

# School Self-Assessment Tool: Relationships Education, Relationships and Sex Education and Health Education (RSHE)

At Educator Solutions we are passionate about supporting schools to meet the challenge of delivering effective RSHE in readiness for statutory RSHE.

This simple to use self-assessment tool aligns the key requirements of the new guidance against a whole-school approach. It is quick to complete, providing schools with a RAG rated report to help you identify areas of strength and areas that will require development to ensure compliance with the requirements of the new guidance. Questions written in bold are evidence based, best practice criteria which are proposed but not demanded within the guidance. Your responses will highlight areas for development. Please note it does not constitute a formal whole-school evaluation.

The tool is designed for use by all school types and phases. It can be completed by any member of SLT, a curriculum lead or school governor.

| Whole-school approach area                 | Questions  |  |  | Your actions  | Educator Solutions courses and resources to support you  | Whole-school approach area   | Questions   |  |  | Your actions | Educator Solutions courses and resources to support you   |
|--|--|--|--|---|--|--|---|--|--|--------------|---|
| Leadership, management and managing change | 1. There is strong ownership of the subjects at SLT level.   |  |  |   | <b>Pocket Sized PSHE: Preparing for the requirements of the new Health Education guidance course</b><br><br><b>Sex-Ed Sorted course</b><br><br><b>Preparing for statutory: A Governors Role course</b> | Curriculum   | 1. The school has a graduated, age appropriate programme of relationships, sex (where required) and health education.   |  |  |              | <b>RSE policy development and curriculum design course</b><br><br><b>RSE Solution Resource: KS1, KS2 and Secondary</b>  |
|  | 2. There is a named co-ordinator for these subjects who has dedicated time to plan and lead on the subjects.   |  |  |   |  |  | 2. E-safety is taught at all key stages, with progression in the content to reflect the different and escalating risks that pupils face as they get older.  |  |  |              |   |
|  | 3. There is a link school governor who monitors provision, resourcing and progress of the subjects.  |  |  |   |  |  | 3. The school ensures that the curriculum teaching supports the development of important attributes in pupils, such as honesty, tolerance, resilience and self-efficacy.  |  |  |              |   |
|  |  |  |  | 4. LGBT+ specific content is integral throughout the programme of study.                    |  |  |   |  |  |              |   |
|  |  |  |  | 5. <b>The curriculum is reviewed regularly to ensure it remains relevant and needs-led.</b> |  |  |   |  |  |              |   |
| Policy development                         | 1. The school has an up-to-date policy (reviewed within the last 3 years) that covers relationships, sex and health education.   |  |  |   | <b>RSE policy development and curriculum design course</b>   | Teaching, learning and resourcing  | 1. The religious background of all pupils is taken into account when planning teaching, so that sensitive topics which need to be taught are appropriately handled.   |  |  |              | <b>RSE Solution Resource: KS1, KS2 and Secondary</b><br><br><b>KS1 RSE Teaching: Naming body parts and positive relationships course</b><br><br><b>KS2 RSE Teaching: Puberty, periods and conception course</b><br><br><b>Secondary RSE Teaching: STI's and contraception course</b><br><br><b>LGBT+ inclusive RSE course</b> |
|  | 2. The policy was written/reviewed in consultation with parents.   |  |  |   |  |  | 2. Teaching always reflects the law so that pupils clearly understand what the law allows and does not allow, and the wider implications of the decisions they may make.  |  |  |              |   |
|  | 3. The school has ensured that the policy meets the needs of pupils, parents and reflects the views of teachers and the community they serve.  |  |  |   |  |  | 3. Teaching aims to reduce stigma attached to health issues, in particular those to do with mental wellbeing.   |  |  |              |   |
|  | 4. The policy is freely available to parents and others, including being published on the school website.  |  |  |   |  |  | 4. Puberty is addressed (through health education) before the onset so, as far as possible, pupils are prepared in advance for the changes they will experience.  |  |  |              |   |
| Pupil voice                                | 1. The curriculum proactively addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. This is in line with pupil need, informed by pupil voice and participation in curriculum development and in response to issues as they arise in the school and wider community. |  |  |   |  |  | 5. Resources are assessed before use to ensure appropriateness for the age and maturity of pupils, and sensitive to their needs.  |  |  |              |   |
|  | 2. Where a parent has exercised their right to withdraw their child from some or all of sex education taught as part of statutory sex education, if the child wishes to receive sex education and is within 3 terms before turning 16, the school makes arrangements to provide a programme of sex education.                          |  |  |   |  |  | 6. Resources are differentiated where necessary for pupils who have special educational needs.  |  |  |              |   |
|  | 3. <b>Pupil voice responses are shared with key stakeholders, as appropriate.</b>  |  |  |   |  | Assessment, recording and reporting  | 1. The school has the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas.  |  |  |              |   |
|  |  |  |  | 2. The school provides regular feedback on pupil progress.                                  |  |  |   |  |  |              |   |
| Partnerships with parents/carers           | 1. Parents are given opportunities to understand the purpose of these subjects (pupil wellbeing and keeping children safe), including being able to ask questions to increase confidence in the curriculum.  |  |  |   | <b>Running successful RSHE parent engagement sessions course</b>   | Provision of support   | 3. Teaching is assessed and assessments used to identify where pupils need extra support or intervention.   |  |  |              | <b>Running successful RSE parent engagement sessions course</b>   |
|  | 2. The school works closely with parents when planning and delivering these subjects.  |  |  |   |  |  | 1. The school has considered the needs of its student body, including the gender and age range of its pupils, and considered whether it is appropriate to put in additional support for pupils with protected characteristics (meaning they are potentially at greater risk). |  |  |              |   |
|  | 3. The school informs parents what will be taught and when.  |  |  |   |  |  | 2. Pupils are taught to recognise issues in themselves and others and when issues arise, seek support as early as possible from appropriate sources.  |  |  |              |   |
|  | 4. The school clearly communicates that parents have the right to request their child be excused from some or all of statutory sex education taught as part of statutory sex education.  |  |  |   |  |  | 3. Pupils are made aware of the process to raise their concerns or make a safeguarding report, and how any report will be handled. This includes processes where they have concerns about a friend or peer.   |  |  |              |   |
|  | 5. Where a parent requests to have their child excused from some or all statutory sex education taught as part of statutory sex education, the head teacher discusses the benefits of receiving this important education and the detrimental effects that withdrawal might have on the child.  |  |  |   |  | 4. The school makes adequate and sensitive arrangements for pupils to manage menstruation and with requests for sanitary protection. |   |  |  |              |   |
| School ethos and environment               |  |  |  |   |  | School ethos and environment   | 1. The school has an integrated, whole-school approach to the teaching and promotion of health and wellbeing.   |  |  |              | <b>Ensuring trans-inclusive practice in your school course</b>  |
|  |  |  |  |   |  |  | 2. The school engenders an atmosphere that encourages openness.   |  |  |              |   |
|  |  |  |  |   |  |  | 3. Education about physical health is integrated into the broader school curriculum and whole-school life.  |  |  |              |   |
| Staff CPD                                  |  |  |  |   |  | Staff CPD  | 1. <b>Staff are provided with RSE training at least every 3 years, to ensure RSHE is delivered by confident and trained staff.</b>  |  |  |              |   |