

Checklist: Monitoring sex and relationships education

This checklist is for the use of the designated member of the senior leadership team with overall responsibility for managing holistic SRE provision and the SRE coordinator.

Judgements should be made, where possible, by talking to learners about the impact of learning on their skills, attitudes and understanding of SRE. Lesson observations and discussions with staff, governors and parents will also contribute.

Criteria	Agree	Not sure	Disagree
The planned SRE programme meets the needs of all learners.			
Girls and boys engage equally with the SRE programme.			
Time is built into the programme to enable learners to reflect on what they have learned, achieved and experienced and what they need to learn next.			
Learners have opportunities to learn from others, especially those who have experiences or beliefs different from their own.			
A range of appropriate SRE resources are used that meet the needs of all learners.			
The monitoring process identifies strengths and areas for development.			
Evidence determines SRE priorities in the School Development Plan.			
Findings identify staff training needs and help to determine the programme of continuing professional development for SRE.			
Arrangements are in place to share effective practice.			
The school can demonstrate what has changed in aspects of SRE curriculum planning, learning and teaching, and the school environment as a result of monitoring evidence.			
Next steps 			
Completed by:		Date:	