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| **RELATIONSHIPS AND SEX EDUCATION (RSE) QUALITY STANDARD** |
| **CRITERIA** | **SUGGESTED EVIDENCE OF PRACTICE** |
| **4.1 WHOLE SCHOOL APPROACH** |
| 1. The school addresses the needs of the whole child within Relationships and Sex Education (RSE).
 | Relationships and Sex Education (RSE) Statutory GuidanceMapping of provision across the school…PSHE/RSE PolicyDepartment/ subject development plansRepresentation of change by learners on the school websiteRationale for primary school teaching or not teaching sex education… |
| 1. The school is compliant with requirements of Statutory Relationships and Sex Education in respect of RSE.
 | RSE Statutory GuidanceCurriculum overview/Scheme of Work (SOW)…Learners' work…Evidence of monitoring…PSHE Policy |
| 1. The School Improvement Plan (SIP) is used to develop, sustain and enhance RSE. The Senior Leadership Team (SLT) and Governing Body monitor progress.
 | RSE Statutory GuidanceRelevant section of SIPSelf-Evaluation Form (SEF)Minutes of Governors' meetings/reports to Governors |
| 1. The Governing Body has a named link governor or identified committee for PSHE/RSE*.*
 | RSE Statutory GuidanceMinutes of Governors' meetings |
| 1. There is a named member of staff responsible for leading PSHE/RSE
 | Curriculum leader’s job descriptionPSHE/RSE PolicyCPD fileRelevant section of SIP |
| 1. PSHE/RSE is delivered through a variety of methods to meet the needs of learners and specific individuals within that cohort. This is with due regard to gender, gender identity, faith or belief, disability, age, race or culture and sexual orientation.
 | RSE Statutory GuidancePSHE/RSE PolicyEvidence of provision based on needs analysis…Curriculum overview/SoW…Lesson plans, including differentiation on…Equalities Policy/Analysis |
| 1. There is recognition of other factors that may impact on healthy relationships and sexual health e.g. emotional health and wellbeing, child sexual exploitation, domestic abuse, use/misuse of alcohol and other substances, linked to risk taking behaviour.
 | RSE Statutory GuidanceLocal health data informs the curriculum e.g. Health LSIP…INSET and regular updates for staff…Curriculum overview/SoW…Evidence of provision based on needs analysis… Examples of resources used… Examples of themes within assemblies/collective worship… Examples of displays ...Input from agencies and visitors…Equalities Policy/Analysis |
| 1. The school provides information/opportunities to support families to talk to their children about PSHE/RSE including healthy relationships, personal and online safety.
 | RSE Statutory GuidanceFamily information evenings/parent workshops…Drop-in opportunities…Parenting Programme…Newsletters/Website…Health Information Board…Signposting to local services…Leaflets provided for families…Visitor Policy |
| 1. The school has a coherent plan to promote British Values and deliver Social, Moral, Spiritual and Cultural (SMSC) education
 | Relevant section of SIPSEFWebsite…PSHE subject review tool…SMSC/PSHE plan… |
| **4.2 SCHOOL CULTURE AND ENVIRONMENT** |
| 1. An honest and open culture enables members of the whole school community to contribute to the PSHE/RSE needs analysis.
 | Evidence of opportunities to contribute and/or be member of designated groups and forums…School Council/Pupil Forum minutesExamples of pupil voice … |
| 1. Group Agreements for PSHE/RSE are negotiated and delivered within a supportive environment, especially with regard to confidentiality, including safeguarding arrangements.
 | Lesson plans to show negotiation…Confidentiality PolicyExamples of how learners know who to talk to and what will happen with the information … |
| 1. Classroom facilities support a range of active teaching and learning styles in PSHE/RSE. Displays are interesting, interactive and promote healthy relationships. They are changed and updated regularly and used to support lessons.
 | Lesson plans on…Facilities available…Examples of specific activities…Examples of interactive displays …Relevant sections of lesson observations |
| 1. There is clear signposting, in appropriate languages and/or visuals, to information and support services within and beyond the school relating to healthy relationships and sexual health with due regard to gender, gender identity, faith or belief , disability, age, race or culture and sexual orientation.
 | RSE Statutory GuidanceInformation board/specific displays…Homework planners…Leaflets…Family information evenings…Equalities Policy/Analysis |
| 1. The school can demonstrate how new developments to enhance PSHE/RSE are to be sustained in the longer term.
 | Relevant sections of SIPPSHE Development Plan… |
| **4.3 POLICY DEVELOPMENT** |
| 1. The school has a PSHE/ RSE Policy which:

supports and reflects the school’s aims, values and ethos. It takes account of Diocesan Guidance, where appropriate | RSE Statutory GuidanceThe PSHE/RSE Policy relevant Values and Aims Statement/Intent statement |
| 1. makes explicit the commitment to:
* value the contributions made by individual members of the whole school community
* show mutual respect and
* guarantee the entitlements of all with due regard to gender, gender reassignment, faith or belief, disability, age, race or culture, sexual orientation and language diversity
 | PSHE/RSE PolicyCurriculum overview/SoW…School Council minutesParent or Family Forum Meetings…Equalities Policy/Analysis |
| 1. has been developed through inclusive consultation with appropriate members of the whole school community
 | RSE Statutory GuidanceThere is a planned programme for policy development and review…Consultation documents/minutes of meetings…PSHE/RSE PolicyExamples of pupil voice… |
| 1. is implemented, monitored and regularly reviewed at least every two years, the mechanisms and timescales for this are documented within the policy
 | There is a planned programme for policy monitoring and review…Consultation documents/minutes of meetings…PSHE/RSE Policy |
| 1. makes clear the roles and responsibilities of members of the whole school community so everyone understands the relevance of the policy to them
 | PSHE/RSE PolicyConfidentiality PolicyJob/role descriptionsExamples of home/school communications…RSE Statutory Guidance |
| 1. indicate how the school uses appropriate data to inform and improve provision for PSHE/RSE
 | PSHE/RSE PolicyExamples of data…Health LSIP…RSE Statutory Guidance |
| 1. makes links to other relevant policies and the Safeguarding and Confidentiality policies of partner agencies
 | PSHE/RSE PolicyRelevant policies…RSE Statutory Guidance |
| 1. is reflected in the school prospectus/website and is available to be seen by all
 | RSE Statutory GuidanceSchool prospectus/website…Method of publicising… |
| 1. identifies how families will be involved in their child’s PSHE/ RSE.
 | RSE Statutory GuidancePSHE/RSE Policy |
| **4.4 CURRICULUM PLANNING, MONITORING, EVALUATION AND ASSESSMENT** |
| 1. The PSHE/ RSE curriculum reflects the school’s aims, values, ethos, relevant policies, and addresses the needs of the whole child.
 | RSE Statutory GuidanceSchool prospectus/Website…Curriculum overview/SoW…Examples of themes within assemblies/collective worship…Equalities Policy/AnalysisExamples of activities…RSE Statutory GuidanceE Policy |
| 1. Local data related to PSHE/ RSE is used to inform planning and to address the identified needs of the whole school community.
 | RSE Statutory GuidanceExamples of how data has been used e.g. Health LSIP…Curriculum overview/SoW…Lesson plans on… |
| 1. Schemes of Work are developed according to learners’ needs taking account of national and local priorities, identifying the learning outcomes and planned to enable progression.
 | RSE Statutory GuidanceCurriculum overview/SoW…Local data…Evidence of assessment… Lesson plans on…Ofsted report |
| 1. The curriculum content of PSHE/RSE is in line with local, regional and national guidance.
 | RSE Statutory GuidanceCurriculum overview/SoW…Lesson plans on… Examples of resources … |
| 1. Curriculum delivery of PSHE/RSE incorporates the principles of good practice as identified by the PSHE Association.
 | RSE Statutory GuidanceCurriculum overview/SoW…Lesson plans on…Examples of resources …Intent statement…PSHE/RSE Policy |
| 1. Teaching and learning styles, activities, resources, visitors and agencies are chosen to support planned learning outcomes in PSHE/RSE to provide a balance of knowledge acquisition, development of skills and exploration of values and attitudes.

  | RSE Statutory GuidanceCurriculum overview/SoW…Lesson plans on…Curriculum mapping…Examples of specific activities…Relevant sections of lesson observationsExamples of visitors/agencies… |
| 1. Assessment in PSHE follows the PSHE Association guidance on ipsative assessment. This includes using baseline assessment to inform planning before teaching, as well as assessment for learning (AfL) during and summative assessment at the endpoint. This is used to capture individual progress.
 | Individual PSHE books/journals…Display work…Digital evidence of learning, e.g. See-Saw, TapestryClass floor-books annotated… |
| 1. PSHE/RSE provision is monitored and evaluated in line with the school policy for curriculum subjects.
 | RSE Statutory GuidanceRelevant sections of lesson observationsMonitoring of planning…Evaluations by staff, learners and visitors… |
| 1. All aspects of PSHE/RSE are monitored and reviewed with due regard to gender, faith, disability, age, race, gender, gender identity, faith or belief, disability, age, race or culture, sexual orientation.
 | RSE Statutory GuidanceCurriculum overview/SoW…Lesson plans on…Methods of evaluation/assessment…Minutes of meetings to plan and review Equalities Policy/AnalysisExamples of resources… |
| 1. The outcomes of monitoring, evaluating and assessment of the curriculum help in the planning of future teaching and learning of PSHE/RSE to enable progression.
 | RSE Statutory GuidanceCurriculum overview/SoW…Lesson plans on…Examples of assessment…Examples of monitoring… |
| **4.5 GIVING CHILDREN AND YOUNG PEOPLE A VOICE** |
| 1. The purpose of participation in relation to PSHE/RSE is made clear, those involved are representative, appropriate methods are selected, time is allocated to feedback appropriately and it is made fun and interesting.
 | Group Agreements…Evidence of selection processes…Minutes of meetingsExamples of pupil voice…Representation of change by learners on the school website…RSE Statutory Guidance |
| 1. There is a range of creative listening systems to ensure the views of all learners including those who are less vocal and visible are gained, valued and acted upon. Staff and learners are made aware of how to use them.
 | Anonymous post box…Ask it baskets…Peer/ buddy support…Examples of pupil voice written/visual…Circle time…Advocacy if appropriate…Learners' attendance at Review MeetingsRSE Statutory Guidance |
| 1. Learners' participation and involvement are continually monitored, evaluated and reviewed in relation to PSHE/RSE.
 | Evidence of levels of participation and involvement…Examples of shared decision making with learners… |
| **4.6 PROVISION OF SUPPORT SERVICES FOR CHILDREN AND YOUNG PEOPLE** |
| 1. The PSHE/RSE curriculum empowers learners to access support services through school and/or independently.
 | RSE Statutory GuidanceCurriculum overview/SoW…Lesson plans on…Use of visitors… |
| 1. There is universal provision of support services for the whole school community relating to PSHE/RSE, either on site or through signposting to services, help lines and websites. These are publicised alongside other health services.
 | Evidence of services provided on site…Examples of signposting...Confidentiality PolicyRSE Statutory Guidance |
| 1. There are established mechanisms for identifying learners and families who are vulnerable in terms of relationships and sexual health, along with the appropriate form of support which is needs led by the young person or their advocate.
 | Methods to identify need …School Health input…EHCP'sSpecialist support from agencies…Advocacy available…RSE Statutory Guidance |
| 1. Members of the whole school community who identify as Lesbian/Gay/ Bi-sexual/Transgender or are questioning their gender or sexual orientation are supported to access appropriate services.
 | Details of local support groups and helplines for Lesbian/Gay/Bi-sexual/Transgender young people and adults are displayed alongside other information…Stonewall School ChampionConfidentiality PolicyRSE Statutory Guidance |
| **4.7 PROFESSIONAL DEVELOPMENT NEEDS, HEALTH AND WELLBEING OF STAFF** |
| 1. Staff are aware of roles and responsibilities in relation to PSHE/RSE.
 | Job descriptionsInduction programme…PSHE/RSE PolicyConfidentiality PolicyBehaviour Policy |
| 1. Staff are deployed to support effective learning for all in PSHE/RSE.
 | Timetables…Lesson plans on…Relevant section of lesson observationsCurriculum overview/SoW…Examples of assessment… |
| 1. Members of staff, who are supporting the most vulnerable or challenging learners to address their needs, are provided with appropriate training and the opportunities to discuss with supportive colleagues or other professionals, within clear boundaries of confidentiality.
 | Reflective Practice model…In Service Training (INSET)…Confidentiality PolicyCommon Assessment Framework (CAF) training |
| 1. Staff involved in PSHE/RSE are consulted on training and support needs through a regular review process and the SIP supports staff in having access to relevant professional development activities.
 | CPD filePerformance management cycleSIP |
| **4.8 CELEBRATING ACHIEVEMENT** |
| 1. The whole school community has time to reflect on and celebrate effort and achievement across a wide range of experiences related to PSHE/RSE, including those attained outside of school hours.
 | Examples of themes within assemblies/collective worship…DoJo's…Examples of displays ...Newsletter/website…Awards boards…CPD file |
| 1. The school uses its own reward systems and/or externally recognised awards to support the enhancement of PSHE/RSE and is consistent in their use.
 | Behaviour PolicyExternal awards…Examples of themes within assemblies/collective worship…DoJo's…Examples of displays ...Newsletter/website…Awards boards…CPD file |
| 1. Learners contribute to the organisation of celebratory events related to PSHE/RSE.
 | Examples of specific events and learners’ contribution to the planning process…E.g. Friendship Week |
| 1. Governors receive an annual report on the impact of work to enhance PSHE/RSE against the targets identified in the SIP.
 | Governors’ ReportRelevant sections of SIPRSE Statutory Guidance |