

PSHE Education Toolkit

A step-by-step guide to help primary schools implement a whole school approach to PSHE Education.



Health Improvement in Schools

About the Ealing Health Improvement Team

The health improvement team in Ealing are a trusted and qualified team of experts, providing support, programmes and training in safeguarding prevention, mental health and emotional wellbeing, nutrition and exercise, Relationships and Sex Education (RSE) and PSHE to help improve your pupils' health and achievement.



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Our Services

All Ealing schools get access to our free Universal service. For additional support, the majority of schools also buy back the Healthy Schools Awards & Training package and/or our 4 Day Bespoke package. For more information on our services, email Nicole: mgregorn@ealing.gov.uk.

Free Universal service

Includes an annual 'Health in School' visit, PSHE scheme of work, PSHE network, Stepping Up To Health newsletter, Health Related Behaviour Survey and conferences.

Awards & Training package

Includes six practical workshops to help you achieve the Healthy Schools London awards, access to our partnership, a celebration event, plus a choice from over 30 training workshops.

4 Day Bespoke package

Includes four days of bespoke work, surveys to measure impact, an impact report, and phone and email support. Schools can also buy back a single day of PSHE support.

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Welcome

About the toolkit?



This toolkit has been written by Claire Meade, who is the PSHE education and Relationships and Sex education health improvement officer. Claire is a qualified primary school teacher with over four years' experience leading PSHE Education in primary schools.

This toolkit includes information, solutions, ideas and resources to help primary schools successfully introduce a whole school approach to PSHE education.

This toolkit provides a clear step-by-step approach to support schools in using the Ealing PSHE education scheme of work to create a holistic approach to PSHE education.

This toolkit is available to download here: egfl.org.uk/healthy-schools

Main sections in the toolkit



There are three main sections in this toolkit.

- **Section 1:**

Includes background information, a summary of why PSHE education is so important and an overview of how the scheme of work was formulated.

- **Section 2:**

A step-by-step guide to implementing a whole school approach to PSHE education. Follow the seven steps in this section to help ensure your changes are successful, sustainable and have buy in from senior leadership, staff and pupils.

- **Section 3:**

A resources section including a PSHE education audit, staff questionnaire, Ofsted mapping tool, PSHE observation template and a PSHE action plan.

How to use the toolkit



1

Implementing a successful whole school approach to PSHE education requires schools to follow seven steps. After reading about each step in this toolkit, begin by consulting all stakeholders.

2

Ensure all staff have a shared understanding about the importance of PSHE education and ensure PSHE is a regular timetabled subject.

3

Once you have established a shared understanding about the importance of PSHE and have ensured it is a timetabled subject; continue with the steps outlined on page 7. Use the checklist on page 9 to support this implementation of the toolkit.



The wider context of PSHE

The National Curriculum

The national curriculum states that 'all schools should make provision for personal, social, health and economic education, drawing on good practice'.

Ofsted criteria

From September 2015 the key judgement Behaviour and Safety was replaced by the key judgement Personal Development, Behaviour and Welfare. Effective PSHE education is key to this judgement area.

Background

Personal, Social, Health and Economic education (PSHE) is a school subject where pupils develop knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

To gain a better understanding of PSHE education across Ealing, the health improvement team carried out a survey with over 120 headteachers and PSHE leads in October 2016.

The results of this survey revealed that one-third of teachers did not teach PSHE regularly and over two-thirds of teachers were not confident delivering PSHE lessons.

In July 2017, the health improvement team also carried out a survey with pupils across the borough. The results of this survey revealed that 55% of pupils received PSHE lessons once a week and 70% of pupils enjoyed PSHE lessons.

According to the 2016/17 health improvement team survey, 86% of schools highly value the health of their pupils. This survey also revealed that 72% of PSHE

leads wanted a PSHE toolkit to support to implement, monitor, evaluate and assess a whole school approach to PSHE.

With these statistics in mind, the health improvement team developed the Ealing PSHE scheme of work. For information on how this was developed see page 6.

It was clear that schools highly valued PSHE, but a packed curriculum and lack of resources meant that less time was being devoted to PSHE lessons.

This toolkit aims to support PSHE leads in developing a consistent whole school approach to PSHE, where safeguarding is the golden thread throughout.

It also aims to increase staff confidence in delivering high quality PSHE lessons, which in turn will increase the number of pupils who say that they enjoy PSHE lessons.

Why is PSHE Education so important?



We live in a constantly changing and evolving society, where our children face an increasing amount of safeguarding issues. It is important that we use high quality PSHE to teach children the skills to keep themselves safe. These skills can then be used in a variety of situations.

Life doesn't happen in topics, it happens in moments and we need to ensure that we are preparing our children for these moments and not just teaching in isolated topics.

As more pressure is placed on pupils, we need to use PSHE to help them understand resilience and mental health, as well as ensuring the know who to talk to if they are worried or upset.



Keeping children safe

PSHE ensures that all pupils know knowledge of how to keep themselves healthy, both emotionally and physically as well as an understanding of how to keep safe from relevant risks.



British Values

The fundamental British Values which schools have a duty to promote are firmly embedded throughout effective PSHE education. It supports the celebration of diversity.



SMSC

Pupils' spiritual, moral, social and cultural development (SMSC) are at the heart of every school's work. SMSC forms an integral part of PSHE by reinforcing tolerance, respect and equality.

How is the scheme of work used?

Teachers across Ealing reported that the existing scheme of work was outdated and no longer met their pupils' needs. Therefore, the Ealing health improvement team along with six local primary schools set up a working part to redesign the Ealing PSHE scheme of work.

The Ealing PSHE scheme of work is divided into three themes; one theme for each term. Each theme has 12 lesson plans per group from nursery to year 6.

Each lesson plan is fully resourced with an accompanying PowerPoint.

Each theme begins and ends with a whole school assembly which helps

create a whole school approach to PSHE.

This also allows for a spiralling and progressive curriculum where themes and topics are revisited.

Each lesson plan has links to the wider curriculum as well as external links. This helps ensure that PSHE learning is embedded not only throughout the scheme of

work and but within all curricular areas.

For more information on how to use the PSHE scheme of work please refer to the guidance document on EGFL or email meadec@ealing.gov.uk.

Central training is also offered on the scheme of work, visit Ealing CPD online for more information.

PSHE scrapbooks

Explain to staff that in order to monitor PSHE, they must keep a PSHE scrapbook. For more information see guidance document on EGFL.

Evidence and assessment

Explain to staff that opportunities to gather evidence and assessment are embedded within the scheme of work. For more information see guidance document on EGFL.



Staff INSET

PSHE co-ordinators should hold a staff INSET to explain how to use the scheme of work. For sample PowerPoint visit EGFL.

Lesson plans

Provide staff with lesson plans and guidance on how to use the lesson plans. For more information see guidance document on EGFL.

Overviews

Ensure staff have looked at the curriculum overviews so they can plan how to embed and extend PSHE learning across the curriculum.

Step-by-step guide

to developing a whole school approach to PSHE education

A whole school approach to PSHE education is easy to introduce, but improper planning can result in lack of staff enthusiasm for PSHE. Follow the 7 steps below to help ensure your changes to PSHE education are sustainable and have buy in from senior leadership, staff and pupils.

step **1** Consultation

step **2** Carry out a needs assessment

step **3** Create an action plan

step **4** Carry out staff training

step **5** Gather evidence

step **6** Assess PSHE

step **7** Review, monitor and evaluate

Consultation

In order to ensure your school develops a consistent whole school approach to PSHE education it is important to ensure that all stakeholders know and understand its importance. It is crucial that all members of staff understand how PSHE contributes to a school's ethos by promoting equalities, preventing and tackling discrimination and bullying, developing cultural awareness and preparing pupils positively for life in modern Britain.

Meeting with your school's senior leadership team is the first step in developing a whole school approach to PSHE. At this meeting it is important to ensure that senior leaders understand the importance of PSHE. One way of emphasising the importance of PSHE is to explain that during an Ofsted inspection, a school is likely to be judged 'inadequate' when safeguarding is ineffective and/or if there are any serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.

Explain that the only way for pupils to learn how to keep themselves safe and to effectively promote SMSC is through high quality PSHE lessons.

It is also useful to explain that in accordance with the 'Keeping Children Safe in Education' act of 2016, schools must ensure children are taught about safeguarding (including online safety) through teaching and learning opportunities, as part of providing a broad and balanced curriculum which may include PSHE and RSE lessons. It is important

to ensure that SLT understand how PSHE contributes to a school's safeguarding duty.

The health improvement team have developed an Ofsted mapping tool to support schools in understanding how PSHE meets Ofsted criteria. This can be accessed on EGFL.

Once you have met with SLT, it is essential that these key messages relating to PSHE are communicated to staff. This will ensure that everyone has a shared understanding of the significance of PSHE education.



Create an action plan

Once you have undertaken your needs assessment, PSHE co-ordinators can then use the results to create their PSHE action plan, see page 27 for example. This action plan should cover one year and should list clear PSHE education outcomes which a school wants to achieve.

● PSHE action plan

By going through the results of the PSHE audit, pupil and staff questionnaires and the HRBS, PSHE co-ordinators can identify common areas of development. You should choose the two most pressing areas of development and use these as the planned outcomes for your action plan.

The PSHE action plan is a simple document which identifies the areas you would like to improve, the activities you will undertake to improve this area and how you will monitor and evaluate the work.

● HSL silver award

For schools interested in achieving Healthy Schools London silver, use the silver tool as your PSHE action plan. The silver award is an action plan where you identify two key areas for development and outline the activities you will undertake to address these key areas and well as identifying monitoring and evaluation methods.

The HSL silver award is a useful way of combining a PSHE action plan with achieving the Healthy Schools London silver award. Visit EGFL for more information.

For support completing your Healthy Schools London bronze, silver gold or platinum awards email Claire or see Ealing CPD online for relevant training.



Carry out staff training

Many teachers in Ealing have stated that they are not confident in delivering PSHE lessons, therefore it is essential that staff receive relevant PSHE training to ensure they have the knowledge and skills necessary to deliver high quality PSHE lessons.

- **PSHE scheme of work training**

In order to ensure that all staff are confident in using the PSHE scheme of work, PSHE co-ordinators should hold staff training on the scheme of work.

Each year, a training session on the scheme of work should be held for new staff and NQTs. This training should also be offered to any members of staff who lack confidence in using the scheme of work.

To access a sample PowerPoint to use during this staff training, visit [EGFL](#).

- **School based training**

If you identify a particular gap in staff training or staff confidence during your needs assessment in step 2, the health improvement team can support you.

We can come to your school and deliver bespoke PSHE and RSE training sessions or lesson modelling sessions tailored to meet the needs of your staff.

To find out more about this training contact meadec@ealing.gov.uk

- **External training**

The health improvement team run regular health and wellbeing trainings at the Ealing Education Centre which can be accessed by all members of staff.

To find out more about the trainings we offer, see our training brochure on [EGFL](#) or visit [Ealing CPD](#) online.

Our trainings are free to all schools who are part of the Healthy Schools Awards and Training package.

We can also deliver these trainings in schools as bespoke support.



Gather evidence

● How to gather evidence as a class teacher

Teachers need to gather evidence to be able to show the progress of their pupils in PSHE lessons.

In the scheme of work blue is used in all lesson plans to highlight opportunities to gather evidence.

Evidence can be gathered in a number of ways: photographs of activity with captions, samples of learning, samples of children's responses, samples of group work and samples of pupils' contributions to class discussion.

Teachers are encouraged to keep a PSHE folder or scrap book. This should be split into three sections, one section for each term. At the beginning of each section, the teacher should insert the learning objective overview for the term; this will help teachers to record evidence for each of the relevant lessons. Teachers should select samples of learning from each lesson to keep in the scrapbook, there is no need to keep samples of each child's learning.

This piece of evidence should be then inserted into the PSHE folder, with the relevant date, lesson number (linking to the learning objective overview) and a short caption outlining the learning that has taken place.

● How to gather evidence as a PSHE co-ordinator

At the end of each half term, PSHE co-ordinators should collect PSHE folders from each class teacher.

They should use the learning objective overview and lesson planning to go through pieces of evidence. This process should be similar to 'book looks' in other curricular areas.

Teachers should not be expected to have marked the PSHE learning in depth; however PSHE co-ordinators may encourage teachers to offer short remarks of praise or open ended questions related to the learning for the pupils to respond to.

PSHE co-ordinators should always offer feedback, both positive and constructive, to class teachers based on their PSHE folders. It is a good idea to keep evidence of good practice to share with other class teachers.

By gathering this evidence, PSHE co-ordinators will have a greater understanding of the PSHE learning that is taking place across school. The PSHE co-ordinator may choose to photocopy samples of evidence to keep in their own PSHE folder.

This evidence can be used during appraisals or can be shared with the senior leadership team and governors.

● How to carry out pupil conferencing sessions

Pupil voice sessions allow you to gather evidence based on the pupils' understanding and enjoyment of PSHE. Sample pupil voice questions can be found on EGFL.

Once teachers have completed a term worth of lessons, the PSHE co-ordinator should gather a group of pupils and use the sample pupil voice questions to ask questions about their learning.

You should gather pupils from each year group. Meet each year group separately as this supports discussion about specific learning. Pupil voice sessions should be no longer than 10 minutes. Remember to only choose some of the questions to ask the pupils. There is no need to ask all the sample questions.

The pupil responses should be used to feedback to class teachers/year leaders. It is important to keep children's responses as evidence.



Assess PSHE

PSHE education can be assessed in three ways: pupil self-assessment, class teacher assessment and PSHE co-ordinator assessment. As so much of PSHE is skills based, it can be difficult for children to fully understand the skills they have gained. Therefore providing children with formal assessment opportunities and an opportunity to self-assess, supports them to reflect and build on their learning.

● Pupil self assessment

At the beginning of the autumn term, provide each child with a self-assessment sheet. This can be found on EGFL. Pupils should complete this sheet independently. If pupils completely agree with the statement, they circle the smiley face; if they partially agree they circle the neutral face and if they disagree they circle the sad face. This should be completed in one colour.

At the end of the summer term, pupils must complete the self-assessment sheet again. Children should read each statement and circle the relevant face. This should be done in a different colour so the children can see if there has been a change in their responses.

● Class teacher assessment

It is important to ensure that teachers effectively assess pupils' knowledge, skills and understanding. This can be done by gathering baseline and end line assessment of topics as this shows the knowledge the children have gained throughout a given topic.

In the scheme of work, assessment opportunities are coloured red.

Teachers should ensure pupils complete assessment opportunities independently. Teachers should then photocopy examples of baseline and endline assessment to add to their class PSHE folders.

● PSHE co-ordinator assessment

Each term, the PSHE co-ordinator should ask each class teacher for examples of baseline and endline assessment.

The PSHE co-ordinator should copy these and add them to their own folder as evidence. These examples of evidence can be used to show learning and progression throughout the school.

Examples of assessment should be shared with all staff so they gain an understanding of how topics are taught in different years. These examples can also be shared with SLT or governors to showcase the whole school approach to PSHE education.

The pupil self-assessment sheet can be given to a child's new teacher as part of transition work.

Review, monitor and evaluate

It is important that review, monitor and evaluate your whole school approach to PSHE education. There are a three ways to review, monitor and evaluate:

● Regular monitoring

PSHE co-ordinators should monitor PSHE education every half term. This includes collecting samples of evidence, collecting samples of assessment and carrying out pupil conferencing sessions.

PSHE co-ordinators may also choose to observe PSHE lessons once or twice a year. There is an observation template for observations in the appendix section of this toolkit on page 28.

Ensure you always feedback information gathered during monitoring sessions to members of staff. This will help staff identify their strengths and build on their areas for development.

● Repeat needs assessment

To measure the impact your whole school PSHE education is having on staff and pupils, you should repeat the needs assessment carried out during step 2.

By repeating the needs assessment, you will be able to identify new areas of strength and areas for development by directly comparing results.

This will allow you to celebrate achievements in PSHE education throughout the year and will help you identify new outcomes for the next academic year's action plan. Again, it is important to ensure all results are shared with members of staff.

● Reviewing your action plan

Once you have repeated your needs analysis, you should then review your PSHE education action plan.

You should review each of your planned outcomes and evaluate whether you achieved what you had planned to achieve.

If you did not achieve your planned outcomes it is important to reflect on why this may be. This learning can then be applied to your new action plan.

You should then create a new action plan for the coming academic year using the results of the final needs assessment.



PSHE Education Checklist

step

1

Consultation

- Meet with your senior leadership team to ensure there is a shared understanding of PSHE Education. Refer to Ofsted criteria, Keeping Children safe in Education document and safeguarding duties.
- Share the importance of PSHE with all members of staff. Ensure PSHE is a regular timetabled subject.

step

2

Carry out a needs assessment

- Carry out the PSHE Education audit.
- Ask staff and pupils to complete questionnaires.
- Use your HRBS to identify areas of strength and areas for development in health and wellbeing education.

step

3

Create an action plan

- Use the results of the needs analysis to identify two planned outcomes.
- Use the action plan template or the silver HSL tool to write your action plan.

step

4

Carry out staff training

- Hold a PSHE scheme of work staff training using the presentation on EGFL.
- Use the results of the needs analysis to identify staff who require further training. Signpost them to the health improvement team's training on Ealing CPD online.
- Contact the health improvement team to deliver bespoke PSHE training in your school.

step

5

Gather evidence

- Ensure class teachers know how to gather assessment using the scheme of work.
- Ensure teachers are keeping samples of evidence in their class PSHE folder.
- Gather samples of evidence from each class teacher each half term.
- Carry out pupil conferencing session every term.

step

6

Assess PSHE

- Ensure pupils complete the self-assessment sheet at the beginning of the autumn term and the end of the summer term.
- Ensure class teachers know how to assess PSHE using the scheme of work.
- Ensure teachers are keeping samples of assessment in their class PSHE folder.
- Gather samples of assessment from each class teacher each half term.

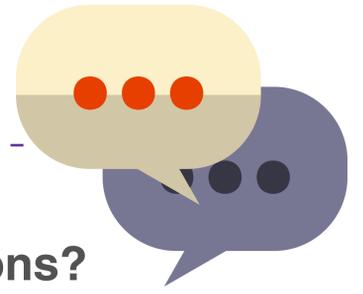
step

7

Review, monitor and evaluate

- Gather samples of evidence and assessment each half term, carry out pupil conferencing once a term and observe PSHE once or twice a year.
- Repeat the needs assessment carried out in step 2.
- Review the planned outcomes from your action plan. Analyse the results of the repeated needs analysis and use these results to create a new action plan for the coming year.

Frequently asked questions



? What happens if teachers do not teach regular PSHE lessons?

A As the national curriculum is very demanding on teachers time, sometimes teachers may say that they do not have enough time to teach PSHE lessons every week. If this happens, it is important to refer to the importance of PSHE established in step 1 of this toolkit. Reinforce how important PSHE is to establishing a rigid safeguarding process in a school. Refer to schools safeguarding duties and well as their duty to promote SMSC. It is also useful to explain that as more pressure is placed on young people, PSHE is vital in supporting their emotional health and wellbeing.

? I am a new PSHE co-ordinator, where do I get advice and support?

A Leading PSHE education across a whole school can seem extremely daunting if you are new to the role, however there is lots of support and advice available to you. The health improvement team run regular trainings to support the delivery of PSHE education, see Ealing CPD online for more information.

We also upload a range of PSHE resources and guidance to our EGFL page. On our EGFL pages you will also find the resources and materials we use in our trainings.

Each term, we run PSHE co-ordinator network meetings. At these meetings you will get to meet other PSHE co-ordinators and see examples of how they are implementing a whole school approach to PSHE in their schools. Book your place via Ealing CPD online.

? Where can I see examples of class teacher and PSHE co-ordinator folders?

A At the termly PSHE co-ordinator network meetings, attendees bring examples of their PSHE folders to share with the rest of the network. This provides PSHE co-ordinators with the opportunity to see how other schools organise their folders as well as discussing the content of these folders.

? Should all pupils have PSHE books?

A It is advisable to provide all pupils with PSHE books. This helps place importance on PSHE in the classroom. It also helps pupils gather samples of their learning as well as samples of assessment. PSHE co-ordinators should decide what type of books the pupils use and the presentation expectations of the books to ensure consistency across the school.

? What should class teachers and PSHE co-ordinators use to gather evidence and assessment?

A You can use a scrap book or a large folder to gather samples of evidence and assessment. PSHE co-ordinators should decide how these scrap books or folders are organised to ensure consistency across the school.

? What should I do if I do not achieve the planned outcomes in my action plan?

A If you do not achieve your planned outcomes it is important to reflect on why you did not achieve these and use this learning to inform your next action plan. If you feel that an outcome needs further development you can repeat this for the next academic year's action plan.



Resources and support

Health Improvement bespoke support

The Ealing health improvement team can help schools introduce a consistent whole school approach to PSHE education. Activities include:

- Meeting with a senior leadership team to highlight the importance of PSHE
- Carry out a school needs assessment, including pupil and staff survey, PSHE audit and analysis of HRBS
- Help schools to write a PSHE action plan or HSL silver award
- Deliver staff training on PSHE
- Model outstanding PSHE and RSE lessons
- Train PSHE co-ordinators on how to gather evidence and assessment and observe PSHE lessons.

For more information on the support we can offer, email Claire: meadec@ealing.gov.uk

PSHE education toolkit

This toolkit is designed to support PSHE co-ordinators in developing, embedding and monitoring a consistent whole school approach to PSHE. This toolkit helps ensure all staff understand the importance of PSHE and understand how to effectively teach, monitor and assess PSHE. Download this toolkit from our EGFL page. On our EGFL page, you can also access resources, Ofsted mapping tool, teacher and pupil questionnaire, PSHE education audit, action plans and observation template: www.egfl.org.uk/healthy-schools



Appendix



Appendix

- 20** Shortened Ofsted mapping tool
- 25** Teacher questionnaire
- 26** PSHE Education audit
- 27** PSHE action plan
- 28** PSHE Education observation template

Shortened Ofsted mapping tool

Ofsted judgement: Overall Effectiveness – Spiritual, Moral, Social and Cultural development.

Evidence

The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.

- Pupil voice surveys: What questions do you ask the pupils in your school? Use this data to plan interventions and target groups of children.
- Pupil conferencing: Every half term work with a group of pupils from your school (representing the demographic at your school – ethnicity, gender, ability, religious beliefs) and discuss what it is like to be a pupil at your school.
- HRBS Results: Results and comparisons from all questions could be used to demonstrate impact of school interventions and improvements in pupil's SMSC outcomes. Provide a clear comparison of results overtime and list interventions delivered as a result of these findings.
- London Healthy School bronze Award : As this is an audit tool it can be used to show how you have audited and improved the SMSC provision at your school.
- Education visits to places of worship: Have pictures and pupil's responses to these visits as evidence of how you are developing the children's awareness of and tolerance for a variety of religions.
- Collect annotated planning for PSHE: this will provide evidence for SMSC development across the school
- Record of interventions: record how you identified children for SMSC based interventions (social skills, pyramid club etc.) and record the impact of this intervention.

Shortened Ofsted mapping tool

Ofsted judgement: Effectiveness of Leadership and Management	Evidence
<p>Leaders and governors have created a culture that enables pupils and staff to excel. They are committed to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.</p> <p>Leaders and governors have a deep, accurate understanding of the school’s effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.</p> <p>Pupils’ spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school’s work.</p> <p>Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.</p> <p>Leaders work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff’s vigilance, confidence and competence to challenge pupils’ views and encourage debate.</p>	<ul style="list-style-type: none"> ● Pupil conferencing – use evidence of the relationships between pupils and staff at your school. ● Pupil questionnaires – use this evidence to record the pupils views and also evidence how you actioned any areas for development. ● Parent questionnaires – use this evidence to record parents views and also evidence how you actioned any areas for development. ● Staff questionnaires – use this evidence to record the staff views and also evidence how you actioned any areas for development. Record any CPD and training the staff at your school receives. ● HRBS results – the results from this survey can show the progression and development of SMSC skills as well as an understanding of British Values and belonging. ● Anti-Bullying policy – update your Anti-Bullying policy regularly with consultation. Ensure you cover in this policy how you deal with prejudice based bullying. ● Curriculum mapping – explicitly state where in your curriculum you promote and develop a sense of diversity and equality. ● Radicalisation and extremism – Provide training for all staff. ● Relationships and Sex Education – provide all staff with RSE training. Have an up-to-date RSE policy, with input from parents, pupils and staff. ● Vulnerable children – how do you identify vulnerable children (quiet/withdrawn/low self-esteem/less vocal/less visible). How can you evidence that you are actively identifying these children? What support do you provide for these children?

Shortened Ofsted mapping tool

Ofsted judgement: Quality of Teaching and Learning	Evidence
<p>Teachers demonstrate deep knowledge and understanding of PSHE and RSE. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.</p> <p>Teachers plan PSHE and RSE lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.</p> <p>Teachers check pupils' understanding systematically and effectively in PSHE and RSE lessons, offering clearly directed and timely support.</p> <p>Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in PSHE and RSE lessons and also regularly take up opportunities to learn through extra-curricular activities.</p> <p>Teachers are quick to challenge stereotypes and the use of derogatory language in PSHE and RSE lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.</p>	<ul style="list-style-type: none"> ● Planning: How are staff in your school expected to plan PSHE? ● Delivery: Are the staff in your school confident in delivering PSHE? How do you know staff are confident? What training have staff received? ● Assessment: How do teachers assess PSHE? Is there evidence of this? Do pupils know and understand how they can progress in PSHE? ● Observations: Do you observe PSHE lessons? What evidence do you collect? How do you identify teachers who need support/training? ● Staff questionnaires: Do you use staff questionnaires to assess staff's confidence in delivering and assessing PSHE? ● Curriculum: Does your PSHE provision cover key areas including British Value? ● Evidence of lessons: Evidence of PSHE books and work scrutiny. ● Evidence of assessment: Provide evidence of how PSHE is assessed in each year group.

Shortened Ofsted mapping tool

Ofsted judgement: Personal Development behaviour and Welfare	Evidence
<p>Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.</p> <p>Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.</p> <p>Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.</p> <p>The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.</p> <p>Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.</p> <p>Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.</p> <p>Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.</p>	<ul style="list-style-type: none"> ● Behaviour: <ul style="list-style-type: none"> - Current behaviour and rewards policy - Anti-bullying policy - Records of bullying (type, rate, patterns, action taken) and how effective the response is ● Pupils: <ul style="list-style-type: none"> - Views of pupils, staff, parents/carers - Attitude of pupils and extent of their understanding and response to risk - Evidence of strategies employed to improve behaviour, improve attendance and punctuality and deal with extreme behaviour - Pupil voice questionnaires impact of results ● School Surveys: <ul style="list-style-type: none"> - Schools own analysis and response to behaviour - Observation of pupil behaviour ● Staff: <ul style="list-style-type: none"> - Record of support for staff - Evidence of strategies employed to improve behaviour, improve attendance and punctuality and deal with extreme behaviour ● HRBS results relating to the following topics: <ul style="list-style-type: none"> - Bullying - Attitudes to school - Feeling safe at school - Trusting school staff - Keeping safe online - Emotion health and wellbeing (dealing with feelings, being confident) - Relationships (with parents, peers other adults) - Domestic violence - Risk taking behaviours (smoking, alcohol or drugs)

Shortened Ofsted mapping tool

Ofsted judgement: Outcomes for pupils	Evidence
<p>The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.</p> <p>For pupils generally, and specifically for disadvantaged pupils, disabled pupils and those who have special educational needs, progress is above average across nearly all subject areas</p> <p>Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.</p>	<ul style="list-style-type: none">● Analysis of interventions (before and after)● Pupils voice questionnaires● Case studies● Record and impact analysis of interventions



Teacher questionnaire

Please read the statements below and tick the most relevant response.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I teach PSHE once a week					
I feel confident delivering PSHE lessons					
I have received adequate support/training for teaching PSHE education					
PSHE education is well resourced in this school					
The PSHE education scheme of work we use is well-planned and easy to follow					
I feel confident assessing PSHE education					
Students gain valuable skills in PSHE education					
Students find PSHE education lessons enjoyable and engaging					

Other comments:

PSHE education audit

Please tick the most relevant response to each of the statements below

	Yes	No	Comments
Is PSHE taught weekly?			
Does the school follow the Ealing PSHE scheme of work?			
Do teachers feel confident teaching PSHE?			
Do you assess teacher's confidence in teaching PSHE?			
Do you have systems in place to support teacher's delivering PSHE and aid their confidence?			
How many teachers have undergone PSHE/RSE related training in the last three years?			
As a PSHE coordinator do you get a TLR?			
Do you get time allocated out of class to do PSHE related work?			
Does your school have INSETs focused on PSHE?			
Do you collect PSHE evidence and assessment from teachers once a half term?			
Do you carry out pupil conferencing sessions?			
Do you observe PSHE lessons?			

Top three actions:

1.

—

2.

—

3.

PSHE action plan

Planned Outcome(s)	Success indicators	Activities	CPD needed	Lead and Job Title	Timescale	Monitoring and Evaluation
What do you want to improve?	How will you know you are on your way to achieving your outcome?	What are you going to do to achieve your outcome?	What training/support will you need to achieve this outcome?	Who will lead the work?	How long will it take to achieve?	What will you use to measure your success and demonstrate your improvements?

PSHE observation template

Teacher:	Observer:	Date and time:
Year group:	Subject:	Number of pupils:
Topic/theme:	Learning objective:	
Recap of previous learning:	Games used to open discussion:	Assessment:
SMSC and safeguarding links:		
Summary of main points:		
Key strengths:		
Agreed areas for development:		

**For more information on PSHE Education,
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www.egfl.org.uk/healthy-schools

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