

# SRE/RME Self-evaluation Tool

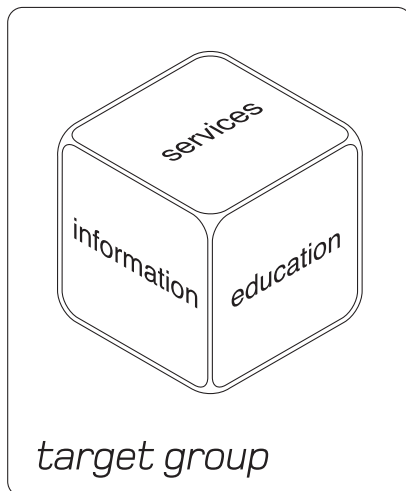
A self-evaluation workbook to review the  
Sex and Relationship Education/Relationships and Moral Education  
in your secondary school

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# Introduction

Healthy Respect is a Scottish Executive funded National Health Demonstration Project, hosted by NHS Lothian. Launched in 2001, Healthy Respect works to create links between education and health, through a partnership network, integrating education, services and information. Now in its second phase (2005 – 2008), Healthy Respect continues to work with young people in specific areas of Lothian to enable them to develop a Healthy Respect for themselves and others through adopting a positive attitude to their own sexuality and that of others.



# Background

Relationships and sex are a positive and fulfilling part of the lives of most adults in Scotland, irrespective of their age, culture, or faith. For young people learning to develop respectful and responsible relationships, there are many factors that can impact upon their social and emotional development. Life circumstance, self esteem, and images in the media are just a few examples of the pressures impacting upon young people as they start to develop an awareness of their sexuality.

Education around relationships and sexual health is a key element of Personal and Social Education for young people accessing secondary schools and is addressed in a number of subject areas. In non-denominational schools, the majority of Sex and Relationships Education (SRE) is delivered as part of health education programmes. In Roman Catholic schools, the majority of Relationships and Moral Education (RME) is delivered as part of religious education programmes. References to SRE/RME throughout this assessment tool are made with this distinction in mind.

“There is good evidence that school-based sex and relationships education (SRE), particularly when linked to contraceptive services can have an impact on young people’s knowledge and attitudes, delay sexual activity and/or reduce teenage pregnancy rates. There is no evidence to support the view that increased provision of SRE increases the early onset or frequency of sex, or the number of sexual partners.”  
(NHS Health Scotland. ‘Promoting a Healthy Respect: What does the evidence support’. 2005.)

Although there are several documents and strategies offering support and guidance, there is currently no standard national curriculum for school-based SRE in Scotland. In 2001, the Scottish Executive Education Department published National Guidance on Sex Education in Scottish Schools, offering advice to local authorities and schools on the appropriate guidelines throughout all stages of schooling. Similarly, in 2002 the Catholic Education Commission produced guidelines and guidance notes for the teaching of RME in Catholic schools.

Many schools use programmes they have developed themselves, whilst others deliver packages which have been developed by local or national health services. The SHARE Programme is one example of this – it is a comprehensive educational programme developed by NHS Health Scotland, aimed at young people in S2 – S4. The Called to Love programme is another example of a comprehensive educational programme for Roman Catholic Schools, developed in partnership by Scottish Catholic Education Service and Healthy Respect.

This self-evaluation tool has been developed by Healthy Respect to help schools evaluate the quality of the SRE/RME programme they are using, and to help them identify strengths and areas for improvement. Using the process outlined within Healthy Schools<sup>+</sup><sup>1</sup> (the Edinburgh & Lothians healthy schools scheme), this tool provides a structured approach for schools to review their SRE/RME provision in line with existing good practice and planning, taking into account the needs of the whole school community, and the wider Scottish context.

Reviewing your SRE/RME programme can be recognised as one development task towards achieving health promoting school accreditation, something that all schools should achieve by 2007. For further information or links to Health Promoting Schools, see [www.healthyrespect.co.uk](http://www.healthyrespect.co.uk)

The criteria in this tool's review questionnaire (p10) build upon those identified in the 'How good is our school?'<sup>2</sup> publications, and are set out in line with the performance and quality indicators for both self-evaluation and external inspection outlined in HMIE's 'Quality Management in Education 2'<sup>3</sup> framework.

The framework is based on six high-level questions which can be answered by evaluating the quality of education systematically across ten Key Areas.

• **What key outcomes have we achieved?**

Key Area 1. Key performance outcomes

• **How well do we meet the needs of our stakeholders?**

Key Area 2. Impact on service users

Key Area 3. Impact on staff

Key Area 4. Impact on the community

• **How good is our delivery of education processes?**

Key Area 5. Delivery of education processes

• **How good is our management?**

- Key Area 6. Policy development and planning
- Key Area 7. Management and support of staff
- Key Area 8. Partnerships and resources

• **How good is our leadership?**

- Key Area 9. Leadership

• **What is our capacity for improvement?**

- Key Area 10. Capacity for improvement

The review questionnaire in this tool addresses Key Areas 1 – 9. Each question states which Key Area it relates to. Key Area 10 is addressed through the process of undertaking this self-evaluation of your SRE/RME programme.

“It is important for education about ... responsible relationships and sexuality to take account of the cultural, ethnic and religious influences within the home, the school and the community. It needs to be non-discriminatory and sensitive to the diverse backgrounds and needs of all young people.” (HMIE. ‘Two Health Issues: Education about Drugs, Education about Responsible Relationships and Sexuality’. 2003.)

This self-evaluation tool also considers the recently published Scottish Executive strategy document ‘Respect and Responsibility: Strategy and Action Plan for Improving Sexual Health’<sup>4</sup>, which highlights characteristics of the most successful SRE programmes.

<sup>1</sup> NHS Lothian, ‘Healthy Schools+’, 2004.

<sup>2</sup> HMIE. ‘How good is our school?’ HMSO, 2002.

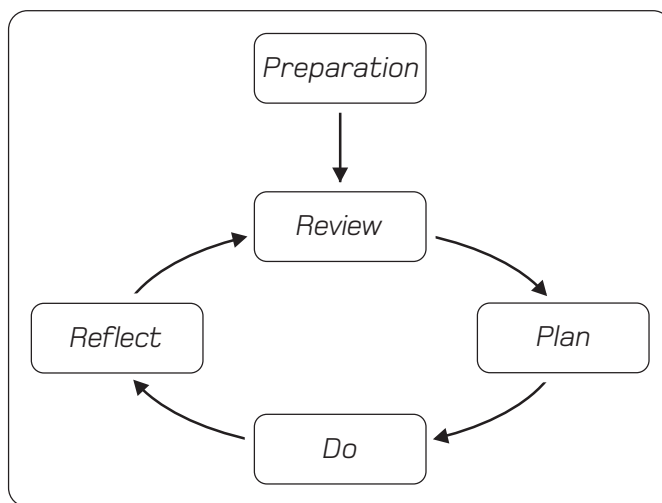
<sup>3</sup> HMIE. ‘Quality Management in Education 2’, 2006

<sup>4</sup> Scottish Executive. ‘Respect and Responsibility: Strategy and Action Plan for Improving Sexual Health’. 2005.

# The Review Process

The review process outlined in this assessment tool follows a cycle (similar to a school development planning cycle) to bring about desired change and guide on-going development in line with progress towards becoming a Healthy School (NHS Lothian, 'Healthy Schools+', 2005).

There are five stages in the review process:



## Preparation

In preparation for reviewing your SRE/RME programme, you should consider raising awareness of your intentions with the various stakeholders in your school. These may include:

- Guidance Staff Team
- Pupil Support
- Learning Support Unit
- School Health Co-ordinator
- School Nurse
- Management Team
- Young people
- PTA
- Parents

You may also wish to raise awareness with external or community stakeholders including your Local Authority, religious groups and NHS Health Promotion department.

Decide who is going to undertake the review: it will be useful to have those directly involved in the delivery of your SRE programme undertake the self-assessment. You also need to decide which stages of your SRE programme you are going to review. You may want to focus on S3 & S4, or you may want to review the entire programme from S1 – S6.

## Review

The next step in the process is to record current good practice in your Sex and Relationships Education/Relationships and Moral Education, and to identify areas for future action. The review questionnaire in this tool is designed to help you review your SRE/RME programme in its widest sense: the broad range of questions will help you identify all the main areas to reflect upon. Remember that your answers to the questions are intended to help you write your action plan. You will not have to share your answers outside your school, although you may want to share your action plan once it is developed.

You can self-evaluate your performance using the six levels of performance, which are used by HMIE in 'Quality Management in Education 2':

<b>Level</b>	<b>Definition</b>	<b>Description</b>
6	Excellent	Excellent or outstanding
5	Very good	Major strengths
4	Good	Important strengths with some areas for improvement
3	Adequate	Strengths just outweigh weaknesses
2	Weak	Important weaknesses
1	Unsatisfactory	Major weaknesses

There is also space in the review questionnaire in which you can note evidence to back up your self-evaluation.

The review will invariably identify a considerable amount of good practice already under way in your school. Remember to share this with the stakeholders you identified earlier as part of your preparation.

## Plan

From the review, identify issues for action and select a manageable number to address. Once the priorities have been identified, the next steps are to agree development tasks that will address each of these priorities, decide what success will look like with regards to each task, and agree what action needs to be taken to achieve this. These development tasks can build upon existing practice, or be a completely new initiative.

Write these development tasks into an action plan.

## Do

Implement your action plan.

## Reflect

Monitoring and evaluation is an essential part of the process to ensure that you are achieving what you set out to do, and that the work is having the intended impact. Monitoring involves the on-going collection of information relating to the progress of activities. Evaluation broadly refers to activities designed to determine whether or not aims and objectives have been met. Monitoring and evaluation will help you track data about success back to the original aims and objectives, and feed this back into the planning cycle.

# Useful Resources

## Useful resources from Healthy Respect

You may find the following Healthy Respect resources useful when reviewing and developing your programme.

Healthy Respect (2005) **Schools Sex and Relationships Education Framework**

Healthy Respect (2005) **Addressing LGBT Issues with Young People**

Healthy Respect (2005) **Confidentiality Booklets: The 'In Confidence' Series of 6 Booklets**

Healthy Respect (2003) **A Guide for Teachers on LGBT Issues**

Healthy Respect (2003) **Morning After Video and Resource File**

You will also find lots of information, and resources to download from [www.healthyrespect.co.uk](http://www.healthyrespect.co.uk).

## Useful resources from the Scottish Catholic Education Service

You may find the following resources from the Scottish Catholic Education Service useful when reviewing and developing your programme.

CEC (2002) **Guidelines for Teaching Relationships and Moral Education**

CEC (2003) **Guidance Notes for Teaching Relationships and Moral Education**

SCES (2005) **Understanding Relationships & Moral Education in the Catholic School**

SCES (2006) **Relationships and Moral Education in the Catholic School:  
Guide for Parents and Carers**

# The Review Questionnaire

## What key outcomes have we achieved?

	1 – 6	Don't know	Evidence
The resources used are credible with pupils, and are used in line with appropriate child protection guidelines.	1.2		

## How well do we meet the needs of our stakeholders?

	1 – 6	Don't know	Evidence
There are clear messages about delaying starting to have sex, and if sexually active, about using contraception.	2.1		
There is a focus on reducing sexual behaviours that lead to unintended pregnancy, HIV, or other sexually transmitted infections.	2.1		
Your programme offers information about some risks associated with sex, and ways to avoid sexual intercourse, or to protect against pregnancy and sexually transmitted infections.	2.1		
Sexual health and relationships education builds upon prior learning, and is seen as relevant.	2.1		
Opportunities are provided for pupils to reflect on their own beliefs, attitudes and values, and to develop the ability to reach moral decisions.	2.1		

How well do we meet the needs of our stakeholders? continued

	1 – 6	Don't know	Evidence
SRE/RME sessions allow for debate with others, including peers and health professionals.	2.1		
Your programme includes activities to help with resisting social pressures.	2.1		
There are examples of, and opportunities to practice communication, negotiation and refusal skills.	2.1		
Your SRE programme helps pupils to develop positive attitudes, and personal & social skills.	2.1		
Appropriate and up-to-date information about local services and support is provided for young people.	2.1		
Parents and carers are encouraged to be involved in their child's SRE/RME.	2.2		
Your programme includes a homework exercise, improving home and school links.	2.2		
Your SRE/RME is led by those who believe in the programme, and are committed to its values.	3.1		
External agencies are involved in the planning of programmes.	4.1		
Your programme is based on theory.	4.2		
The resources used are representative of the whole school community. They are inclusive of black / minority ethnic issues and lesbian, gay, bisexual and transgender issues.	4.2		

How good is our delivery of education processes?

	1 – 6	Don't know	Evidence
Your SRE/RME programme is of adequate and substantial duration.	5.1		
Your SRE/RME programme is timetabled at an appropriate time for pupils.	5.1		
Active learning and participatory teaching methods are used in the delivery of your programme.	5.1		
There is effective support for young people who may be vulnerable or at risk.	5.1		
Inappropriate or discriminatory behaviour is challenged effectively.	5.2		
You are successful at identifying learning needs around SRE/RME, including the needs of vulnerable young people, for example those who: <ul style="list-style-type: none"> <li>• Have additional support needs</li> <li>• Are looked after by Local Authorities</li> </ul>	5.2		
Consideration is given to the beliefs, experiences and needs of young people from different ethnic, religious and cultural, social and family backgrounds.	5.2		
There are alternative arrangements and support for those pupils whose parents / carers have decided to withdraw them from the programme.	5.2		
Pupils, staff and parents are consulted about the resources in use.	5.3		

## How good is our management

	1 – 6	Don't know	Evidence
Your child protection and confidentiality policies are clear and up to date.	6.1		
Staff, pupils and parents/carers are aware of these policies.	6.2		
There are processes to seek the views of young people on your SRE/RME programme. You evaluate your programme.	6.2		
Your school is good at identifying and responding to staff training needs in SRE/RME.	7.3		
There is good use of multi-agency training in partnership with external agencies and professionals.	7.3		
You have clear procedures and policies on child protection & confidentiality when working in partnership with external agencies.	8.1		
External agencies and visitors are involved in the delivery of your programme.	8.1		
Policies and procedures for working with external agencies reflect national guidance and local advice.	8.1		
Your programme has goals, methods and materials appropriate to the age and comprehension of the target audience.	8.3		
The resources used to support SRE/RME are relevant, appropriate and up-to-date.	8.3		

## How good is our leadership?

		1 – 6	Don't know	Evidence
There is a supportive and non-judgemental environment for learning and teaching. Your programme is non-discriminatory.	9.1			
Teachers respond effectively to sensitive questions and comments.	9.1			
Your school has an ethos, which encourages and enables pupils to share concerns, and seek support and advice from staff.	9.1			
There are good extra-curricular opportunities that develop pupils' ability to enjoy healthy leisure activities and responsible relationships.	9.1			