Whole school RSE audit tool

This audit tool has been designed to give a snapshot of RSE provision in your school. It uses the traffic light: red, amber, green 'RAG' rating system to enable the user to quickly identify areas of weakness and strength in RSE provision, based on a set of best practice criteria mapped against a whole school approach.

The best practice criteria have been adapted from National Healthy Schools materials. In updating the materials we have aligned the criteria with the language and concepts in the Sex Education Forum '12 principles' for good quality RSE. These principles are available as a downloadable poster and can be used as part of a review of RSE provision and also as a tool to communicate a school's commitment to achieving the 12 principles.

Why take a whole school approach to RSE?
A whole school approach will ensure that all members of the school community are involved (staff, students, parents and governors); that learning is backed up by school policies and reflected in the culture, ethos and environment of the school.

Who is the whole school approach tool for?
This tool can be used by anyone with responsibility for planning, reviewing or delivering RSE. The outcome may also be of interest to other stakeholders, such as members of senior leadership team, pupils and the school governing body.

When should I use this tool?
This tool is designed to be used at the start of a review process. It can be used to help decide which areas of provision to focus on and to set targets and actions in the short, medium and long term. It can be used to benchmark current provision and then review progress on an ongoing basis.

How can this tool be used?
This tool can be completed by an individual, or group, and can be used as a one-off activity or on an ongoing basis. Here are some examples of how schools have used the tool in practice:

- **To engage staff**: As a group exercise to explore different attitudes to RSE provision in the school and to understand how existing provision and support is perceived by different members of the school community, for example in a staff meeting)

- **To raise awareness:** So all staff understand the value of a whole school approach to RSE and consider the implications for their area of responsibility, for example as part of in-service training

- **To identify need:** To review the quality of RSE provision and to provide a basis for decision-making around resourcing and staff continuing professional development (CPD)

- **Strategic management:** To ensure compliance, for example in relation to school policy, and to flag up any areas of concern, for example by members of the senior leadership team

Working together for quality relationships and sex education

Success criteria	Rating
Leadership, management and managing change	
The head and senior leaders give RSE high status within the school.	🔴 🟡 🟢
There is clear senior management support for the RSE or PSHE lead.	🔴 🟡 🟢
There is a named governor for RSE.	🔴 🟡 🟢
Policy development	
The school has a RSE policy agreed by governors and staff that has involved consultation with pupils and parents, and which is regularly reviewed.	🔴 🟡 🟢
The policy links to and is consistent with other policies in the school.	🔴 🟡 🟢
Curriculum planning and resource, including working with external agencies	
RSE is an identifiable part of the PSHE education curriculum, which has planned, timetabled lessons across all Key Stages.	🔴 🟡 🟢
Visitors are used to support and enhance RSE not to excuse school staff from teaching it.	🔴 🟡 🟢
Resources are carefully selected for their suitablility and reviewed for effectiveness once in use.	🔴 🟡 🟢
Teaching and learning	
A variety of teaching and learning strategies are used, which encourage participation, with opportunities for pupils to develop cirtical thinking and relationship skills.	🔴 🟡 🟢
Pupils feel safe in RSE lessons, for example through use of group agreements.	🔴 🟡 🟢
RSE is taught by staff who want to teach it, who are trained and supported, knowedgeable and confident.	🔴 🟡 🟢
School culture and environment	
The school ensures that RSE is embedded in the school's values and moral framework.	🔴 🟡 🟢
Giving pupils a voice	

All pupils are given opportunities to comment on RSE policy and practice in the school and their views contribute to curriculum planning and evaluation of effectiveness.	🔴 🟡 🟢
The diverse experiences of pupils, such as Looked After Children and those with special educational needs and disabilities, are acknowledged and their RSE needs met.	🔴 🟡 🟢

Provision of pupils' support services

The school keeps up to date with local health and advice services and provides clear access to information about them for pupils.	🔴 🟡 🟢
Where appropriate the school offers school-based drop-ins and other support services for pupils.	🔴 🟡 🟢

Staff professional development needs, health and welfare

The school esnures teachers, governors and support staff receive appropriate CPD, INSET and ongoing support.	🔴 🟡 🟢
RSE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget.	🔴 🟡 🟢

Partnerships with parents, carers and local communities

The school recognises that parents and carers are crucial to the success of the RSE programme and gives them regular information about what is provided and accessible opportunites to comment on policy and practice.	🔴 🟡 🟢
Information is provided to support parents and carers in fulfilling their role as educators about relationships and sex at home.	🔴 🟡 🟢

Assessing, recording and reporting pupils' achievement

Assessment opportunities are built into the RSE lessons and programme.	🔴 🟡 🟢
RSE is assessed on skills and attributes as well as on knowledge.	🔴 🟡 🟢
Part of the assessement involves pupils being asked to reflect on their work and learning.	🔴 🟡 🟢
Parents receive information about pupils' learning in RSE.	🔴 🟡 🟢