

Quality Assurance

and PSHE Education in Staffordshire & Stoke-on-Trent

2022

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INTRODUCTION

The PSHE Education Service, funded by Staffordshire Police, Fire and Crime Commissioner aims to support the development and delivery of age appropriate, good quality, consistent PSHE education across Staffordshire and Stoke on Trent.

A strategy for the project has been created which outlines the key principles and rationale for what makes good quality PSHE education. This document sits along the strategy and ensures a coherent, comprehensive and efficient quality assurance cycle that underpins all PSHE education planning and supports teachers, youth workers, management, governors and trustees in providing assurance and evidence of resources, planning and delivering PSHE education across the county.

Quality Assurance is the process by which PSHE education can be assessed against evidence-based criteria within a continuous improvement cycle to ensure that the provision of PSHE education is of the highest possible standard. Quality Assurance is already used in a number of industries and professions including health and business, in order to improve standards and ensure quality. In education this is often done through subject reviews, but PSHE education may not always be subject to these types of reviews and may not be consistent across all providers in Staffordshire and Stoke on Trent.



WHY IS QUALITY ASSURANCE IMPORTANT?

There is a wealth of session material available – from textbooks to television programmes. PSHE education leads are inundated with information about guest speakers, latest resources, DVD, campaigns, theatre groups. Due to competing priorities and challenges, it can be difficult to sift the wheat from the chaff.

Nationally, in 2013 OFSTED released their Not yet good enough: personal, social, health and economic education in schools report, based on 50 (24 primary, 24 secondary and 2 special schools) inspections carried out in 2012 and from feedback from 178 young people. In 2021 the Department for Education released a research brief "Experiences of Relationship and Sex Education, and sexual risk taking" which stated that just under half of young people described the Relationship, Sex Education (RSE) they received at school as 'fairly useful' or 'very useful'; however nearly one in five young people described the RSE received in school as 'not very useful at all', which is in line with the Sex Education Forum's young person's RSE poll 2019. Young people who identified as gay, bisexual or sexual orientation other than heterosexual were more likely to say that their school RSE was 'not useful at all'. In 2022 the Sex Education Forum showed that young people were still not receiving the comprehensive and quality Relationship and Sex Education (RSE) promised when the subject became mandatory in September 2020 and expected to be followed in full from September 2021 due to disruption from COVID-19.

In this latest report the overall quality of RSE had declined 6 percentage points from results in 2019. There was variable support available to schools to implement the new statutory guidance. There is clearly a need for professionals to be able to quality assure their PSHE provision to raise standards and improve outcomes.

Locally, a PSHE education consultation was carried out in phase one of the project in Stoke on Trent which demonstrated there was a wide spectrum on the quality. One of the findings was that some sessions were outdated in terms of knowledge; some were using outdated videos and information - this made the session not relevant, boring and uninspiring according to the young people. Young people also commented that a lot of what they learnt was repeated, needed to be more interactive and engaging and highlighted that staff should have the relevant subject knowledge. The report is available upon request.

KEY PRINCIPLES FOR EFFECTIVE PSHE EDUCATION

Within Stoke and Staffordshire we believe that for PSHE education to be effective it must be:

- Delivered within a safe learning environment based on the principle that prejudice, discrimination and bullying are harmful and unacceptable
- With clear learning objectives and outcomes and ensure sessions and programmes are well-planned, resourced and appropriately underpinned by solid research and evidence.
- Relevant, accurate and factual, including using the correct terminology
- Positively inclusive in terms of:
 - Age;
 - Disability;
 - Gender identity;
 - Pregnancy and maternity;
 - Race;
 - Religion or belief
 - Sex;
 - Sexual orientation
- Designed to include the development of knowledge, skills and values to support positive life choices
- Using positive messaging, that does not cause shame or victim blaming
- Challenging attitudes and values within society, such as perceived social norms and those portrayed in the media
- Reflective of the age and stage of the children and young people and be tailored to the environment and group
- Utilising active skill-based learning techniques that accommodate a range of learning styles
- Ensuring that children and young people are aware of their rights, including their right to access confidential advice and support services within the boundaries of safeguarding
- Delivered by trained, confident and competent professionals
- Empowering and involving children and young people as participants, advocates and evaluators in the development of PSHE education.

INTRODUCING THE QUALITY ASSURANCE FRAMEWORK

An evidence review using guidance from the PSHE Association and the National College, plus information provided through the local consultation with young people has helped to inform this quality assurance framework.

Effective PSHE education should be embedded within a whole school approach aligning the ethos, policies, pastoral support and the curriculum to help prevent negative behaviours. There are three strands to this framework:

- Whole School Approach
- Resources/Session Plans
- External Providers



WHOLE SCHOOL APPROACH

PSHE education is a planned programme of learning through which children and young people develop the knowledge and skills required to manage their lives now and in the future. As part of a whole school approach, PSHE education develops the knowledge, skills and attributes children and young people require to thrive as individuals, family members and members of society.

PSHE education contributes to personal development by helping children and young people to build their personal identities, confidence and self-esteem and understand what influences their decision-making. OFSTED is focusing more on PSHE education following the statutory status of relationships, sex and healthy education and the 2021 review into sexual harassment in schools. The **current inspection framework** has a greater emphasis on personal development and supporting student's future successes.

The findings of the local consultation were that young people wanted to be taught by people who are confident in the subject matter, teachers have fed back that they are confident to teach PSHE education sessions but not in assessing the impact. It is important, in order to maximise the impact of PSHE education, that there is a clear quality framework on what makes a good PSHE education session, including assessing the learning. It is also important that organisations are able to ensure that local needs are being identified and met. Each organisation will have a different method of delivering PSHE education but having a clear framework will enable consistency.

RESOURCES/SESSIONS PLANS

It can be tempting to start from finding an appealing activity or resource when planning sessions. When choosing resources and session plans it is important to have a clear picture of what the learning outcomes are and then find or adapt activities that support the achievement of that objective. When choosing resources and session plans it is vital to make sure they are safe, well balanced, factually accurate and effective.

Children and young people have said they want lessons to be more interactive and engaging. Best practice guidance demonstrates that using active learning techniques is a key element of effective practice. Is it important that PSHE education is tailored to the meet the needs of the individual group.

The PSHE Association's Programme of Study integrates and sequences RSHE and non-statutory content effectively by key stage and enables individual organisations to utilise this into a coherent PSHE education programme tailored to their environment. This is the only national programme of study for PSHE education and is signposted to by the Department for Education.

Linking a locally produced Central Resource Library will benefit all education providers across Staffordshire and Stoke as these resources will have already been quality assured to meet minimum standards.

Having a quality assurance framework will provide reassurance of the resources and also enable consistency across the region, it will also better utilise resources, though not every school, alternative provider or youth organisation having to search to find appropriate resources but beginning with the intention of the session or activity.



BEST PRACTICE GUIDANCE

EMBED THE LEARNING

Research demonstrates that one-off events reduce the impact on learning, or long-term behaviour changes. A one-off event can raise awareness and perhaps recommend some quick strategies regarding a particular issue. To enable children and young people to develop decision-making, problem-solving and communication skills, they need the opportunity that is created through a comprehensive PSHE education programme. Consideration must be taken on how any visit contributes to the overall development of knowledge, skills and values. Preparation and debrief sessions should be part of the scheme of work which allows children and young people to deeper explore the key themes and embed the learning.

AVOID BIAS

The Education Act (1996, provision 407) requires lesson content to avoid political indoctrination and PSHE education should avoid inappropriate bias on any topic. PSHE education is not “value-free”, it is a safe space in which children and young people can explore and determine their own values and beliefs in as neutral a way as possible.

All resources should be checked for any potential bias, this includes any external speakers. These should undergo a background check to consider if there is the potential for bias. Sometimes this can be mitigated through having different external speakers with opposing viewpoints – however we have a duty to ensure that children and young people are not exposed to, for example, extremist (or offensive) content. Always make sure the participants have an opportunity to reflect on what they have heard, how it has been presented and how this made them feel. It is important they do not confuse a speaker’s conviction and charismatic presentation with factual evidence.

ACTIVE LEARNING TECHNIQUES

Using active learning techniques does not mean running around the classroom it can involve:

- *Question and Answer sessions*
- *Predicting what might happen next in a scenario*
- *Responding to carefully chosen film clips and images*
- *Creating storyboards or scripts*
- *Problem solving*
- *Offering advice on what someone should do*
- *Designing awareness campaigns*

Lessons that rely on the facilitator talking are likely to lose the participants' attention – even when the topic of the session is interesting and relevant to the lives of children and young people. Passive listening provides no opportunity to develop skills, strategies and attributes. Equally asking questions to the whole class can be useful to a point, but usually it is the same handful of participants answering every question, whilst the majority of the group do not participate in the lesson at all.

Top Tips:

- Work with the host organisation's staff to plan the lesson, using their expertise of what activities work best to help participants to learn, and the external provider's expertise on the topic.
- Participants should be told in advance about the external provider's visit and the topic of the session – this gives the participants an opportunity to prepare questions before the visit.
- Ensure the lesson has opportunities for the whole class, individual, paired and group work.
- Include a range of activities in every lesson that enables the participants to do some of the following:
 - Ask questions;
 - Learn facts;
 - Be creative;
 - Solve problems;
 - Offer advice;
 - Experience empathy;
 - Build confidence;
 - Make predictions;
 - Analyse consequences;
 - Collaborate

Give participants an opportunity to reflect and apply the learning to their own lives at the end of session (this can be through private reflection where appropriate)

AVOIDING SHOCK, FEAR OR SHAME

It is a common misconception that if a child or young person is shocked or scared by what they are shown they will avoid the behaviour in the future.

Whilst young people will often say that they like 'hard-hitting' material and that it engages them more effectively, in fact when experienced in a safe setting (in this case a classroom or youth space), shocking images become exciting (in a similar way to watching a horror film or riding a rollercoaster) and this excitement response can block the desired learning. Equally, for anyone who has previously been affected by something similar, it can re-traumatise them or they can block the message as it is too close for comfort, which again prevents the intended learning. It also presents a scenario which is more likely to make young people think 'that won't ever happen to me' than the desired 'that could be me' response.

Therefore, best practices and research demonstrate that sessions should not include graphic images of injuries, incidents, scenes e.g., a knife injury.

Considerations:

Evidence demonstrates that using shock tactics does not work as we cannot predict a child's or young people's reaction to fear stimulus. People react differently. Teenagers are at a developmental phase where they are drawn to risks – a key part of the journey to adulthood and gradual independence from parents and family home. In contrast to adults' response, over-emphasising risks to teenagers can make behaviour more appealing and draw them to it rather than away. Educators can see content differently and intention and receipt can be miles apart. Young people should be informed of risks in a balanced and measured way through an approach that supports them to make informed, healthy, safe decisions and empower them to believe they can act on "good choices".

"Fear based" messages can be blocked. Fear appeals approaches can re-traumatise those who have been affected. Professionals have an ethical duty to "do no harm".



TOP TIPS FOR AVOIDING SHOCK, FEAR OR SHAME

1 Evidence shows that shock and scare tactics just don't work.

2 Check resources for images or scenes that might be shocking, harrowing or scary for the age group – remember that children and young people will have a much lower threshold for what might worry them.

3 Remember the purpose of the session is to educate not entertain. Just because young people might watch scary films in their own time, does not mean using similar films within PSHE Education will promote learning.

4 Make sure there is a range of examples, case studies and consequences, most of which do not focus on the most dramatic or extreme outcomes.

5 Focus on making resources relatable – children and young people should think “that could be me” rather than “that would never happen to me”.

6 Think about how positive choices and actions might be promoted rather than negative actions warned against.

AVOIDING INSPIRING OR INSTRUCTING ON RISKY BEHAVIOURS

PSHE Education sessions must be carefully planned to ensure that participants are aware of the consequences of risky behaviours, without unintentionally inspiring or instructing children and young people to pursue such behaviours themselves.

Some resources can unintentionally glamorise behaviour that the session was intended to warn against. For example, showing participants a range of knives and guns seized from gang members can make the lifestyle seem appealing or glamorous to some vulnerable children/young people, as can focusing on the money gang members might offer young people to recruit them.

Giving too many specific details about how a crime was committed can also instruct children or young people who may be tempted to commit a similar crime themselves. For example, when talking about cybercrime, avoid explaining how to access the dark web or how seemingly 'easy' it might be to set up a Distributed Denial of-Service (DDoS) attack against a host organisation's data system – in case this unintentionally provides a would-be hacker with all the information they need to carry out a cyber-attack on their school/youth organisation.

Similarly, details of how young people have hidden their activities from their families (which could range from drug use, to truancy, shoplifting, carrying knives or involvement in online bullying) can inadvertently give 'reassurance' that others are doing these things and provide details of how they're 'getting away with it'

Sessions that focus on aspects of crime and negative behaviours may also unintentionally give the impression to participants that 'all young people are doing this', or that crime is commonplace. This can make children and young people feel unsafe in their own area, or pressured into participating in negative behaviours to 'fit in'. It is important to balance messages about crime or inappropriate behaviour with reminders that most people (including children and young people) do not witness or participate in crime most of the time. Statistics can be used to point out the rarity of crimes or other "positive social norms".

The Department for Education statutory guidance states:

“Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.”

When used well, external speakers can add interest and expertise to enhance embedded PSHE education delivery. The PSHE Association states that:

- Visitors can bring a level of expertise in a particular issue or topic that a teacher may not have, nor should be expected to have.
- Outside agencies often have resources and personnel capacity which schools may otherwise lack.
- They can act as an expert witness, recounting events in their lives from a personal or professional perspective (for example a mother with a new baby, or a doctor explaining their career pathway).
- They can establish a ‘first contact’ to a helping agency – it can be really hard for a young person to approach any source of support ‘cold’. Establishing a relationship in a classroom session can help to overcome this. (For example, this may help establish a relationship with a school nurse, a police officer or a representative of a local drop-in centre.)
- They bring ‘novelty’ – we know the brain recalls novelty. Well planned sessions can therefore add emphasis to important learning elements.

To support External Providers to meet minimum quality standards a separate guide has been created for them to utilise. Please contact your local PSHE Coordinator for a copy.

The
Quality Assurance
Framework

WHOLE SCHOOL APPROACH

This self-assessment tool is an aide to education providers across Staffordshire and Stoke on Trent. It is based upon best practice guidance from the PSHE Association, Brook and the Sex Education Forum. The tool will enable compilation of data that already exists to evidence current practice and areas of strengths and areas for development.

Criteria	Yes	No	Action/Evidence
Leadership and Management			
Do senior leaders ensure that PSHE education is embedded in the school's values and culture?			
Is there a consistent approach to the use of positive language, challenging stereotypes, bullying, discrimination and tackling sexual harassment at all levels?			
Is there a PSHE policy in place?*			
Is there an RSE policy in place that clearly outlines the whole school approach, vision, intent, teaching approach and curriculum plan?			
Does the RSE policy include information to clarify where parents/carers have the right to withdraw from sex education only?			
Is there a clear plan to continue to engage with all stakeholders when updating the policies?			

*

Evaluation is different from assessment and is critical over the next few years as PSHE education continues to develop. Evaluation enables the refinement and improvement of the statutory elements of PSHE education.

Evaluation

Considers how effective the activities, approaches and resources have been in achieving the learning outcomes and how engaged the participants were with the learning. It is important to gather the views of the participants this can be through school council, conversations with Year 6/Year 11 students about their thoughts now they are at the end of the education phase and what they wished they'd learnt before this point. It can also be through observation of lessons to ensure that best principles are being adhered to.

More often than not current practice is to evaluate rather than assess due to the personal nature of the topics. However both are equally important - assessment ensures that the learning objectives have been achieved and identifying learning needs and evaluation is about the process undertaken to achieve this - how well the activities worked, how useful the resources were, how interesting the participants found the lesson.

Both help to reflect and adapt the lesson to meet the needs of the children or young people but a session can be really enjoyable, but nothing was learnt which is not effective PSHE education.



ASSESSMENT AND EVALUATION OF PSHE EDUCATION PROVISION

This table illustrates how the approach and methodology to PSHE education can be applied:

Step	Approach	Methodology
1.	Identifying need	<ul style="list-style-type: none"> • Formal review of PSHE education curriculum • Findings from children and young people voice activities • Evaluation of previous sessions • School governors' expectations
2.	Responding to need	<ul style="list-style-type: none"> • Curriculum review • Development of new session plans • Identification of new resources • Identification of external providers • Identification of CPD needs
3.	Delivering PSHE education	<ul style="list-style-type: none"> • Educators • Tutors/other staff • Class teachers • Peer groups • External agencies
4.	Assessment of children/young peoples' learning as an ongoing process	<ul style="list-style-type: none"> • Self assessment • Peer assessment • Educator assessment- both informal and formal
5.	Evaluation of programme	<ul style="list-style-type: none"> • Range of techniques and activities • Views from participants, educators and external providers • Peer education review • PSHE Lead review
6.	Reporting and recording progress	<ul style="list-style-type: none"> • Marking • Parent/carer consultation • Samples collected for portfolio • Displays

SUGGESTED RESOURCES



Resources/Session Plans:

This checklist is based upon the PSHE Association’s Ten Principles of PSHE Education and “Choosing PSHE education resources” guidance and is designed to support professionals delivering PSHE both in creating “from scratch” and in reviewing, amending, adapting or updating resources. It could also be used as a tool to monitor or review the quality of PSHE resources. This checklist will ensure that resources are supporting the delivery of the highest quality PSHE education.

Resources:

Quality Assuring PSHE Resources

Criteria	Yes	No
Appropriateness		
Does the resource give a clear indication of the suggested age-range it is appropriate for?		
Does the resource have clear learning outcomes?		
Can these learning outcomes be mapped to the curriculum?		
Is the resource appropriate for SEND?		
Inclusivity		
Can the resource refocus the learning outcomes to meet the needs of individual groups?		
Is the resource as inclusive as possible e.g. represents different genders, ethnicities, sexualities?		
Does the resource reflect the transgender, LGBTQ and BME communities and people who speak English as a second language?		
Does the resource challenge discriminatory stereotypes?		
Assessment		
Does the resource guide have a clear link to assessment e.g. baseline or checking learning?		
Is the resource clearly identified as building knowledge, skill development or exploring values?		
Content		
Does the resource include appropriate language that is not victim-blaming?		
Does the resource NOT use scare/unrealistic tactics?		
Does the resource NOT show any abuse depicting scenes, explicit abuse stories or scenes of violence?		
Does the resource focus on working with a sense of hope and builds on strengths?		
Is the resource evidence-based and in date?		
Copyright		
Can the resource be shared/distributed/uploaded to the central resource library?		
If images are used, has permission been obtained to use them?		

Sessions:

Quality Assuring PSHE Session Plans

This checklist is based upon the PSHE Association's and is designed to support professionals delivering PSHE both in planning "from scratch" and in reviewing, amending, adapting or updating lesson plans. It could also be used as a tool to monitor or review the quality of PSHE lessons. This checklist will ensure that lessons are well-structured, demonstrate progression and are inclusive of the needs of all pupils.

Criteria	Yes	No
Appropriateness		
Does the lesson plan give a clear indication of the suggested age-range it is appropriate for?		
Are the learning objectives clear and the intended learning outcomes explicit to both the facilitator and participants and measurable?		
Can the lesson plan be mapped to the curriculum?		
Is the subject matter relevant, appropriate and meaningful to the participants (matched to their personal, social and emotional needs)? Will they see the point of what they are doing and the reasons for doing it?		
Does the lesson include differentiation for more able learners? (Is there sufficient challenge in their learning outcomes so that they remain engaged and can demonstrate that they have extended their learning?)		
Assessment		
Does the lesson plan provide opportunities to gauge the participants' starting point (in terms of knowledge, skills, understanding, attitudes, values and beliefs)?		
Is there flexibility within the lesson plan to adapt it as necessary once the participants starting point has been established?		
Are there opportunities for participants' progress to be assessed through the activities they are doing?		
Is assessment for learning an integral part of the lesson plan and are there opportunities for participants to reflect on the learning and what it means for their lives?		
Can progress made from the starting point be evidenced?		
Is there inspection evidence to demonstrate spiritual, moral, social and cultural development?		
Structure		
Do participants have access to a question box for them to submit questions they may have during or at the end of the lesson which they might not want to ask in front of peers?		
Does the beginning of the lesson start with the establishment or revisiting of ground rules for the group and have the participants had the opportunity to contribute to them?		
Does the lesson promote active learning and offer opportunities for paired and group discussions?		
Content		



Does the beginning of the lesson start with the establishment or revisiting of ground rules for the group and have the participants had the opportunity to contribute to them?		
Is there a clear structure to the lesson (an obvious beginning, middle and end)?		
Are the lesson activities matched to the learning objectives? Will they help to achieve the intended outcomes? For all participants?		
Does the lesson concentrate on factual content only?		
Are there opportunities for participants to develop key skills or strategies?		
Does the lesson promote active learning and opportunities for paired and group discussions?		
Does the content of the lesson reflect the organisation's ethos/aims?		
Will the participants find the lesson compelling and will both the facilitator and participants enjoy the lesson, whilst achieving the learning objectives?		
Will homework be set? How will this be assessed and used in the next PSHE lesson? Are the success criteria clear?		
Does the lesson support spiritual, moral, social and cultural development?		

Whole School Approach:

This self-assessment tool is an aide to schools, based upon best practice guidance from PSHE Association, Brook and the Sex Education Forum that will enable compilation of data that already exists

Criteria	Yes	No	Action/Evidence
Leadership and Management			
Do senior leaders ensure that PSHE education is embedded in the school's values and culture?			
Is there a consistent approach to the use of positive language, challenging stereotypes, bullying, discrimination and tackling sexual harassment at all levels?			
Is there a PSHE policy in place ² ?			
Is there a RSE policy in place that clearly outlines the whole school approach, vision, intent, teaching approach and curriculum plan?			
Does the RSE policy include information to clarify where parents/carers have the right to withdraw from sex education only?			
Did the school engage with parents, pupils, teaching staff, SLT/governors and were informed by statutory guidance when writing the policy?			
Is the approach to PSHE education threaded throughout key policies ³ e.g.: <ul style="list-style-type: none"> • Equality, inclusion and diversity • Safeguarding • Grievance and disciplinary • Confidentiality • Visitors 			
Is there a clear plan to continue to engage with all stakeholders when updating the policies?			
Is there staff time dedicated to leading and championing PSHE across the school including: <ul style="list-style-type: none"> • PSHE education Coordinator or Lead • A Link PSHE education Governor 			

² There is no requirement to have a PSHE policy but it may be good to have one in place that takes into account relevant guidance and good practice, refers to the requirements of RSE and health education

³ Please note this list is not exhaustive and ideally there will be linkages to the RSE policy and messaging is consistent across all policies

<ul style="list-style-type: none"> • Designated Safeguarding Lead • Designated Lead for Mental Health 			
Are the PSHE Leads consulted on key decisions which affect PSHE education and is their expertise valued?			
Do the SLT and Governing body have an understanding of current developments and are confident that evidence-based and data informed quality PSHE is being delivered in line with best practice principles that meets or exceed statutory requirements?			
Is PSHE education resourced in line with other subjects for example being allocated preparation and planning time and training budget?			
Training			
Are staff highly confident in PSHE education subject knowledge and delivery?			
Is PSHE education specific training included as part of the whole school CPD strategic plan?			
Does the school ensure there are different opportunities to access CPD for teachers, support staff and governors?			
Is there a plan in place for colleagues who feel less confident in PSHE education teaching to develop their confidence?			
Does the PSHE Lead have opportunities to attend extended CPD in PSHE education and meet with other leads to continue to develop their expertise?			
Are staff supported in their own health and wellbeing to ensure they are able to talk through any issues they may have and are given the opportunity to problem solve in a safe environment?			
Curriculum			
Is there a planned programme of PSHE education using a spiral approach that ensures themes are visited again in a developmentally appropriate manner?			
Does the curriculum take into account: <ul style="list-style-type: none"> • Religion and Belief • Relevant provisions within the Equality Act (2010) • The Law 			

Is there awareness of related learning between PSHE education and other curriculum areas which supports pupils in making connections and ensuring related teaching (e.g. puberty in science and PSHE) happens concurrently?			
Is the staff's approach to creating a safe learning environment supported by a whole-school commitment to identifying, protecting and supporting pupils with increased vulnerability and promoting the health and wellbeing of all?			
Does the PSHE education curriculum make a significant and sustained contribution to SMSC development, promoting British values, careers education and safeguarding?			
Does the school use local health data, national trends, pupil voice, pastoral input and assessment evidence to tailor the programme to meet pupils' needs?			
Does the school invite input from pupils on content, relevance and quality and use this to assess impact and inform planning?			
Do pupils feel their input is valued and acted upon?			
Partnerships:			
Do parents/carers have an awareness of the topics being taught and are provided guidance and support to enable them to support their child/ren?			
Do staff engage in partnership with other organisations who could support the whole school approach, this could include <ul style="list-style-type: none"> ● Safer Schools Alliance ● Local Safeguarding Boards ● Locality meetings ● PSHE Leads Forum ● NHS Trusts? 			
Is information from supporting agencies where staff and pupils can go for additional support clearly displayed and accessible?			
Do you only use external providers named on the approved list?			

Non-Approved External Provider:

PSHE Education Planning Checklist

School –

	Yes	No	Comments
Are you clear how the external contribution fits in the aims and objectives of the curriculum for PSHE education?			
Is the visit embedded in the school's PSHE education scheme of work?			
Is the external provider's knowledge and experience relevant and appropriate?			
Are you aware of the external provider's value, aims and objectives and their reason for working with schools?			
Do all the people delivering on behalf of the external provider hold DBS checks?			
Have you planned adequate time for discussing details of the visit, including any work for the pupil's to plan or review?			
Is the external provider aware of the needs of the pupil's in relation to age, group dynamics and ability?			
Does the external provider have copies of relevant school policies e.g. safeguarding, PSHE/RSE?			
Have you agreed on professional boundaries, code of conducts or guidelines that need to be adhered to?			
Have you agreed how disclosures will be managed?			
Have you confirmed that a teacher will be present at all times during the session?			
Have you agreed how the external provider will work towards planned learning outcomes and how learning will be assessed?			
Has the teacher planned appropriate monitoring and evaluation of the learning activities?			
Has time been planned for the pupils to have time to reflect on what they learned from working with the external contributor?			

Approved External Providers:

PSHE Education Delivery Partner Agreement

We are very much looking forward to you working with our children/young people. To ensure that they receive the best session possible, please ensure that you read this agreement carefully and note any arrangements we ask you to make.

Booking Form

Contact Details:

Booking made by:		Date of booking:		Organisation:	
Type of booking:		Contact name:		Contact Telephone:	
Contact email:			Emergency contact details:		
Name for invoicing:			Invoicing email:		

Session Details:

Date	Start Time	Finish Time	Host organisation's member of staff attending	External provider staff attending	Charge	Total Hours	Session Title	Class Size	Age Group	Gender
Intended Learning Outcomes: By the end of this session participants will be able to:										
<ul style="list-style-type: none"> 										
Link to Curriculum Outcomes:										
<ul style="list-style-type: none"> 										
Agreed Assessment and Evaluation:										

Delivery Partner Agreement:

The following policies must be shared with external providers:

Policy	Attachments
PSHE/RSE /drug education policy	
Safeguarding	

Please select which of the following resources will be required for use in the session:

Resource	Required	Notes
Access to the room 15 minutes prior to session start time		
PowerPoint		
Overhead Projector		
Screen/Whiteboard		
Laptop/Computer		
Access to the internet		

Other information:

Special requirement in the group e.g. learning difficulties, challenging behaviours, ESOL needs:	
Dress code:	
Topics already covered in PSHE:	
Discipline:	The role of the external provider is not to manage discipline; discipline will be managed by the member of staff from the host organisation.
Confidentiality:	The host organisation respects the right of the external provider to provide a confidential service to children and young people whilst safeguarding them from harm. External providers must follow the host organisation's safeguarding policy if they believe a child or young people is at risk of or is in danger or being harmed.
Cancellation:	In the event of an emergency cancellation e.g. adverse weather conditions, travel conditions or sickness contact will be made between the two parties at the earliest time possible. A negotiated rescheduled date will be offered, if a rescheduled date cannot be agreed and the invoice has already been raised, a full refund will be given. If the host organisation cancels with less than two weeks' notice, full payment will be made to the external provider.

Please sign and complete the following to indicate your acceptance of the terms of this agreement:

	Host Organisation:	External Provider:
Print name:		
Signature:		
Position Held:		
Date:		

Evaluation Form about External Providers

Thank you for supporting today's session. Any feedback on this form is anonymous and is used to help monitor the quality and consistency of External Providers. Please note that comments may be used for future reports and may be passed on to the providers. Once completed please return to natalie@staffscvys.org.uk

Date:		Name of host organisation:		Name of External Provider:		Your Job role:	
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1. Overall, what did you think of today's session?	Please explain your score.
<ul style="list-style-type: none"> 1. Very poor 2. Poor 3. OK 4. Very good 5. Excellent 	
2. What did you think of the resources and activities used during the session?	
<ul style="list-style-type: none"> 1. Very poor 2. Poor 3. OK 4. Very good 5. Excellent 	
3. What did you think of the way the session was facilitated?	Please tell us what you thought of the facilitator's style/approach.
<ul style="list-style-type: none"> 1. Very poor 2. Poor 3. OK 4. Very good 5. Excellent 	
4. To what extent do you think the session will have a positive impact on the participants' ability to keep themselves safe?	Please tell us what impact you think the programme will have on your pupils.
<ul style="list-style-type: none"> 1. Very unlikely to have a positive impact 2. Unlikely to have a positive impact 3. Quite likely to have a positive impact 4. Likely to have a positive impact 5. Very likely to have a positive impact 	

<p>5. Would you recommend this session to other schools/youth providers?</p>	<p>Please tell us what you would like to say about the session to other providers.</p>
<p>Yes</p> <p>No</p>	



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