



Norfolk County Council



Getting started on your journey to outstanding RSHE: A Governor's Role

As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- All pupils make progress in achieving the expected educational outcomes
- The subjects are well led, effectively managed, and well planned
- The quality of provision is subject to regular and effective self-evaluation
- Teaching is delivered in ways that are accessible to all pupils with SEND (Special Educational Needs and Disabilities)
- Clear information is provided for parents on the subject content and their right to request that their child is withdrawn
- The subjects are resourced, staffed, and timetabled in a way that ensures that the school can fulfil its legal obligations.

Foundation governors and trustees of faith academy trusts will also have wider responsibilities in relation to maintaining and developing the religious ethos of the schools.

This resource provides governors with key questions and potential actions that can be taken, helping them hold executive leaders to account in the provision of RSHE (Relationships Education, Relationships and Sex Education and Health Education). It should be used as a foundation, and not as a comprehensive or prescriptive approach.

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Responsibility	Legislation notes	Questions	Actions
<p>All pupils make progress in achieving the expected educational outcomes</p>	<p>Schools are free to determine how to deliver the content set out in the guidance, in the context of a broad and balanced curriculum. Many schools are choosing to deliver RSHE as part of a timetabled programme, with good outcomes.</p>	<ul style="list-style-type: none"> ▪ What are the expected educational outcomes? ▪ How will they be measured? ▪ What is done with the evidence? ▪ How is evidence responded to? 	<ul style="list-style-type: none"> ▪ Ensure effective implementation of an assessment strategy for RSHE. ▪ Inclusion of impact in Head Teacher report.
<p>The subjects are well led, effectively managed, and well planned.</p>	<p>The RSHE Lead will need to work closely with colleagues in related curriculum areas to ensure they complement, rather than duplicate, content covered in national curriculum. It is important to check pupils' prior knowledge and build this into the planning process to ensure a smooth transition between primary and secondary.</p>	<ul style="list-style-type: none"> ▪ Has the RSHE Lead had formal training to be effective in their role? ▪ How much time is provided to the RSHE Lead to comprehensively fulfil their role? ▪ Is the curriculum covered in every year group? ▪ How has the curriculum content for each year group been identified as age and stage appropriate? 	<ul style="list-style-type: none"> ▪ Add to SIDP ▪ Link governor to support with steering group. ▪ Reporting procedures written and put in place. ▪ Be responsive to requests for support with resourcing to meet identified needs.

<p>The quality of provision is subject to regular and effective self-evaluation</p>	<p>High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities, and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental, and physical development of pupils at school and in society.</p>	<ul style="list-style-type: none"> ▪ What is the school's overarching vision for RSHE? ▪ Are pupils provided with the opportunity to evaluate the provision? ▪ How are open conversations promoted to support with the identification of future needs with staff? Parents? Pupils? 	<ul style="list-style-type: none"> ▪ Develop, ratify, and adopt a vision statement for RSHE linked to wider school mission statement. ▪ RSHE report provided to Governors, by RSHE Lead. ▪ Monitor implementation of RSHE policy. ▪ Conduct governor monitoring visit, report findings back to FGB.
<p>Teaching is delivered in ways that are accessible to all pupils with SEND.</p>	<p>RSHE must be accessible for all pupils. High quality teaching, differentiated and personalised, will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adult outcomes, as set out in the SEND code of practice: 0-25 years.</p>	<ul style="list-style-type: none"> ▪ How many pupils do we have with SEND? ▪ Can the needs of all SEND pupils be met with the mainstream classroom provision? ▪ How is provision differentiated and personalised? ▪ Is there a clear understanding of how SEND pupils need to be taught RSHE by all staff that are required to teach these subjects? ▪ Are there appropriate, relevant resources? 	<ul style="list-style-type: none"> ▪ Resource review ▪ Monitoring visit

<p>Clear information is provided for parents on the subject content and their right to request that their child is withdrawn</p>	<p>All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSHE.</p>	<ul style="list-style-type: none"> ▪ How are parents informed about the right to have their child excused from parts of non-statutory sex education? ▪ Have any parents exercised this right? ▪ What is the process taken by the school when a parent requests their child to be excused from sex education? ▪ What meaningful work is provided to the pupil, and where will this take place if they are excused? 	<ul style="list-style-type: none"> ▪ Review school prospectus content. ▪ Host parent engagement session that provides opportunity to see resources, ask questions and seek reassurances where required. ▪ Review parental responses to any consultation activities.
<p>The subjects are resourced, staffed, and timetabled in a way that ensures that the school can fulfil its legal obligations</p>	<p>Schools should assess each resource that they propose to use carefully, to ensure that it is appropriate for the age and maturity of pupils and sensitive to their needs. The subjects are part of the basic school curriculum, which allows schools flexibility in developing their planned programme.</p>	<ul style="list-style-type: none"> ▪ What is the curriculum delivery model/timetable? ▪ What training provision will be provided for staff? How much will it cost? ▪ Have all staff been provided with a copy of the policy. How do we ensure that they have read and understood the policy? 	<ul style="list-style-type: none"> ▪ Staff skills audit ▪ Staff CPD (Continuing Professional Development) matrix

Summary of actions to be taken:

Action	Responsibility delegated to	Date to be completed by