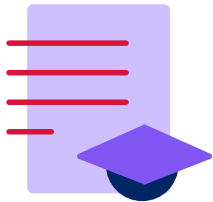


Cluster Schools – Curriculum Program Analysis Tool

Respectful Relationships Education



This document sets out an approach to evaluating Respectful Relationships Education (RRE) units of work and scope and sequences.

Rationale

Teachers and leaders need to continually reflect on their practice to ensure that teaching and learning best meets student learning needs. Evaluation should be ongoing within a stage team or faculty.

Scope and sequences and the program of learning for the year or stage should be evaluated at their conclusion, at least annually. They should be refined in response to a range of data. Teacher agency and student voice are important, so teachers and students should be given the opportunity to reflect on and evaluate the degree to which there has been progression as a result of the experiences, and what should be done next to assist learning (NESA 2021a). This information should be used to improve the next iteration of the program and the upcoming learning experiences for students. Ongoing evaluation also becomes a tool for faculties to plan and enact the ongoing process of curriculum implementation.

Programming is a vital and ongoing task where teachers can ensure that students can engage

with their learning. [Programming](#) is defined by the NSW Education Standards Authority (NESA) as the process of 'selecting and sequencing learning experiences which enable students to engage with syllabus outcomes and develop subject specific skills and knowledge' (NESA 2021b).

A program is different from a unit in 2 important ways as outlined by NESA on the [Advice on units](#) page.

A unit is a contextually specific plan for the intended teaching and learning for a particular class for a particular period. To create a unit, a teacher uses the collaboratively created program and makes class and time-specific changes to suit the needs of students. The organisation of the content in a unit is flexible and it may vary according to the school, the teacher, the class or the learning space. Units should be working documents that reflect the thoughtful planning and reflection that takes place during the teaching and learning cycle.

Purpose, audience and suggested timeframes

This resource has been designed for use by teachers or leaders of RRE. It provides a clear structure and format for reflection and should be used in conjunction with the school's personal development, health and physical education (PDHPE) scope and sequence. In addition, it complements documents or KLA scope and sequences aligned to RRE that detail how specific course requirements and assessment practices are being met. It is a support document, not a list of compliance requirements.

The layout of this document is intended to support stage-or faculty-level communication, professional learning and collaborative planning.

This analysis tool can be used at any time to:

- support the effective design of teaching and learning activities and units
- help teams to develop a shared vision for RRE across key learning areas and within individual school contexts
- ensure consistent implementation of RRE aligned to the principles of effective practice.

The Curriculum program analysis tool is best completed in pairs or as a team. The feedback should

be constructive and focused on the product and the ways to enhance the teacher's ability to meet student needs and areas of interest. Using tools that support a collaborative approach to evaluating teaching and learning is supported by extensive research, including CESE's [What works best 2020 update](#).

This tool contains instructions to support the planning and evaluation process and direct links to useful resources. The elements of the evaluation checklists stem from the following policies and guidelines:

- [Curriculum planning and programming, assessing and reporting to parents K-12 policy](#)
- [Planning programming and assessing K-12](#) and [Explicit teaching](#) resources and professional learning
- [Registration process](#) – NESA
- [Differentiated programming, Assessment, Advice on units](#) and [Advice on scope and sequences](#) – NESA

The department's [Evaluation resource hub](#) provides resources to support teachers to effectively plan, organise and complete an evaluation of different events and documents in a department setting.

Using the analysis tool

Use the tool as a guide to critique and evaluate units of work or learning sequences. To complete the analysis process effectively, it is important to have a range of necessary documents on hand.

These include the:

- RRE or KLA specific scope and sequence, for example PDHPE
- teaching and learning unit and resources

- teaching artefacts, for example resources, notes, teaching materials
- student work samples and assessment data
- assessment schedule.

The information in this template is from relevant NESA and department documentation. Links contained within this resource were correct as of 10 October 2025.

Teaching and learning unit to be evaluated

Provide a brief outline of the teaching and learning unit.

Unit aspects	Details
Unit title	
Unit description and purpose	
Stage and Year	
Duration	
Assessment outline	
Evaluation completed by	
Implementation deadline	

Teaching and learning unit	Scope and sequence	Assessment	Assessment schedule (where relevant)

Teaching and learning units evaluation – syllabus alignment

The evaluation cycle should begin with syllabus requirements. This table has been designed to provide the opportunity to collaboratively evaluate the teaching and learning units in relation to syllabus requirements.

Checklist for teaching and learning units		
<u>Advice on scope and sequences</u> The unit contains an accurate connection with the details provided in the scope and sequence, assessment schedule and other relevant documents for the year and stage.		
<input type="checkbox"/> Not evident	<input type="checkbox"/> Needs further development	<input type="checkbox"/> Effective practice
Evaluation: 		
Suggested actions: 		
<u>Advice on units</u> (outline/rationale) The purpose of the unit is clear. The purpose of the learning is consistently developed within the sequence of teaching and learning.		
<input type="checkbox"/> Not evident	<input type="checkbox"/> Needs further development	<input type="checkbox"/> Effective practice
Evaluation: 		
Suggested actions: 		

Checklist for teaching and learning units (continued)

Stage and year

The stage and year are clearly identified.

☐

Not evident

☐

Needs further development

☐

Effective practice

Evaluation:

Suggested actions:

Duration

The duration is identified and the teaching and learning material provided is reflective of this duration.

☐

Not evident

☐

Needs further development

☐

Effective practice

Evaluation:

Suggested actions:

Planning a sequence of lessons

There are clear connections to prior learning, the unit uses backward mapping to clearly align student learning, and the placement of the learning is appropriate within the scope and sequence.

☐

Not evident

☐

Needs further development

☐

Effective practice

Evaluation:

Suggested actions:

Checklist for teaching and learning units (continued)

Outcomes (linked to course content)

The teaching and learning activities have an explicit connection to the outcome content and the knowledge and skills required are effectively developed.

<input type="checkbox"/> Not evident	<input type="checkbox"/> Needs further development	<input type="checkbox"/> Effective practice
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Evaluation:

Suggested actions:

Teaching and learning experiences

Syllabus outcomes and content are consistently developed in a meaningful way.

<input type="checkbox"/> Not evident	<input type="checkbox"/> Needs further development	<input type="checkbox"/> Effective practice
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Evaluation:

Suggested actions:

Adjustments and diversity

Syllabus outcomes and content are consistently developed in a meaningful way.

<input type="checkbox"/> Not evident	<input type="checkbox"/> Needs further development	<input type="checkbox"/> Effective practice
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Evaluation:

Suggested actions:

Checklist for teaching and learning units (continued)

Assessment

A mix of formative and summative tasks are used as evidence collection towards the specified syllabus outcomes.

<input type="checkbox"/> Not evident	<input type="checkbox"/> Needs further development	<input type="checkbox"/> Effective practice
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Evaluation:

Suggested actions:

Resources

Age-appropriate, credible resources are used to support teaching and learning.

<input type="checkbox"/> Not evident	<input type="checkbox"/> Needs further development	<input type="checkbox"/> Effective practice
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Evaluation:

Suggested actions:

Scope and sequence evaluation

After you have evaluated a teaching and learning unit you may have identified broader areas of need. This is a good opportunity to reflect on your scope and sequence, or assessment, where relevant.

Reflect on your planning for the year and identify areas of success and plans for refinement.

Requirements		
Is the title of each unit clear and engaging?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Evaluation and planning		
Is the duration of each unit clear and does the unit and assessment meet this timing?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Evaluation and planning		
Is the sequence of learning across the year/stage logical and reflective of the outcomes?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Evaluation and planning		

Requirements (continued)		
Are syllabus outcomes included for each unit and are they accurate?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Evaluation and planning		
Are the assessment tasks clearly outlined?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Evaluation and planning		
Are unit and assessment plans clearly built on specific syllabus outcomes?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Evaluation and planning		

Requirements (continued)		
Are students able to demonstrate their learning in a range of task types across the year and stage?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Evaluation and planning		
Is there clear knowledge and skill development over the year or stage?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Evaluation and planning		
Are there an appropriate number of outcomes per unit (1–3)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Evaluation and planning		

Requirements (continued)		
Is the formative and summative assessment a valid reflection of the knowledge, skills and understanding required in the outcomes?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Evaluation and planning		
Have the tasks been collaboratively reviewed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Evaluation and planning		
Have students' experiences of the task been authentically assessed through student voice?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Evaluation and planning		

Teaching and learning practices evaluation

The evaluation process then moves to the structure, organisation and resourcing of teaching and learning practices. This table has been designed to provide the opportunity to collaboratively evaluate the suitability of teaching and learning practices and resources.

Checklist for teaching and learning units		
Educative purpose It is clear why the learning matters.		
<input type="checkbox"/> Not evident	<input type="checkbox"/> Needs further development	<input type="checkbox"/> Effective practice
Strengths		
Areas for capacity building		
Suggested actions		
Age and developmentally appropriate Content and learning experiences are responsive to the changing needs and capabilities of students as they progress.		
<input type="checkbox"/> Not evident	<input type="checkbox"/> Needs further development	<input type="checkbox"/> Effective practice
Strengths		
Areas for capacity building		
Suggested actions		

Checklist for teaching and learning units (continued)

Evidence-based

Content is based on evidence drawn from reputable education sources and is accurate and up to date.

<input type="checkbox"/> Not evident	<input type="checkbox"/> Needs further development	<input type="checkbox"/> Effective practice
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Strengths

Areas for capacity building

Suggested actions

Inclusive

Content, examples and language are inclusive of different identities, such as race, class, disability, gender and sexuality, and the ways these intersect.

<input type="checkbox"/> Not evident	<input type="checkbox"/> Needs further development	<input type="checkbox"/> Effective practice
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Strengths

Areas for capacity building

Suggested actions

Checklist for teaching and learning units (continued)

Trauma-informed

Trauma aware strategies and language are embedded to promote safe, responsive and supportive environments.

<input type="checkbox"/> Not evident	<input type="checkbox"/> Needs further development	<input type="checkbox"/> Effective practice
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Strengths

Areas for capacity building

Suggested actions

Effective learning and assessment

Tasks are carefully planned, directly related to the outcomes, build in complexity and link to other initiatives supporting RRE at the school.

<input type="checkbox"/> Not evident	<input type="checkbox"/> Needs further development	<input type="checkbox"/> Effective practice
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Strengths

Areas for capacity building

Suggested actions

Checklist for teaching and learning units (continued)

Universal Design for Learning (UDL)

The principles of UDL are used within the planning of the program and the implementation of the unit.

<input type="checkbox"/> Not evident	<input type="checkbox"/> Needs further development	<input type="checkbox"/> Effective practice
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Strengths

Areas for capacity building

Suggested actions

Explicit teaching

Teachers choose the right explicit teaching strategies at the right time for the right purpose to promote student learning.

<input type="checkbox"/> Not evident	<input type="checkbox"/> Needs further development	<input type="checkbox"/> Effective practice
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Strengths

Areas for capacity building

Suggested actions

Checklist for teaching and learning units (continued)

Learning intentions

Clear learning intentions are provided and aligned to syllabus content, outcomes and student level of achievement.

<input type="checkbox"/> Not evident	<input type="checkbox"/> Needs further development	<input type="checkbox"/> Effective practice
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Strengths

Areas for capacity building

Suggested actions

Interactive learning

Learning experiences include participation and application of knowledge and skills such as role-play, group discussions and case studies.

<input type="checkbox"/> Not evident	<input type="checkbox"/> Needs further development	<input type="checkbox"/> Effective practice
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Strengths

Areas for capacity building

Suggested actions

Checklist for teaching and learning units (continued)

Skill development

Learning experiences promote the development, application and evaluation of skills in a variety of situations.

<input type="checkbox"/> Not evident	<input type="checkbox"/> Needs further development	<input type="checkbox"/> Effective practice
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Strengths

Areas for capacity building

Suggested actions

Effective feedback

There are opportunities for students and teachers to use feedback effectively and reflect on and refine the learning process.

<input type="checkbox"/> Not evident	<input type="checkbox"/> Needs further development	<input type="checkbox"/> Effective practice
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Strengths

Areas for capacity building

Suggested actions

Checklist for teaching and learning units (continued)

Evidence of achievement

Student achievement is monitored through ongoing assessment. Evidence is gathered to assess achievement in relation to outcomes, and used to inform future practice.

<input type="checkbox"/> Not evident	<input type="checkbox"/> Needs further development	<input type="checkbox"/> Effective practice
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Strengths

Areas for capacity building

Suggested actions

Years 7–10 assessment strategies

A range of assessment strategies (formal and formative) are used to allow students to demonstrate their learning in a range of modes and media.

<input type="checkbox"/> Not evident	<input type="checkbox"/> Needs further development	<input type="checkbox"/> Effective practice
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Strengths

Areas for capacity building

Suggested actions

Checklist for teaching and learning units (continued)

Student self-assessment

There are opportunities provided for students to self-assess and self-reflect based on their learning goals at key points throughout the unit.

<input type="checkbox"/> Not evident	<input type="checkbox"/> Needs further development	<input type="checkbox"/> Effective practice
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Strengths

Areas for capacity building

Suggested actions

Differentiated programming

The activities and resources are inclusive of all students and provide differentiation opportunities to respond to the strengths, needs and interests of all students. Activities are supported by scaffolds, with students having the opportunity to provide feedback indicating their success and areas for refinement.

<input type="checkbox"/> Not evident	<input type="checkbox"/> Needs further development	<input type="checkbox"/> Effective practice
--------------------------------------	--	---

Strengths

Areas for capacity building

Suggested actions

Checklist for teaching and learning units (continued)		
Student voice Students have been surveyed to seek data on activities, strategies, resources and content that were engaging, appropriate and relevant.		
<input type="checkbox"/> Not evident	<input type="checkbox"/> Needs further development	<input type="checkbox"/> Effective practice
Strengths		
Areas for capacity building		
Suggested actions		

References

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NESA (NSW Education Standards Authority) (2021a) '[Advice on units](#)', *Programming*, NESA website, accessed 21 October 2025.

NESA (2021b) '[Programming](#)', *Understanding the curriculum*, NESA website, accessed 21 October 2025

We acknowledge the homelands of all Aboriginal and/or Torres Strait Islander peoples and pay our respect to Country.

Contact Respectful Relationships Education

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🌐 education.nsw.gov.au/teaching-and-learning/curriculum/respectful-relationships-education

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