



# Relationships and Sex Education

Briefing for Head teachers  
and Governors



Relationships and sex education in schools and at home is more important than ever. It gives children and young people essential knowledge to help them stay safe and understand what is happening as they grow up. The government has been clear that high quality PSHE and age-appropriate SRE teaching are essential to keeping pupils safe and healthy, inside and outside the school gates. (Government Response: Life lessons: PSHE and SRE in schools, March 2015).



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## I | What is Relationships and Sex Education\*?

Sex and relationships education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

(Definition from the Sex Education Forum, 2015)

\*In this briefing we refer to 'relationships and sex education'. The term RSE (Relationships and Sex Education) is used by many schools and local authorities to reflect the fact that teaching about relationships is the primary objective of the subject. In 2015 the Education Select committee recommended the name of the subject be changed to Relationships and Sex Education. However the government have chosen not to change the name therefore in government guidance, the term Sex and Relationships Education (SRE) will still be used. Some schools have created their own names, for example 'growing up' in primary schools, and many schools include SRE within the broader subject of personal, social, health and economic (PSHE) education.

The important thing is that the curriculum is broad enough to cover relationships as well as the biological facts about growing up, human reproduction and sexual health. To do this primary and secondary schools need to make provision in their timetables to include SRE every year and have teachers trained to teach the subject well.



## 2 | Life-course approach to relationships and sex education

Learning about growing up, sex and relationships starts at an early age and should be built on developmentally to match the maturity of the child and their level of comprehension. All children should have the right to learn about relationships and sex education (WHO, 2014, UN Special Rapporteur, 2010)

The time-line set out to the below and overleaf maps out the key areas to be covered at each age.

### Age 3-6

At this age children start being interested in forming friendships and talking about different kinds of family. They want to know the differences between boys and girls, naming body parts, where babies come from. What areas of the body are private and who they can talk to if they are worried are also important.

### Age 7-8

At this age children can become curious about the emotional and physical changes of growing up, similarities and differences between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

### Age 9-10

At this age children start becoming interested in knowing about love and the different kinds of relationships. They will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies.

They will also be interested in knowing about how people can get diseases, (including HIV), from sex and how they can be prevented. They will also want to know who they can talk to if they want help or advice and information about growing up.

This information been updated from material originally provided in Sex Education Forum Briefing (2010) Understanding SRE  
[http://www.sexeducationforum.org.uk/media/2572/understanding\\_sre\\_2010.pdf](http://www.sexeducationforum.org.uk/media/2572/understanding_sre_2010.pdf) Used with permission.

## Between ages 11 and 13

At this age most young people will be going through puberty and will be interested in hormones, how they will be affected by them, the menstrual cycle, wet dreams, erections, fertility, pregnancy – how it can be avoided, and safer sex. They also want to know if their physical development is 'normal'.

Young teens also want to know about the difference between sexual attraction and love and what it means to be attracted/in love with someone of the same gender. Young people will be asking questions about relationships, sexual and gender identities, when is the right time to have sex, how to avoid pressure and where they can get more information if they need it, including the best websites.

## Between the ages 14–16

At this age young people want to know about different types of relationships. They may want to know about how to cope with strong feelings and how to cope with the pressures to have sex. They will be interested to know what they should expect of a partner and how to talk to them. They will need more information on contraception, sexual health and how to access services and advice. They will start to ask questions about parenthood and may like to know how they can talk to their own parents or a trusted adult.

Secondary age pupils will also be interested in other influences on sexual decision making such as the law, different cultures and religious beliefs, pornography, the media and the effects of drugs and alcohol.

Most young people will not have sexual intercourse until they are at least 16 but statistics show that about a quarter of young people will have had sexual intercourse by the time they are 16.

## Ages 16-19 and beyond

At this age young people are at the legal age of consent and many, but not all, will be in intimate relationships and will be interested to know about the challenges of long-term commitments and the qualities needed for successful loving relationships. They also need information about contraception and sexual health and how to access services.



### 3 | What does evidence tell us about relationships and sex education?

International evidence shows that young people who have a broad programme of relationships and sex education that starts early in schooling are more likely to delay having sex until they are older, use contraception and have fewer sexual partners. Local authorities in England with good quality relationships and sex education as a contributing factor have been successful in reducing rates of under-18 conceptions.

MYTH There is no evidence that Relationships and sex education works.

REALITY This is FALSE.

There is good international evidence that relationships and sex education, particularly when linked to contraceptive services, can have a positive impact on young people's knowledge and attitudes, delay sexual activity and/or reduce pregnancy rates (Kirby 2007, Macdowell et. al. 2015, Wellings et. al. 2015, SEF, 2015).

MYTH Relationships and sex education encourages early sexual experimentation.

REALITY This is FALSE.

There is no evidence to support the view that increased provision of relationships and sex education reduces the age of onset of sexual activity or increases the frequency of sex or the number of sexual partners (Kirby 2008). In fact, the evidence suggests that the opposite is true. Those who mainly learned about sex from school lessons were less likely to have had sexual intercourse before age 16, unsafe sex in the past year, or to have ever been diagnosed with a sexually transmitted infection (STI), compared with those who mainly learned from other sources Macdowell et. al. 2015, Wellings et. al. 2015).

MYTH Relationships and sex education will make children lose their innocence; they don't need this kind of information.

REALITY This is FALSE.

Children need good quality age appropriate relationships and sex education, not only to answer their questions, but also to provide balance to the range of often misleading and inappropriate messages about relationships and sex in the media and other sources. Good quality relationships and sex education provides children with factually correct information and helps them to challenge misinformation. Quality relationships and sex education is protective, especially to help younger children be safe.

MYTH The best sex education is telling young people not to have sex (to abstain). Teaching them about contraception will just encourage them to have sex.

REALITY This is FALSE.

All parents and professionals want young people to wait until they are ready to have sex. This message forms the basis of all good quality comprehensive relationships and sex education programmes. There is good evidence to show that just telling young people not to have sex, without providing them with any information about contraception is not effective in changing behaviour in the long term. Also, teaching young people about contraception does not contradict messages about delaying first sex (Kirby 2008).

MYTH: Teaching relationships and sex education is a problem for faith schools.

REALITY This is FALSE.

There are lots of examples of faith-based schools teaching high-quality relationships and sex education (see our case study on page 16).

The core values of love, respect and care promoted through the subject are often strikingly similar to the values and ethos Of a school community.

Having an open dialogue with parents and governors is key as many examples show: <http://www.sexeducationforum.org.uk/practice/faith,-values-sre.aspx>



These FAQ's have been updated from those originally provided in Sex Education Forum Briefing (2010) Understanding SRE [http://www.sexeducationforum.org.uk/media/2572/understanding\\_sre\\_2010.pdf](http://www.sexeducationforum.org.uk/media/2572/understanding_sre_2010.pdf) Used with permission.

## 4 | What is currently being taught and what do young people say about it?

The quality and quantity of relationships and sex education taught in schools varies very widely. The best schools have a broad programme with some learning every year and well trained and supported teachers. In 2013 Ofsted reported that PSHE including RSE was still not good enough and Relationships and Sex Education required improvement in over a third of schools.

It found that in primary schools this was because too much emphasis was placed on maintaining friendships and this left pupils ill-prepared for puberty, which many begin to experience before they reach secondary school, and lacking in knowledge about reproduction and how babies are born

Ofsted note that lack of age-appropriate RSE may leave young people vulnerable to inappropriate sexual behaviours and sexual exploitation, particularly if they are not taught the appropriate language, or have not developed the confidence to describe unwanted behaviours, or do not know who to go to for help.

An NUS survey (2014) of 2500 students found that a mere third of students feel they could practically apply their SRE lesson to real life, with the same amount admitting their SRE did not help their confidence.

Students reported that SRE is treated as a science lesson with puberty (87 per cent), contraception (87 per cent), sexual health (82 per cent), bodies and anatomy (75 per cent) listed as the top topics covered.

Consent was never touched upon for two thirds, with relationships covered for less than half, and not even a fifth discussed LGBT in SRE. Unsurprisingly more than a third felt their SRE did not rate positively on equality and diversity.

Involving children and young people in reviewing relationships and sex education will help to make sure provision meets their needs. The Sex Education Forum have produced two toolkits with activities that can be used in primary and secondary schools to ask pupils for their views. Resources to support involving young people are available from <http://www.sexeducationforum.org.uk/schools/young-people-involved-in-design-and-development.aspx>

“I didn’t know anything about the implant till I had it put in as school didn’t teach us that.- young woman aged 16”

“The teachers also were embarrassed... They could have done with some sort of training so they knew how to tackle and explain things better.”

“She managed to cram all the stuff we needed to know ... in year 10, which was way too late, should be in year 7 and 6.”

*Quotes from young people taken from surveys by the Sex Education Forum (2008 and 2013) and UK Youth Parliament (2007).*



## 5 | Support from parents and carers

The majority of parents and carers are very supportive of relationships and sex education. In a PSHE Association survey 88% of parents agreed that children and young people should receive age-appropriate lessons in school on relationships and sex education (PSHE Association, 2014). A further survey revealed that 88% of parents (1000 parents surveyed with children under 18) and 88% support statutory status for relationships and sex education. (PSHE Association, 2014).



All schools should consult parents and carers about what they teach and when. In some cases parents and carers have assumed that the school is teaching their child about puberty, for example, but have been disappointed to discover how little has actually been taught and how late.

Many parents and carers want to take more of a role in talking to their children about growing up, sex and relationships at home. However embarrassment, lack of knowledge, and a poor experience of their own relationships and sex education get in the way.

Parents and carers welcome support from schools in overcoming these barriers.

The Sex Education Forum has produced a guide which explains how this can be done: 'Let's work together; a practical guide for schools to involve parents and carers in sex and relationships education' (2013). Available at: <http://www.sexeducationforum.org.uk/schools/partnership-with-parents-and-carers.aspx>

### Questions for school leaders:

- Do parents know what RSE the school teaches and when?
- Is information about the PSHE curriculum including RSE published on the school website?
- Do the consultation methods we use in RSE with parents allow a wide range of parents to take part?
- Do the majority of parents support our approach to RSE and have we provided an open door for one-to-one discussions with parents?

## 6 | What are the statutory requirements?

- Sex and Relationships Education (SRE) is an important part of PSHE education (DfE, 2014). When providing SRE must have regard to the Secretary of State's guidance; this is a statutory duty. Academies do not have to provide SRE but must also have regard to Secretary of State's guidance when they do (DfE, 2013).
- All schools must publish details of their PSHE curriculum online. This includes RSE. (DfE, 2014).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science 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).

### 1. Primary Schools

Most primary schools will cover puberty and reproduction as part of the Science National Curriculum. If they choose not to cover other aspects of RSE such as relationships education they will still need to have an RSE policy in place stating this intention (Ed. Act, 1996).

### 2. Secondary Schools

Sex and Relationship Education is statutory in maintained secondary schools. (DfE 2014) & schools must teach about HIV and AIDS and sexually transmitted infections (Education Act 1996 F771)

### 3. Wellbeing

Schools have a legal duty to promote the well-being of their pupils (Education and Inspections Act 2006 Section 38) and RSE contributes to this duty.

### 4. Equality

Schools have a legal duty to promote equality (Equality Act 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying). Section 4.2 of The National Curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

### 5. School Governors

School governors are in law expected to give 'due regard' to the SRE 2000 guidance and to maintain an up to date RSE policy which must be made available to parents. (Learning and Skills Act, 2000).

### 6. Parents

Parents have a right to withdraw their children from school SRE taught outside the Science Curriculum (Education Act 1996 & Learning and Skills Act, 2000). However less than 1% of parents chose to do this.

## 7 | Key points from the guidance documents

Brook, FPA and the PSHE Association have produced additional SRE advice for schools. This document “SRE for the 21st Century” (2014) complements the SRE (2000) guidance to give up to date advice for schools in the delivery of RSE. The document can be downloaded from <http://www.sexeducationforum.org.uk/media/17706/sreadvice.pdf>

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.

Secondary schools should teach about relationships, love and care and the responsibilities of parenthood and marriage as well as sex; provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment; and ensure young people understand how the law applies to sexual relationships.

RSE should be inclusive to all students regardless of sex, sexual orientation and gender identity.

RSE can and should include reference to consent and healthy relationships, as well as exploring the impact of pornography and violence in teenage relationships.



### Questions for school leaders:

- Do we have an up-to-date policy on RSE?
- Is RSE introduced early enough at my school?
- Are the biological aspects such as puberty and reproduction adequately covered in Science?
- What do our secondary age pupils learn about HIV and AIDS?
- Does our secondary curriculum teach pupils about sexual consent?
- Do we work in partnership with the school nurse?

## 8 | Meeting Ofsted Requirements

From September 2015 the key judgement **Behaviour and Safety** has been replaced by the key judgement **Personal Development, Behaviour and Welfare**.

It is important to note that: **The judgement on overall effectiveness is likely to be inadequate where any one of the key judgements is inadequate and/or safeguarding is ineffective and/or there are any serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.**

*(Grade descriptors for overall effectiveness – School Inspection Handbook)*

Personal development, behaviour and welfare are deemed to be good if:

- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' wellbeing. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.

- The school's open culture promotes all aspects of pupils' welfare. They are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.
- Pupils use careers guidance to make choices about the next stage of their education, employment, self-employment or training.

*(Grade descriptors for personal development, behaviour and welfare – School Inspection Handbook)*

Inspectors must also evaluate the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural (SMSC) development. Paragraphs 132 to 135 of the School Inspection Handbook outline what evidence inspectors should look for when making a judgement about pupils' SMSC development

## 9 | 'Ofsted Outstanding' RSE

The table below presents the Ofsted PSHE grade descriptors (Subject inspection handbook, 2013) for a school to be rated as 'Outstanding', picking out only those points that have particular relevance to RSE provision. While these grade descriptors are no longer in use in the new Inspection framework we feel they are still useful and relevant for school staff trying to establish what Outstanding RSE should look like. The RSE hub also provides Quality Review Frameworks for schools to assess their provision and practice of RSE.

Area for inspection	'Outstanding' grade descriptors for PSHE education (Selected points correlating closely to criteria in the RSE quality review framework)
Achievement of students in PSHE education	<p>Pupils show outstanding understanding of, and commitment to, their own and others' health and wellbeing. Pupils, appropriate to their age and capability, have an excellent understanding of relationships, sexual development, sexual consent and respect. They understand extremely well how to keep themselves and others healthy and safe. Pupils know how to resist peer pressure effectively and know very well where to go to seek further help and advice if they need it. All pupils understand very well the impact of bullying on others and actively challenge all forms of bullying.</p>
Quality of teaching in PSHE education	<p>Teachers demonstrate very high levels of confidence and expertise in their specialist knowledge and in their understanding of effective learning in PSHE.</p> <p>Teachers use a very wide range of imaginative resources and strategies to stimulate students' interest and active participation.</p> <p>Teachers are confident and skilled in discussing sensitive and/or controversial issues. Effective discussion is a very strong feature; pupils are encouraged to investigate, express opinions and listen to others.</p>

## The curriculum in PSHE education

The imaginative and stimulating PSHE curriculum is skilfully designed to match the full range of pupils' needs, interests and aspirations and to ensure highly effective continuity and progression in their learning across all key stages. The programme is explicit, comprehensive and coherent. The statutory elements of sex and relationships education (SRE) are fully met. Local data is fully taken into account when planning. Pupils and teachers are fully engaged in influencing the content and evaluating the quality of the curriculum.

## Leadership and management of PSHE education

Leadership is informed by a high level of PSHE expertise and vision.

The subject is very well resourced in terms of curriculum time, staff training, management time and the use of external services and materials.

Statutory requirements in SRE are fully met. The monitoring of teaching and learning in PSHE is rigorous; subject reviews, self-evaluation and improvement planning are well informed by current best practice.

There are highly effective strategies to share good practice and secure high quality professional development.

Very strong links exist with partner schools, parents, carers and external agencies to reinforce the very high standard of PSHE education.

## 10 | Case study - Good quality relationships and sex education in a Catholic primary school

Christ the King is a Catholic primary school in an area of high deprivation in Bristol. Five years ago the head teacher realised that the one-off talk on puberty given to pupils in the final year of school fell short of meeting pupil needs.

The head teacher was supported by a local authority relationships and sex education advisor with information about the evidence in support of relationships and sex education and how to go about introducing a comprehensive programme running from Reception to Year 6.

The head teacher communicated her clear vision about the programme to staff, parents and governors, with support from the local Parish Priest. Staff received one-to-one support from an experienced staff member to boost their confidence in teaching the new materials and there were several discussion opportunities with parents in groups and individually.

Six years later the new relationships and sex education programme has enhanced the school ethos of respectful behaviour and compassion for others. By the time pupils leave the school they are prepared for growing up, able to talk accurately and sensibly about relationships and sex, know their rights to say “no” to unwanted sexual contact and how to get help if they need it.



## 11 | Governors – what you can do to support good quality RSE in your school

As a governor you have a key role in ensuring that RSE is of a high quality and meets the needs of children, young people and the community the school serves. It is the responsibility of the school governors to ensure that the RSE policy is up-to-date and fit for purpose. But good governance goes beyond this role, asking for more information, explanation or clarification and seeking the views of pupils and parents (Ofsted 2011). In this way governors contribute to school improvement and provide a healthy level of challenge. Some governing bodies may choose to give one governor lead responsibility for RSE but aspects of RSE should be shared across the governing body when decisions are being made. T

Governors can be supported in their role by the provision of training on RSE by the local authority and also by having opportunities to network with each other, for example, at annual governor conferences and through local governors associations.

## Questions for school governors to ask:

### Meeting statutory requirements

- Does our provision fulfil statutory requirements?
- Has the school policy been regularly reviewed and does it reflect existing practice?
- Does the RSE programme reflect current guidance and curricular expectations?

### Meeting pupil needs

- Are children and young people regularly consulted about RSE and have their views been taken into account?
- Is RSE meeting the needs of all pupils, for example, girls as well as boys, LGBT young people and looked after children?

### Resources and support within the school

- Is there adequate time for RSE in the curriculum?
- What training have teachers had, is this adequate?
- Do teachers have sufficient and appropriate resources?

### Parents and RSE

- How does the school communicate with parents about RSE? How often? When?
- How many pupils are withdrawn from RSE by their parents, why are they withdrawn and what kind of dialogue has the school had with parents?
- What can we, as a school, do to minimise withdrawal?
- How is the school supporting parents who have withdrawn to fulfil their responsibility in giving their child RSE at home?



## I2 | Head teachers – what you can do to support good quality RSE in your school?

As a head teacher or senior manager in a school, you have a critical position in demonstrating confidence about the benefits of RSE and in bringing others on board. Your influence in shaping the school ethos and creating a culture of openness will make it easier for parents, governors, staff and pupils to communicate constructively about RSE. You can demonstrate your leadership through:

### **School culture and ethos**

- Giving RSE appropriate status, for example, by encouraging learning from RSE to be shared outside the classroom, through assemblies and displays
- Actively inviting pupils to give their views about how well RSE provision is meeting their needs and then listening and responding to those views
- Articulating how your PSHE Education programme complements the school values and ethos
- Ensuring that the Science department fulfils their responsibilities in teaching those parts of RSE that are statutory within the National Curriculum Science

### **Appropriate staffing**

- Assigning the role of PSHE Education coordinator with adequate status and support
- Supporting staff attendance at PSHE Education training
- Supporting trained staff to cascade learning to others through observation, modelling and shadowing

### **Communications with parents and the local community**

- Including information about RSE in school communications, e.g. newsletter and website
- Having an open door to parents who want to discuss RSE provision
- Explaining the contribution that RSE makes to pupil safety, health and wellbeing
- Knowing how many parents (if any) have chosen to withdraw their children from RSE and understanding why

## Questions for school leaders:

- Are teachers able to challenge discrimination both in and out of the classroom?
- Is there enough focus on values such as respect and equality in RSE or is the focus purely on biology?
- Is RSE in our school meeting the needs of girls and boys and inclusive in terms of gender and sexual orientation?
- Are we meeting the RSE needs of pupils with low attainment and SEN?
- Does the school invest in RSE and recognise the impact that good quality RSE can have on attainment, behaviour and health outcomes?
- Do you feel equipped to champion this area of work?

## 13 | Case Study- Reviewing the quality of RSE using the RSE Hub's Quality Review Framework

The RSE Hub has developed a range of Quality Review Frameworks for primary, secondary and special schools. The framework s allows schools to assess their provision against a detailed set of criteria as part of a self or peer review process.

The review frameworks are designed to combine a searching and constructive scrutiny of RSE provision and delivery in each individual school with the opportunity for schools to share and learn together, the process aims to add value to the experience of RSE for all young people.

The review criteria are divided into core and quality standards for RSE. The core criteria being the absolute minimum standard that all schools should expect to meet, and the quality standards being the benchmark of excellent RSE provision/

The quality standards are grouped under the five headings of 'Leadership and Management', 'The Teaching Team', 'Learning and Teaching' 'The Learning Community', which covers all aspects of RSE provision, and all are cross-referenced to relevant national guidance and legislation.

The Quality Review Frameworks have been made available as an editable electronic word document that can be saved, edited and revisited each year. They also provide a full set of action plans

Schools Involved in the found the review process have found it a positive and constructive experience. They particularly valued opportunities to visit and learn from each other In a peer review , establishing a genuinely supportive working partnership which the schools plan to maintain in the future.

Quality reviews and peer reviews are currently being undertaken in schools across Brighton and Hove, Torbay, Cornwall and many other areas and the RSE Hub can offer further in-depth support to schools wishing to carry out self or peer reviews in their school.

"I enjoyed it! A thoroughly enjoyable and useful experience."  
"I learnt a lot about RSE provision at secondary schools which has been invaluable."  
"I thought it was excellent"



## 14 | Can we get support from outside agencies?



Schools often work closely with their school nurse and have traditionally been able to access support and training free of charge from local authorities, and some voluntary sector agencies. Whilst some areas still have this support available; in many areas schools will now need to commission these services from the Local Authority or other outside agencies. Outside agencies are able to support the school to assess needs, talk with parents, develop and plan policy and provision, and provide training and ongoing support. For more useful information please see the RSE hub's top tips on working on external visitors [http://www.rsehub.org.uk/educators/top-tips/for-leaders-of-rse/top-tips-on-working-with-outside-speakers-\(1\)/](http://www.rsehub.org.uk/educators/top-tips/for-leaders-of-rse/top-tips-on-working-with-outside-speakers-(1)/)

There are schools delivering good quality RSE in every local authority. Find out who they are. Visiting or talking to other head teachers can help you get a picture of what good RSE looks like.

With increasing confidence about the benefits of RSE in your school you can also support other schools, for example, by inviting local head teachers to visit, sharing information about your programme at local head teacher meetings, and taking part in peer reviews.

The government have been clear “We want teachers to be free to address the topics most relevant for their pupils, drawing on good practice and advice from professional organisations. Schools are free to use the organisations and resources they choose and we encourage organisations to develop guidance for schools in the areas of their expertise.” (DfE 2013). The RSE Hub believes we are an obvious choice to support schools with all aspects of RSE delivery.



## 15 | More information and support

### What is the RSE Hub?

The **RSE Hub** exists to provide relevant credible and useful support for educators in all aspects of Relationships and Sex Education (RSE) in order to strengthen the quality and consistency of RSE across the UK.

We offer quality assurance, expert advice and guidance, training and resources on all aspects of Relationships & Sex Education.

Please visit the RSE Hub website at **[www.rsehub.org.uk](http://www.rsehub.org.uk)** for further information or email **[info@rsehub.org.uk](mailto:info@rsehub.org.uk)** or tweet us **@TheRSEHub**

### Other useful organisations

**Brook** – the UK's leading sexual health charity for young people under 25.  
**[www.brook.org.uk](http://www.brook.org.uk)**

**PSHE Association** - Membership organisation for PSHE Teachers.  
**<https://www.pshe-association.org.uk/>**

**Sex Education Forum** – a membership organisation that works together with its members for quality sex and relationships education.  
**[www.sexeducationforum.org.uk](http://www.sexeducationforum.org.uk)**

**Family Planning Association** – a UK registered charity working to enable people to make informed choices about sex and to enjoy sexual health.  
**[www.fpa.org.uk](http://www.fpa.org.uk)**



## Appendix - References and additional reading

### **Brook, PSHE Association and Sex Education Forum**

(2014): Sex and Relationships Education for the 21st Century  
<http://www.pshe-association.org.uk/uploads/media/17/7910.pdf>

**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** (2014) Mandatory Reporting Timeline for Schools  
<http://www.education.gov.uk/schools/toolsandinitiatives/cuttingburdens/b00216133/need-to-know-schools/mandatory>

**Department for Education** (2014) The National Curriculum in England Framework document

**Department for Health** (2013) A Framework for Sexual Health Improvement in England. Crown Copyright.

**Department for Education** (2015) Government Response: Life lessons: PSHE and SRE in schools  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_t\\_data/file/446038/50742\\_Cm\\_9121\\_Web.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_t_data/file/446038/50742_Cm_9121_Web.pdf)

**Education Select committee** (2015) Education - Fifth Report Life lessons: PSHE and SRE in schools.  
<http://www.publications.parliament.uk/pa/cm201415/cmselect/cmec/uc/145/14502.htm>

**Durex, NAHT, NCPTA, NGA** (2010) Sex and Relationship Education: Views from teachers, parents and governors  
<http://www.durexhcp.co.uk/downloads/SRE-report.pdf>

**Education Act** (1996), Section 407

**Education and Inspections Act** (2006) Section 38

**Kirby, D** (2007) Emerging Answers 2007: Research Findings on Programs to Reduce Teen Pregnancy and Sexually Transmitted Diseases. Washington, DC: National Campaign to Prevent Teen and Unplanned Pregnancy.

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Briefing updated in September 2015 from original 2013 Heads and Governors  
Briefing produced in partnership with the Sex Education Forum (SEF).



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