Relationships and Health Education Audit Tool

Elements of Successful Relationships Education and Health Education

RAG Rating

🔴 Area for improvement - little or no coverage of this area currently

🟠 Emerging area but could benefit from further development

🟢 Comprehensive coverage and confidence in this area

How and when this will be implemented and evidenced

Elements of Successful Relationships Education and Health Education	RAG Rating	How and when this will be implemented and evidenced
Leadership and Management:		
Senior leaders and the governing body or equivalent champion high quality Relationships Education and Health Education		
Senior leaders monitor the quality of Relationships Education and Health Education teaching		
Senior leaders fund resources and staff training for Relationships Education and Health Education in line with funding for other statutory curriculum areas		
There is a named governor (or equivalent) for Relationships Education and Health Education There is a clear policy, agreed by governors and staff, that has been implemented after consultation with parents, pupils and wider school community		
The policy for Relationships Education and Health Education links to other school policies with no inconsistencies		
Relationships Education and Health Education are central to the school's values and ethos and are communicated to parents and students as such		

Leadership and Management:		
Is innovative and creative		
Is communicated to parents and the wider school community		
Is reviewed regularly and revised as a result of feedback from all stakeholders		
Coverage is comprehensive and both teaching and learning are assessed		
Relationships Education and Health Education are mapped to wider PSHE topics and across other curriculum subjects		
Resources used have been carefully selected to ensure suitability for each cohort of students and there is a review process to ensure they are effective tools for learning		
Resources have been checked to ensure they are suitable for all students with any additional needs, including Attachment Disorders and Adverse Childhood Experiences as well as SEND		
Visitors contributing to lessons are to support and enhance planned input from school staff, not as stand-alone alternative lessons		
Staff:		
Have excellent subject knowledge and skills and receive appropriate and timely CPD about Relationships and Health Education		
Know where to get further advice and support and are willing to do so		
Deliver activities that meet the needs of different groups and individuals		
Assess learning rigorously using tools that are built into lesson planning		
Are skilful in teaching sensitive and controversial topics		

Use a variety of teaching and learning strategies to encourage all students to participate fully and develop skills and positive attitudes towards topics studied		
Want to teach the subject and feel knowledgeable and comfortable with the topics		
Feed back to parents about individual student progress in Relationships Education and Health Education and provide parents with information and support about topics on the curriculum		
There is a subject lead who has time and resources to lead and manage the curriculum and provision		

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When and Where?

By the end of primary school pupils should know:		Year Group	Term
Families and People who care for me			
that families are important for children growing up because they can give love, security and stability.			
the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.			
that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.			
that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.			
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.			
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.			
Caring Friendships			
how important friendships are in making us feel happy and secure, and how people choose and make friends.			

the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.		
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.		
that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.		
how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.		
Respectful Relationships		
the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.		
practical steps they can take in a range of different contexts to improve or support respectful relationships.		
the conventions of courtesy and manners.		
the importance of self-respect and how this links to their own happiness.		
that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.		
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.		
what a stereotype is, and how stereotypes can be unfair, negative or destructive.		
the importance of permission-seeking and giving in relationships with friends, peers and adults.		

Online Relationships		
that people sometimes behave differently online, including by pretending to be someone they are not.		
that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.		
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.		
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.		
how information and data is shared and used online.		
Being Safe		
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).		
about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.		
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.		
how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.		
how to recognise and report feelings of being unsafe or feeling bad about any adult.		
how to ask for advice or help for themselves or others and to keep trying until they are heard.		
how to report concerns or abuse, and the vocabulary and confidence needed to do so.		
where to get advice e.g. family, school and/or other sources.		
Mental Wellbeing		
that mental wellbeing is a normal part of daily life, in the same way as physical health.		

that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.		
how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.		
how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.		
the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.		
simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.		
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.		
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.		
where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).		
it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.		
Internet safety and harms		
that for most people the internet is an integral part of life and has many benefits.		
about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.		

how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.		
why social media, some computer games and online gaming, for example, are age restricted.		
that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.		
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.		
where and how to report concerns and get support with issues online.		
Physical health and fitness		
the characteristics and mental and physical benefits of an active lifestyle.		
the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycleing to school, a daily active mile or other forms of regular, vigorous exercise.		
the risks associated with an inactive lifestyle (including obesity).		
how and when to seek support including which adults to speak to in school if they are worried about their health.		
Healthy eating		
what constitutes a healthy diet (understanding calories and other nutritional content).		
the principles of planning and preparing a range of healthy meals.		
the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).		
Drugs, alcohol and tobacco		
the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.		

Health and Prevention		
how to recognise early signs of physical illness, such as weight loss,or unexplained changes to the body.		
about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		
the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.		
about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.		
about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.		
the facts and science relating to immunisation and vaccination		
Basic First Aid		
know how to make a clear and efficient call to emergency services if necessary.		
concepts of basic first-aid, for example dealing with common injuries, including head injuries.		
Changing adolescent body		
key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.		
about menstrual wellbeing including the key facts about the menstrual cycle.		

Summer 2020 is going to come around really quickly and it's imperative that your school is ready to deliver universal coverage of Relationships and Health Education as part of the curriculum.

We hope that you find our free resources really helpful for succeeding in this, but if you'd like some more, tailored support to ensure your school has a clear and meaningful policy and programme in place, you should take a look at our Primary School Relationships Education Programme.

We also offer a "LITE" version for schools who already have a Relationships Education programme in place but who would like to review their provision, ensure effectiveness and boost staff confidence on the topic.

About The Author

Jo Perrin taught PSHE in secondary schools for over a decade and held the role of Designated Safeguarding Lead and pastoral lead. She currently works as an Education Adviser for Services For Education which allows her to combine her experience in schools with a personal knowledge of child protection and childhood trauma as a foster carer.In addition, Jo worked as a West Midlands' Adviser for a national PSHE resource, has delivered a presentation to the Sex Education Forum National Members' Event and has created a variety of RSE resources as part of her role for Services For Education. Jo's advisory experience is not limited to training school staff as she works with non-education based organisations to support them in safeguarding and emotional health and well-being aims and is an affiliated trainer for Mental Health At Work.

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