**Introduction to the**

**Relationships Education and Relationships and Sex Education and Health Education Charter Mark**

The Sunderland Relationship, Sex and Health Education Charter Mark has been developed by a local multi-agency group of public health practitioners, health professionals and education professionals.

The Charter has been developed to support and enhances school’s delivery of Relationship Education and Relationship and Sex Education and Health Education in line with the national statutory guidance. It other elements of health not included in other citywide health charters such as risk-taking behaviour (e.g. drug and alcohol misuse). In addition, the charter recognises the dedication of schools within the city in contributing towards the health and wellbeing of their pupils, staff and local communities. Updates and information relating to the charter can be found here - <https://www.togetherforchildren.org.uk/rshe-charter-mark>

**Relationships Education and Relationships and Sex Education and Health Education Charter Mark - Links to other Charter Marks**

The Relationship, Sex and Health Education Charter Mark is one of the five Health and Wellbeing related Charters that contribute to the Sunderland Healthy Schools Award - <https://www.togetherforchildren.org.uk/professionals/sunderland-healthy-school-award>

**Relationships Education and Relationships and Sex Education and Health Education Charter Mark Levels**

There are three levels of the Charter Accreditation; Bronze, Silver and Gold.

* Bronze level has been developed in line with the national statutory guidelines.
* Silver level includes all elements of the Bronze level and supports schools to implement a range of additional initiatives, resources and support for pupils and the wider school community. Providing information that allows individuals to make informed choices and promote early access to services where relevant.
* Gold level includes all elements of Bronze and Silver level and challenges and supports schools to implement an outstanding range of initiatives, resources and support for pupils and the wider school community. Providing information that allows individuals to make informed choices and promote early access to services where relevant.

**Relationships Education and Relationships and Sex Education and Health Education Charter Mark Accreditation Process**

Due to a range of factors the work group overseeing the Charter Mark have made the decision that **schools may only attain Bronze level Charter during the 2020/21 school year**. Silver and Gold levels will be available from 2021/22 onwards.

**To become accredited please complete the below Application Form and return it, alongside required evidence, to** **Laura.cassidy@sunderland.gov.uk**

The charter is split into three sections: Culture & Ethos; Education & Curriculum; and Family & Communities, each with several standards. It is anticipated that evidence will be gathered to demonstrate the standards have been met, recognising some of the work may already be taking place informally within school and the charter mark is an opportunity to begin to formalise the work in practice.

There are examples listed below to support schools in gathering evidence. There is flexibility in this, as schools may have other examples including evidence that clearly links toRelationships Education and Relationships and Sex Education and Health Education. When gathering evidence, it is possible to cross reference with other charter marks, as each can complement the work covered in another area such as the Anti-Bullying and Mental Health Charter Mark.

**Relationships Education and Relationships and Sex Education and Health Education Charter Mark Accreditation Verification**

To aid the accreditation process, schools are encouraged to establish and maintain a folder (hard copy or electronic) containing relevant evidence. This will be verified through an onsite visit or alternative methods if necessary.

To ensure theRelationships Education and Relationships and Sex Education and Health Education Charter Mark meets a consistently high standard throughout the city, schools that have attained the Charter will occasionally be picked at random to verify that the evidence submitted by a school during accreditation is embedded within school practice. When possible, an onsite visit will be arranged.

**Relationships Education and Relationships and Sex Education and Health Education Charter Mark Support to Schools**

Schools who would benefit from support to establish the Relationship, Sex and Health Education Charter Mark can access this from Sunderland Public Health. Please contact laura.cassidy@sunderland.gov.uk with any queries or support requests

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**Relationships Education and Relationships and Sex Education and Health Education Charter Mark**

**Bronze Accreditation Application**

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| --- | --- |
| **Name of your school** |  |
| **Lead Contact Name** |  |
| **Contact Phone number** |  |
| **Contact Email address** |  |

**Relationships Education and Relationships and Sex Education and Health Education (RSHE) Charter – Bronze Accreditation**

| **Category** | **Sub-** **category** | **Bronze** | **Suggested Evidence** | **Evidence Gathered** |
| --- | --- | --- | --- | --- |
| **Culture & Ethos** | **Management** | The school have an identified Lead for Relationships Education and Relationships and Sex Education and Health Education (RSHE) who is known to all children and staff. The lead will work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement, and do not duplicate, content covered in national curriculum 6 subjects such as citizenship, science, computing and PE in school.  | 1. Photo displayed as lead
2. Responsibility reflected in job description
3. Named on website
4. Protected time to attend RSHE Network Meetings
5. May be member of staff or team

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| **Leadership** | Senior leadership within school recognise the importance of upskilling staff to effectively deliver the statutory duty of schools to deliver Relationships Education and Relationships and Sex Education and Health Education | Lead to attend Relationship Education and RSE and Health Education Training from recognized bodies including but not limited to; PHSE association, RSHE Co-Ordinator training, Sex Education Forum, Brook and commissioned local training offer relevant to Relationships Education RSE and Health Education. |  |
| **Policy** | School has a drug and alcohol policy (secondary school only) which deals with health needs, safeguarding as well as sanctions. Within Primary School Drug and Alcohol will be covered within the schools Safeguarding Policy | School has an up to date Drug and Alcohol Policy (Secondary) or Safeguarding Policy (Primary) available in paper copy and electronic format that is accessible to parents and students via school website. |  |
| Schools have a Relationship Education and Relationship and Sex Education and Health Education Policy | School has an up to date Relationship Education and Relationship and Sex Education and Health Education Policy that is in line with National Guidance. The Policy is available in paper and electronic format that is accessible to parents and students via the school website. |  |
| Policies include parents right to withdrawal from sex education  | Evidence of policies stating parents right to withdraw from sex education element |  |
| **Process** | Senior Leaders and staff are aware of and have clear processes/flow charts regarding escalating or referrals to support services for any identified concerns or needs of students and/or a student’s family member including but not limited to; inappropriate sexualised behaviour, substance misuse, smoking, relationships, teenage pregnancy, sexual health needs and mental health  | 1. Examples of relevant flow charts
2. Examples of anonymized student referrals
3. Example of family member referral
4. Examples of Multi-agency working
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| **Environment** | Age appropriate information regarding RSE and Health Related Topics linked to the statutory guidance and Key Stage for learning are displayed throughout the school including but not limited to; friendships, drugs, alcohol, smoking, relationships and sexual health, health and wellbeing | 1. Notice boards and displays with information relevant to key stage
2. School website
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| Age appropriate information regarding local and national services are displayed throughout the school | 1. Notice boards with information
2. School website
 |  |
| **Ethos**  | Schools discourage parents and pupils to give to alcohol as presents to teachers, sale of alcohol at school events or use in raffle/tombola prizes | Evidence could include; information sent to parents, Alcohol Free School Pledge |  |
| Schools teach pupils that different types of families exist. | Example of lesson plans, books or resources used  |  |
| Empowers Children to have individuality and help them understand everyone is unique | Evidence could include Children’s self-profiles |  |
| **Staff Development** | Identified staff (I.e. pastoral) have completed the basic drugs and alcohol awareness training with YDAP | Evidence of staff attendance at training  |  |
| The school attends the RSHE Network events to share good practice and learning | 1. Attendance of RSHE Network Meetings
2. Sharing best practice at RSHE Network Meetings
 |  |
| Identified staff have attended 1 RSE CPD sessions | Evidence of Staff attendance at RSE CPD sessions  |  |

| **Category** | **Sub-category** | **Bronze** | **Suggested Evidence** | **Evidence Gathered** |
| --- | --- | --- | --- | --- |
| **Education & Curriculum** | **Teaching & Learning** | The school curriculum is delivered in line with the statutory guidance for Relationships Education, Relationships and Sex Education and Health Education | 1. Outline of curriculum delivery to relevant key stages for the school.
2. Examples of lesson plans
 |  |
| The school will have reviewed several resources for teaching and identified those it will use within RSHE. | Evidence of reviews of resources and identified RSHE resources school will use. |  |
| **Visibility** | The school have dedicated displays of age appropriate information relating to RSE and Health Education topics and information on local and national services students can access | 1. Displays around the school
2. Promotion of local and national services
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| The school website will have links to RSE and Health Education information and where students and parents can access support from local services. | School website has links to RSE and Health Education information and where students and parents can access support from local services |  |
| **Targeted Support** | Schools ensure that students are referred to appropriate services when a need is identified this includes but not limited to;* School to make referrals to YDAP for one-to-one and targeted group support
* School to make referrals to RSHE Service for one-to-one and targeted group support.
* School makes referral to C-CARD Outreach Sexual Health Services
 | Evidence of anonymized referrals of students to identified age appropriate services including but not limited to; School Nurse, Sexual Health and YDAP.  |  |
| Ensure parents know who to liaise within school regarding concerns about RSE and Health related issue including but not limited to; sexual health, substance misuse.  | Examples of information provided to parents regarding appropriate contacts in school.  |  |
| **Need & Impact** | Schools work with the School Nursing Service to input into their School Health Profile  | Evidence of school Health Profile  |  |
| School takes part in the Health Related Behaviour Survey every 2 years. Only applicable to Key stage 2, 3 and 4  | Evidence of school level Health Related Behaviour Report*(Please note schools are invited to take part in the Survey in Summer term 2021)* |  |

| **Category** | **Sub-category** | **Bronze** | **Suggested Evidence** | **Evidence Gathered** |
| --- | --- | --- | --- | --- |
| **Families & Communities** | **Parents/Carers & Local Community** | Information for relevant information and support services to be included on the school website (I.e. 0-19, RSHE Service, Wearkids, Sexual Health Services, Early Help, YDAP...) | Evidence of information promoted on school website  |  |
| School informs parents what their children will be learning with the RSE and health curriculum | Evidence of communication with students and parents regarding RSE and Health Curriculum.  |  |
| **Peer Support** | The school has student peer educators, buddies that support and/or deliver relevant RSE and health education messages in school | 1. Evidence of Peer Education Programme in school
2. Evidence of Buddy programme
3. Evidence of how peer educators support the delivery of RSE and Health Education in school. This may include but not limited to;
* Peer Educators delivering peer education sessions
* Peer Educators delivering assemblies
* Peer Educators creating displays
* Peer Educators running events
* Friendship Buddies
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| **Student & Staff Voice** | The school have an age appropriate mechanism for capturing views of student on the delivery and content of RSE and Health Education in School* how can students share their views?
* how can students influence outcomes?

In KS1 the school assess students understanding of Relationship and Health Education.  | 1. Evidence of age appropriate mechanism for capturing views of student on the delivery and content of RSE and Health Education in School
2. Evidence of how student views have influenced changes to delivery of RSE and Health Education in the school.
3. Evidence that theory such as Hart’s Ladder of Participation is embedded into school participation methodology
4. Evidence of assessment of students understanding of Relationship and Health Education.
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| The school’s curriculum proactively addresses issues in a timely way in line with current evidence on children’s physical, emotional and sexual development. This should be in line with pupil need, informed by pupil voice and participation in curriculum development and in response to issues as they arise in the school and wider community. | 1. Outline of school curriculum
2. Evidence of how the school have adapted or enhance the curriculum to meet the needs of the students.
3. Evidence of how the school have adapted or enhanced curriculum due to feedback from students.
4. Evidence of how the have adapted curriculum due to an issue that has arose in the local community.
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| Regular evaluation of teaching and outcomes to be recorded. | Record of teaching evaluations and outcomes. |  |
| **Activities & Event, Citywide Involvement** | Promotion of National Days/Events and Public Health Campaigns (Including but not limited to Sexual Health Week, Alcohol Awareness Week, Mental health awareness Week...) | Evidence of school promoting national day/events and public health campaigns linked to RSE and Health (for example; events happening in school, display boards, use of social media and school website) |  |
| School to participate in one national event/public health campaign from a calendar of health promotion activities | Evidence of school participation in national days, events and public health campaigns this may include but not limited to; photos of events happening in school, display boards, use of social media and school website. |  |