**Rational**

From September **2020**, schools must begin delivery of **statutory** Relationships and Sex Education (**RSE**) and Health Education. To support this process GHLL have designed a simplified version of the curriculum requirements (beginning with RSE).

**Suggested reading and resources**

To help embed the RSE curriculum across an institution GHLL recommend the following

1. The PSHE association road map to statutory RSE. This is designed to identify the steps that need to be taken to begin to embed RSE across an institution <https://www.pshe-association.org.uk/system/files/RSE%20roadmap%20FINAL.pdf>
2. The Sex Education Forum Whole school audit tool. <https://www.ghll.org.uk/resources/relationship-and-sex-education/>
3. The DFE statutory guidance for RSE and health Education <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

**How to use this document**

This document has been produced as simplified version of the DFE statutory guidelines. This will enable you to assess your current curriculum content to the DFE guidelines and identify areas of strength and areas for support and/or development.

Please consider that the RSE and Health Education programmes should complement the content of citizenship, science, computing and PE and not duplicate.

Read each statement and RAG rate it.

* Red this is not being addressed.
* Amber this is being partially addressed (you may wish to add when and with which Year group)
* Green this is being fully addressed (you may wish to add when and with which year group)

**Once you have RAG rated the curriculum content. Consider the following**

1. What are you doing well?
2. What do you do that could/should be developed further?
3. Do you require support to enable these developments?

|  |  |  |  |
| --- | --- | --- | --- |
| Family |  | Time of the Year  which Year group  Name of Resource used | Time of the Year  which Year group  Name of Resource used |
| Recognise different types of committed, stable relationships. |  |  |  |
| Understand what marriage is and their importance for bringing up children |  |  |  |
| Identify why marriage is an important relationship choice for many couples |  |  |  |
| Have knowledge of the roles and responsibilities of parents with respect to raising of children |  |  |  |
| Identify and understand the characteristics of successful parenting. |  |  |  |
| Be able to judge when a family, friend, intimate or other relationship are unsafe |  |  |  |
| Understand how to seek help or advice, including reporting concerns about others. |  |  |  |

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| **Respectful relationships, including friendships** |  | Time of the Year  which Year group  Name of Resource used | Time of the Year  which Year group  Name of Resource used |
| Understand the legal rights and responsibilities regarding equality  (be aware of the protected characteristics the Equality Act 2010) |  |  |  |
| Be aware as an individual you can be expected to be treated with respect. |  |  |  |
| Understand that you should show respect to others  Have tolerance of other people’s beliefs. |  |  |  |
| The characteristics of positive and healthy friendships (in all contexts, sexual, Non-sexual and online)  Trust,  Respect  Honesty  Kindness,  Generosity  Boundaries  Privacy  Consent  The management of conflict  Reconciliation  Ending relationships. |  |  |  |
| Understand different types of bullying (including cyberbullying) |  |  |  |
| The impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. |  |  |  |
| Recognise that some types of behaviour within relationships are criminal, including   * violent behaviour * Coercive control. |  |  |  |
| Understand what constitutes sexual harassment and sexual violence and why these are always unacceptable. |  |  |  |
| Understand the practical steps that you can take to improve or support respectful relationships |  |  |  |

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| Online and media |  | Time of the Year  which Year group  Name of Resource used | Time of the Year  which Year group  Name of Resource used |
| Be aware of individual’s rights, responsibilities and opportunities online |  |  |  |
| Understand how information and data is generated, collected, shared and used online. |  |  |  |
| Understand the risks of sharing material online   1. provide material to others that they would not want shared further 2. not to share personal material which is sent to them |  |  |  |
| Understand that sharing and viewing indecent images of children (including those created by children)   * Is a criminal offence * Carries severe penalties including jail. |  |  |  |
| Be aware of the difficulty of removing potentially compromising material placed online |  |  |  |
| Identify what and where to go to report material or manage issues online |  |  |  |
| Have an understanding that e.g. pornography presents a distorted picture of sexual behaviours |  |  |  |
| Be aware that pornography   1. Negatively affect how individuals behave towards sexual partners. 2. can damage the way people see themselves in relation to others |  |  |  |

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| Being safe |  | Time of the Year  which Year group  Name of Resource used | Time of the Year  which Year group  Name of Resource used |
| The concepts of, and laws relating to,   * sexual consent, * sexual exploitation, * abuse, * grooming, * coercion, * harassment, * rape, * domestic abuse, * forced marriage, * honour-based violence * FGM |  |  |  |
| How the above can affect current and future relationships |  |  |  |
| How people can actively communicate and recognise consent from others,  including sexual consent. |  |  |  |
| How and when consent can be withdrawn (in all contexts, including online) |  |  |  |

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| Intimate and sexual relationships, including sexual health |  | Time of the Year  which Year group  Name of Resource used | Time of the Year  which Year group  Name of Resource used |
| Recognise the characteristics and positive aspects of healthy one-to-one intimate relationships |  |  |  |
| Understand that our   * physical * emotional * mental, * sexual and reproductive health * wellbeing   can be affected by choice in relationships |  |  |  |
| Understand that they have a choice to delay sex or to enjoy intimacy without sex. |  |  |  |
| Be aware of and understand how a range of strategies can be used to managing sexual pressure  including   * understanding peer pressure, * resisting pressure * pressurising others. |  |  |  |
| Be aware of how the use of alcohol and drugs can lead to risky sexual behaviour. |  |  |  |
| Be aware of the full range of contraceptive choices/options available |  |  |  |
| Understand how risk can be reduced through safer sex (including through condom use) |  |  |  |
| Understand how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted |  |  |  |
| Knowledge of the impact STI’s can have on those who contract them and how they are treated. |  |  |  |
| Understand how to get further advice, including how and where to access confidential sexual reproductive health advice and treatment |  |  |  |
| The facts about reproductive health including the menopause |  |  |  |
| Understand potential impact/barriers of lifestyle on fertility for men and women |  |  |  |
| Understand that there are choices in relation to pregnancy  including   * keeping the baby, * adoption, abortion and where to get further help |  |  |  |
| Be aware of the facts around pregnancy including miscarriage |  |  |  |

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