

# The In Depth Secondary Review Framework for RSE

An In Depth Review Framework for Relationships and Sex Education in secondary settings

SAMPLE



**RSE**  
hub

Strengthening Relationships  
and Sex Education

PSHE Association  
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“I thought it was excellent”

“It provided a focused opportunity for collaboration between PSHE and Science”

“I enjoyed it!  
A thoroughly enjoyable and useful experience.”

“It is always good to work with another school, observe similarities and differences and identify things to take away.”

This document can be purchased along a range of consultancy options to support using the Quality Review Framework to improve RSE within the school.

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The RSE Hub is delivered in partnership with the social enterprise The Exchange Foundation and continues to be guided by an advisory group of statutory, non-statutory and independent specialists. The RSE Hub aims to provide relevant credible and useful support for all aspects of Relationships and Sex Education.

This resource aims to help schools quality assure their RSE provision and create a development for sustained improvement as a whole school approach. The Framework was commissioned by the South West RSE Hub and was developed in partnership with Jan Lever Education Consultancy. The materials were trialed and evaluated during a pilot phase in two schools. The participating schools in Wiltshire and Bath & North East Somerset strongly endorsed the value of the process and the usefulness of the materials, as well as providing valuable feedback to support further refinement of the framework. The pilot demonstrated that engaging with the in depth review provides an effective and comprehensive basis for schools to evaluate their own and each other's RSE provision within an environment of mutual support and improvement. Additional copies may be purchased from <http://www.rsehub.org.uk/> Bulk purchasing options are also available. For more information or support with the Quality Review Framework please contact [info@rsehub.org.uk](mailto:info@rsehub.org.uk)

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# NOTES FOR GUIDANCE

## Introduction

### What is the Quality Review Framework for RSE?

The Quality Review Framework for RSE provides a set of materials, including detailed self-review criteria, which enable secondary schools to review and develop their Relationships and Sex Education (RSE) provision and to ensure that they are effectively meeting young people's entitlement in this essential area of learning.

### Who is the Quality Review Framework useful for?

- 11-18 educators of RSE
- Leaders of RSE within secondary school settings.
- Leaders of RSE that work with schools to improve RSE delivery

### Why complete the Quality Review Framework?

Young people consistently say the RSE they receive is not good enough (SEF,2008) and Ofsted have repeatedly found RSE provision to be weak in many schools (Ofsted, 2002,2010,2013). The Quality Review Framework was developed in order that schools can review, develop and improve their RSE to ensure that the RSE they provide is of the highest standard, that meets national guidelines. This framework can be carried out as a peer or a self-review process.



# NOTES FOR GUIDANCE

## Self Review

The self- review option provides a set of criteria to be used in the first place by the school participating in the review to give an honest assessment of its own provision. These criteria are grouped into the five main areas of focus:

- Leadership and Management
- The Teaching Team
- Learning and Teaching
- The Learning Community
- Content

By cross-referencing these criteria with its schemes of work, the school should be able to identify where coverage is strong and where there are areas for development.

In reflecting on the criteria provided in the framework, the school is asked to rate its current provision using a four point scale, to add further text as required to comment and identify relevant evidence, and to highlight the future actions and points for development that emerge from the self-review.

## Peer Review

**The peer review process builds on the self review criteria.**

The principle underlying the peer review process is that of a supported self-review, allowing each school to assess its own provision against the criteria provided in the In Depth Review Framework, while the partner school acts as a critical friend in scrutinising and evaluating that assessment.

The process is designed to combine a searching and constructive review of RSE provision and delivery in each individual school with the opportunity for schools to share and learn from each other and so add value to the experience of RSE their students and staff.



# IN DEPTH REVIEW – SELF REVIEW

## Review

The in depth self review is completed by the RSE team (including Science, PSHE, RE & Child development teachers & Senior management) within the school by completing the tables and referencing all available evidence.

## Develop

The findings are shared and agreed with the RSE teaching team across all subjects and senior leadership and a development plan is drawn up.

## Deliver

The development plan is enacted for the rest of the academic year. At the end of the year the self review is revisited to gauge progress and identify additional areas for improvement in the next phase of the RSE development cycle.

# IN DEPTH REVIEW – PEER REVIEW

## Review

The in depth peer review is completed by those responsible for delivery of RSE related topics across the curriculum (to include PSHE, Science, RE, Child Development, Pastoral teams) . The team reviews itself against the criteria and identifies relevant evidence.

## Share

The self review (and documentary evidence) is shared with the peer review team, together with specific requests for particular areas of focus for the review.

## Peer Visit

The peer review team use the self review to prepare for the visit by formulating questions to be tested through observation, interview & discussion.

The peer review visit should include:

- Lesson observations
- Meetings with:
  - Subject leader and teaching team
  - HT and/or leadership team
  - Students
  - School nurse
  - Parents & Governors
  - Pastoral leads
- Reviewing relevant documentation including policy documents and schemes of work.

## Deliver

The development plan is enacted for the rest of the academic year. At the end of the year the review is revisited to gauge progress and identify additional areas for improvement in the next phase of the RSE development cycle. This can be supported by the peer review team if necessary

## Develop

School formulates its own RSE development plan based on the findings with support from peer review team and local leads where available.

## Feedback

Feedback of findings from the peer review team:

- Verbal feedback on the day
- Written feedback on findings and recommendations for development plan within one month of the visit.

### Note on confidentiality

The peer review process is intended to be supportive and constructive. A key principle to be observed is that the review findings, as presented verbally and in writing by the review team, become the property of the school under review. The review team will maintain confidentiality with regard to their findings and feedback. The school itself will have discretion regarding whether and when to share the outcomes, which they may of course wish to do in order to access support from the local authority or any other source to support them with the implementation of their development plan.

# NOTES FOR GUIDANCE

## Intended Outcomes In Depth Self Review

Through participation in the self review process, schools will:

- Review and assess their own RSE provision with reference to a comprehensive framework of criteria that are firmly grounded in current guidance and legislation

Apply the findings of the review to formulate a structured development plan for RSE with specific, timed and achievable targets using the development planning form (appendix 1) provided or an equivalent format of their own.

## Intended Outcomes in Depth Peer Review

Through participation in the peer review process, schools will:

- Review and assess their own RSE provision with reference to a comprehensive framework of criteria that are firmly grounded in current guidance and legislation
- Refine and authenticate their self-review through the partnership with colleagues from a partner school
- Widen their perspective on the planning and delivery of RSE by undertaking the same critical evaluation of provision in the partner school
- Benefit from a constructive and mutually supportive professional dialogue with colleagues in a similar school setting
- Apply the findings of the review to formulate a development plan to enhance the experience of RSE for their students and staff.

- Based on the findings of the self-assessment and the peer review, the school formulates a structured development plan for RSE with specific, timed and achievable targets, using the format development planning form (appendix 1) provided or an equivalent format of their own.

For schools undertaking the peer review process, it is worth noting that the experience of the pilot schools was that they benefited greatly from the support of external consultants (whether Local Authority or independent) in planning and conducting the review. Whilst the framework is intended to support a genuine peer-to-peer review process, the logistics of bringing a pair of schools together, managing the completion and sharing of the self-review, and planning and carrying out the review visits can all be greatly facilitated by the involvement of external advisers or consultants. The RSE Hub can act as a broker to enable schools to access this kind of support at a level appropriate to their needs and resources.



# NOTES FOR GUIDANCE

## Legislation, guidance and Key Publications

**The criteria used in the review framework are based on the most relevant aspects of current legislation and guidance. A list of key publications for reference is located at the end of this document, and each individual criterion can be cross-referenced to these publications as appropriate.**

As well as authenticating the review criteria, the publications referenced offer valuable additional guidance and support for the planning and delivery of the RSE programme. The Appendix to these guidance notes summarises the current position concerning the status of RSE in the curriculum and the expectations placed on schools with regard to their provision for the subject.

## Completing the review document

Work through the document completing the sections you are able to at this stage. You may choose initially to focus only on reviewing the core criteria, aiming to build up to the quality criteria at a later stage.

Share the working document with other stakeholders for them to add their contributions too. Make notes of where the supporting evidence is located and any action points you might want to think about. Remember to save the document as you proceed. Once happy that the document is an accurate reflection of RSE provision in your school use the findings to complete the development plan in Appendix 1.

**For further help and support with completing this document contact [info@rsehub.org.uk](mailto:info@rsehub.org.uk)**

## Young people say:

Have better communication with young people, let them participate in setting the agenda and base SRE on their needs.

SEF/UKYP Charter 2008



# SCHOOL FACTFILE

School name	
Head Teacher	
School type and age range	
Number on roll	
Any special features Eg. High FSM, BME, SEN, etc	M P L E
PSHE Subject Lead	
Science Subject Lead	
PSHE Link Governor	

# SCHOOL FACTFILE

<p>Subject Areas RSE is taught e.g. PSHE, Science, RE, Citizenship, form time, child development</p>			
<p>PSHE Education Average hours per week for discrete, timetabled PSHEE</p>	KS3	KS4	KS5
<p>National PSHE CPD Number of accredited staff</p>			
<p>Clarifications... Please use this space to explain for the review team any local abbreviations or acronyms used in your self-review below</p>			

# FOCUS 1 – LEADERSHIP AND MANAGEMENT

Each criteria is cross referenced to current legislation, the references for which can be found at the end of this document. For information you may wish to delete this to make space for your own comments.

Criteria	Rating	Comments / Evidence	Actions / Points for Development
1.1 An identified subject leader holds responsibility for RSE, with appropriate status, time and senior leadership support		Ofsted 2010: para 96-99; HS Toolkit: 1.1, 1.2	
1.2 An RSE policy statement is in place which has been updated within the last 3 years, addresses statutory requirements and current national guidance and reflects consultation within the school community		DfEE 2000: 1.1; Sex Ed Forum 2011; HS Toolkit: 2.1, 2.2	
1.3 Provision for RSE is embedded in mainstream school planning, for instance through the School Development Plan and in the agenda of the Governing Body		DfEE 2000: 1.2, 1.5, 3.1 (Learning and Skills Act 2000 requires governing bodies to have regard to the guidance)	

## Rating Guide:

- |                         |                           |
|-------------------------|---------------------------|
| 1. Hardly or not at all | 3. To a large extent      |
| 2. To some extent       | 4. Secure and established |

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# FOCUS 2 – THE TEACHING TEAM

Each criteria is cross referenced to current legislation. For information you may wish to delete this to make space for your own comments.

Criteria	Rating	Comments / Evidence	Actions / Points for Development
2.1 The teaching team for RSE is composed according to a model which ensures that all teachers are willing and committed to the teaching of this subject, and have the opportunity to gain and consolidate experience over time		Ofsted 2010: 48, 50-52; Sex Ed Forum 2010 'Understanding SRE': p.4	
2.2 Teachers who deliver RSE have the necessary confidence, subject knowledge and classroom skills to deal with subject matter that can be sensitive and personal		DfEE 2000: 2.1 and Chapter 4; Ofsted 2010: 46, 47, 49, 50-52; Sex Ed Forum 2005	
2.3 Any teachers, TAs and other support staff whose role involves providing pupil care, support or guidance have the confidence, knowledge and skills to deal with sensitive matters concerning relationships and sexual health		DfEE 2000: Chapter 7; Ofsted 2010: 129, 130; HS Toolkit: 6	

## Rating Guide:

- |                         |                           |
|-------------------------|---------------------------|
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# FOCUS 3 – LEARNING AND TEACHING

Each criteria is cross referenced to current legislation. For information you may wish to delete this to make space for your own comments.

Criteria	Rating	Comments / Evidence	Actions / Points for Development
3.1 Consistent care is taken to create a safe and positive learning environment for RSE, for instance through the establishment of ground rules or a class agreement		DfEE 2000: 4.1, 4.3, 4.4; SEF/UKYP 2008: Recommendation 9; Sex Ed Forum 2005: p.1ff	
3.2 Teachers clearly understand their duty of confidentiality to students and its limits, and convey this to their classes		DfEE 2000: Chapter 7; Sex Ed Forum 2005: p.1ff	
3.3 RSE lessons are taught with varied, active and experiential approaches, and include scope for students safely to ask questions and to learn by enquiry		DfEE 2000: 4.5, 4.6, 4.9; SEF/UKYP 2008: Recommendation 9; Sex Ed Forum 2005	

## Rating Guide:

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# FOCUS 4 – THE LEARNING COMMUNITY

Each criteria is cross referenced to current legislation. For information you may wish to delete this to make space for your own comments.

Criteria	Rating	Comments / Evidence	Actions / Points for Development
<p>4.1 In the school prospectus and public documents (including newsletters and the website):</p> <ul style="list-style-type: none"> <li>Any vision statements reflect and support the school's approach to RSE</li> <li>A digest is included of key points from the school's RSE policy including rationale and approach, content and parental right of withdrawal</li> </ul>		DfEE 2000: 1.1, 2.1, 5.2	
<p>4.2 Consistent strategies are used to give students a voice and a genuine and demonstrable impact in the planning, evaluation and development of RSE provision</p>		DfEE 2000: 1.3; SEF/UKYP 2008: Recommendation 3; Sex Ed Forum 2010 'Understanding SRE': p.3, p.4; Sex Ed Forum 2008	

Rating Guide:

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# FOCUS 5 – PROGRAMME CONTENT

## A Checklist

This checklist of content to cover in secondary RSE has been compiled with reference to:

- PSHE Association Programme of study for PSHE Education(Key Stages 1-4)
- Ofsted 2010: 26, 27
- The National Curriculum Key Stages 1-4 (2014)
- Ofsted 2002: Appendix 1 – Learning Outcomes for each key stage

Young people say:

Ensure SRE is interesting, relevant and practical and is taught in a safe relaxed environment – not using scare tactics.

SEF/UKYP Charter 2008



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# FOCUS 5 – PROGRAMME CONTENT

Each criteria is cross referenced to current legislation. For information you may wish to delete this to make space for your own comments.

Criteria	Rating	Comments / Evidence	Actions / Points for Development
5.1 The RSE programme helps students to know and understand:			
The physical and emotional changes that take place during adolescence			
The physical facts of human sexual relationships and reproduction			
The ways in which the media, and perceived norms and expectations in the peer group, can influence behaviour			

Rating Guide:

1. Hardly or not at all	3. To a large extent
2. To some extent	4. Secure and established

# APPENDIX 1 – DEVELOPMENT PLANNING FORM

Use the review summaries for each focus area to formulate this development plan.

School.....

Focus 1	Actions	Who	Timescale	Evidence of success
Leadership and management				



# APPENDIX 1 – DEVELOPMENT PLANNING FORM

Focus 3	Actions	Who	Timescale	Evidence of success
Learning and teaching				

# APPENDIX 1 – DEVELOPMENT PLANNING FORM

Focus 4	Actions	Who	Timescale	Evidence of success
Learning community				

# APPENDIX 1 – DEVELOPMENT PLANNING FORM

Focus 5	Actions	Who	Timescale	Evidence of success
Programme content				

# REFERENCES

The criteria in the Quality Review framework are all grounded in national legislation and guidance as referenced in the documents listed below:

- Department for Education and Employment (2000): Sex and Relationship Education Guidance (DfEE 0116/2000).
- Department for Education (2014) The National Curriculum in England Framework document
- Department for Education (2013) Guidance document for Personal Social & Health Education.
- PSHE Association (2013) A New Programme of Study for PSHE Key Stages 1-4 Available from <http://www.pshe-association.org.uk/uploads/media/27/7783.pdf>
- Ofsted (2010): Personal, Social, Health and Economic Education in schools (Ofsted 090222)
- OFSTED (2013) Not Yet Good Enough, Personal, social, health and economic education in schools (Ofsted 130065)
- Ofsted (2002): Sex and Relationships Education (HMI 433)
- Department for Education (2011): Healthy Schools Toolkit – Whole School Review Template
- Babcock 4S / Roehampton University: National Standards for the PSHE CPD Programme
- Sex Education Forum / UK Youth Parliament (2008): Sex and Relationships Education, Young People's Charter
- National Children's Bureau – Sex Education Forum:
  - 2011: Current Status of Sex and Relationships Education
  - 2010: Understanding Sex and Relationships Education
  - 2010: External Visitors and Sex and Relationships Education
  - 2008: Are You Getting It Right? A toolkit for consulting young people on SRE
- 2005: Effective Learning Methods: approaches to teaching about sex and relationships within PSHE and Citizenship
- 2003: Sex and Relationships Education: Support for School Governors
- 2003: Talk to your children about sex and relationships: support for parents
- Sex Education Forum Website (regularly updated): SRE Resource <http://www.sexeducationforum.org.uk/resources.aspx>
- Lucy Emmerson (2009): Developing on-site sexual health services in secondary education: a resource pack (for purchase)
- Simon Blake and Stella Muttock (2004): Assessment, Evaluation and Sex and Relationships Education: a practical toolkit for education, health and community settings (for purchase)



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## Young people say:

Have better communication with young people, let them participate in setting the agenda and base SRE on their needs

SEF/UKYP Charter 2008

