**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.

Consultation and user research findings

1. In the development of the regulations and statutory guidance for these subjects, the Authority conducted a public consultation that received over 11,000 responses. These responses, including from expert organisations and teachers, demonstrated that teachers want training to support the delivery of Relationships, Sex and Health Education (RSHE). In primary, provision of, or signposting to, teacher guides or training in the new subject knowledge was ranked as the most useful source of support by respondents. In secondary, provision of, or sign posting to, curriculum planning resources was ranked as the most useful source of support by respondents.[[2]](#footnote-3)
2. Research and stakeholder engagement to date has also indicated a need for schools to be supported to build capacity, capability and confidence, to introduce the new subjects safely and improve the quality of teaching practice.
3. Following the consultation, the Authority conducted extensive user-focused research with teachers around their training needs and how they want to be supported. 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 in the new subjects. It also showed that teachers usually rely on their subject leads to provide guidance and expertise.

Commitment on school support

1. The purpose of the subjects is to provide children and young people with the knowledge to lead safe, healthy and happy lives. Some of the statutory content will need to be handled with particular care and sensitivity, for example on safeguarding and mental health, and the Authority is committed to supporting high quality teaching.
2. The Authority is aware that many schools already deliver some or all of the RSHE content, often through Personal, Social, Health and Economic Education (PSHE). The Authority wants to support schools to continue to develop this teaching, raising standards across the sector for all primary and secondary school age children in England.
3. Teachers in England preparing to deliver the new RSHE subjects currently encounter many challenges which the Authority can support with through offering training. The Authority has been working with lead subject teachers, non-specialist teachers and senior leadership teams in schools to determine how online training modules and approach to training can be developed to suit to teachers’ needs.
4. The Authority has tested with teachers an approach to developing online training that will equip subject leaders to train their fellow teachers in an effective way and also ensures they have the skills and knowledge to teach about relationships, sex, and health well. The Authority has also tested through user research how these training modules can be effectively structured on GOV.UK in a way that meets the needs of teachers.

1. As part of this commitment, the Authority wants to provide teachers with a single point of access to online training modules that are aligned to the areas that teachers have told us, through research that they find most challenging. These training modules will be published alongside other support materials for schools such as the implementation guide, case studies and quality assured resources.

**Training modules to be developed.**

1. The topics below have been identified by teachers as areas they find most challenging to teach and therefore require training. There may be other areas that schools identify as a training need when we begin to test the modules with a wider pool of schools during development. The Contractor shall work with the Authority’s digital content developer to design the following training modules for use in schools (to be confirmed in contractor award)
   1. **Relationships Education (Primary)**

Teaching inclusively about family units (e.g. single parents/LGBT)

Online safety

Preventing bullying

* 1. **Health Education (Primary)**

Mental health

Puberty

* 1. **Relationships Sex Education (Secondary)**

Sexual intimacy

FGM

Contraception

Gender identity

Harmful content online such as pornography

Online safety

* 1. **Health Education (Secondary)**

Mental health  
Drugs and alcohol risks  
Body image

* 1. **Curriculum planning for Relationships Education and Health Education at Primary**
  2. **Curriculum planning for Relationships and Sex Education, and Health Education at Secondary**

1. The Contractor shall embed as appropriately agreed with the Authority the following themes, safeguarding, using appropriate terminology, community relevance and LGBT in each of the modules the contractor supports in accordance with paragraph 10.

**Outputs and Deliverables**

1. The Contractor shall work with a team of digital content developers and user researchers commissioned by the Authority 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 shall also be able to use the training materials.
2. The Contractor shall design the training modules to enable teachers to be trained on how to deliver effective RSHE lessons. This includes enabling teachers to teach about the key knowledge and facts about the topics and in addition any other subject matter content the Contractor deem will be effective for teachers to teach the modules specified at paragraph 10. The training modules shall be factually accurate and knowledge-based, drawing on reputable, expert and credible sources.
3. The Contractor shall consider the way in which pupils learn and are delivered through 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) in delivery of the services required under this contract e.g. they should build on pupils’ prior knowledge, break down complex material, and sequence knowledge in a coherent way.
4. The Contractor shall ensure the training modules are adaptable, so that schools can tailor the training to the needs of their teachers. The training modules shall include associated materials including but not limited to, how teachers can use distancing techniques, setting ground rules and answering sensitive questions including handling disclosure when teaching some of the topics and in addition any other subject matter content the Contractor deem will be effective for teachers to teach the modules specified at paragraph 10.

User Experience

1. The 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 paragraph 10.
2. The contractor shall be required to work in the office of the Authority at Sanctuary Building, London, Westminster SW1P 3BT.

1. As provided for in the Children and Social Work Act (2017) [↑](#footnote-ref-2)
2. Government response to RSE Consultation, February 2019 [↑](#footnote-ref-3)