong feature; students encouraged to investigate, express opinions and listen to others.                                                                     |          |                      |
| Teacher communicates <b>very high expectations, enthusiasm and passion</b> for RSE. The lesson has pace and all students are supported and challenged.                                                                                                                                         |          |                      |
| <b>Assessment for learning</b> is an integral part of the lesson, with excellent use of baseline assessment, questioning, feedback and feed-forward.                                                                                                                                           |          |                      |
| <b>Lesson activities</b> allow teacher and students to: <ul style="list-style-type: none"> <li>• <b>identify what has been learnt</b> during the lesson and what still needs to be learnt.</li> <li>• <b>reflect</b> on the learning and what it means for students in their lives.</li> </ul> |          |                      |
| <b>Additional notes:</b>                                                                                                                                                                                                                                                                       |          |                      |

# Subject review for relationships and sex education

The aim of this subject review tool is to support you in reviewing your relationships and sex education provision and to inform your improvement planning for the future. Descriptors have been organised under the following 3 headings:

## **Section 1. Leadership, management and organisation of RSE**

## **Section 2. The RSE curriculum**

## **Section 3. RSE teaching and learning**

Of course, RSE will only form one part of the wider PSHE curriculum, and this subject review tool is intended to help you focus your monitoring and evaluation processes on new curriculum updates. However, many of the criteria could refer to the whole PSHE education department.

The descriptors in each section are for guidance only, and should be considered using a 'best fit' approach. There are three key questions to consider in relation to the descriptors:

- How would we interpret this descriptor in the context of our school, and where do we judge ourselves to be?
- What will provide the evidence that our judgement is valid?
- What steps need to be taken to move our RSE provision on in relation to this descriptor?

The most important part of the subject review is what happens next. The 'next steps' box under each set of descriptors is intended to make this a working document that supports and informs the subject development/improvement plan. If used electronically, additional rows can be added each time the review is revisited, thus providing an ongoing reflection of the subject's development.

## SECTION 1: LEADING AND MANAGING RSE

|                                               | STAGE 1                                                                                                                                                                                                      | STAGE 2                                                                                                                                                                                                                                              | STAGE 3                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Do you have a plan to develop RSE?</b>     | <input type="checkbox"/> We have ideas about how to develop RSE over the next year<br><input type="checkbox"/> We have sufficient resourcing and curriculum time                                             | <input type="checkbox"/> We have written a strategic plan with some measurable goals for RSE<br><input type="checkbox"/> We have suitable resourcing and a good curriculum model                                                                     | <input type="checkbox"/> RSE is included in the school development plan and self-evaluation<br><input type="checkbox"/> We have an ambitious plan to continuously develop RSE and the full support of SLT                                                                                     |
| <b>How is RSE led?</b>                        | <input type="checkbox"/> We are aware of the key points in the new statutory guidance<br><input type="checkbox"/> We have allocated a designated subject lead and a link governor for RSE                    | <input type="checkbox"/> We have read the statutory guidance and are aware of best practice in RSE<br><input type="checkbox"/> A member of SLT has responsibility for RSE and we organise yearly meetings between the lead and the RSE link governor | <input type="checkbox"/> We feel confident in using the statutory guidance, best practice principles and data trends to deliver high quality RSE<br><input type="checkbox"/> The SLT line manager for RSE is fully involved and the link governor meets regularly with the lead               |
| <b>How are you developing an RSE policy?</b>  | <input type="checkbox"/> We are aware of what should be included in an RSE policy<br><input type="checkbox"/> As the lead, I am responsible for writing or updating the policy and have sought some guidance | <input type="checkbox"/> We have begun to draft a new RSE policy (or update an existing one)<br><input type="checkbox"/> As the lead, I have support from my line manager and/or the link governor and have sought national guidance before drafting | <input type="checkbox"/> We have a clear RSE policy which outlines our vision, teaching approach and curriculum plan<br><input type="checkbox"/> We collaborated with parents, students, teaching staff and SLT/governors and were informed by national guidance to write the policy together |
| <b>How will you monitor and evaluate RSE?</b> | <input type="checkbox"/> We have a plan to monitor and evaluate RSE and identify the main areas of strength and for development                                                                              | <input type="checkbox"/> We will / we already monitor and evaluate RSE using some of the following: learning walks, observations, work scrutiny, student voice, staff voic                                                                           | <input type="checkbox"/> We monitor and evaluate RSE in the same way as other subjects<br><input type="checkbox"/> We can clearly talk about our strengths and main priorities to develop in future                                                                                           |
| <b>What is the provision for CPD?</b>         | <input type="checkbox"/> We have in-school opportunities to share good practice in RSE with colleagues                                                                                                       | <input type="checkbox"/> We are aware of colleagues who may need CPD support in RSE and support is in place<br><input type="checkbox"/> Key members of our teaching staff have attended RSE specific training                                        | <input type="checkbox"/> We have lots of different opportunities to share good practice and to support colleagues<br><input type="checkbox"/> As the lead, I have opportunities to attend extended CPD in PSHE/RSE and meet with other leads                                                  |

**In our RSE subject leadership we should develop:**

## SECTION 2: DESIGNING THE RSE CURRICULUM

|                                           | STAGE 1                                                                                                                                                                                                                             | STAGE 2                                                                                                                                                                                                                                                                                                          | STAGE 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How is the curriculum planned?            | <input type="checkbox"/> We deliver RSE primarily through drop down days or one-off events with separate plans for each year group<br><input type="checkbox"/> We select published resources upon which to base our schemes of work | <input type="checkbox"/> RSE is taught as a discrete topic within broader PSHE education<br><input type="checkbox"/> We use a spiral approach to make sure the programme has continuity and progression<br><input type="checkbox"/> We draw on a number of published resources when planning our schemes of work | <input type="checkbox"/> RSE is taught within a timetabled programme of PSHE education, feeding into (and enhanced by) related learning, e.g. drug education, mental health, online safety and developing risk management and decision-making skills<br><input type="checkbox"/> Our curriculum is kept relevant and uses a spiral approach across all key stages which ensures themes are revisited developmentally<br><input type="checkbox"/> We plan our schemes of work following national guidance, identifying our learning objectives and intended outcomes before selecting or producing resources |
| How do we ensure we meet student's needs? | <input type="checkbox"/> We have tried to match the curriculum to students' needs where we are aware of them                                                                                                                        | <input type="checkbox"/> We use some basic data to tailor the curriculum to students' needs                                                                                                                                                                                                                      | <input type="checkbox"/> We use local health data, national trends, pastoral input and assessment evidence to tailor the programme to meet students' needs                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| How could you engage parents and carers?  | <input type="checkbox"/> We share our RSE curriculum information on our school website, so parents and carers can find out what is being taught                                                                                     | <input type="checkbox"/> The RSE curriculum is on our website and we use newsletters, parents' evenings and reports to share information about RSE specific topics                                                                                                                                               | <input type="checkbox"/> Parental workshops are held to share parts of the RSE curriculum and provide ideas to extend learning at home<br><input type="checkbox"/> Parents fully support the RSE programme and have suitable mechanisms through which to share their views                                                                                                                                                                                                                                                                                                                                  |
| How could you build community links       | <input type="checkbox"/> We have included guidance about visitors in our RSE policy<br><input type="checkbox"/> We have a plan to invite some local professionals into support our RSE curriculum                                   | <input type="checkbox"/> We are establishing links with local professionals and have clear guidelines about their role and purpose in supporting the RSE curriculum                                                                                                                                              | <input type="checkbox"/> We have well established links with professionals who regularly collaborate with us to plan or deliver activities to meet the learning objectives of our curriculum<br><input type="checkbox"/> Our students highly value the contribution of visitors to our RSE lessons                                                                                                                                                                                                                                                                                                          |
| How could you use student voice?          | <input type="checkbox"/> We have some opportunities for students to evaluate their RSE lessons and one-off events                                                                                                                   | <input type="checkbox"/> We invite input from students through whole class / year group surveys on a semi-regular basis, e.g. once a year                                                                                                                                                                        | <input type="checkbox"/> We regularly invite input from students on the content and quality of RSE (e.g. whole group surveys and/or more focused groups such as student council or a dedicated group)                                                                                                                                                                                                                                                                                                                                                                                                       |

**In our RSE curriculum design we should develop:**

## SECTION 3: TEACHING AND LEARNING RSE

|                                                       | STAGE 1                                                                                                                                                                                                                                                        | STAGE 2                                                                                                                                                                                                                                                                              | STAGE 3                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How confident are teachers in delivering RSE lessons? | <input type="checkbox"/> Some of our RSE teaching team lack expertise and/or confidence in RSE delivery<br><input type="checkbox"/> Our team can identify aspects of RSE teaching they would like more support in                                              | <input type="checkbox"/> Our teaching team have a sound understanding of content and best practice in RSE and confidence is improving<br><input type="checkbox"/> They have access to support and advice if they need to check content or respond to questions                       | <input type="checkbox"/> Our teaching team are highly confident in RSE subject knowledge and pedagogy<br><input type="checkbox"/> They demonstrate high levels of enthusiasm and passion for the subject in lessons                                                                                                                                                                                                                           |
| How is lesson planning approached?                    | <input type="checkbox"/> Our teaching team deliver lessons planned or provided by the PSHE lead<br><input type="checkbox"/> Sometimes teachers may adapt activities to suit their class<br><input type="checkbox"/> We share aims for the lesson with students | <input type="checkbox"/> Our teaching team adapt the lessons they are provided with and differentiate to meet their students' needs<br><input type="checkbox"/> Our plans always have clear learning objectives and outcomes                                                         | <input type="checkbox"/> All members of our teaching team take the lead on planning their own lessons in line with best practice<br><input type="checkbox"/> Our activities are well matched to appropriate learning objectives and outcomes                                                                                                                                                                                                  |
| How is RSE learning made safe?                        | <input type="checkbox"/> Our teachers are developing confidence in managing discussions about sensitive issues<br><input type="checkbox"/> They tell students what the ground rules are and insist they are followed                                           | <input type="checkbox"/> Our teachers are confident in covering sensitive issues with students and clearly create a safe place for discussion<br><input type="checkbox"/> Students help to create ground rules and understand their value                                            | <input type="checkbox"/> Our teachers are skilled in discussing sensitive or controversial issues in RSE and consistently create safe classroom spaces for discussion<br><input type="checkbox"/> Students create ground rules that promote and maintain a safe learning environment and share responsibility for monitoring them                                                                                                             |
| How is RSE assessed?                                  | <input type="checkbox"/> We understand the importance of reflection and assessment activities in RSE<br><input type="checkbox"/> We can make comments about students' progress                                                                                 | <input type="checkbox"/> We use assessment in most lessons, e.g. baseline and endpoint assessments as well as regular AfL<br><input type="checkbox"/> We can talk about student progress confidently<br><input type="checkbox"/> Students can talk about their learning and progress | <input type="checkbox"/> We have integrated assessment activities into all our schemes and lesson plans to measure progress in RSE and inform future planning<br><input type="checkbox"/> We always use baseline assessment activities to ensure we are effectively gauging students' starting point before any new teaching<br><input type="checkbox"/> We have meaningful discussions with students about their progress and how to improve |

**In our RSE teaching and learning we should develop:**

# Subject improvement plan

Using your ratings and reflections above, consider the next steps for your RSE department.

| What do we want to achieve?                                        | How will we achieve it? | Who will be involved and when do we aim to achieve this? | How will we measure our success? |
|--------------------------------------------------------------------|-------------------------|----------------------------------------------------------|----------------------------------|
| <b>LEADERSHIP AND MANAGEMENT OF RELATIONSHIP AND SEX EDUCATION</b> |                         |                                                          |                                  |
| 1.                                                                 |                         |                                                          |                                  |
| 2.                                                                 |                         |                                                          |                                  |
| 3.                                                                 |                         |                                                          |                                  |
| <b>RELATIONSHIPS AND SEX EDUCATION CURRICULUM</b>                  |                         |                                                          |                                  |
| 1.                                                                 |                         |                                                          |                                  |
| 2.                                                                 |                         |                                                          |                                  |
| 3.                                                                 |                         |                                                          |                                  |
| <b>RELATIONSHIPS AND SEX EDUCATION TEACHING AND LEARNING</b>       |                         |                                                          |                                  |
| 1.                                                                 |                         |                                                          |                                  |
| 2.                                                                 |                         |                                                          |                                  |
| 3.                                                                 |                         |                                                          |                                  |



# STEP 10: COMMUNICATE YOUR VISION

Having assessed pupils' needs, updated the policy, evaluated current provision, and planned your curriculum, it is important to communicate with all stakeholders, so they are all aware of your school's vision for RSE and how it will be delivered in your school. This may take the form of attendance at governors' meetings, workshops or information evenings for parents and other communication with your school community. Please see our website for more information on [working with governors](#).

## Sample letter to parents

Whilst you will want to decide with your senior leadership team how best to communicate with your parent body, this template may provide a useful model to work from and adapt to your own school context.

Dear Parents and Carers,

You will be aware that, as a part of your child's educational experience at **(insert school name)**, we aim to promote personal wellbeing and development through a comprehensive taught programme of Personal, Social, Health and Economic (PSHE) education that gives children and young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future. I am writing to let you know that, over the next **(insert number)** weeks, starting **(insert date)**, your child's class will be taking part in lessons which will focus on relationships and sex education (RSE).

Lessons in year **(insert year)** will include pupils learning about **(select as appropriate or add examples below)**: *Healthy relationships, including friendships; families; growing and changing, including puberty; personal hygiene; changing feelings; becoming more independent; keeping safe; developing self-esteem and confidence*

This is part of our school's PSHE education programme which is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body. For more detail about our PSHE curriculum offer, please visit the school's website: **(insert link to curriculum information here)**. All teaching in PSHE will take place in a safe learning environment and be underpinned by our school ethos and values. A variety of opportunities will be provided for pupils to ask questions in order to prepare them for relationships of all kinds in the modern world.

We would like to invite you to attend a parent information meeting on **(insert time/date)** to find out more about what your child will learn, view the materials and resources being used in lessons and discover how you can best support your child to discuss these topics at home. As a school community, we are committed to working in partnership with parents; recent parental feedback has indicated that the overwhelming majority of parents continue to be highly supportive of the relationships and sex education programme. If you would like to find out more or discuss any concerns, we would urge you to attend the information meeting and look forward to seeing you there.

Yours sincerely,

**(Subject lead for PSHE education & contact email address)**

## Sample parent workshop plan

This is an example of a parental engagement workshop. We recognise that schools will have very different approaches to events such as these and so expect that this plan will be adapted to suit your own school context.

| <b>SESSION OBJECTIVES</b>                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>To inform parents about the relationships and sex education (RSE) provision offered at our school</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>4.00pm – 4.15pm</b>                                                                                   | Welcome and refreshments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>4.15pm – 4.30pm</b>                                                                                   | <p>Introduction from the PSHE / RSE subject lead which includes:</p> <ul style="list-style-type: none"> <li>• What is RSE?<br/><i>A brief overview of the subject and its statutory status</i></li> <li>• The context and purpose of RSE in the school curriculum<br/><i>This may explore national/local data trends, responses from student voice, evidence linking PSHE teaching to health outcomes</i></li> <li>• Aims and ethos of our PSHE / RSE curriculum<br/><i>An introduction to the school's approach to teaching RSE, in line with the ethos and aims of the whole school</i></li> <li>• Key headlines from the school's RSE policy<br/><i>Share any relevant information e.g. safe practice in teaching, how teachers are allocated, work with the pastoral team, inclusive and equal messages, the parental right of withdrawal (balanced with the reasons why young people benefit from receiving RSE) and the process in the school should they wish to withdraw</i></li> <li>• The importance of parental engagement in RSE and how parents can support the work of the PSHE department<br/><i>This might include a focus on how to discuss RSE at home and sharing useful websites or information leaflets for parents</i></li> </ul> |
| <b>4.30pm – 5.00pm</b>                                                                                   | <ul style="list-style-type: none"> <li>• Parent break-out groups organised by year group / class group with an opportunity to view the relevant schemes of work and resources used in lessons</li> <li>• Share with parents the recommended websites, books and further resources for having discussions at home with their child</li> <li>• Parent group discussion about their suggestions for what they would like to see taught in RSE lessons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>5.00pm - 5.15pm</b>                                                                                   | <ul style="list-style-type: none"> <li>• Question and answer session</li> <li>• Parents fill in evaluation forms</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## In summary

Depending on where your school is on its journey towards implementing statutory relationships and sex education, it may feel like there is a lot to organise, or you may feel that what you currently have in place is sufficient. In any case, by reviewing your current practice and making a plan of steps forward, you will find that your school vision for RSE takes shape. The tools referenced within this document will enable you to focus on key areas that require development and using them will ultimately mean that you will be better prepared for the introduction of statutory relationships education within your PSHE curriculum.

It is important to remember that there are many opportunities to seek further advice and guidance, both from members of your school (such as SLT, governors and your teaching team) and from national organisations such as the PSHE Association.

Please feel free to contact us if you would like further advice: [info@pshe-association.org.uk](mailto:info@pshe-association.org.uk)