



PREPARING FOR STATUTORY RELATIONSHIPS & SEX EDUCATION

PSHE education lead's pack: key stages 3 and 4

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Preparing For Statutory Relationships And Sex Education

PSHE LEAD'S PACK KS3-4

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 secondary schools will soon be required to have relationships and sex 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.

This pack provides practical support for you as a PSHE education lead to implement the statutory changes for RSE effectively within your PSHE curriculum. To be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning around, for example, online safety, mental health, drugs and alcohol, and the development of skills and attributes such as risk management, resilience and decision making.

This pack is designed to support the Road map to statutory status produced by PSHE Association and Sex Education Forum (SEF) for school leaders. The pack will focus on steps four to ten of the road map — which are most relevant to a subject lead's role in preparing for the curriculum changes. We have provided suggested timescales suggested timescales for each part of 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 and sex 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?



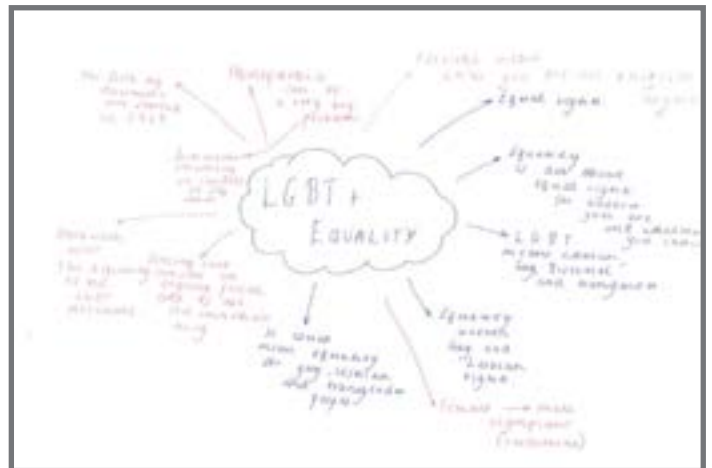
STEP 4: ASSESS NEED

An important element of planning a PSHE education curriculum, including relationships and sex education, is about tailoring the learning to meet the needs of students. In order to design a high quality, relevant and engaging PSHE and RSE curriculum for your students, you will need to assess their needs and priorities. This process should include: evaluating national trends and local health data; gathering students' views, for example by carrying out student surveys; focus groups; and specific lesson activities — as well as assessing their 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 students are in terms of their understanding of a particular topic. Baseline assessments — when carefully conducted — also provide you with an understanding of students' misconceptions, 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 students with a visual representation of the learning that has taken place. Effective baseline assessment activities include using mind-maps, quizzes, draw and write, graffiti wall, responding to an image or explain to an alien. Our [Planning Toolkit for key stages 3 and 4](#) provides more information about using baseline assessment in PSHE education lessons and samples of student work.






This sample of student work has been provided courtesy of Warminster School, Wiltshire

Data collection

Use local and national data sources 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. 
- **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 health related behaviour questionnaire which can be filled out by your students. 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 STUDENTS' VIEW

CONTEXT

A lesson can be a powerful way to engage all young people in a student voice activity. This lesson has been designed to be suitable for both key stage 3 and 4 students, and can be adapted to suit either a 30 minute or a 60 minute lesson.

LEARNING OBJECTIVES

We are learning:

- We are learning to express our opinions to inform curriculum planning

INTENDED LEARNING OUTCOMES

- I can explain the purpose of RSE and PSHE education
- I can make thoughtful and meaningful suggestions about the ways in which RSE and PSHE education could be improved in our school
- I can prioritise the RSE and PSHE education issues that I consider to be most important

RESOURCES REQUIRED

- Blank postcards or large post-it notes
- 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.

Ask students to reflect on their own experience of RSE and PSHE education and what they think PSHE might be like in different schools around the country. Then ask them to work in small groups to respond to the three sentence starters:

1. PSHE education, including RSE, is the school subject that teaches young people **about**...
2. PSHE education, including RSE, is the school subject that teaches young people how **to**...
3. PSHE education, including RSE, is the school subject which teaches young people to **be**...

These questions could be written on the centre of flipchart paper stuck up around the room as graffiti walls, or students could write their ideas down in small groups, or it could form part of a whole class discussion, recording students' ideas on the board.

During feedback, ensure that any misconceptions are clarified regarding subject content, for example reminding students that this lesson is focusing on PSHE education, rather than topics that might fall under Citizenship. It may be helpful to highlight the three core themes of PSHE education as set out in the PSHE Association Programme of Study: Health and wellbeing, Relationships and Living in the wider world.

You could take photos of these graffiti walls to support your own future planning.

CORE ACTIVITIES

OUR PRIORITIES

Hand students Resource 1: Top ten card sort which lists ten broad topic areas within PSHE education. Ask them to work in small groups of three or four to order these based on which they think are most important to learn about in PSHE and RSE education.

During this activity, circulate between the groups, or select a class representative to do so, and complete Resource 2: Class tally chart to record the order that each group has decided for their priorities. This will inform your future planning.

Challenge: Ask students to note down in their groups if there are other challenges and opportunities that young people face now and in the future that they would benefit from being taught about.

Collect these in and summarise on page 2 of the tally sheet.

SHOUT IT OUT [OPTIONAL]

If time allows, ask each group to select a student to be their spokesperson, who will speak for 60 seconds to explain which topic they have chosen as their top priority for PSHE education, including RSE, and why they chose this. Give each spokesperson their 60 seconds to convince the rest of the class about their chosen 'top' priority.

5 MINS

RELATIONSHIPS AND SEX EDUCATION

Ask students in pairs or small groups to create a mind map focusing on the question: “What do you think young people need to learn in order to have healthy and happy intimate/sexual relationships in the future?”

Take feedback from the class and create a group mind map on the board.

You could take a photo of the class mind map to inform your own planning of relationships and sex education topics.

5 MINS

IN CHARGE FOR A YEAR

Ask students to imagine that they could be in charge of PSHE education, including RSE, in their school for a year, and that they have unlimited money and time to do whatever they wanted to improve PSHE including RSE education in the school. Students should create a list or mind map in pairs of all the things that they would change.

25 MINS

CREATIVE ACTIVITY [OPTIONAL]

Once students have discussed their ideas, ask them to create a poster, or write a letter to the Head teacher explaining what they would change and why.

PLENARY/ASSESSMENT FOR AND OF LEARNING

5 MINS

EXIT CARD

Ask students to consider one wish they have for PSHE education including RSE for the future; thinking about something they hope the next generation of students can be taught. They should write their wish on a post-it note or blank postcard using one of the sentence starters:

“One wish I have for the future of PSHE education including RSE is...”

“If I could improve one thing about PSHE education including RSE, it would be...”

Resource 1

Mental health and emotional wellbeing

Developing good mental health, self-esteem and resilience, dealing with stress, coping with change and loss, challenging stigma, recognising unhealthy coping behaviours e.g. self-harm and eating disorders, how to get support or support a friend

Healthy and unhealthy relationships

Expectations of a partner, readiness for sex, consent, recognising positive, healthy relationships, recognising exploitation and manipulation, abuse, sharing explicit images, impact of pornography, online relationships, gender and sexual orientation

Money

Money, savings and debt, gambling, ethical choices about how we spend our money, consumer rights, financial risk

Careers and aspirations

Exploring different careers, goal setting, developing employability skills, enterprise projects (e.g. setting up your own business), preparing CVs and job interviews

Physical health

Puberty, drug education including alcohol and smoking, healthy food choices and exercise, maintaining a balanced lifestyle, managing risks to health

Personal safety and risk management

Online safety, first aid, recognising and responding to risks in different situations, developing independence, travel safety

Media influence

Body image, influence of social media on attitudes and decisions, being a critical consumer of information, fake news, propaganda, stereotypes, finding reliable sources

Friendships and anti-bullying

Making and maintaining friendships, conflict resolution, peer pressure and influence, recognising and responding to all types of bullying including online, managing change and transition e.g. to new school/leaving school

Diversity and prejudice

Celebrating diversity, developing mutual respect and challenging prejudice and discrimination including racism, sexism, homophobia, biphobia and transphobia, human rights, British values, tackling extremism

Sexual health

Maintaining sexual health, types and purposes of contraception, negotiating contraceptive use, STIs, choices following an unplanned pregnancy, changing fertility and conception options, how to access sexual health services

Resource 2

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

	1st choice	2nd choice	3rd choice	4th choice	5th choice	6th choice	7th choice	8th choice	9th choice	10th choice
Mental health and emotional wellbeing										
Healthy and unhealthy relationships										
Money										
Careers, enterprise and aspirations										
Physical health										
Personal safety and risk management										
Media influence										
Friendships and bullying										
Diversity and prejudice										
Sexual health										

Student 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.

1. Which year are you in? <i>Please tick one box</i>	7	8	9	10	11
2. Which gender do you most identify with? <i>Please tick one box</i>			Male	Female	Other

3. Views on RSE and PSHE education	strongly agree	agree	disagree	strongly disagree
<i>I enjoy the relationships and sex education elements of my PSHE education</i>				
<i>I learn a lot in the relationships and sex education elements of my PSHE education</i>				
<i>What we do in the relationships and sex education elements of my PSHE education is aimed too young for people of my age</i>				
<i>What we do in the relationships and sex education elements of my PSHE education is beyond what people of my age need</i>				
<i>I feel the scenarios and case studies we look at are relevant to people of my age</i>				
<i>I feel comfortable giving my views and opinions in the relationships and sex education elements of my PSHE education</i>				
<i>Other pupils listen to my views and opinions in the relationships and sex education elements of my PSHE education</i>				
<i>A wide range of different activities is used in the relationships and sex education elements of my PSHE education (e.g. drama, discussion)</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>				
<i>Enough time is given to relationships and sex education elements of my PSHE education</i>				

4. Is there anything on managing healthy and unhealthy relationships, including topics like respect, equality, pleasure, consent, bullying and abuse, which needed more coverage? Was missed out? Worked less well? Please explain.

5. Is there anything on managing sexual health and contraceptive choices, including how to access sexual health services, which needed more coverage? Was missed out? 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 RSE 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 schools' 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 students

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 students (those they share with all children and young people and those specifically relevant to your students, 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 students at the school and of society and...
2. prepares students 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 students develop their own moral values, which may include reflecting on a variety of different issues, beliefs and viewpoints
- how the school enables students 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

- *What is the purpose of RSE in your school?*
- *What is your school's vision for safe and effective RSE?*
- *How is this underpinned by your school's values, context, ethos, key principles or faith values?*
- *What outcomes do you intend for your students as a result of RSE?*

- This policy covers our school's approach to...
- It was produced by... through consultation with...
- We define 'relationships and sex education' as...
- We believe relationships and sex education is important for our students and our school because...
- We view the partnership of home and school as vital in providing the context...
- Our school's overarching aims for our students are...
- We ensure RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by...
- We ensure RSE fosters gender equality and LGBT+ equality by...
- The intended outcomes of our programme are

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 Head teacher 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 students with...

Revised Department for Education statutory guidance will state that from 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 students' 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 students will agree ground rules by...
- Distancing techniques such as... are used because...
- Students' questions will be answered by...
- Sensitive issues will be handled by...
- Students 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 students 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"> • How is RSE embedded within your PSHE education curriculum? • How is the RSE curriculum planned and organised? • What RSE curriculum content is covered in each key stage and year group? • How will you use local data to inform the priorities for your programme? • How will your school ensure inclusive RSE that is age and stage (including emotional maturity) appropriate and relevant? (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) • How will learning in RSE be differentiated to meet the needs of all students? • Which resources will be used to support RSE planning and delivery? • 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? • How will students assess their own progress? 	<ul style="list-style-type: none"> • Our RSE programme is an integral part of our whole school PSHE education provision and will cover... • Our RSE programme is inclusive of... • We will ensure RSE is matched to the needs of our students by... • Our RSE programme will be planned and delivered through... • Our RSE programme will be taught through a range of teaching methods and interactive activities, including... • Active learning methods will include... • Lessons will be differentiated by... to ensure... • High quality resources will support our RSE provision and will be regularly reviewed... • Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context, and underpin... • Learning about relationships and sex education in PSHE education lessons will link to/complement learning in... • Students will be encouraged to reflect on their own learning and progress by... • Assessment in RSE will take the approach that... • An overview of the learning in each year group can be found...
<ul style="list-style-type: none"> • How will RSE provision and content be monitored? • How will it be reported on? • How will RSE provision be evaluated and consulted on? • How will the contribution of visitors and external agencies to RSE provision be monitored and evaluated? • What role will students play in evaluating RSE 	<ul style="list-style-type: none"> • Teachers will critically reflect on their work in delivering RSE through... • Students will have opportunities to review and reflect on their learning during lessons... • Student voice will be influential in adapting and amending planned learning activities...
<ul style="list-style-type: none"> • How will the school work in partnership with parents/carers? • What information will be given to parents/carers and how will this be shared? • What curriculum events will take place to support parents? • How will they be signposted to resources/further support? • How will they be empowered to follow-up and support RSE work at home? • 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? • What arrangements will be made for the supervision of children of those parents during the relevant lessons? • How will the school work in partnership with governors? • How will they be involved in the design, implementation and review of the RSE policy? • How will they be kept updated of new developments? • How will the school engage with students so that they can effectively contribute to RSE content? • What methods of student voice can be used to develop the RSE curriculum? 	<ul style="list-style-type: none"> • Parents will be informed about the policy through... • The policy will be available to parents through... • We are committed to working with parents and carers by ... • We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through... • 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... • We will notify parents when Relationships and Sex education will be taught, by... • Parents/carers have the right to withdraw their children from RSE content that is not part of statutory NC Science, however we... • If a parent/carer requests that their child be removed from relationships and sex education, we will... and provide support by... • Governors will be informed of the RSE policy and curriculum through... • Student voice will be used to review and tailor our RSE programme to match the different needs of students...

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 students, 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

Once you have gathered students' views about what they feel they need, and combined this with knowledge of local health data and national trends, it is important to review what is currently on offer in your curriculum. The following audit tool has grouped together learning opportunities from [the PSHE Association's Programme of Study](#) under key topic headings in relationships and sex education. A high quality and effective RSE curriculum should always be located within the context of a broader PSHE education programme, with RSE enhancing and benefitting from subject content from other areas of PSHE education, such as drug and alcohol education, mental health and emotional wellbeing, online safety and so on. All three core themes of the programme of study therefore contribute to some extent to an effective RSE curriculum, however, this audit focuses on the learning opportunities which are most explicitly part of RSE, rather than including all implicitly related learning. 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 3

LEARNING OPPORTUNITY IN RSE	RAG RATING	NEXT STEPS
POSITIVE RELATIONSHIPS		
The qualities they should expect and exhibit in a wide variety of positive relationships .		
Developing the skills of team working, including cooperation, negotiation, compromise and communication skills : such as offering and receiving constructive feedback and assertiveness.		
To explore the range of positive qualities people bring to relationships, and that relationships can cause strong feelings and emotions .		
The features of positive and stable relationships and unhealthy relationships.		
PORTRAYAL OF RELATIONSHIPS		
That the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations.		
To be aware of different types of relationships , including those within families, friendships, romantic or intimate relationships and the factors that can affect these.		
To recognise the portrayal and impact of sex in the media and social media (music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography).		
FAMILY LIFE		
The nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children.		
That marriage is a commitment, entered into freely — never forced through threat or coercion; how to safely access sources of support for themselves or others should they feel vulnerable.		
The roles and responsibilities of parents, carers and children in families . How to manage or deal with the breakdown of a relationship and the effect of change, including loss, separation, divorce and bereavement .		

FORMING AND MAINTAINING RELATIONSHIPS		
To understand the importance of friendship and begin to consider love and sexual relationships in this context; to understand what expectations might be of having a girl/boyfriend .		
To consider different levels of intimacy and their consequences, including the acknowledge of (and respect for) the right not to have intimate relationships until ready.		
About readiness for sex and the benefits of delaying sex.		
CONSENT		
That consent is freely given, and that being pressurised, manipulated or coerced to agree to something is not consent.		
That the seeker of consent is responsible for ensuring that consent has been given, and if consent is not given or withdrawn — that the decision should always be respected.		
About the law in relation to consent (including the legal age of consent and the responsibility in law for the seeker of consent to ensure that consent has been given).		
How to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent .		
CONTRACEPTION AND SEXUAL HEALTH		
That certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs .		
About the purpose and importance of immunisation and vaccination (such as HPV vaccination).		
About choice of contraception, including the condom and pill ; to negotiate condom use and to develop communication and skills necessary for contraceptive use.		
About the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances.		
PEER PRESSURE		
To recognise peer pressure and have strategies to manage it; to recognise 'group think' and to develop strategies for managing it.		
To understand the feelings and pressure that the need for peer approval can generate		
LGBT+ INCLUSIVE CURRICULUM*		
About the difference between biological sex, gender identity and sexual orientation; to recognise that there is diversity in sexual attraction and developing sexuality.		
To know the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology.		
About the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it, and how to do so. <i>* This should not be seen as a separate 'topic' but should be a feature of the entire programme.</i>		
BULLYING AND ABUSE		
To recognise bullying and abuse in all its forms (including prejudice-based bullying) and to have the skills and strategies to manage being targeted or witnessing others being targeted.		
The support services available should students feel — or believe others feel — they are being abused/in an unhealthy relationship; how to access these support services.		

FRIENDSHIP GROUPS AND GANGS		
Laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon.		
About the difference between friendship groups and gangs (including the risks posed by membership of gangs); strategies for managing pressure to join a group or gang and how to access appropriate support.		
ONLINE RELATIONSHIPS		
The safe and responsible use of information communication technology (including safe management of personal data).		
To establish clear personal boundaries around those aspects of their lives they wish to be private: shared only with specific people, and made public; to understand their right to privacy.		
How to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns and when the sharing of explicit images may constitute a serious criminal offence.		

Key stage 4

LEARNING OPPORTUNITY IN RSE	RAG RATING	NEXT STEPS
MANAGING HEALTHY RELATIONSHIPS		
To develop strategies to manage strong emotions and feelings and to recognise the characteristics and benefits of positive, strong, supportive, equal relationships.		
To manage changes in personal relationships including the ending of relationships and the role peers can play in supporting one another and how to access organisations and other sources of information, advice and support.		
PORTRAYAL OF RELATIONSHIPS		
To understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics).		
To understand the pernicious influence of gender double standards and victim-blaming.		
To manage unwanted attention in a variety of contexts (including harassment and stalking).		
DIFFERENT TYPES OF FAMILIES		
To understand that living together, marriage and civil partnerships are ways that people freely, and without coercion, demonstrate their commitment to each other.		
To develop an understanding of parenting skills , and qualities that are of central importance to family life (including the implications of young parenthood).		
The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances.		
The reasons why parents choose to adopt/foster or to place children for adoption/fostering. That fertility levels can vary in different people and decreases with age; about the options open to people who are not able to conceive.		

UNHEALTHY RELATIONSHIPS		
To recognise when a relationship is unhealthy or abusive (including emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for themselves or others at risk.		
About the impact of domestic abuse and the statutory and voluntary organisations that support relationships experiencing difficulties.		
To recognise when others are using manipulation, persuasion or coercion and how to respond. To develop an awareness of exploitation, bullying, harassment and control in relationships and the skills and strategies to respond appropriately or access support.		
CONSENT		
To understand the concept of consent; how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity.		
To understand and respect others' faith and cultural expectations concerning relationships and sexual activity and to assess readiness for sex .		
To recognise the impact of drugs and alcohol on choices and sexual behaviour.		
CONCEPTION AND PREGNANCY CHOICES		
To understand the consequences of unintended pregnancy and of teenage parenthood and about the pathways available in the event of unintended pregnancy including the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support.		
To recognise how lifestyle choices affect a developing foetus .		
SEXUAL HEALTH AND CONTRACEPTION		
To identify reliable sources of information about sexual health services and to learn about accessing and the correct use of contraception (including emergency contraception); negotiating condom use.		
About STIs, including HIV/AIDs , how to protect themselves and others from infection and how to respond if they feel they (or others) are at risk.		
LGBT+ INCLUSIVE CURRICULUM*		
About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them. <i>* This should not be seen as a separate 'topic' but should be a feature of the entire programme.</i>		

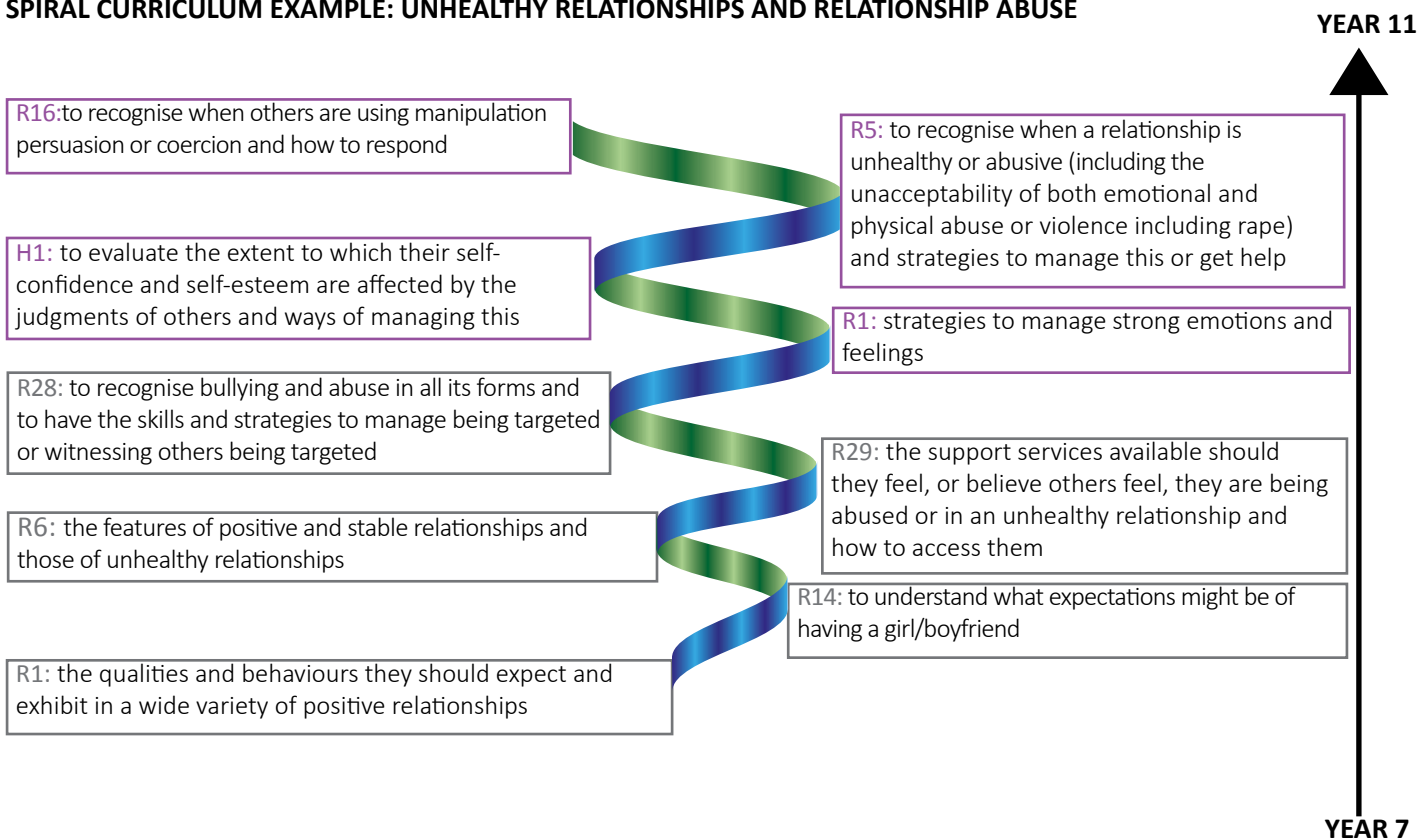
STEP 7: UPDATE YOUR CURRICULUM

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 3 and 4](#), 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.

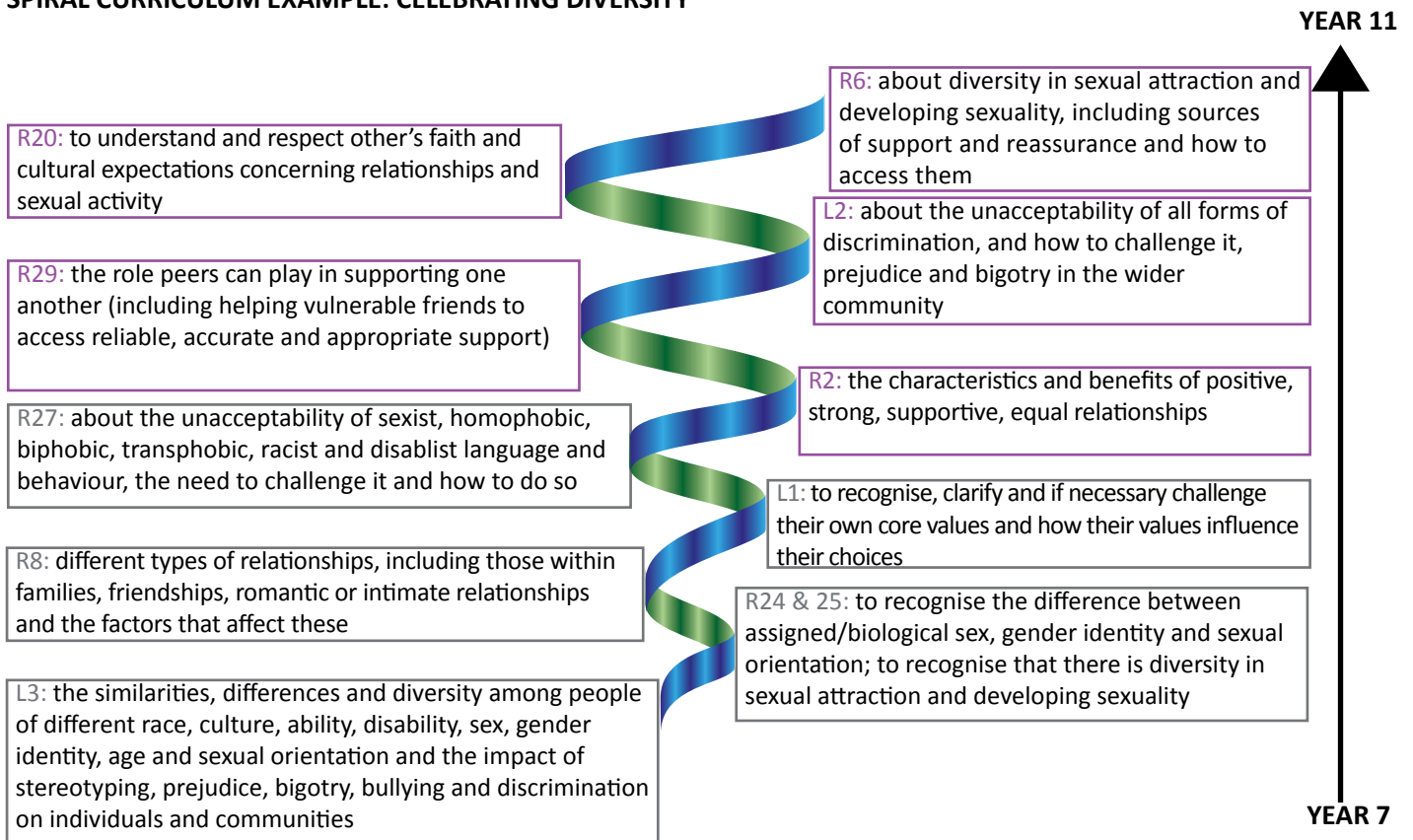
Embedding a spiral approach

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 for 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 grey are taken from key stage 3, whereas those in purple are taken from key stage 4.

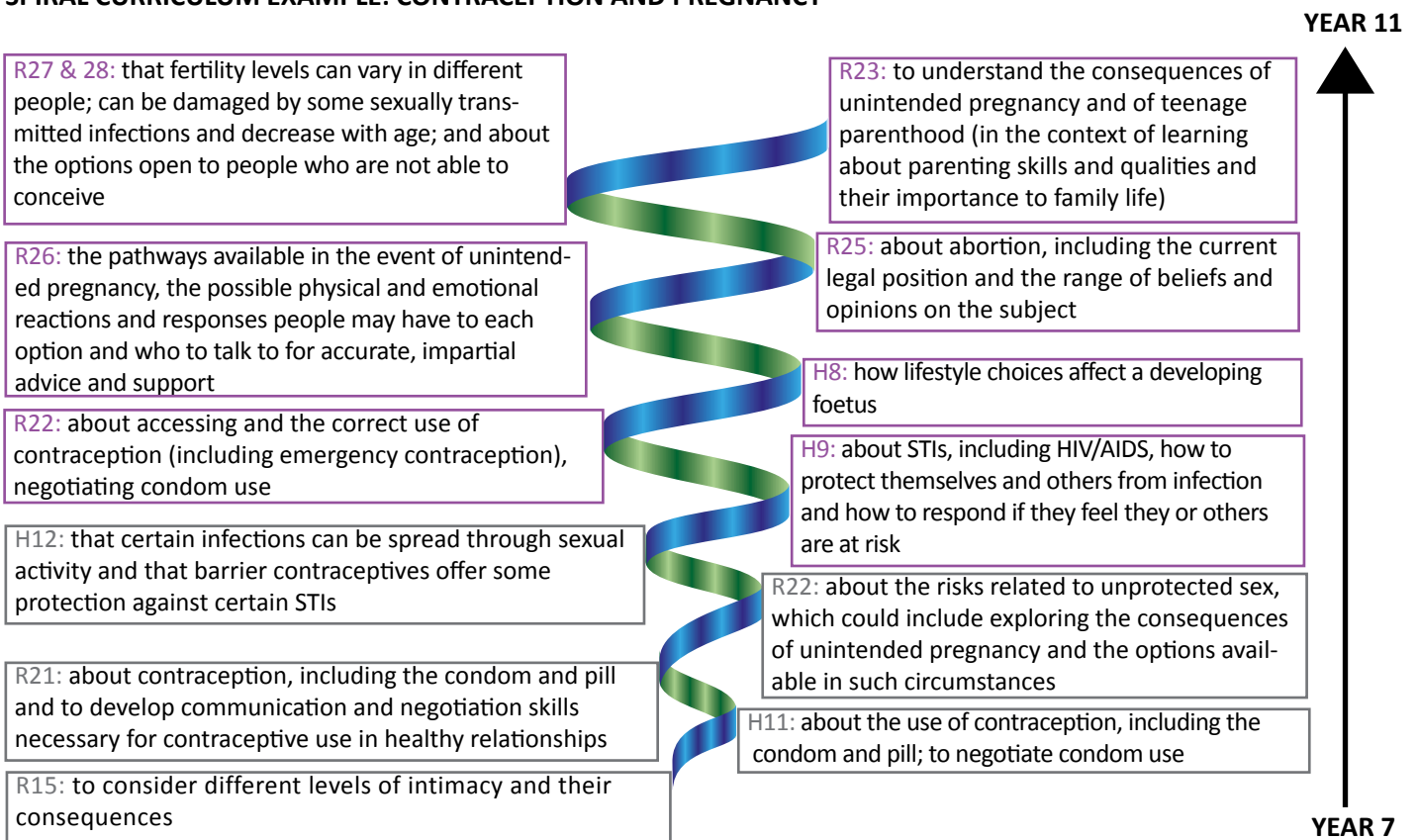
SPIRAL CURRICULUM EXAMPLE: UNHEALTHY RELATIONSHIPS AND RELATIONSHIP ABUSE



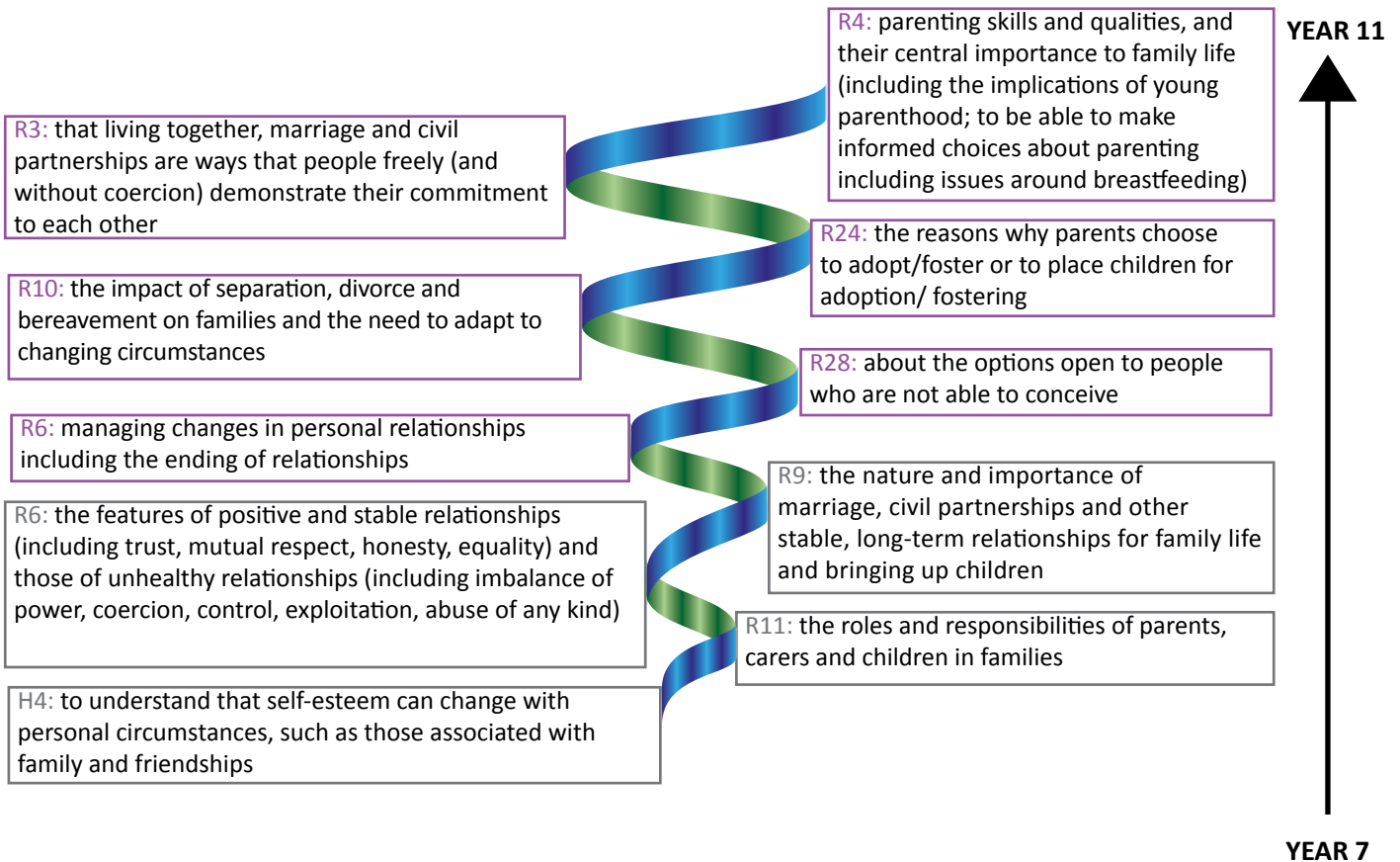
SPIRAL CURRICULUM EXAMPLE: CELEBRATING DIVERSITY



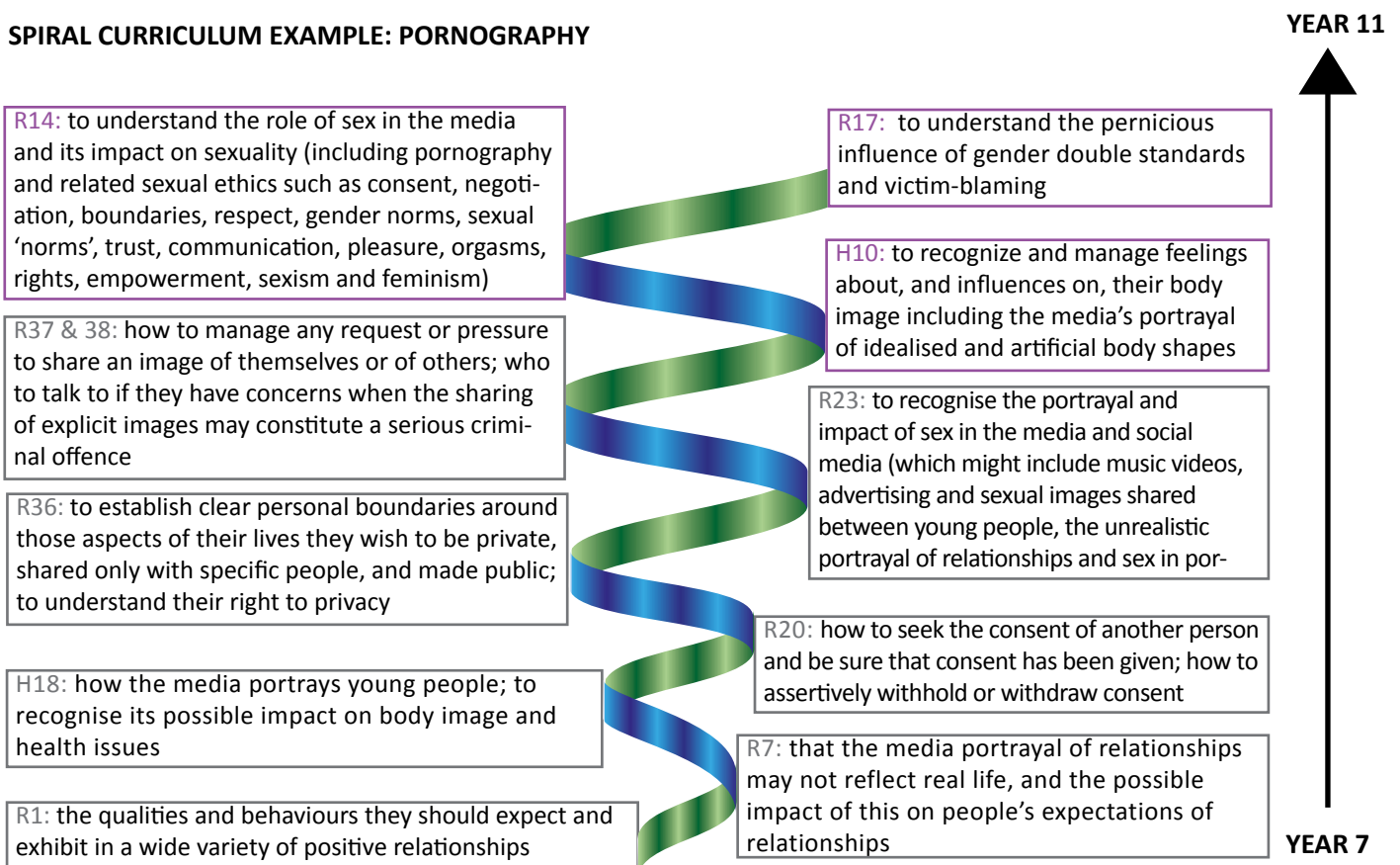
SPIRAL CURRICULUM EXAMPLE: CONTRACEPTION AND PREGNANCY



SPIRAL CURRICULUM EXAMPLE: FAMILY LIFE



SPIRAL CURRICULUM EXAMPLE: PORNOGRAPHY



Sample curriculum map

This sample curriculum map, taken from our [Planning Toolkit for key stages 3 and 4](#), demonstrates the deeply integrated nature of relationships and sex education within PSHE education; throughout all the core themes — especially Relationships and Health and wellbeing. Clearly, while there are explicit learning opportunities focusing on relationships 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.

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

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	<p>Transition to secondary school ★</p> <p>Diet, exercise and how to make healthy choices</p>	<p>Enterprise skills and introduction to careers</p> <p>Challenging career stereotypes and raising aspirations ★</p>	<p>Diversity, prejudice and bullying including cyber bullying ★</p> <p>Managing on- and off-line friendships</p>	<p>The risks of alcohol, tobacco and other substances</p> <p>Managing puberty and the issues of unwanted contact and FGM ★</p>	<p>Self-esteem, romance and friendships ★</p> <p>Exploring family life ★</p>	<p>Making ethical financial decisions</p> <p>Saving, spending and budgeting our money</p>
Year 8	<p>First aid and personal safety, focusing on road safety</p> <p>Alcohol and drug misuse and managing peer influence ★</p>	<p>Rights and responsibilities in the community</p> <p>Tackling age and disability discrimination</p>	<p>Tackling racism and religious discrimination, promoting human rights</p> <p>Online safety and digital literacy ★</p>	<p>Mental health and emotional wellbeing, including body image</p> <p>Managing change and loss ★</p>	<p>Introduction to sexuality and consent ★</p> <p>Introduction to contraception including condom and the pill ★</p>	<p>Evaluating value for money in services</p> <p>Risks and consequences making financial decisions</p>
Year 9	<p>Peer pressure, assertiveness and risk, gang crime ★</p> <p>Dieting, lifestyle balance and unhealthy coping strategies</p>	<p>Understanding careers and future aspirations</p> <p>Identifying learning strengths and setting goals as part of the GCSE options process</p>	<p>Managing conflict at home and the dangers of running away from home ★</p> <p>Tackling homophobia, transphobia and sexism ★</p>	<p>Managing peer pressure in relation to illicit substances ★</p> <p>Assessing the risks of drug and alcohol abuse and addiction</p>	<p>Healthy relationships and consent ★</p> <p>The risks of STIs, sexting and pornography ★</p>	<p>Planning and carrying out an enterprise project</p> <p>Reflecting on learning skills development in key stage 3</p>
Year 10	<p>Transition to key stage 4 and developing study habits</p> <p>Mental health and ill health, tackling stigma</p>	<p>Understanding the causes and effects of debt</p> <p>Understanding the risks associated with gambling</p>	<p>Tackling relationship myths and expectations ★</p> <p>Managing romantic relationship challenges including break ups ★</p>	<p>Exploring the influence of role models ★</p> <p>Evaluating the social and emotional risks of drug use ★</p>	<p>Understanding different families and learning parenting skills ★</p> <p>Managing change, grief and bereavement ★</p>	<p>Preparation for work experience ★</p> <p>Evaluation of work experience and readiness for work</p>
Year 11	<p>Promoting self-esteem and coping with stress</p> <p>Learning and revision skills to maximise potential</p>	<p>Understanding the college application process and plans beyond school</p> <p>Skills for employment and career progression</p>	<p>Personal values and assertive communication in relationships ★</p> <p>Tackling domestic abuse and forced marriage ★</p>	<p>Health and safety in independent contexts</p> <p>Taking responsibility for health choices</p>	<p>British values, human rights and community cohesion ★</p> <p>Challenging extremism and radicalisation</p>	













Sample year group plan

This sample of a more detailed year overview (for Year 7) demonstrates how all topics in PSHE education are interconnected and can contribute to the development of relationships and sex education. For each topic in each half term, there will be implicit learning which supports RSE development — often through related content (such as the influence of friends and peers in making decisions about alcohol), but also through the development of essential skills and attributes which are required to manage relationships.

YEAR 7 TERM AND CONTENT	EMBEDDING RSE
<p>Autumn 1: Health & wellbeing Transition to secondary school</p> <p>Diet, exercise and how to make healthy choices</p>	<p><i>This unit could include learning about managing changes in friendships and making new friends during transition</i></p> <p><i>This unit could include learning about managing influences on diet, exercise and health choices such as peer influence, group think and the media</i></p>
<p>Autumn 2: Living in the wider world Enterprise skills and introduction to careers</p> <p>Challenging career stereotypes and raising aspirations</p>	<p><i>This unit will help to develop skills that are applicable to personal relationships, such as cooperation, teamwork and negotiation</i></p> <p><i>This unit could include learning about the influence of gender identity on career aspirations, stereotypes and pay</i></p>
<p>Spring 1: Relationships Diversity, prejudice and bullying including cyberbullying</p> <p>Managing on- and off-line friendships</p>	<p><i>These units will contain specific learning about relationships and sex education</i></p>
<p>Spring 2: Health & wellbeing The risks of alcohol, tobacco and other substances</p> <p>Managing puberty and the issues of unwanted contact and FGM</p>	<p><i>This unit could include learning about the influence of peers on decisions to try alcohol and tobacco, as well as the effects of being drunk on social relationships</i></p> <p><i>This unit will have specific learning about relationships and sex education</i></p>
<p>Summer 1: Relationships Self-esteem, romance and friendships</p> <p>Exploring family life</p>	<p><i>These units will contain specific learning about relationships and sex education</i></p>
<p>Summer 2: Living in the wider world Making ethical financial decisions</p> <p>Saving, spending and budgeting our money</p>	<p><i>These units will continue to develop the skills and attributes necessary for adult life and which can be applied to relationships, such as assessing risk, decision making, communication & negotiation, assertiveness, confidence, sense of a moral compass, understanding of values and strategies for seeking support.</i></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. Naturally, this list is by no means exhaustive, but it does provide a good starting point for teachers. 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
PSHE ASSOCIATION: Guidance for teaching about consent in PSHE education 	<ul style="list-style-type: none"> Guidance document 8 lesson plans Key stage 3-4 	<ul style="list-style-type: none"> Consent Pornography Coercion and abuse
MEDWAY PUBLIC HEALTH Secondary PSHE education - relationships and sex education. 	<ul style="list-style-type: none"> Guidance 15 lesson plans Key stage 3 	<ul style="list-style-type: none"> Puberty Healthy relationships and consent Gender identity and sexual orientation Sexual health and pregnancy
NSPCC: Making Sense of Relationships 	<ul style="list-style-type: none"> 3 lesson plans – key stage 2 6 lesson plans – key stage 3 3 lesson plans – key stage 4 	<ul style="list-style-type: none"> Healthy and unhealthy relationships Online relationships Sharing explicit images (sexting) Consent Pornography
CEOP: Exploited 	<ul style="list-style-type: none"> Film and resource pack Key stage 3-4 	<ul style="list-style-type: none"> Relationship abuse Child Sexual Exploitation (CSE)
CHILDNET INTERNATIONAL: Crossing the Line 	<ul style="list-style-type: none"> 4 lesson plans with video clips Key stage 3 	<ul style="list-style-type: none"> Online bullying Sharing explicit images (sexting)
HOME OFFICE: Disrespect Nobody 	<ul style="list-style-type: none"> Discussion guides to support campaign adverts Key stages 2-4 	<ul style="list-style-type: none"> Relationship abuse
PUBLIC HEALTH ENGLAND: Rise Above for schools 	<ul style="list-style-type: none"> 8 lesson plans on a variety of issues with accompanying video clips Key stage 3 	<ul style="list-style-type: none"> Friendship and peer pressure Fear of missing out (FOMO) Online bullying
BETTY: It's Perfectly Natural 	<ul style="list-style-type: none"> 2 lesson plans and accompanying video Key stage 2-3 	<ul style="list-style-type: none"> Growth and change Menstruation and puberty
CORAM LIFE EDUCATION: Adoptables School Toolkit 	<ul style="list-style-type: none"> A lesson plan and accompanying video materials Key stage 2-3 	<ul style="list-style-type: none"> Different types of families Supporting adopted young people
ISLINGTON HEALTHY SCHOOLS: SRE Covered 	<ul style="list-style-type: none"> Scheme of work Key stage 3-4 	<ul style="list-style-type: none"> Positive relationships Contraception and sexual health Pregnancy choices and parenting
WOMEN'S AID: Expect Respect 	<ul style="list-style-type: none"> Scheme of work Key stages 1-4 	<ul style="list-style-type: none"> Managing conflict Healthy and unhealthy relationships Bullying and harassment Domestic abuse
CHRISTOPHER WINTER PROJECT: Teaching SRE with Confidence in Secondary Schools 	<ul style="list-style-type: none"> Scheme of work Key stage 3-4 	<ul style="list-style-type: none"> Social media Sexual exploitation and bullying Consent and pornography Personal safety in relationships

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

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

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.

ABOUT YOU	NEVER BEFORE	1-3 YEARS	4-8 YEARS	8+YEARS
How long have you taught RSE?				
ABOUT RELATIONSHIPS AND SEX EDUCATION	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
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				
If you have selected Disagree/Strongly Disagree, please identify which areas you would like further training in:				
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				
If you have selected Disagree/Strongly Disagree, please identify and key changes you feel are necessary:				
I feel that RSE lessons are well resourced				
I am able to assess student 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 students				
I use a wide range of teaching and learning approaches in my RSE teaching				
I believe that encouraging students 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(es) 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:

- Students 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 students’ 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 students
- 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)

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 to cover 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
Do you have a plan to develop RSE?	<input type="checkbox"/> We have ideas about how to develop RSE over the next year <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 <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 <input type="checkbox"/> We have an ambitious plan to continuously develop RSE and the full support of SLT
How is RSE led?	<input type="checkbox"/> We are aware of the key points in the new statutory guidance <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 <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 <input type="checkbox"/> The SLT line manager for RSE is fully involved and the link governor meets regularly with the lead
How are you developing an RSE policy?	<input type="checkbox"/> We are aware of what should be included in an RSE policy <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) <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 <input type="checkbox"/> We collaborated with parents, students, teaching staff and SLT/governors and were informed by national guidance to write the policy together
How will you monitor and evaluate RSE?	<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 voice	<input type="checkbox"/> We monitor and evaluate RSE in the same way as other subjects <input type="checkbox"/> We can clearly talk about our strengths and main priorities to develop in future
What is the provision for CPD?	<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 <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 <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 <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 <input type="checkbox"/> We use a spiral approach to make sure the programme has continuity and progression <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 <input type="checkbox"/> Our curriculum is kept relevant and uses a spiral approach across all key stages which ensures themes are revisited developmentally <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 <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 <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 <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 <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 <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 <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 <input type="checkbox"/> Sometimes teachers may adapt activities to suit their class <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 <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 <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 <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 <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 <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 <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 <input type="checkbox"/> We can talk about student progress confidently <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 <input type="checkbox"/> We always use baseline assessment activities to ensure we are effectively gauging students' starting point before any new teaching <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?
LEADERSHIP AND MANAGEMENT OF RELATIONSHIP AND SEX EDUCATION			
1.			
2.			
3.			
RELATIONSHIPS AND SEX EDUCATION CURRICULUM			
1.			
2.			
3.			
RELATIONSHIPS AND SEX EDUCATION TEACHING AND LEARNING			
1.			
2.			
3.			

STEP 10: COMMUNICATE YOUR VISION

Having assessed students' 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 governor's 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 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 will include students learning about **(select as appropriate or add examples below)**: *Healthy and unhealthy relationships, different types of families, managing online relationships, menstruation and puberty, self-esteem and romance, consent, contraception, managing conflict, sexual orientation and gender identity, marriage and divorce, sexually transmitted infections, sharing explicit images ('sexting'), the effects of pornography on relationship expectations, body image and gender stereotyping, parenting skills, relationship myths, relationship/ domestic abuse, forced marriage*

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 students to ask questions in order to prepare them for relationships in the modern world.

We would like to invite you to attend a parent consultation 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 consultation 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.

SESSION OBJECTIVES	
<i>To consult parents about the Relationships and Sex Education (RSE) provision offered at our school</i>	
4.00pm – 4.15pm	Welcome and refreshments
4.15pm – 4.30pm	<p>Introduction from the PSHE / RSE subject lead which includes:</p> <ul style="list-style-type: none"> • What is RSE? <i>A brief overview of the subject and its statutory status</i> • The context and purpose of RSE in the school curriculum <i>This may explore national/local data trends, responses from student voice, evidence linking PSHE teaching to health outcomes</i> • Aims and ethos of our PSHE / RSE curriculum <i>An introduction to the school's approach to teaching RSE, in line with the ethos and aims of the whole school</i> • Key headlines from the school's RSE policy <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> • The importance of parental engagement in RSE and how parents can support the work of the PSHE department <i>This might include highlighting upcoming events or previous collaboration with parents, a focus on how to discuss the issue at home, sharing relevant or useful websites for parents (e.g. NSPCC)</i>
4.30pm – 5.00pm	<ul style="list-style-type: none"> • 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 • Share with parents the recommended websites, books and further resources for having discussions at home with their child • Parent group discussion about their suggestions for what they would like to see taught in RSE lessons
5.00pm - 5.15pm	<ul style="list-style-type: none"> • Question and answer session • Parents fill in evaluation forms

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 RSE 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