



durex committed to RSE in schools



The whole-school approach



Aim

To help create a cohesive and consistent approach to RSE to ensure that the values, behaviours and skills it instils permeate your whole school

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What is a whole-school approach to RSE?

A whole-school approach means carrying out relationships and sex education in different ways across the school in a co-ordinated manner that works towards the one goal that unites us all – putting young people first

Young people are exposed to information and discussion about relationships and sex in lots of places, even within the school environment.¹ Therefore, it makes little sense for the valuable information and learnings of RSE to remain sequestered to just discrete lessons; this is where the whole-school approach becomes important.

The whole-school approach is essential, because young people learn from their experiences and observations, as well as from what is specifically taught in the classroom.² RSE is best coordinated, planned and delivered as an integrated programme that is provided across the curriculum in all subject areas, with the main emphasis on discrete PSHE lessons.²

The skills, values and attitudes of RSE pervade the whole school...

Within the curriculum of other subjects	Through extra-curricular activities	Within the training of all staff	By engaging the whole school community
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An example of how an RSE topic – body image – can be covered across subjects:

Science	Art	History	Religious studies
Genetics, evolution, variation and the individuality of the human body	Self-portraits, sculpting, figure painting and life study	The societal influence of culture change, war, political rule and health	Religious and spiritual beliefs, customs and practices about the body

Key aspects of implementing a whole-school approach include:³

- Involving parents and carers
- Giving staff appropriate training and support
- Ensuring that pupils' views are listened to



What are the benefits of a whole-school approach to RSE?

Even highly effective RSE lessons can be undermined if your school system, structure, experience and expectations do not support your approach to RSE.² That is why your whole-school approach should be underpinned by your school's values, ethos, and training; and involve pupils, staff, parents/carers, your governors and the wider community.³

By implementing a whole-school approach to RSE, outcomes for your school will include:

- Overall improvement, including teaching, behaviour or perception²
- Promotion of health and wellbeing²
- Development of healthy behaviours in young people²
- Increased achievement, for both young people and teachers²
- Reduction in health inequalities²
- Promotion of social inclusion²
- Building of valuable links between your school and community services – improving access to services
- Informing the further development and expansion of your school RSE provision

For more information about the benefits of RSE, take a look at the [DO... Discover the evidence](#) and [DO... Enhance your content](#) resources.

Outcomes for those within your school include:

- Building of respect for self and others through a consistent approach with shared values²
- Opportunities for skill and experience sharing that will contribute to personal and professional development²
- Creating meaningful opportunities for external visitors, including inviting parents and carers into the classroom, to enrich the curriculum²
- Increased knowledge and awareness of local issues²
- Opportunities to share information and support on meeting the needs of young people with special health and/or educational needs, for example children in public care, children with disabilities and children from minority ethnic communities²
- If you are an academy school working within a chain, a successful whole-school approach should be able to reach far beyond your school – take the opportunity to share your experience, skills and knowledge to ensure that every school in your chain can benefit



How to build an effective whole-school approach

Ten different elements of a whole-school approach have been identified and can be applied to your provision of RSE



Leadership, management and managing change – see the **DO... Build an effective RSE programme** resource

- Develop and implement a management process for RSE, and designate a lead governor to take responsibility for RSE in your school, whether it is delivered as an independent subject, as part of PSHE and Citizenship and/or as part of other subjects



Policy development – see the **DO... Update your RSE policy** resource

- Your policy for RSE will build a clear framework on how to achieve good quality RSE across your school
- Your policy for RSE should link to policies for PSHE and Citizenship, as well as other relevant policies, for example anti-bullying, equal opportunities and safeguarding policies



Partnerships with parents, carers and local communities – see the **DO... Work in collaboration** resource

- Helping to ensure that the approach, resources, expertise and opportunities contribute to shared priorities for the safeguarding and promotion of the welfare of young people



Provision of young peoples' support services – see the **DO... Increase awareness of services** resource

- In-school support from teachers and nurses as well as from local services and national organisations



Assessment, recording and reporting young peoples' achievements

- Including self-assessment, peer assessment, whole-group assessment, teacher assessments, and joint teacher and pupil assessments



Curriculum planning and resourcing – Take a look at the **DO... Programme** available at www.dorseforschools.com

- Developed in line with the RSE policy to ensure school-wide implementation of RSE and achievement of designated objectives



Teaching and learning – see the **DO... Inspire great teachers resource**

- All staff, not only those intended to teach RSE, need training in order to help them feel confident and empowered to play their role in your whole-school approach²
- Training goes beyond factual requirements – teachers need to be able to deal with difficult questions, uncomfortable topics and challenging behaviour



Giving young people a voice – see the **DO... Work in collaboration resource**

- Participation is an effective part of school improvement strategies, having positive effects on wellbeing and confidence⁴
 - This includes consulting young people about policy and curriculum reviews, planning activities, providing opportunities to inform content and approaches, conducting school surveys, anonymous questionnaires or comment boxes, and by discussing issues in the school and class councils



School culture and environment

- The values, information and skills that young people learn in the RSE classroom should be consistent with what they see and experience in other classes, the playground and school corridors²
 - For example, through interactions between peers, through opportunities to be inclusive of all gender identities, and through swift action against abusive and harmful behaviour in between lessons

Additional guidance

OFSTED GUIDANCE:

A whole-school approach to RSE can mean that the skills and values learnt by young people can contribute to the two Ofsted key judgements of 'spiritual, moral and cultural development' and 'the extent to which young people adopt healthy lifestyles'.⁵

For more information about how good quality RSE can help your school meet the requirements of Ofsted – which have recently changed – see the **DO... Understand the Ofsted requirements requirements** resource and the Ofsted School Inspection Handbook.

DEPARTMENT FOR EDUCATION (2000):

The DfE offers statutory guidance for maintained schools and academies and free schools to help you with RSE. www.gov.uk/government/publications/sex-and-relationship-education

Government legislation now requires all secondary schools to teach Relationships and Sex Education (RSE).

SUPPLEMENTARY DFE ADVICE:

Brook, the PSHE Association, and the Sex Education Forum have worked together to produce advice for schools which supplements the Department for Education (2000) RSE guidance. This advice document – RSE for the 21st Century – can be found here: www.sexeducationforum.org.uk/media/17706/sreadvice.pdf



Further support from the DO... Collaboration

DO... Resources for teachers

The **DO... Resources for teachers** have been specially developed by dedicated and experienced sexual health trainers and educators. They encourage a new approach to RSE that helps make it more relevant and approachable for students, and more comfortable for teachers to deliver.

Consisting of innovative lesson plans, unique teaching activities and a new focus on skills, values, emotions and critical thinking, the DO... resources for teachers will help them facilitate really engaging lessons that empower young people to learn for themselves and from each other.

Training for teachers

Many members of the DO... Collaboration provide quality training for teachers who want to develop their skills further.

Brook has been providing training to adults working with young people for more than 50 years.
www.brook.org.uk

FPA have a broad range of online training courses for teachers.
www.fpa.org.uk

Justin Hancock (Bish) offers a number of training courses on Relationships and Sex Education.
www.bishtraining.com

SEF offer a range of training opportunities (available both locally and nationally) to support the continued professional development of anyone involved in teaching RSE.

www.sexeducationforum.org.uk

RSE Hub offer a wide range of full day, half day or twilight training courses.
www.rsehub.org.uk

Brook, FPA, Bish and The Mix can also provide young people with free information, confidential advice, great sexual health services and emotional support.

www.brook.org.uk
www.fpa.org.uk
www.bishuk.com
www.themix.org.uk



Further information

- **Brook** – the UK’s leading sexual health charity for young people under 25
www.brook.org.uk
- **Bish websites** – online advice and information for both professionals and young people, created by Justin Hancock, an experienced relationships and sex educator
www.bishtraining.com (for professionals) & www.bishuk.com (for young people)
- **Sex Education Forum** – a membership organisation that works together with its members for quality relationships and sex education
www.sexeducationforum.org.uk
- **RSE Hub** – a membership organisation that believes that relationships and sex education (RSE) should be an entitlement for all children and young people
www.rsehub.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
- **National Aids Trust** – the UK’s leading charity dedicated to transforming society’s response to HIV
www.nat.org.uk
- **NAHT** – an independent trade union and professional association of over 28,500 members occupying leadership positions across a broad spectrum of educational institutions and settings, providing an effective voice in educational policy-making across all phases
www.naht.org.uk
- **The Mix** – the UK’s leading support service for young people, helping them take on any challenges they’re facing and providing young people with free, confidential help and advice
www.themix.org.uk

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1. Brook (2011). Sex and Relationships Education fit for the 21st Century: we need it now.
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4. Hannam D (2001). A Pilot Study to Evaluate the Impact of the Student Participation Aspects of the Citizenship Order on Standards of Education in Secondary Schools. London: Department for Education and Skills.
5. Ofsted (2015). School inspection handbook – handbook for inspecting schools in England under section 5 of the Education Act 2005. Ofsted 150066.





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