**Monitoring the relationships, sex and health education (RSHE) provision in schools: governing board compliance and good practice audit**

From September 2020 the statutory guidance for the delivery of relationships, sex and health education (RSHE) changes and schools should be preparing to implement their updated policy and curriculum.

Within the new guidance, Secondary schools are required to deliver relationships and sex education and Primary schools must deliver relationships education. All schools must deliver health education, including physical and mental health and wellbeing. Primary schools will continue to have the choice whether to deliver a sex education curriculum.

The governing board is responsible for the strategic direction of the school, including the delivery of the curriculum, raising standards and setting targets. Monitoring the school’s RSHE provision, ensuring this meets the needs of all pupils and reflects the community the school serves is part of this responsibility.

‘[Relationships Education, Relationships and Sex Education (RSHE), and Health Education in England](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)’ guidance came into force in September 2020. Due to the continued challenges and impact of Covid-19, schools are permitted to delay the implementation of their updated RSHE Policy and Curriculum up until the Summer term. Governing boards should maintain awareness of the school’s progress towards implementing their policy and curriculum.

The guidance states that the governing board should ensure the following:

* All pupils make progress in achieving the expected educational outcomes
* RSHE is well led, effectively managed and well planned
* The quality of provision is subject to regular and effective self-evaluation
* Teaching is delivered in ways that are accessible to all pupils with SEND
* Clear information is provided for parents and carers on the content of the RSHE curriculum and their right to request that their child is withdrawn from aspects of the RSHE curriculum
* The RSHE curriculum is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The governing board may choose to appoint a link governor to monitor the provision of RSHE or to monitor via a committee and provide feedback to the governing board.

This audit provides governing boards with a tool to monitor the school’s compliance with the statutory guidance and can be used to support of the board’s monitoring activities.

How the governing board uses this audit is at the discretion of governors and there are several options. It could be used as the framework for a series of monitoring visits, e.g. focussing on one section at a time, or as a framework for inviting the RSHE lead to report to governors and using the audit as key questions. The audit could also be used as a reflection tool to determine what the governing board know so far and what areas they need to explore further in their monitoring.

**Monitoring the relationships, sex and health education (RSHE) provision in schools: governing board compliance and good practice audit**

|  |
| --- |
| **Audit information** |
| **School name** |  | **[Insert school logo here]** |
| **School’s Christian vision** |  |
| **Date of audit:** |  |
| **Audit completed by:** |  | **Role:** |  |
| **Name of staff member involved in the audit:** |  | **Role:** |  |
| **Date audit outcomes shared with governing board:** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Audit question** | **Yes** | **No** | **Responses/comments** |
| **Role of the governing board** |
| Are governors aware of their responsibilities in relation to the RSHE guidance and the Equality Act 2010? |  |  |  |
| Has the governing board implemented a plan to monitor the school’s RSHE Policy and curriculum? |  |  |  |
| Do Foundation Governors understand their responsibility in ensuring the RSHE Policy and curriculum maintain the Christian distinctiveness of the school?  |  |  |  |
| **Development and implementation of the RSHE Policy** |
| Is there a compliant RSHE Policy in place? |  |  |  |
| Is the RSHE Policy published on the school website?  |  |  |  |
| Does the RSHE Policy reflect and promote the Church of England vision for education? |  |  |  |
| Does the RSHE policy reflect and promote the school’s Christian vision and associated values? |  |  |  |
| Has the school engaged with pupils when developing its RSHE Policy? |  |  |  |
| Are related school policies consistent with the aims of the RSHE Policy in both theory and practice? e.g. Child Protection and Safeguarding Policy, Behaviour Policy, Equality and Inclusion Policy, On-line Safety Policy.  |  |  |  |
| Does the school’s policy review schedule include the RSHE Policy and associated policies?  |  |  |  |
| Does the school’s policy include how staff respond to questions from pupils which go beyond what is set out for the RSHE curriculum? |  |  |  |
| Have staff received training in how to respond to pupils’ questions which go beyond what is set for the RSHE curriculum?  |  |  |  |
| **Engagement with parents and carers** |
| Have parents and carers been provided with clear information regarding the content of the RSHE curriculum? |  |  |  |
| Has the school engaged with parents and carers regarding the proposed RSHE Policy and identified trends in feedback? |  |  |  |
| Has the school responded effectively and clearly to the feedback received from parents and carers? |  |  |  |
| **[Primary schools]** If it is decided that sex education is to be included in the curriculum, have parents and carers been made aware of this and been given the opportunity to understand the curriculum content and how lessons will be delivered in an age-appropriate way? |  |  |  |
| **[Secondary schools and Primary schools offering sex education]** Has the school clearly communicated to parents and carers their rights and the process to remove their child from the sex education aspect of the RSHE curriculum? |  |  |  |
| Has the school implemented a process to record the number of pupils removed from the sex education aspect of the RSHE curriculum and reasons for this? |  |  |  |
| **[Secondary schools]** Has the school implemented a process for pupils above the age of 16 to be made aware they have the right to decide to receive sex education and that there is equal and quality provision available for any pupil who exercises this right? |  |  |  |
| **Development and implementation of the RSHE curriculum** |
| Does the school’s RSHE provision ensure the curriculum is accessible for all pupils, including pupils with SEND? |  |  |  |
| Has the school ensured that the RSHE curriculum is supported by resources which are sensitive and age-appropriate?  |  |  |  |
| Is there an effective RSHE curriculum evaluation process in place led by senior leaders? |  |  |  |
| Does the school ensure that visiting speakers, supporting the RSHE curriculum, include age-appropriate content, follow the schools safeguarding processes and pay due regard to confidentiality? |  |  |  |
| Is the RHE curriculum based on the law, as well as broader safeguarding issues? |  |  |  |
| Does the RSHE curriculum include teaching about physical health and wellbeing?  |  |  |  |
| Is there flexibility in the RSHE curriculum to respond to local public health and community issues that arise? |  |  |  |
| Does the school have procedures in place to respond to any disclosures made by pupils during RSHE lessons? |  |  |  |
| Has the school appointed a designated RSHE lead? |  |  |  |
| Does the RSHE lead’s job description include their role and responsibilities linked to their delegated role for RSHE? |  |  |  |
| Are there sufficient resources in place to ensure the school meets its legal obligations in relation to the RSHE statutory requirements?  |  |  |  |

|  |
| --- |
| **Further monitoring agreed by the governing board** |
| **Action required** | **Monitoring activity to be implemented** | **Governor responsible for monitoring** | **Timescale for completion** | **Date action completed** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |