



**Bath & North East Somerset Public
Health Programme in Schools**

**Relationships and Sex Education
Best Practice Audit
for Secondary Schools**

**Completed June 2021
Updated November 2021
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Stone**

Why is supporting relationships and sex education important?

Good RSE for children and young people:

- ✓ Is learning about the emotional, social and physical aspects of growing up: relationships, sex, human sexuality and sexual health
- ✓ Is tailored according to the age and physical and emotional maturity of the children and young people it is delivered to
- ✓ Enables children and young people to have safe, fulfilling relationships, to enjoy their sexuality and take responsibility for their sexual health and wellbeing
- ✓ Equips children and young people with skills, understanding and confidence to cope with the wider pressure and challenges of modern society
- ✓ Facilitates learning about friendships and family in and develops skills such as listening, negotiation and decision making
- ✓ Helps promote an open and honest culture around relationships and sexual health, which reduces stigma and discrimination

Positive, healthy relationships are a major component of the wellbeing of the whole population and of wider society.

There is a strong association between poor sexual health and other risk behaviours, and poor sexual health is often concentrated in many vulnerable and marginalised communities. By seeking to improve relationships and sexual health outcomes, those wider determinants of health and inequalities can also be identified and addressed

Guidance for completing your audit

In 2017 the [Sex Education Forum identified 12 key evidence-based principles to offer good quality RSE](#). These principles have been into this audit tool.

It is suggested that this audit is updated at least every 3 years in line with national guidance reviews

Based on this example of good practice the following audit enables you to judge how you are delivering positive relationships and sex education as well as relevant physical health education for your school. For each criterion you can grade your performance as 'red', 'amber' or 'green'.

Add evidence of how you are meeting the criterion at your chosen level in the evidence box. If there are gaps, visit the [Public Health Programme](#) pages on the B&NES schools' Hub to find links to sources of further information and support

We strongly recommend that schools become members of the PSHE Association and Sex Education Forum which provide a range of up to date, good practice resources.

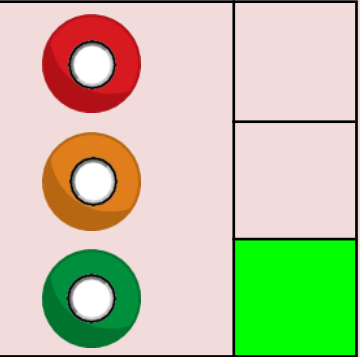
You may also like to cross reference your evidence against the most recent **Ofsted School Inspection** handbook. These can be found at the end of this audit

Relationship and Sex Education: Audit of best practice

This best practice audit is based on, [Relationships and Sex Education and Health Education \(RSHE\) Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers](#). It specifically addresses those elements of this guidance that relate to relationships, physical health and sexual development

Criteria	Best practice / green level	School evidence (insert)
1. Leadership and management are visibly committed to relationships and sex education	<p>1.1 The governing body and senior leadership team give RSHE high status within the school by ensuring there is:</p> <ul style="list-style-type: none"> - a named governor for RSHE - a named RSHE lead who has appropriate seniority, time and leadership 	<p>Govs: Amy Merry PSHE & Andrew Snee Safeguarding</p> <p>RSHE Lead: Gemma Stone SLT: Danielle West-Gaul</p>
	<p>1.2 An RSHE policy has been agreed by governors and staff in consultation with pupils, parents and carers and this is reviewed regularly in line with national</p>	<p>MAT wide policy - parents sign posted to MAT website.</p>

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<p>School judgement (tick as required)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">  </div>	guidance.	Parents are consulted on Curriculum content through newsletter, parents meetings & website.
	1.3 RSHE provision is embedded in mainstream school planning such as through the School Development Plan, and the agenda of the governing body	SIP has new requirements addressed 2020/2021 RSHE 2021/2022 on PSHE action plan RSHE is embedded within our PSHE curriculum. See JIGSAW map. Headteacher termly report to Gobs includes updates linked to RSHE. Curriculum link Gobs meetings termly.
	1.4 RSHE provision is planned across all age ranges ensuring pupils' entitlement to RSHE is guaranteed	PSHE is planned in all Year groups - see JIGSAW map.
	1.5 The school's prospectus and public documents such as newsletters and websites reflect and support the school's	Newsletter - regular updates and reminders about the RSHE curriculum.




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	<p>approach to RSHE including the RSHE policy, approach, content and parent/carer rights</p>	<p>Designated area of the website with approach and content.</p>
	<p>1.6 A working partnership between primary and secondary schools is in place to promote cross-phase continuity and progression in pupils experience of RSHE</p>	<p>Part of a MAT with strong links.</p> <p>Subject specific training and moderation completed with MAT schools.</p> <p>MyConcern</p>
	<p>1.7 A working partnership with local sexual health and social and family support services is in place which allows these services to be fully represented in the teaching programme. Pupil's access to them is facilitated and encouraged</p>	<p>Off the Record - LGBTQ+</p> <p>Training on equalities and inclusion with Lucy Rae (Consultant)</p> <p>School Nurse</p> <p>Connecting Families</p> <p>Family support workers</p> <p>Adult Social Care</p> <p>Brighter Futures</p>
<p>Actions required to move forward Consider what you want to improve, by when,</p>	<p>Review the units after our first year of teaching the new JIGSAW unit - July 2021</p> <p style="text-align: center;">- Induction training for all new teaching staff - Oct 2021</p>	

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who will lead it and how you will measure success	- Whole school RSHE training - Jan 2022
Sources of information and support	Public Health Programme RSHE Resources; www.safebanes.com ; See national guidance to support RSHE

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Criteria	Best practice / green level	School evidence (insert)
<p style="text-align: center;">2. School ethos and environment</p> <p style="text-align: center;">Demonstrating respect and value of diversity</p> <p>School judgement (tick as required)</p> <div style="display: flex; align-items: center; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;"> <div style="text-align: center; margin-bottom: 10px;"></div> <div style="text-align: center; margin-bottom: 10px;"></div> <div style="text-align: center;"></div> </div> <div style="border: 1px solid black; width: 50px; height: 100px; position: relative;"> <div style="position: absolute; top: 0; width: 100%; height: 30px; background-color: #f2d2d2;"></div> <div style="position: absolute; top: 30px; width: 100%; height: 30px; background-color: #f2d2d2;"></div> <div style="position: absolute; top: 60px; width: 100%; height: 40px; background-color: #00ff00;"></div> </div> </div>		



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		<ul style="list-style-type: none">• Providing a warm, welcoming and safe school in which each member is valued as a unique individual <p>Behaviour policy is based around the building and repairing of relationships. Ready, Respectful & Caring are the three overarching rules.</p> <p>Assemblies focus on building healthy relationships.</p> <p>Thrive Practitioner - lead practitioner training complete.</p> <p>Behaviour Wall - whole school behaviour training.</p> <p>ELSA - Trained practitioner</p>
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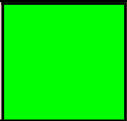
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	<p>2.3 RSHE complies with relevant requirements of the Equality Act 2010 ensuring it does not discriminate against pupils or their families because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation</p>	<p>Our PSHE scheme (JIGSAW) covers the age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity within its resources for learning. These are now called ‘protected characteristics’.</p>
	<p>2.4 The school's processes for PR and communication with local media promote positive messages about RSHE provision and help to avoid and correct misconceptions</p>	<p>Anti-bullying week Wellbeing week Facebook page Website</p>
<p>Actions required to move forward Consider what you want to improve, by when, who will lead it and how you will measure success</p>	<ul style="list-style-type: none"> - Summer 2021 - Library reflects Black History through the use of story - November 2021 - Update books to reflect modern day families. 	
<p>Sources of information and support</p>	<p>Public Health Programme RSHE Resources; www.safebanes.com; See national guidance to support RSHE</p>	

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Criteria	Best practice / green level	School evidence (insert)
<p style="text-align: center;">3. Curriculum, teaching and learning</p> <p>School judgement (tick as required)</p> <div style="display: flex; align-items: center; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;"> <div style="text-align: center; margin-bottom: 10px;">  </div> <div style="text-align: center;">  </div> </div> <div style="border: 1px solid black; width: 50px; height: 50px; margin-left: 10px;"> <div style="border-bottom: 1px solid black; height: 25px;"></div> <div style="height: 25px;"></div> </div> </div>	<p>3.1 RSHE is taught in line with clear schemes of work in both PSHE and Science which ensure age-appropriate learning and development. These will incorporate the statutory requirements set out within both: -</p> <p>Relationships</p> <ul style="list-style-type: none"> - Education, Relationships and Sex Education (RSHE) and Health Education <p style="padding-left: 40px;">Statutory guidance</p> <ul style="list-style-type: none"> - National Curriculum for Science 	<p>JIGSAW scheme is followed across the school. This includes statutory requirements for sex and relationships / physical health and wellbeing and science education.</p> <p>Thrive online profiling for all classes and actions plans set to support the Social and Emotional needs of children.</p> <p>PSHE & Science progression maps document the coverage of national curriculum expectations inline with current statutory guidance.</p>

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  <p>3. Curriculum, teaching and learning</p>	<p>3.2 Consistent care is taken to create a safe and positive learning environment for RSHE by setting ground rules and by clarifying the limits of confidentiality that teachers can offer</p>	<p>JIGSAW charter is used at the start of all PSHE/RSHE sessions and displayed in classrooms.</p> <p>Wellbeing Team - triage referrals made from staff team.</p>
	<p>3.3 RSHE is taught with varied, active and experiential approaches, and includes scope for pupils to ask questions and learn by enquiry</p>	<p>The scheme lends itself to a range of approaches and teaching styles including mindfulness.</p>
	<p>3.4 Teachers employ varied and appropriate groupings for RSHE lessons, including single sex groups where appropriate</p>	<p>Decisions made dependent on cohort and teachers each year.</p>
	<p>3.5 RSHE teaching is supported by a range of good quality resources that are appropriate to pupil's age, maturity and background, and reflect diversity</p>	<p>JIGSAW - very up to date. Resources and teaching content cover protective characteristics across the year groups.</p>

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3. Curriculum, teaching and learning	<p>3.6 RSHE lessons support pupils in developing their own moral values within a framework of understanding the law and cultural value</p>	<p>Connect us, Calm me, Open my mind, Tell me or show me, Let me learn, Help me reflect - teaching cycle</p> <p>Assemblies and curriculum coverage promotes moral values.</p> <p>SMSC overview.</p>
	<p>3.7 RSHE lessons enable pupils to explore sensitive and controversial issues, and to understand and respect the range of views people may hold about them</p>	<p>JIGSAW is very current and delivered so that children develop age-appropriate knowledge and understanding during their time at the school. See Jigsaw map</p> <p>Assemblies and curriculum coverage</p> <p>Themed weeks: Wellbeing week Anti-bullying week Say no to racism workshops LGBTQ+ themed assembly week Black History</p>

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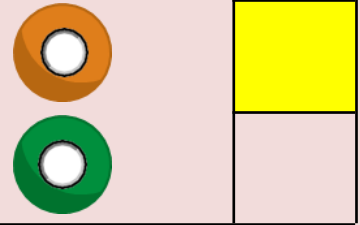
	<p>3.8 Colleagues from external agencies, such as school nursing contribute in a planned, integrated and quality-assured way to the RSHE programme</p>	<p>National Stephen Lawrence Day</p> <p>Off the Record - LGBTQ+ Training on equalities and inclusion with Lucy Rae (Consultant)</p> <p>School Nurse</p> <p>Connecting Families</p> <p>Family support workers</p> <p>Adult Social Care</p> <p>Brighter Futures</p>
	<p>3.9 At the point at which the school considers it appropriate to teach their pupils about LGBT, this is fully integrated into the programmes of study rather than delivered as a standalone unit or lesson</p>	<p>See Jigsaw map</p> <p>Off the Record - LGBTQ+ Training on equalities and inclusion with Lucy Rae (Consultant)</p> <p>Updated uniform requirements</p> <p>Worked on gender bias and created safe space.</p> <p>Updated reading content throughout the school.</p>
<p>Actions required to move forward Consider what you want to improve, by when,</p>	<ul style="list-style-type: none"> - Create child friendly safeguarding and wellbeing posters to guide children on support networks in school. 	

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who will lead it and how you will measure success	
Sources of information and support	Public Health Programme RSHE Resources; www.safebanes.com ; See national guidance to support RSHE

Criteria	Best practice / green level	School evidence (insert)
<p style="text-align: center;">4. Pupil voice</p> <p>School judgement (tick as required)</p> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;"> <input checked="" type="radio"/> </div> <div style="border: 1px solid black; width: 30px; height: 30px; margin-left: 10px;"></div> </div>	<p>4.1 Consistent strategies are used to give pupils a voice and genuine influence in the planning, evaluation and development of RSHE provision</p> <p>4.2 Strategies are in place to ensure the RSHE learning programme is responsive to the needs of pupils, including the monitoring of local data and issues raised through school nursing and other</p>	<p>Pupil conferencing takes place - Nov 2021 focus on safe spaces.</p> <p>School council provides pupil voice around the year.</p> <p>Wellbeing Team - triage concerns raised by children and implement actions at class and whole school level.</p> <p>Individual Thrive assessments</p>

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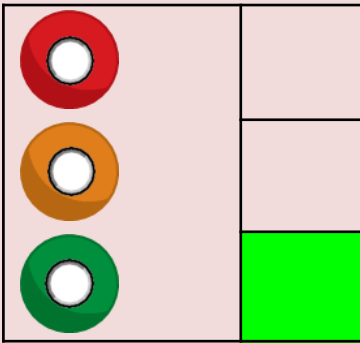
	services	<p>Whole Class thrive profiling with action plans for teachers to promote the individual needs of children.</p> <p>Safeguarding updates are responsive to national and local issues raised - e.g. peer on peer abuse.</p>
	<p>4.3 The diverse experiences of pupils, such as Looked After Children and those with special educational needs and disabilities, are acknowledged and their RSHE needs met</p>	<p>Planned for through curriculum maps, SMSC overview and trips/visitors.</p> <p>PP provision maps.</p> <p>PP cultural capital - organised trips and visits. Pupil voice influences clubs.</p>
<p>Actions required to move forward Consider what you want to improve, by when, who will lead it and how you will measure success</p>	<p>Continue to provide opportunities to increase the cultural capital for our disadvantaged pupils - DHT</p>	

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Sources of information and support

[Public Health Programme](#) RSHE Resources; www.safebanes.com; See national guidance to support RSHE













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<p style="text-align: center;">5. Staff development</p> <p>School judgement (tick as required)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">  </div>	<p>5.1 All teachers of RSHE are committed to teaching the subject and have the necessary confidence, subject knowledge and classroom skills to deal with subject topics that can be sensitive, stigmatised and personal</p>	<p>Staff training in house - Jigsaw (PDM timetable)</p> <p>GS BANES Training - Judy Allies</p> <p>Webinar sent to all staff and link Govs</p> <p>Induction for all new staff - Oct 2021</p> <p>Lucy Rae - whole school training on equality and inclusion.</p> <p>INSET day Jan 2022 based on RSHE</p>
	<p>5.2 Personal development is available to all staff who contribute towards the RSHE agenda, and as a minimum, all core members of the teaching team have attended relevant training</p>	<p>See above</p>

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	5.3 Strong links are in place between the teaching team and the pastoral team to enable identification of issues that need to be addressed in lessons. Appropriate referral pathways for pupils are in place if required	<p>PSHE lead is the Well-being lead so referrals can be directly made to the team.</p> <p>Play therapy Movement therapy Theraplay Thrive (previously REST) ELSA Forest School Bath Rugby - Mindset Matters JIGSAW - Mindful approach</p>
Actions required to move forward Consider what you want to improve, by when, who will lead it and how you will measure success	Type here	
Sources of information and support	Public Health Programme RSHE Resources; See national guidance to support RSHE	

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Criteria	Best practice / green level	School evidence (insert)						
<p>6. Identifying need and monitoring impact</p> <p>School judgement (tick as required)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"></td> <td style="width: 50%;"></td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> </table> </div>							<p>6.1 Local and school level data for example the School Health Education (SHEU) survey results about, sexual health, wellbeing and relationships is accessed, analysed and used to influence practice and provision</p>	<p>SHEU survey results used to raise needs and influence SIP.</p> <p>Monitoring cycle</p> <p>Gov & Headteacher evaluation process</p> <p>This Audit!</p> <p>JIGSAW audit</p>
								
								
								

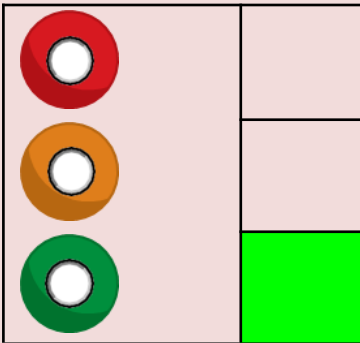
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	<p>6.2 Curriculum and interventions are evaluated to assess impact and direct future development</p>	<p>Thrive class profiling - action plans created and updated each long term (3 times a year).</p> <p>REST</p> <p>SEND & PP provision mapping termly.</p> <p>Monitoring cycle.</p>
	<p>6.3 Learning in RSHE is underpinned by a structured and consistent approach to assessing and recording pupil's progress, including meaningful reporting to parents</p>	<p>JIGSAW scheme includes assessment points.</p> <p>Thrive profiling - creates and evaluates progress and impact.</p>
<p>Actions required to move forward Consider what you want to improve, by when, who will lead it and how you</p>	<p>Improve assessment approach to PSHE</p>	

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will measure success	
Sources of information and support	Public Health Programme RSHE Resources. See National guidance / teaching & learning

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<p style="text-align: center;">7. Working with parents and carers</p> <p>School judgement (tick as required)</p> <div style="display: flex; align-items: center;">  </div>	<p>7.1 Parents and carers are regularly consulted when planning and delivering RSHE. This includes providing up to date information on the school's policy, what will be taught and when, with opportunities to ask questions about the school's approach</p>	<p>Newsletters used to signpost parents to teaching and learning</p> <p>Website highlights content and information about RSHE is school.</p> <p>MAT Policy & Website</p> <p>Actions plans shared with parents.</p> <p>Annual parent meetings and newsletters the term prior to specific RSHE content/teaching.</p>
	<p>7.2 RSHE is seen as a partnership between school and home with support provided to help parents and carers in managing conversations with their children on RSHE issues</p>	<p>See above</p> <p>Parent guides and advice on website.</p> <p>Termly safeguarding newsletter.</p>

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		Weekly wellbeing newsletters during COVID Wellbeing section on newsletter.
	7.3 Parents and carers are regularly reminded of their rights to excuse their child from those elements of RSHE that are not statutory and for appropriate alternative arrangements to be made in this event	Notices given on newsletters and during parent meetings.
Actions required to move forward Consider what you want to improve, by when, who will lead it and how you will measure success		
Sources of information and support	Public Health Programme RSHE Resources. See working with parents and carers	

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Criteria	Best practice / green level	School evidence (insert)
8. Targeted support	8.1 Pupils understand where they can access help and support both in and outside of school through prominent information and sign posting (i.e. posters / school planners / website etc.)	Wellbeing Team Thrive
	8.2 All staff are aware of the value of listening to pupils in distress and are supported to help a pupil who approaches them for help whilst maintaining safeguarding and child protection procedures	Safeguarding training & updates Behaviour approach - restorative reflection. Built into our everyday practice. Meet and greet every child daily. SLT on gates and doors each day. Circle time
	8.3 All staff are aware of when and to whom (e.g. nominated member of staff) a pupil	YES - for all the reasons documented this is well embedded.

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	<p>should be referred if health and wellbeing problems are escalating or causing concern</p>	
	<p>8.4 On-site health support and drop-in services include specific sexual health provision and allow messages conveyed in the classroom to be replicated in the advice and support available for pupils</p>	<p>External support sought as and when required.</p>
<p>Actions required to move forward Consider what you want to improve, by when, who will lead it and how you will measure success</p>	<p>Wellbeing champions and child friendly posters</p>	
<p>Sources of information and support</p>	<p>Public Health Programme RSHE Resources; www.safebanes.com; See national sources of support and information</p>	