



A healthy relationship is a relationship with friends, family or loved ones that is built on a solid foundation of respect, honesty, communication and trust.

Sex and Relationship Education Project Pack

Background

The main purpose of this project pack is to provide Plymouth schools with a resource that enables them to understand their own progress towards a whole school approach to healthy relationships education. The pack includes;

- Whole school approach audit (PSHE Association)
- Quality assurance framework (designed by Young People)
- Access to a bank of quality assured resources
- Link to staff training materials

Drivers

The contents of this pack, utilised as intended, will provide the Plymouth Safeguarding Children's Board and the Safer Plymouth Board with assurance that children and young people are receiving quality assured healthy relationships education. The resource pack enables schools to respond to the needs of their own school community by providing flexibility in what is delivered. In addition, the framework enables schools to undertake quality assurance of resources and ensure delivery is in line with core themes identified by young people.

Schools report their concerns for children in relation to their understanding of healthy relationships and this links to current trends being seen in schools such as peer on peer abuse, harmful sexual behaviour, and sexting. With RSE becoming statutory in September 2020, this pack provides the opportunity for schools to start developing their own bank of quality assured resources and upskilling staff to have knowledge, and more importantly, the confidence to deliver healthy relationships education.

Young People have told us their experience of healthy relationships education is varied. Healthy relationships awareness is experienced in the main as being focused on sex education delivered as a one-off session via an assembly or tutor group. Evidence of good practice with regular timetable slots are infrequent.

Under the Children and Social Work Act 2017, the government committed to making relationships education (primary) and relationships and sex education (secondary) statutory in all schools, including LA maintained schools, academies, free schools and independent schools. All schools will be required to have relationships education/RSE in place and a relationships and sex education policy by September 2020.

What we did

The EMPOWER Plymouth project undertook a robust literature and evidence review, used intelligence gathered from teaching staff and worked with children and young people to understand what 'good' would look like. The details are available in the year one report (please request from plymouth.servicecentre@nspcc.org.uk). The main findings and recommendations that have informed this resource pack are:

- A whole school approach to healthy relationships work is adopted
- Schools undertake a self-assessment linked to evidencing their whole school approach to Healthy Relationships to inform individual school and strategic strengths and gaps.
- All activity undertaken in schools should be quality assured

- Development of a bank of existing resources

Important themes for delivery of interventions:

- Confidence in delivery
- Relevance
- Keeping it real
- Interesting and interactive
- Wrap around support

How the pack works

Audit – as per the PSHE Association recommendations, healthy relationships education needs to be embedded as part of the wider PSHE curriculum. Schools can then develop an action plan based on Areas of Focus to build on work currently undertaken and use the resource bank where appropriate. The pack contains the link to the ‘roadmap’ to prepare for statutory RSE with links to a whole school approach audit. It is important to note the EMPOWER Plymouth Advisory Board recommended schools provide a narrative to evidence how they meet the RAG rating, and this version is included within this document.

Quality Assurance Framework – this has been developed by bringing together the PSHE Association evidence based principles with the key themes identified by Plymouth young people. This work enables schools to use good practice along with local evidence from young people to ensure resources used meet both quality standards. Guidance on what the 5 key themes mean and a quality assurance framework are included. The intention is that schools will quality assure resources by cross referencing to what extent in positives and negatives, each resource fits with the quality standards. The sharing of the quality assured resources will enable best practice to benefit all Plymouth children and young people.

Resource Bank – The information provided in this pack is intended to provide an overview of the types of resources available. A number of resources have been quality assured by young people (in 2018) who are satisfied they meet their own 5 key themes and those of the PSHE Association.

Staff training – The EMPOWER Plymouth group have created a media training tool that can be supported with face to face delivery from a staff member and EMPOWER group member (availability dependent). The aim of the media training is to build confidence of staff to talk with pupils about relationship and sex education. The link to the resource is available as part of the resource bank.

EMPOWER

AUDIT TOOL INTRODUCTION



The self-assessment tool is an aide for schools, created by the Sex Education Forum, that will enable the compilation of data that already exists within your school to evidence to what extent there is a whole school approach to healthy relationships education.

Each tool is to be completed by the PHSE lead or Pastoral staff with direction from Senior Management and Teaching staff. The EMPOWER Plymouth Advisory Board recommends evidence is provided in relation to each section completed.

Schools are invited to RAG rate their current delivery against standards themselves. Support is available via the EMPOWER project team on completion and evidence. Completed audits can be submitted to the EMPOWER team for a critical review and support to develop Areas of Focus.

The EMPOWER project team will use evidence from completed audits to inform strategic partners such as the PSCB and Safer Plymouth about the good practice, gaps and opportunities (please note that no individual school information will be shared).

Please ensure that upon Completion the Audit is signed off and agreed by The Headteacher of the School.

Any queries or if you require support or guidance for completion Contact the EMPOWER Plymouth team via: plymouth.servicecentre@nspcc.org.uk

To access the roadmap <http://www.sexeducationforum.org.uk/resources/whole-school-approach-rse-audit-tool>

The original audit tool with cover sheet can be found at:

<http://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Whole%20School%20Approach%202.0%200.pdf>

The amended audit tool (with space for narrative to evidence compliance) is on the following pages.

Success criteria	Rating		
Leadership, management and managing change			
The head and senior leaders give RSE high status within the school.			
There is clear senior management support for the RSE or PSHE lead.			
There is a named governor for RSE.			
Narrative/Evidence:			
Policy development			
The school has a RSE policy agreed by governors and staff that has involved consultation with pupils and parents, and which is regularly reviewed.			
The policy links to and is consistent with other policies in the school			
Narrative/Evidence:			
Curriculum planning and resource, including working with external agencies			
RSE is an identifiable part of the PSHE education curriculum, which has planned, timetabled lessons across all Key Stages.			
Visitors are used to support and enhance RSE not to excuse school staff from teaching it.			
Resources are carefully selected for their suitability and reviewed for effectiveness once in use.			
Narrative/Evidence:			

Teaching and learning			
A variety of teaching and learning strategies are used, which encourage participation, with opportunities for pupils to develop critical thinking and relationship skills.			
Pupils feel safe in RSE lessons, for example through use of group agreements.			
RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident.			
Narrative/Evidence:			
School culture and environment			
The school ensures that RSE is embedded in the school's values and moral			
Narrative/Evidence:			
Giving pupils a voice			
All pupils are given opportunities to comment on RSE policy and practice in the school and their views contribute to curriculum planning and evaluation of effectiveness.			
The diverse experiences of pupils, such as Looked After Children and those with special educational needs and disabilities, are acknowledged and their RSE needs met.			
Narrative/Evidence:			
Provision of pupils' support services			
The school keeps up to date with local health and advice services and provides clear access to information about them for pupils.			
Where appropriate the school offers school-based drop-ins and other support services for pupils.			
Narrative/Evidence:			

Staff professional development needs, health and welfare

The school ensures teachers, governors and support staff receive appropriate CPD, INSET and on-going support.



RSE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget.



Narrative/Evidence:

Partnerships with parents, carers and local communities

The school recognises that parents and carers are crucial to the success of the RSE programme and gives them regular information about what is provided and accessible opportunities to comment on policy and practice.



Information is provided to support parents and carers in fulfilling their role as educators about relationships and sex at home.



Narrative/Evidence:

Assessing, recording and reporting pupils' achievement

Assessment opportunities are built into the RSE lessons and programme.



RSE is assessed on skills and attributes as well as on knowledge.



Part of the assessment involves pupils being asked to reflect on their work and learning.



Parents receive information about pupils' learning in RSE.



Narrative/Evidence:

EMPOWER quality assurance framework



The quality assurance framework includes:

- Quality assurance checklist
- EMPOWER quality assurance table - bringing together PSHE quality standards and key themes
- Definitions of the 5 key themes from young people

The check list should be completed using the quality assurance table as the baseline evidence required. Evidence on positives and negatives should include references to the table.

EMPOWER QUALITY ASSURANCE CHECKLIST



Name of resource:

Key Stage groups to be used for:

Date completed:

Name and role of person completing:

NOTE: This table should be completed using the EMPOWER quality assurance table as the minimum standards

Subject matters that can be used for	E.g. Consent – seeking and asking
Positives	E.g. Links to other curriculum activity and schemes of work to show how embedded. Include links to quality standards. Covers work on both young people as potential victim and offender (e.g. addresses the need to ask for consent)
Negatives	e.g. focus is too reliant on children to keep themselves safe (victim blaming)
Additional feedback or information relevant to deliverer	E.g. particularly sensitive

Overall score out of 10:

EMPOWER Quality Assurance table

The table below uses the evidence-based principles of good practice as is in accordance with PSHE Association, alongside encompassing the 5 key themes that young people identified

- A. Wrap around support must be made available to young people after Healthy/Unhealthy relationship delivery
- B. Delivery and resources must be interactive and interesting
- C. Relevance
- D. Keeping it real
- E. Confidence in delivery

The definitions of the 5 themes can be found further below.

PHSE Principle	EMPOWER themes
1. Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.	B, C, D.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.	B, C, D.
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.	A, D, E.
4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.	A, B, C, D, E.
5. Provide information which is realistic and relevant and which reinforces positive social norms.	B, C, D.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.	C.
7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.	A, B, C, D, E.
8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.	A,C,D,E.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions. B,C,D,E.	B,C,D,E.
10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.	B,C,D,E.

Definition of key themes from young people

A = Wrap around support

Advanced warning of lesson subject to be given at least a week prior to lesson allowing young people to opt out in advance.

This should be repeated on the morning of delivery alongside a health warning at the beginning of each and every session.

Best practice would be for schools to develop facilities to support students that may be affected by subject matter or wish to seek out more information. We have provided a crib sheet of local services that schools can use to signpost.

B = Interesting and interactive

Lesson allows for opportunities for learners to express opinion and ask questions.

Resource/delivery encourages debate and discussion enabling exploration of young person understands of message.

C= Relevance

Consider whether resource is out of date in terms of culture, technology, law and best practice.

Information needs to be accurate and current; topics covered should have some practical application to their daily lives.

D= Keeping it real

Resource speaks to young person's experience. Facilitator will need to be mindful of external factors of group delivering to, have an awareness of the culture and diversity of group receiving the lesson.

E = confidence in delivery

E learning resources are available via the delivery resource bank.

Opportunities for deliverers to attend workshops that are co-facilitated by young people.



Definition

Young People from EMPOWER Plymouth have created a media resource to help define 'healthy relationships'. Young People have suggested the following uses for the video to support conversation about the topic:

- Assembly
- Part of introductory lesson
- Tutor groups

The media resource can be found here: <https://vimeo.com/254728179>

Confidence in delivery

To support staff confidence in delivery of RSE the young people from EMPOWER Plymouth have co-designed a training video where they discuss a variety of resources, how they could be delivered and reflect on the 5 key messages. If you would like face to face training using this media resource, please contact: plymouth.servicecentre@nspcc.org.uk

The media resource can be found here: XXXXX

Resources

The list of resources in table 1 below provides schools with some activities and lesson plans which could be used in delivery of Relationship and Sex Education. Please note the list is not exhaustive. Schools should ensure they undertake their own quality assurance and EMPOWER Plymouth recommends the quality assurance framework included in this education pack. EMPOWER Plymouth do not endorse the resources listed below and all resources used by schools should be routinely reviewed.

Table 1:

Resource Name	Cost (£)	Notes	Website
Act on it now	free	Cheshire youth service	http://www.actonitnow.co.uk/
Be wise pack	85	Barnardos	http://www.barnardos.org.uk/resources/research_and_publications/bwise2-sexual-exploitation/publication-view.jsp?pid=PUB-1263
Brook lesson plans	Free	Brook advisory	https://learn.brook.org.uk/
Childline resource	free	website and telephone number	https://www.childline.org.uk/?utm_source=google&utm_medium=cpc&utm_campaign=UK_GO_S_E_BND_Grant_Childline_Pure_Brand&utm_term=childline&gclid=EAlaIqobChMI3OjVmcjG2glVLCrTCh1qigubEAAAYASAAEgIspFD_BwE&gclid=aw.ds
Cool not cool quiz	free		http://www.coolnotcoolquiz.org/
Disrespect no one	free	PHSE Association	https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-teaching-resources-preventing
FPA resources		Family planning association	https://www.fpa.org.uk/professionals/resources
Friend or Foe	Free	Sheffield safeguarding board, free on this site but a newer version available to purchase	http://www.kirkleessafeguardingchildren.co.uk/managed/File/CSE/Friend-or-Foe--pdf-4-42MB-1.pdf
Healthy relationship toolkit		Utah dept of health	http://www.health.utah.gov/vipp/pdf/DatingViolence/Student%20Toolkit.pdf
Jays story	free	NSPCC video	https://www.youtube.com/watch?v=w6vYbZSUL5U
Net aware	free	NSPCC resource aimed at parents/carers	https://www.net-aware.org.uk/?utm_source=google&utm_medium=cpc&utm_campaign=Grant_shareaware2014&utm_term=net_aware&gclid=EAlaIqobChMInde7p8fG2gIVCwHTCh2JrgDyEAAAYASAAEgIpgvD_BwE&gclid=aw.ds
PANTS resource	free suggested £5 donation	NSPCC video and resources	https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/
Real love rocks	tbc	Barnardos	http://www.barnardosrealloverocks.org.uk/
Safe 4 me resources	free	Hampshire constabulary	https://www.safe4me.co.uk/resources/
Safeguarding me	tbc	NWG Board game	
Sexplanation	tbc	National Youth Agency	
Share aware	free	NSPCC video and resources	https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/
Tea video	free	consent video Thames Valley	http://www.consentiseverything.com/
TES	varies	Teacher website	https://www.tes.com/teaching-resources
The real story	Free	Barnardos	http://www.barnardos.org.uk/the-real-story-resource-pack
Think again	200	Blast pack	https://www.mesmac.co.uk/projects/blast-for-professionals/resources
Think you know	Free	Ceop	https://www.thinkuknow.co.uk/
We need to talk about pornography	20.69	Vanessa Rogers book	https://www.amazon.co.uk/We-Need-Talk-about-Pornography/dp/184905620X

Table 2 below provides information on subject specific resources, some of which have been quality assured by the EMPOWER Plymouth young people's group.

Column entitled 'PHSE & Empower Number' indicates that the EMPOWER Plymouth young people have undertaken quality assurance and have reviewed in line with their 5 key messages. A letter (and number associated with PSHE standards) have only been inserted where young people felt it met those criteria. It should be noted that for some resources there has only been a partial review of the quality due to the size of the resource.

Table 2

Resource	Created by	Cost (£)	PHSE & Empower Number	Area of focus	KS1	KS2	KS3	KS4	Website
Abusive, supportive, behavioural cards	Womens Aid		A,B,C,D,1,2,5,6	Domestic Abuse, consent, family relationships, friendships		x			
Act on it now	Cheshire youth service	free							http://www.actonitnow.co.uk/
Be Internet Citizens			B,C,6	on line safety, how to debate, tolerance, respecting others opinions		x		x	
Be wise pack	Barnardos	85				x	x		http://www.barnardos.org.uk/resources/research_and_publications/bwise2-sexual-exploitation/publication-view.jsp?pid=PUB-1263
Behaviour Agony Aunt	Womens Aid		B,C,D,1,2,5,6,	Healthy relationships		x			
Brook E lesson plans	Brook	Free							https://learn.brook.org.uk/
Childline resource		free							https://www.childline.org.uk/?utm_source=google&utm_medium=cpc&utm_campaign=UK_GO_S_E_BND_Grant_Childline_Pure_Brand&utm_term=childline&gclid=EAlaIqobChMI3OjVmcjG2glVLCrTCh1qigubEAAAYASAAEgLspFD_BwE&gclidsrc=aw.ds
Consent is like a cup of tea		free	C,6			x	x		http://www.consentiseverything.com/
Cool Not Cool Quiz		free							http://www.coolnotcoolquiz.org/
CSE E learning tool	Social care institute for excellence								https://www.scie.org.uk/e-learning/tackling-child-sexual-exploitation?mc_cid=715f979b62&mc_eid=f65d3eb232
Disrespect no one		free							https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-teaching-resources-preventing
Expect Respect	Home Office/womens aid	free				x	x		https://www.onestopsocial.co.uk/wp-content/plugins/onestopsocial/images/uploads/2662-fUyq8.pdf
FPA resources	FPA					x	x		https://www.fpa.org.uk/professionals/resources
Friend or Foe		Free	B,C,D,1,2,5,6,	consent, health relationships, peer pressure, cse	x	x	x		http://www.kirkleessafeguardingchildren.co.uk/managed/File/CSE/Friend-or-Foe--pdf-4-42MB-1.pdf

Healthy relationship toolkit	Utah Government									http://www.health.utah.gov/vipp/pdf/DatingViolence/Student%20Toolkit.pdf
Jays story	NSPCC	free	C, 6	Grooming, consent, HR, abuse, peer pressure, family relationships		yr9	x			https://www.youtube.com/watch?v=w6vYbZSUL5U
Letter to son about pornography	Everyday Feminism		B,C,D,E,1,2,5,6,9,10	Pornography, healthy relationships			x		x	
Managing sexualised behaviour in primary schools	NSPCC	free			x					https://www.nspcc.org.uk/what-you-can-do/get-expert-training/managing-sexualised-behaviour-primary-schools-online-course/
Net Aware		free								https://www.net-aware.org.uk/?utm_source=google&utm_medium=cpc&utm_campaign=Grant_shareaware2014&utm_term=net_aware&gclid=EAIaIQobChMInde7p8fG2glVCwHTCh2JrgDyEAAAYASAAEgIpgvD_BwE&gclid=aw.ds
Online porn, keeping children safe, parent resource	NSPCC									https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-porn/
On-line pornography parents toolkit	NSPCC		B,C,D,1,2,5,6,	pornography	X	X			X	
PANTS resource	NSPCC	free suggested £5 donation			x					https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/
Personal relationships	Color cards				x	x	x			www.speechmark.net
Personal relationships			None	Family & relationships	x					
Real love rocks	Barnardos	tbc			x	x				http://www.barnardosrealoverrocks.org.uk/
Ryan's Story	Think Again		B,C,D,1,2,5,6,	Grooming, abuse, peer pressure, unhealthy relationships				x		
Safe 4 me resources		free								https://www.safe4me.co.uk/resources/
Safeguarding me	NWG Board game	tbc	B,C,D,1,2,5,6,	Relationships, CSE, Sex Ed, consent, bullying, drugs/alcohol		x		x		
Sexplanation	National Youth Agency	tbc	B,C,D,1,2,5,6,	Generic Sex Education		x		x		
share aware	NSPCC	free								https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/
Sick Party			B,C,D,1,2,5,6,	Alcohol, drugs, abuse, CSE		x				
Teen issues - relationships	Color cards				x	x	x			www.speechmark.net
Teen relationships, parent tool kit										https://www.parenttoolkit.com/social-and-emotional-development/advice/relationships/nurturing-the-tween-parent-relationship
Teens & relationships - A parents role	NVC (News Education Nation)		B,C,D,1,2,5,6,	wellbeing, healthy relationships - physical & mental health		x				

Tender healthy relationships pack	Tender					x	x		
TES	teachers	varies				x	x	x	https://www.tes.com/teaching-resources
The real story	Barnardos	Free				x	x		http://www.barnardos.org.uk/the-real-story-resource-pack
Think again	Blast	200				x	x		https://www.mesmac.co.uk/projects/blast/for-professionals/resources
Think you know	Ceop	Free				x	x	x	https://www.thinkuknow.co.uk/
This is abuse	Womens aid	PHSE Assoc.				x	x	x	
We need to talk about pornography		20.69	B,C,D,1,2,5,6,	Healthy relationships		x	x		https://www.amazon.co.uk/We-Need-Talk-about-Pornography/dp/184905620X
What is a health relationship	Barnardos ?		B,C,D,1,2,5,6,	consent, healthy relationships	X	X			https://vimeo.com/254728179
Teen issues - Relationships	Speechmonk								http://www.solgrid.org.uk/wellbeing/wp-content/uploads/sites/23/2016/05/Happy-and-Safe-Relationships-May-2016.pdf
Happy and safe relationships		Free	A-E 1-10	6 lessons - What is bullying? Is it risky? How can we manage conflict? What is grooming? What can we do when things dont feel right? What is a happy and safe relationship?	x				http://www.solgrid.org.uk/wellbeing/wp-content/uploads/sites/23/2016/05/Happy-and-Safe-Relationships-May-2016.pdf
Healthy Relationships	North Somerset healthy schools network	Free	A-E 1-10	6 lessons - healthy and unhealthy relationships, acceptable and unacceptable touch, consent, secrets and surprises, special people who can help, responding to risky situations.	x				https://www.egfl.org.uk/sites/default/files/School_effectiveness/Health-improvement/MHWB/NOrth%20Somerset%20Council%20document.pdf
Lottie - peer on peer abuse	Childline			peer on peer abuse, CSE, healthy relationships					https://www.childline.org.uk/info-advice/friends-relationships-sex/sex-relationships/healthy-unhealthy-relationships/
Harmful Sexual Behaviour	NSPCC			training aimed at secondary school staff to manage HSB in school. sections on: recognise which sexual behaviours are healthy and which are of concern, respond to incidents of sexualised behaviour, record incidents with accuracy and detail, report concerns, risk manage sexualised behaviour.					https://learning.nspcc.org.uk/training/schools/managing-sexualised-behaviour-in-schools-online-courses/?utm_source=MSB_Secondary_Schools&utm_medium=CASPAR_Newsletter&utm_campaign=201808_MSB

Digital Wellbeing	UK safer Internet Centre	Free		Online guidance for parents about the impact that the online world can have on the lives of children and young people. Specific advice for ages 3-18				x	https://www.saferinternet.org.uk/blog/digital-wellbeing-%E2%80%93-guidance-parents
EMPOWER Plymouth - Consent	EMPOWER Plymouth	Free		Consent				x	Available by emailing: plymouth.servicecentre@nspcc.org.uk
EMPOWER Plymouth - Sexting	EMPOWER Plymouth	Free		Sexting				x	Available by emailing: plymouth.servicecentre@nspcc.org.uk
EMPOWER Plymouth - Healthy and Unhealthy Relationships	EMPOWER Plymouth	Free		Relationships				x	Available by emailing: plymouth.servicecentre@nspcc.org.uk
EMPOWER Plymouth - Pornography	EMPOWER Plymouth	Free		Pornography				x	Available by emailing: plymouth.servicecentre@nspcc.org.uk
EMPOWER Plymouth - Resilience	EMPOWER Plymouth	Free		Resilience				x	Available by emailing: plymouth.servicecentre@nspcc.org.uk

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