

NGN: RSHE

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Aim to cover:

Why it is important to know about the quality of your setting's RSHE

What RSHE is

How to support your setting to deliver compliant and impactful RSHE

Questions that governing bodies can ask

What is RSHE?

Relationships, sex and health education is a school subject through which pupils develop the knowledge, skills and values they need to manage their lives, now and in the future.

It plays a key role in safeguarding, supporting mental wellbeing and physical health and can help schools deliver their equality duties.

It is a legal requirement to teach Relationships Education and Health Education (KS1 and 2) and Relationships and Sex Education and Health Education (KS3 and 4).

DfE RSHE guidance

“Today's children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be **safe** and **healthy**, and how to manage their academic, personal and social lives **in a positive way**”.



What changed for primary schools in the statutory guidance?

- Introduced **statutory relationships education (primary) and statutory relationships and sex education (secondary)**
- Introduced **statutory health education**
- **Sex education is recommended at primary and statutory at secondary**
- Made **no change to a parental right to withdraw from sex education, until 3 terms before a young person turns 16 years.**
- Schools must comply with the **Equality Act, 2010.**
- Schools retain **freedom to determine an age-appropriate, developmental curriculum** which meets the needs of young people, is developed in consultation with parents and the local community.

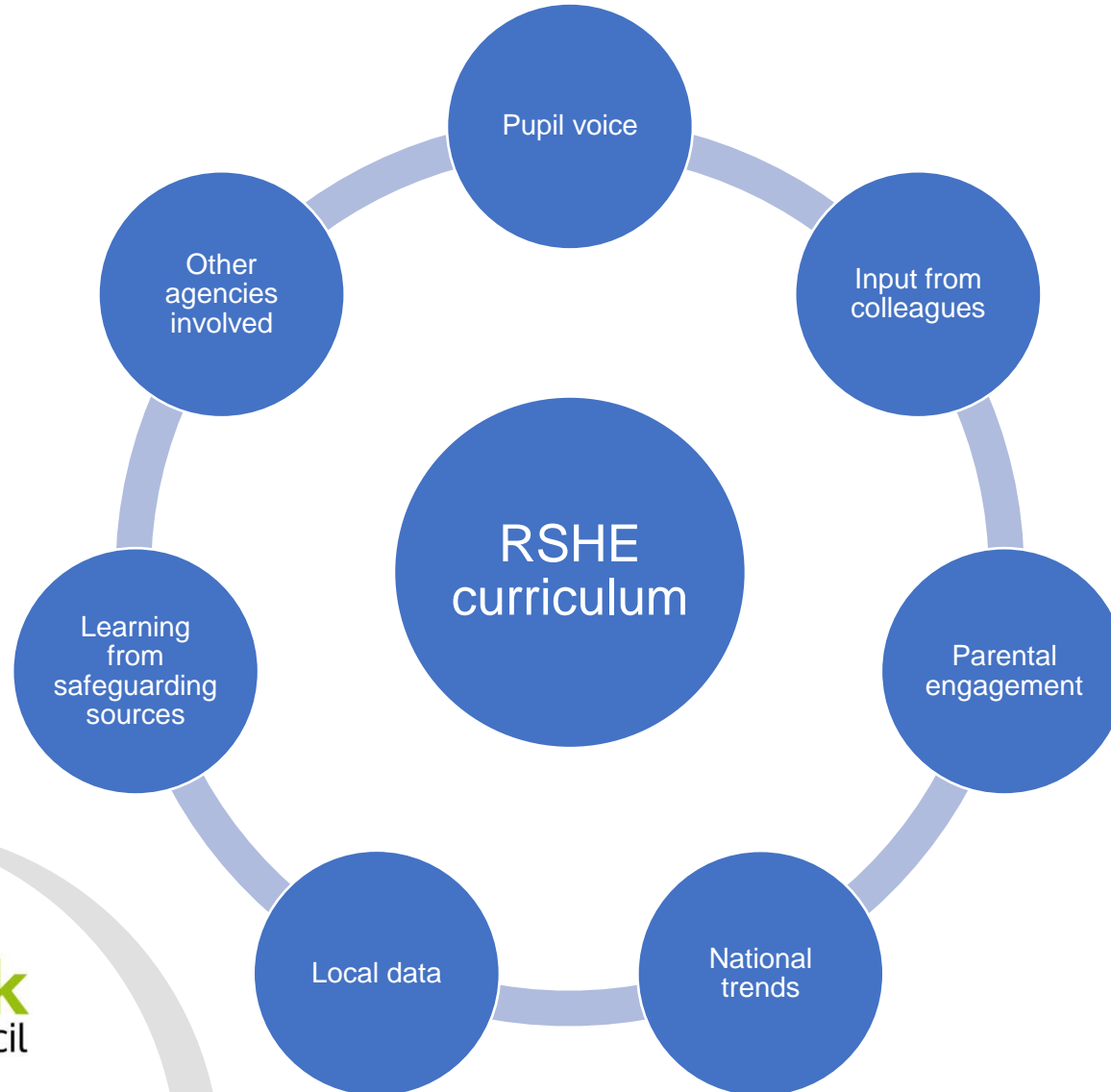
RSHE helps provide a curriculum that is broad and balanced and helps to ensure other legal duties linked to safeguarding and equalities are met

- How to be safe in different situations, for example when they are online.
- How to maintain healthy lifestyles and address risks to their physical and mental health.
- How to build healthy, positive relationships, including (as age and stage appropriate) intimate relationships.
- How to safely challenge bullying and discrimination.

Messages to remember

- ❖ A whole-school approach to keep children healthy, happy and safe
- ❖ Positive action to prevent and challenge prejudice
- ❖ Different families same love

Meeting pupils' needs



"Schools should in particular consider whether aspects of their curriculum may be sensitive to the pupils or to the parents of their particular cohort and, if so, should ensure they have properly engaged them on this content. Schools have been given the responsibility to educate, however, and ultimately it is for schools to decide what is taught and how."

Why is it important to know about the quality of your setting's RSHE?

- ✓ Legal requirements
- ✓ Promote good academic outcomes
- ✓ Resonate with the values that your governing board fosters

Young people tell us...

- ❖ 35% of respondents rate the quality of their school RSE as 'good' or 'very good'.
- ❖ 22% of respondents rate the quality of their school RSE as 'bad' or 'very bad'.
- ❖ 28% of young people had not learnt about 'how to tell if a relationship is healthy, including online'



Teachers tell us...

- ❖ Less than half rate the RSE in their school as 'high quality' or 'very high quality'
- ❖ Only 6% of teachers had learnt about RSE as part of their initial teacher training.
- ❖ The adequacy of training that teachers had received on RSE was mixed. Less than half say their training was adequate.

Research evidence tells us...

- ❖ Research from a wide range of sources demonstrate that when they have received RSE, young people are more likely to have safe, healthy and healthy sexual experiences
- ❖ Research finds that schools delivering RSE can significantly reduce violence in partner relationships

RSHE and Ofsted

- ❖ RSHE (and PSHE) is reviewed under the Personal Development judgement
- ❖ RSHE will always be looked at during inspections, but there will be no deep dives in the subject for most schools
- ❖ Other than in exceptional circumstances, schools are not judged good overall unless their personal development programme is good

Ofsted judgements are made on how a school helps their pupils to be...

Physically and mentally healthy

Prepared for success in their next steps

Respectful, responsible and active citizens who contribute positively

Understanding of fundamental British values

Celebratory of diversity and commonalities

Respectful of protected characteristics

Schools should provide an environment to support this, that...

Is inclusive and meets all pupils' needs

Develops pupils' character

Enables pupils to reflect, learn, behave with integrity and cooperate

How are you ensuring the RSHE curriculum is in line with the Equalities Act?



As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- ✓ **All pupils make progress** in achieving the expected educational outcomes
- ✓ The subjects are **well led, effectively managed and well planned**
- ✓ The quality of provision is subject to **regular and effective self-evaluation**
- ✓ Teaching is delivered in ways that are **accessible to all pupils with SEND**
- ✓ **Clear information is provided for families** on the subject content and the **right to request their child is excused**
- ✓ The subjects are **resourced, staffed and timetabled** in a way that ensures the school can fulfil its legal obligations.

How to help...

You can support your setting at strategic level by raising the status of RSHE and increasing its impact.

1. How do we link RSHE to vision and strategy?
2. Have we developed a bespoke RSHE policy?
3. Are we engaging stakeholders and how is this shaping our provision
4. How are we using RSHE to keep pupils safe?
5. Are we investing in resources and CPD; what difference is this making?
6. Are we evaluating the impact of RSHE education; what are we doing as a result?



**Additional questions to ask about
RSHE in your setting?**

- What are the relative strengths of our RSHE curriculum: what are the areas we need to develop?
- How do we link RSHE to subjects like science, citizenship, religious education and other subjects to complement the whole school curriculum?
- How are we supporting our staff (for example, through CPD) to stay abreast of the issues and help embed our approach to teaching RSHE?
- In what ways do we engage with research, networks and expert organisations to build our capacity for teaching RSHE?
- Can we point to examples of how our RSHE curriculum benefits all our pupils?
- How is our RSHE curriculum tailored and adapted to meet the needs of different groups of pupils, for example those pupils with special educational needs and disabilities (SEND)?
- What do our stakeholders, especially our pupils, think of our whole school approach to RSHE? How do we know?
- Based on what we have learned, what should we be doing more of or doing differently?

Thank you

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

