



Quality Review Framework for RSE in Special Schools

A Quality Review Framework for Relationships and Sex
Education in special educational settings from Reception – KS5

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RSE
hub

Strengthening Relationships
and Sex Education

PSHE Association
Quality Assured
Resource

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The RSE Hub exists to support the provision of quality Relationships and Sex Education (RSE) in your setting.

This resource aims to help special schools quality assure their RSE provision and create a development for sustained improvement as a whole school approach. This resource was developed following the pilot and evaluation of a version of this framework developed for secondary schools. This was successfully piloted in schools in Wiltshire and Bath & North East Somerset, demonstrating that it provided an effective and comprehensive basis for schools to evaluate their own and each other's RSE provision within a framework of mutual support.

Additional copies may be purchased from <http://www.rsehub.org.uk/>. For more information on support with the Quality Review Framework please contact info@rsehub.org.uk

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"I thought it was excellent"

"I enjoyed it! A thoroughly enjoyable and useful experience."

"It provided a focused opportunity for collaboration between PSHE and Science"

"It is always good to work with another school, observe similarities and differences and identify things to take away."

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NOTES FOR GUIDANCE

What is the Quality Review Framework for RSE in Special Schools?

The Quality Review Framework for RSE provides a set of criteria, which enable special schools to review and develop the quality of their Relationships and Sex Education (RSE) provision, to ensure that they are effectively meeting children's and young people's entitlement in this essential area of learning.

Who is the Quality Review Framework useful for?

- Educators of RSE for 4-11 year olds with SEN
- Leaders of RSE within special school settings.
- Leaders of RSE that work with special schools to improve RSE delivery

The RSE Hub has also produced similar frameworks for reviewing provision in primary and secondary schools.

Why complete the Quality Review Framework?

Young people consistently say the RSE they receive is not good enough (SEF, 2008) and Ofsted have repeatedly found RSE provision to be weak in many schools (Ofsted, 2002, 2010, 2013). The Quality Review Framework was developed in order that schools can review, develop and improve their RSE, to ensure that the RSE they provide meets national guidelines and is of the highest standard.

The Quality Review Framework aims to enable schools and locally delivered partnerships to undertake a review process at a level which seems manageable and appropriate to them.

This process can be carried out as either a self or a peer review in partnership with other special schools.

The review criteria are presented in two categories: **Core Criteria** and **Quality Criteria**, as defined below. This categorisation enables schools to focus their attention where their need is greatest, with the Core Criteria providing a minimum standard that all schools should expect to meet.

Core Criteria

These are the fundamentals that underpin a primary RSE programme – if any of these are lacking then urgent remedial action is required.

Quality Criteria

Building on the core, these are the aspects of a developed RSE programme that add worth and value to children's and young people's learning experience and ensure it is related directly to their personal needs.

INTENDED OUTCOMES

Intended Outcomes Self Review

Through participation in the Review process, schools will:

- Review and assess their own RSE provision with reference to a framework of criteria that are firmly grounded in current guidance and legislation
- Apply the findings of the review to formulate a development plan to enhance the experience of RSE for their pupils and staff.

Intended Outcomes Peer Review

- Review and assess their own RSE provision with reference to a framework of criteria that are firmly grounded in current guidance and legislation
- Refine and authenticate their self-review through the evaluative judgements of colleagues from a partner school
- Widen their perspective on the planning and delivery of RSE by undertaking the same critical evaluation of provision in the partner school
- Benefit from a constructive and mutually supportive professional dialogue with colleagues in a similar school setting
- Apply the findings of the review to formulate a development plan to enhance the experience of RSE for their pupils and staff.

For schools undertaking the peer review process, it is worth noting that the experience of the pilot schools was that they benefited greatly from the support of external consultants (whether Local Authority or independent) in planning and conducting the review. Whilst the framework is intended to support a genuine peer review process, the logistics of bringing a pair of schools together, managing the completion and sharing of the self-review, and planning and carrying out the review visits can be enhanced by the involvement of external advisers or consultants. The RSE Hub can act as a broker to enable schools to access this kind of support at a level appropriate to their needs and resources.

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SELF REVIEW

Review

The self-review is completed by the RSE lead within the school by checking appropriate boxes and noting appropriate evidence. The school should aim to achieve all core criteria as a minimum.

Develop

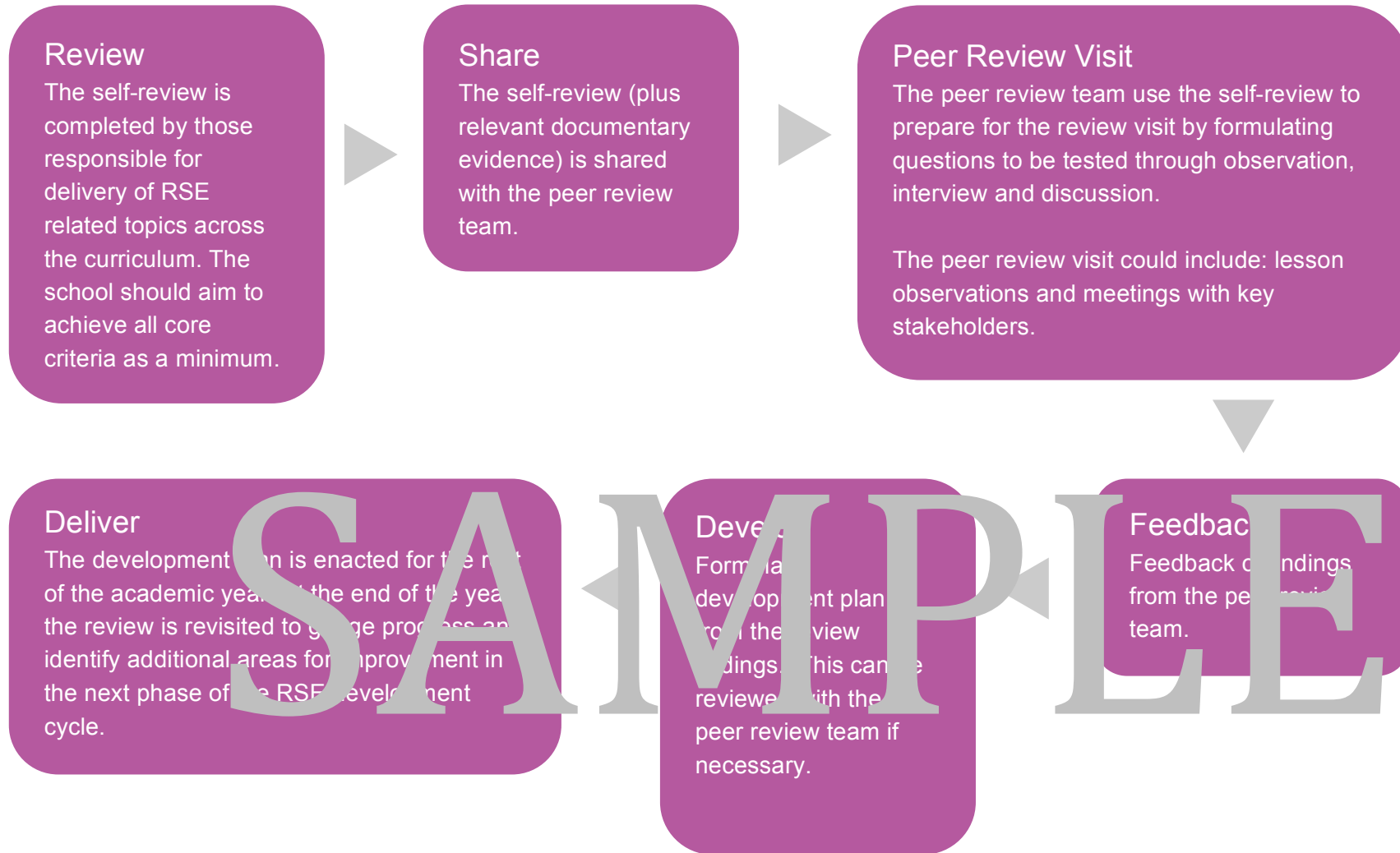
The findings may be shared and agreed with the teaching and leadership team and wider colleagues, and a development plan drawn up.

Deliver

The development plan is implemented for the rest of the academic year. At the end of the year the self-review is revisited to assess progress and identify additional areas for improvement in the next phase of the RSE development cycle.

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PEER REVIEW



Note on confidentiality

The peer review process is intended to be supportive and constructive. A key principle to be observed is that the review findings, as presented verbally and in writing by the review team, become the property of the school under review. The review team will maintain confidentiality with regard to their findings and feedback. The school itself will have discretion regarding whether and when to share the outcomes, which they may of course wish to do in order to access support from the local authority or any other source to support them with the implementation of their development plan.

NOTES FOR GUIDANCE

RSE and Special Educational Needs

Relationships and Sex Education for all students is vital for both wellbeing and safeguarding. It is very important to provide RSE for students with special educational needs appropriate to their level of development and understanding.

Due to the many different types of special schools and different abilities of learners who attend such settings, it is not possible to provide all of the possible core and quality standards that meet all the needs of all the school types and learners within them.

Therefore this document provides an overview of the most important standards that we feel all special schools should aim to meet. However there is flexibility where if a particular standard cannot be applied properly due to particular limitations within the setting, then setting out a brief rationale for why this cannot be achieved will suffice.

Some of the criteria may be more pertinent to the secondary phase and where applicable this is denoted by (*secondary*). Use your professional judgement on the age and stage of your learners to apply the criteria.

Current status of RSE & Key publications

The criteria used in the review framework are based on the most relevant aspects of current legislation and guidance. A list of key publications for reference is located at the end of this document, and individual criteria can be cross-referenced to these publications as appropriate. As well as authenticating the review criteria, the publications referenced offer valuable additional guidance and support for the planning and delivery of the RSE programme. Appendix 2 of these guidance notes summarises the current position of RSE in the curriculum and the expectations placed on schools for the subject.

Completing the review document

Work through the document completing the sections you are able to at this stage. You may choose initially to focus only on reviewing the core criteria, aiming to build up to the quality criteria at a later stage.

Share the working document with other stakeholders for them to also add their contributions. Make notes of where the supporting evidence is located and any action points you might want to think about. Remember to save the document as you proceed.

Once you are happy that the document is an accurate reflection of RSE provision in your school, use the findings to complete the development plan in Appendix 1.

For further help and support with completing this document contact info@rsehub.org.uk

SCHOOL FACTFILE

School name	
Head Teacher	
School type and age range	
Details on the range of special needs catered for within the school	
Number on roll	
Any additional points to note Eg. High FSM, BME, etc	
PSHE Subject Lead	
Science Subject Lead	
SLT with SMSC or PSHE/Wellbeing remit	
PSHE / SMSC Link Governor	

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SCHOOL FACTFILE

Subject Areas RSE is taught e.g. PSHE, Science, RE, assemblies												
PD and PSED / PSHE Education Average hours per week for discrete, timetabled PSHE	EYFS		KS1		KS2		KS3		KS4		KS5	
National PSHE CPD Number of accredited staff												
Clarifications... Please use this space to explain for the review team any local abbreviations or acronyms used in your self-review below												

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Rating Criteria

Yes, Secure No	All aspects of this criterion are met. This criterion is not met at all.
Yes, to some extent Yes, to some extent No	This criterion is partially met. Specify which aspects are met and which require improvement. This criterion is partially met. Specify which aspects are met and which require improvement. This criterion is not met at all.
Yes, Secure This criterion is not appropriate for our students (selected criteria only)	These criteria are met. It is not possible for this criterion to be met in this setting with our pupil demographic (please give details in the observations column)

CORE FOCUS 1 – LEADERSHIP AND MANAGEMENT

Core Criteria	Rating	Observations Actions required, scope for development, reason for criteria not being applicable to the setting.
1.1 An identified subject leader holds responsibility for RSE, with appropriate status, time and senior leadership support	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	
1.2 An RSE policy statement is in place which has been updated within the last 3 years and meets national expectations	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	
1.3 The entitlement of all learners is secured through planned provision for RSE across the whole age range	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	
1.4 RSE is taught according to clear schemes of work in PSHE and Science which ensure age-appropriate learning and progression	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	

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CORE FOCUS 2 – THE TEACHING TEAM

Core Criteria	Rating	Observations Actions required, scope for development, reason for criteria not being applicable to the setting.
2.1 Teachers of RSE are willing and committed to the teaching of this subject, and are supported as they gain and consolidate experience	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	
2.2 Teachers of RSE have the necessary confidence, subject knowledge, professional and classroom skills to deal with subject matter that can be sensitive and personal to support students with special educational needs	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	
2.3 Quality continuing professional development (CPD) relating to RSE in a special education setting is completed, every three years, by all staff who contribute to children's learning in RSE including teachers and teaching assistants	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	
2.4 Colleagues from external agencies, such as school nurses, contribute in a planned, integrated and quality-assured way to the RSE programme	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	
2.5 There is whole school awareness of the RSE programme in order that all staff may respond appropriately to questions or issues raised by children outside of the taught programme	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	

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CORE FOCUS 3 – LEARNING AND TEACHING

Core Criteria	Rating	Observations Actions required, scope for development, reason for criteria not being applicable to the setting.
<p>3.1 Consistent care is taken to create a safe and positive learning environment for RSE by agreeing ground rules with the students, and by clarifying that teachers have a safeguarding responsibility to all pupils</p>	<p><input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No</p>	
<p>3.2 RSE lessons are taught with varied, active and experiential approaches. (This may include scope for pupils to ask questions and to learn by enquiry)</p>	<p><input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No</p>	
<p>3.3 Teachers employ varied and appropriate groupings for RSE lessons, including single sex groups where relevant</p>	<p><input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No</p>	
<p>3.4 RSE teaching is supported by a range of good quality resources that are appropriate with regard to the pupils' age, ability, maturity and background, and reflect diversity</p>	<p><input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No</p>	
<p>3.5 Learning in RSE is underpinned by a structured and consistent approach to assessing and recording pupils' progress, including meaningful reporting to parents</p>	<p><input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No</p>	

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CORE FOCUS 4 – THE LEARNING COMMUNITY

Core Criteria	Rating	Observations Actions required, scope for development, reason for criteria not being applicable to the setting.
4.1 Consistent strategies are used to give pupils a voice and genuine influence in the planning, evaluation and development of RSE provision wherever possible	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	
4.2 RSE is seen as a partnership between school and home and there are effective measures to inform parents/carers, involve them in dialogue and consultation, and support them in continuing the learning on these issues with their children at home	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	
4.3 All staff are clear about safeguarding/child protection procedures and what to do in the event of a disclosure or behaviour that warrants concern	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	
4.4 Appropriate links are firmly established with local health, social and family support services, which are able to provide additional support to particularly vulnerable children as required	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	

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CORE FOCUS 5 – PROGRAMME CONTENT

Core Criteria	Rating	Observations Actions required, scope for development, reason for criteria not being applicable to the setting.
5.1 The RSE programme helps pupils to know and understand:		
5.1.1 That there are male and female animals, which have offspring that grow into adults, as humans do	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No <input type="checkbox"/> Criterion beyond abilities of our students	
5.1.2 The names for the main parts of the body, including external genitals and internal sexual/reproductive anatomy	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No <input type="checkbox"/> Criterion beyond abilities of our students	
5.1.3 How boys' and girls' bodies change as they approach and move through puberty and what they can do to manage these changes	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No <input type="checkbox"/> Criterion beyond abilities of our students	
5.1.4 The importance of and how to maintain personal hygiene	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No <input type="checkbox"/> Criterion beyond abilities of our students	
5.1.5 The law in relation to sexual activity and consent for young people and adults	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No <input type="checkbox"/> Criterion beyond abilities of our students	

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QUALITY FOCUS 1 – LEADERSHIP AND MANAGEMENT

Quality Criteria	Rating	Observations Actions required, scope for development, reason for criteria not being applicable to the setting.
1.5 The RSE policy reflects a process of consultation within the school community	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	
1.6 Planning and delivery of the RSE curriculum is based on effective working relationships between the PSHE and Science Leads and class teachers	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	
1.7 The PSHE Lead has access to regular CPD opportunities in order to be able to support the teaching team to deliver RSE to a consistently high standard and to keep the curriculum up-to-date	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	
1.8 Provision for RSE is embedded in mainstream school planning, for instance through the School Development Plan, the school's Equality Duty Objectives and in the agenda of the Governing Body	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	

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QUALITY FOCUS 2 – THE TEACHING TEAM

Quality Criteria	Rating	Observations Actions required, scope for development, reason for criteria not being applicable to the setting.
2.5 All class teachers have the knowledge and confidence to plan and deliver quality RSE to their pupils, and effectively engage their TAs in supporting the learning process	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	
2.6 Good internal and home/school communications ensure teachers are aware of personal issues that may affect the issues addressed in lessons or pupils' responses to them. Appropriate referral pathways for pupils are established if necessary.	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	
2.7 All teaching staff have the confidence, knowledge and skills to deal with sensitive matters concerning puberty, relationships and inappropriate physical contact	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	
2.8 The teaching of RSE is effectively monitored and supported, and all members of the team share in evaluation and development of the programme	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	

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QUALITY FOCUS 3 – LEARNING AND TEACHING

Quality Criteria	Rating	Observations Actions required, scope for development, reason for criteria not being applicable to the setting.
3.6 RSE lessons support pupils in developing their own moral values, within a framework of understanding of family and cultural values	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No <input type="checkbox"/> Criterion beyond abilities of our students	
3.7 RSE lessons support pupils to develop confidence when exploring sensitive issues and to appreciate a range of views people may hold about them	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No <input type="checkbox"/> Criterion beyond abilities of our students	
3.8 Strategies are in place to ensure the learning programme is responsive to the special needs of pupils, including the monitoring of mental health data and of issues raised by the school nurse	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No <input type="checkbox"/> Criterion beyond abilities of our students	
3.9 Strategies are in place to identify and provide for specific individual needs in learning and personal development	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	

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QUALITY FOCUS 4 – THE LEARNING COMMUNITY

Quality Criteria	Rating	Observations Actions required, scope for development, reason for criteria not being applicable to the setting.
4.5 A working partnership is established with neighbouring schools, which serves to promote cross-phase continuity and progression in children's experience of RSE (particularly during transition if applicable)	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	
4.6 In the school prospectus and public documents (newsletters, website, etc), vision statements reflect and support the school's approach to RSE, and keynotes from the RSE policy are made available, including approach, content and parent/carer right to withdraw	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	
4.7 The school's processes for RSE and communication with local media promote positive messages about RSE and wider PSHE provision and help to avoid or correct misperceptions	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	

SAMPLE

QUALITY FOCUS 5 – PROGRAMME CONTENT

Quality Criteria	Rating	Observations Actions required, scope for development, reason for criteria not being applicable to the setting.
5.4 The RSE programme helps pupils to know and understand:		
5.4.1 The link between positive self-esteem and being able to develop healthy friendships and relationships	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No <input type="checkbox"/> Criterion beyond abilities of our students	
5.4.2 The responsibilities of stable and committed adult relationships, including marriage and civil partnerships	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No <input type="checkbox"/> Criterion beyond abilities of our students	
5.4.3 The ways in which the media and peer group may influence behaviour	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No <input type="checkbox"/> Criterion beyond abilities of our students	
5.4.4 How to identify and access trusted sources of help, support and information (including online) independently whilst keeping themselves safe	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No <input type="checkbox"/> Criterion beyond abilities of our students	
5.4.5 The influences that lead to early sexual activity, and the issues, including physical and emotional risks, associated with this	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No <input type="checkbox"/> Criterion beyond abilities of our students	
5.4.6 The personal and social implications of teenage pregnancy and parenthood	<input type="checkbox"/> Yes, Secure <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No <input type="checkbox"/> Criterion beyond abilities of our students	

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APPENDIX 1 – DEVELOPMENT PLAN

School.....

Focus	Review Summary	Actions	Who	Timescale	Evidence of success				
Leadership and management									
The teaching team	SAMPLE								

APPENDIX 2: RSE IN THE CURRICULUM

The current status of Relationships and Sex Education in the curriculum

The key documents relating to national guidance and legislation are referenced on page 31. This is current as of October 2014. If there are any further changes to the national guidance or legislation these will be updated via the RSE Hub website (<http://www.rsehub.org.uk/about-rse/statutory-requirements/>) and email list.

The key requirements included in the national guidance and legislation are as follows:

All maintained schools are required to have an up to date Relationships and Sex Education (RSE) policy that describes the content and organisation of RSE where it is taught outside the Science curriculum (Learning and Skills Act, 2000).

Academies are not obliged to have an SRE policy, nor are they bound by curriculum requirements. However they are required to have regard to the SRE Guidance 2000, and they are legally bound to provide a broad and balanced curriculum. (DfE, 2013)

- It is statutory for all maintained schools, academies, free schools and non-maintained special schools to follow the P-scales for PSHE (Appendix 3b) for students 5 to 16 with special educational needs (SEN) who cannot access the national curriculum.
- Maintained Schools that do follow the National Curriculum are required to teach the parts of sex education that fall under the Science aspect which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014)
- Sex and Relationships Education (SRE) is an important part of PSHE education. All schools must publish their PSHE curriculum including content of the RSE curriculum online. (DfE, 2014)
- A curriculum summary by key stage, produced by the RSE Hubs is provided in Appendix 3
- Governors of all schools must have 'due regard' to the Sex and Relationship Education Guidance published in 2000 by the DfE (Learning and Skills Act, 2000).
- Schools have a legal duty to promote the well-being of their pupils (Education and Inspections Act 2006 Section 38)
- Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2013, Subsidiary Guidance Para 64). Further details about Ofsted requirements are provided in Appendix 4.
- The Department for Health Framework for Sexual Health in England (2013) stated an ambition to build knowledge and resilience among young people by:
 - All children and young people receive good-quality sex and relationship education at home, at school and in the community.
 - All children and young people know how to ask for help, and are able to access confidential advice and support about wellbeing, relationships and sexual health.
 - All children and young people understand consent, sexual consent and issues around abusive relationships.
 - Young people have the confidence and emotional resilience to understand the benefits of loving, healthy relationships and delaying sex. (DH, 2013, Page 13)

APPENDIX 3A: CURRICULUM SUMMARY BY KEY STAGE

The bullet points below are adapted from the [Science National Curriculum \(2014\)](#) and the [PSHE Association Programme of Study for PSHE \(2014\)](#)

<p>EYFS & KEY STAGE ONE YEARS R, 1 AND 2</p>	<ul style="list-style-type: none"> • That there are male and female animals, which have offspring that grow into adults, as humans do • The names for the main parts of the body, including the male and female private parts • The importance of and how to maintain personal hygiene • That there are different types of families and that family and friends should care for each other • Identify and respect the differences and similarities between people and to recognize and challenge stereotypes • Identify their special people (family, friends, carers), what makes them special and how they should care for each other • Growing and changing and new opportunities and responsibilities that increasing independence may bring
<p>LOWER KEY STAGE TWO YEARS 3 AND 4</p>	<ul style="list-style-type: none"> • How boys' and girls' bodies change as they approach and move through puberty • The process of growing from young to old and how people's needs change • That there are different types of relationships, including those between friends and families • Recognise when and how to ask for help and use basic techniques for resisting unwanted pressure to do something which they believe to be wrong • Judge what kind of physical contact is acceptable or unacceptable and know how to respond, including who to tell and how to tell them • Appropriate strategies for keeping physically and emotionally safe in their relationships with others
<p>UPPER KEY STAGE TWO YEARS 5 AND 6</p>	<ul style="list-style-type: none"> • How boys' and girls' bodies change as they approach and move through puberty and what they can do to manage these changes • The importance of and how to maintain personal hygiene • That there are different types of relationships, including those between friends and families, marriage and civil partnership • The physical facts of human reproduction, including conception and pregnancy • That sexual intercourse is part of an adult sexual relationship and is one way a couple can choose to start a family • Recognise what constitutes a positive, healthy relationship and to develop skills in forming and maintaining such a relationship • How pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know • Appropriate strategies for keeping physically and emotionally safe in their relationships with others, including online relationships • How images in the media do not always reflect reality and can affect how people feel about themselves

REFERENCES

The criteria in the Quality Review framework are all grounded in national legislation and guidance as referenced in the documents listed below:

- Blake and Muttock (2004): Assessment, Evaluation and Sex and Relationships Education: a practical toolkit for education, health and community settings (for purchase)
- Brook, PSHE Association and Sex Education Forum (2014): Sex and Relationships Education for the 21st Century
- Department for Education and Employment (2000): Sex and Relationship Education Guidance (DfEE 0116/2000).
- Department for Education (2013) Guidance document for Personal Social & Health Education.
- Department for Education (2011): Healthy Schools Toolkit – Whole School Review Template
- [Department for Education \(2014\) Mandatory Reporting Times for Schools](#)
- Department for Education (2014) The National Curriculum in England Framework document
- Department for Education and Skills (DFES), (2007) 'The Early Years Foundation Stage', London DFES.
- Department for Health (2013) *A Framework for Sexual Health Improvement in England*. Crown Copyright.
- Education Act (1996), Section 407
- Education and Inspections Act 2006 Section 38
- Learning and Skills Act (2000) Section 148
- Ofsted (2013) Not Yet Good Enough, Personal, social, health and economic education in schools (Ofsted 13010)
- Ofsted (2011) Personal, Social, Health and Economic Education in Schools (Ofsted 10022)
- Ofsted (2002): Sex and Relationships Education (HMI 433)
- [PSHE Association \(2013\) A New Programme of Study for PSHE Key Stages 1-4.](#)
- National Children's Bureau – Sex Education Forum:
 - 2013: Let's Get It Right: A toolkit for involving primary school children in reviewing their sex and relationship education (for purchase)
 - 2011: Current Status of Sex and Relationships Education
 - 2010: Understanding Sex and Relationships Education
 - 2010: External Visitors and Sex and Relationships Education
 - 2005: Effective Learning Methods: approaches to teaching about sex and relationships within PSHE and Citizenship
 - 2003: Sex and Relationships Education: Support for School Governors
 - 2003: Talk to your children about sex and relationships: support for parents

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For more information

 visit: www.rsehub.org.uk

 email: info@rsehub.org.uk