

Relationships and sex education audit (secondary)

Assess your current curriculum

As a secondary school you must teach relationships and sex education. There's a list of expectations about what pupils will need to know by the end of the secondary phase which is set out in [our article](#).

Use this audit to help you identify what expectations you're meeting already, and any gaps you need to fill.

Give each expectation a 'red, amber, green' (RAG) rating. Red can mean 'not currently taught at all', amber can be 'covered but not effectively or there's outstanding issues' and green can be 'covered effectively, no further work needed'.

Remember: when planning and delivering your RSE curriculum, make sure you comply with your school's:

- › [Legal requirements around political impartiality](#), particularly when you're working with external organisations or any material produced by them
- › Requirements under the [Equality Act 2010](#) and Public Sector Equality Duty, to create an inclusive classroom

Gather evidence for each expectation

- › Use the following as sources of evidence of the effectiveness of current teaching:
 - A consultation with staff, parents and pupils – if you haven't yet consulted with your community, we recommend you do as it'll provide useful evidence for this audit. Use our [consultation toolkit](#) to help you
 - Curriculum plan
 - Lesson plans
 - Lesson observations/learning walks
 - End of unit evaluations written by pupils and/or teachers
- › You'll want to show:
 - Where in the curriculum plan you're meeting the expectations (i.e. in what year and what term is it covered)
 - If it's in the plan, are you teaching it in a satisfactory way? How do you know?
- › Ask your teachers about whether they think your curriculum is appropriate for pupils in terms of:

- The age group of the class
- Your local area (i.e. are there any related local issues, like gangs, that should be addressed in your curriculum?)
- Different physical and emotional maturity levels in the same class
- Different religious or cultural backgrounds in the same class
- Different family backgrounds in the same class (e.g. single-parent families, looked-after children, same-sex parent families)
- Special educational needs and disabilities
- English as an additional language

Think about next steps

If you've rated anything red or amber, consider whether you need to:

- Amend your curriculum plan
- Find better teaching resources
- Review your timetabling for this subject
- Provide more training for staff

Add these ideas into the 'steps to take' column, and say when you'll do them and who'll be responsible.

If you identify several large gaps, you may want to consider buying a new curriculum package or scheme of work. If you do, use this audit to:

- Make sure the new package or scheme covers all the requirements
- Identify what you need out of the new package that you're not getting currently

PUPILS SHOULD KNOW...	EVIDENCE YOU'RE MEETING THE EXPECTATION	STEPS TO TAKE TO FULLY MEET THE EXPECTATION	RAG
Families			
That there are different types of committed, stable relationships			
How these relationships might contribute to human happiness and their importance for bringing up children			
What marriage is, including its legal status (e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony)			
Why marriage is an important relationship choice for many couples and why it must be freely entered into			
The characteristics and legal status of other types of long-term relationships			
The roles and responsibilities of parents with respect to raising			

PUPILS SHOULD KNOW...	EVIDENCE YOU'RE MEETING THE EXPECTATION	STEPS TO TAKE TO FULLY MEET THE EXPECTATION	RAG
children, including the characteristics of successful parenting			
<p>How to:</p> <ul style="list-style-type: none"> • Determine whether other children, adults or sources of information are trustworthy • Judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships) • How to seek help or advice, including reporting concerns about others if needed 			
Respectful relationships, including friendships			
The characteristics of positive and healthy friendships (in all contexts, including online), including			

PUPILS SHOULD KNOW...	EVIDENCE YOU'RE MEETING THE EXPECTATION	STEPS TO TAKE TO FULLY MEET THE EXPECTATION	RAG
<p>trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p>			
<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>			
<p>How 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)</p>			
<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including people in positions of authority, and tolerance of other people's beliefs</p>			

PUPILS SHOULD KNOW...	EVIDENCE YOU'RE MEETING THE EXPECTATION	STEPS TO TAKE TO FULLY MEET THE EXPECTATION	RAG
About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help			
That some types of behaviour within relationships are criminal, including violent behaviour and coercive control			
What constitutes sexual harassment and sexual violence and why these are always unacceptable			
The legal rights and responsibilities regarding equality (particularly with references to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal			
Online and media			
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour			

PUPILS SHOULD KNOW...	EVIDENCE YOU'RE MEETING THE EXPECTATION	STEPS TO TAKE TO FULLY MEET THE EXPECTATION	RAG
apply in all contexts, including online			
About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online			
Not to provide material to others that they wouldn't want shared further and not to share personal material which is sent to them			
What to do and where to get support to report material or manage issues online			
The impact of viewing harmful content			
That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners			

PUPILS SHOULD KNOW...	EVIDENCE YOU'RE MEETING THE EXPECTATION	STEPS TO TAKE TO FULLY MEET THE EXPECTATION	RAG
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail			
How information and data is generated, collected, shared and used online			
Being safe			
The concepts of, and laws relating to, sexual consent, sexual exploitation abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, and how these can affect current and future relationships			
How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)			

PUPILS SHOULD KNOW...	EVIDENCE YOU'RE MEETING THE EXPECTATION	STEPS TO TAKE TO FULLY MEET THE EXPECTATION	RAG
Intimate and sexual relationships, including sexual health			
How to recognise the characteristics and positive aspects of healthy 1-to-1 intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship			
That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively (e.g. physical, emotional, mental, sexual and reproductive health and wellbeing)			
The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women			
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others			

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That they have a choice to delay sex or enjoy intimacy without sex			
The facts about the full range of contraceptive choices, efficacy and options available			
The facts around pregnancy, including miscarriage			
That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)			
How the different sexually transmitted infections, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing			
About the prevalence of some STIs, the impact they can have on those who			

PUPILS SHOULD KNOW...	EVIDENCE YOU'RE MEETING THE EXPECTATION	STEPS TO TAKE TO FULLY MEET THE EXPECTATION	RAG
contract them and key facts about treatment			
How the use of alcohol and drugs can lead to risky sexual behaviour			
How to get further advice, including how and where to access confidential sexual and reproductive health and advice and treatment			