**Department for Education Specification: Subject Experts to Create Training Modules for Relationships, Sex and Health Education (RSHE)**

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**Background**

Statutory status

1. From September 2020, Relationships Education will be compulsory for all primary school age pupils, Relationships and Sex Education (RSE) will be compulsory for all secondary school age pupils, and Health Education will be compulsory for all pupils in state funded schools.[[1]](#footnote-2) The [statutory guidance](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) setting out the content schools should cover in teaching these subjects was published on 25 June 2019. The purpose of these subjects is to provide children and young people with the knowledge they need to lead safe, healthy and happy lives.

Consultation and user research findings

1. In the development of the regulations and statutory guidance for these subjects, the Department for Education (DfE) conducted a public consultation that received over 11,000 responses. These responses, including from expert organisations and teachers, demonstrated that teachers want to receive training to support the delivery of the new subjects.
2. Further research and stakeholder engagement have also indicated a need for schools to be supported to build capability and confidence, to introduce the new subjects safely and improve the quality of teaching practice. The research showed that many teachers who will be asked to teach these subjects by their schools are non-specialist in the subjects and can lack confidence in teaching some of the content. It also showed that teachers usually rely on their subject leads to provide guidance and expertise.

Commitment on school support

1. The DfE is aware that many schools already deliver some or all of the Relationships, Sex and Health Education (RSHE) content, often through Personal, Social, Health and Economic Education (PSHE). The DfE wants to support schools to continue to develop their teaching and to raise standards across the sector for all primary and secondary school age children in England.
2. Teachers in England preparing to deliver the new subjects, currently encounter many challenges which the DfE can support by offering training. The DfE has been working with lead subject teachers, non-specialist teachers and senior leadership teams in schools to determine how the online training modules and approach to training can be developed to suit teachers’ needs.
3. The DfE has tested with teachers an approach to developing online training that will equip subject leaders with the knowledge to train their fellow teachers in an effective way and ensure teachers have the skills and knowledge to teach about Relationships, sex, and Health Education. As part of this commitment, the DfE will be providing teachers with a single point of access to online training modules that are aligned to the subject areas specified in the statutory guidance. These training modules will be published alongside other support materials for schools such as the implementation guide, case studies and support to access resources.

**Training modules to be developed**

1. The DfE requires Subject Experts to develop training modules for the relevant topics. The Subject Expert shall work with the DfE’s digital content developer to design training modules for use in schools. Attached at annex A is the full list of topics that the DfE is looking for subject expertise.

**Outputs and Deliverables**

1. The Subject Expert (Contractor) shall work with a team of digital content developers and user researchers commissioned by the DfE to create training modules that RSHE subject leads can use to train their fellow teachers. The training modules will be primarily aimed at RSHE subject leads, but individual teachers or non-specialist teachers should also be able to use the training materials.
2. The Subject Expert (Contractor) shall ensure the training modules include key knowledge and facts about the subject matter including any information that the Subject Expert (Contractor) deems will be effective for teachers to teach. The training modules must be factually accurate and knowledge-based, drawing on reputable and credible sources.
3. In designing the training modules, the Subject Expert (Contractor) shall consider the way in which pupils learn and how the subjects should be delivered using evidence-based pedagogical approaches in line with those described in the [Early Career Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/773705/Early-Career_Framework.pdf) (e.g. they should build on pupils’ prior knowledge, break down complex material, and sequence knowledge in a coherent way).
4. The Subject Expert (Contractor) shall also recommend teaching resources that are aligned to the training modules. The teaching resources listed should be of high quality and representative of the latest knowledge. The resources must be adaptable, to enable schools to tailor their teaching resources to the needs of their cohort of children (including, but not limited to, SEND and religious backgrounds). The resources should be sensitive to the needs of pupils and must not exhibit any victim-blaming narrative or graphic content that is liable to provoke distress. The teaching resources included on the list shall be aligned directly to the teaching requirements set out in the statutory guidance, to allow teachers to fully deliver the lessons. This includes, but is not limited to, complete curriculum plans, lesson plans and classroom materials.

**Ways of working**

1. The Subject Expert (Contractor) shall work as reasonably required with the digital team. The digital team will be responsible for conducting user research and usability testing sessions of the training modules with teachers and early adopter schools. The Contractor shall account for these factors when developing the modules specified in annex A.
2. When creating the training modules for each subject the relevant Subject Expert (contractor) shall be required to attend a full day of co-creation and pair writing workshop in the DfE offices in Sanctuary Buildings, London, Westminster SW1P 3BT. This will be followed with a week of fact checking and finalising the content of the training module, which will be conducted online.

**How to apply**

Responding to this Competition

1. Bidders are invited to submit a written tender to the following email address: RSHE.TENDERS@education.gov.uk. The deadline for the submission of tenders is **3pm on 23rd March 2020**. Any submissions made after the deadline **will not be evaluated**.
2. The assessing panel will not have access to any of the bidders’ submissions until after the closing date and time has passed, nor can the panel see anything that has been partially or fully submitted until this time. Variant tenders will not be accepted.

Format of Tender

1. The bidder should prepare a written proposal using the attached template which should be sent to RSHE.TENDERS@education.gov.uk. The written proposal should be based on the specification in the advert published on 25/02/2020.
2. Evaluators will not take into account previous knowledge of a supplier unless it is included in the tender responses; therefore, suppliers should be explicit about previous contracts delivered and provide clear evidence and examples of relevant skills and experience. Suppliers must not submit any additional information with their proposal other than that specifically requested in this document.

**Annex A**

* 1. **Relationships Education (Primary)**
		1. Families
			1. Importance of family.
			2. Marriage and civil partnership as legally recognised commitments.
			3. Characteristics of healthy family life.
			4. Commitment to each other.
			5. Protection and care for children within families.
			6. Others’ families, either in school or in the wider world.
			7. Different forms of families.
		2. Caring friendships
			1. Friendships - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
			2. Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
			3. Trust and who not to trust.
			4. Judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, and how to seek help or advice from others, if needed.
		3. Respectful relationships
			1. Respecting others (in school and in wider society), 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.
			2. Conventions of courtesy and manners.
			3. Self-respect and how this links to their own happiness.
		4. Online relationships
			1. Online behaviour.
			2. Applying the same principles to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
			3. Rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
			4. Critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
			5. How information and data is shared and used online.
		5. Being safe
			1. Setting boundaries for friendships with peers and others (including in a digital context).
			2. 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.
			3. Differences between appropriate and inappropriate or unsafe physical, and other, contact.
			4. Responding safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
			5. Reporting feelings of being unsafe or feeling bad about any adult.
			6. Asking for advice or help for themselves or others, and to keep trying until they are heard.
			7. Reporting concerns or abuse, and the vocabulary and confidence needed to do so.
			8. Getting advice e.g. family, school and/or other sources.
	2. **Heath Education at primary school**
		1. Internet safety and harms
			1. The internet is an integral part of life and has many benefits.
			2. 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.
			3. Effect of online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
			4. Social media, some computer games and online gaming, for example, are age restricted.
			5. Online abuse, trolling, bullying and harassment.
			6. Understanding online information including that from search engines, is ranked, selected and targeted.
			7. Reporting concerns and getting support with issues online.
		2. Physical health and fitness
			1. Mental and physical benefits of an active lifestyle.
			2. Building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
			3. Risks associated with an inactive lifestyle (including obesity).
			4. Seeking support including which adults to speak to in school if they are worried about their health.
		3. Healthy Eating
			1. Healthy diet (including understanding calories and other nutritional content).
			2. Planning and preparing a range of healthy meals.
			3. 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).
		4. Drugs, alcohol and tobacco
			1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
		5. Health and prevention
			1. Physical illness, such as weight loss, or unexplained changes to the body.
			2. Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
			3. Sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
			4. Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
			5. Personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
			6. Facts and science relating to allergies, immunisation and vaccination.
		6. Basic first aid
			1. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
		7. Changing adolescent body
			1. Key facts about puberty and the changing adolescent body.
			2. Menstrual wellbeing including the key facts about the menstrual cycle.
	3. **Relationships and Sex Education (Secondary)**
		1. Families
			1. Different types of committed, stable relationships.
			2. Relationships might contribute to human happiness and their importance for bringing up children.
			3. What marriage is, including their legal status.
			4. Marriage is an important relationship choice for many couples and why it must be freely entered into.
			5. Characteristics and legal status of other types of long-term relationships.
			6. Roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
			7. Unsafe relationships.
			8. Seeking help or advice, including reporting concerns about others, if needed.
		2. Respectful relationships, including friendships
			1. Characteristics of positive and healthy friendships in school and in wider society.
			2. Different (non-sexual) types of relationship.
			3. Improve or support respectful relationships.
			4. Stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
		3. Bullying
			1. Some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
			2. Sexual harassment and sexual violence and why these are always unacceptable.
			3. Legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
		4. Online and media
			1. Rights, responsibilities and opportunities online.
			2. Online risks.
			3. Sharing material online, risks and dangers.
			4. Reporting material or manage issues online.
			5. Impact of viewing harmful content.
			6. Pornography.
			7. Sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
			8. How information and data is generated, collected, shared and used online.
		5. Being safe
			1. Laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
			2. Communicating and recognising consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
	4. **Health Education (Secondary)**
		1. Internet safety and harms
			1. Similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image).
			2. How people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
			3. Identifying harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
		2. Physical health and fitness
			1. Positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
			2. Characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
			3. Science relating to blood, organ and stem cell donation.
		3. Healthy eating
			1. Healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
		4. Health and prevention
			1. Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
			2. Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
			3. Benefits of regular self-examination and screening.
			4. Facts and science relating to immunisation and vaccination.
			5. Sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
		5. Drugs, alcohol and tobacco
			1. Legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
			2. Law relating to the supply and possession of illegal substances.
			3. The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
			4. The physical and psychological consequences of addiction, including alcohol dependency.
			5. Awareness of the dangers of drugs which are prescribed but still present serious health risks.
			6. The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
		6. Basic first aid
			1. Basic treatment for common injuries.
			2. Life-saving skills, including how to administer CPR (Cardio Pulmonary Resuscitation).
			3. The purpose of defibrillators and when one might be needed.
		7. Changing adolescent body
			1. Key facts about puberty, the changing adolescent body and menstrual wellbeing.
			2. The main changes which take place in males and females, and the implications for emotional and physical health.
	5. The Subject Expert (Contractor) shall embed as appropriately agreed with the DfE the following themes, safeguarding, using appropriate terminology and LGBT content in each of the modules the contractor supports in accordance with annex A.

1. As provided for in the Children and Social Work Act (2017) [↑](#footnote-ref-2)