Auditing

and PSHE Education in Staffordshire & Stoke-on-Trent

Key Stages 1-2

2024

Ellie Chesterton & Natalie McGrath

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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 provides audit templates for PSHE Leads and Senior Leaders to us in their own settings.

PSHE education is most effective when it is delivered as part of a whole-school approach. This means that the learning within the curriculum is supported by the culture and ethos of the education setting.

This could include serving healthier foods in school canteens, providing secure cycle parking to promote active travel, or setting up a peer system to reduce bullying. It should also include engagement with families and local communities to recognise the sphere of influence on children and young people's attitudes and behaviours.

This pack contains tools to enable settings to audit their whole-school approach, their curriculum and resources and then a template to create an action plan, where areas of development are identified.

Schools are asked to RAG rate the criteria in the audit tools:
- Red - Not met
- Amber - Partially met
- Green - Met

If you would like any support in completing these audits or creating an action plan please contact your local Co-ordinator, details can be found at the back of this pack.

An editable version of the whole-school approach and curriculum audit tools can be found here.

Local Quality Framework

We believe that for PSHE education to be effective it must:

- Be delivered in a safe learning environment based on the principles that prejudice, discrimination and bullying are harmful and unacceptable.

- Have clear learning objectives and outcomes and ensure sessions and programmes are well planned, resourced and appropriately underpinned by solid research and evidence.

- Be relevant, accurate and factual, including using the correct terminology.

- Be positively inclusive in terms of:

  - Age
  - Gender Identity
  - Race
  - Sex
  - Disability
  - Pregnancy and Maternity
  - Religion or Belief
  - Sexual Orientation

- Designed to include the development of knowledge, skills and values to support positive life choices.

- Use positive messaging, that does not cause shame or victim blaming.

- Challenge attitudes and values within society, such as perceived social norms and those portrayed in the media.

- Be reflective of the age and stage of the children and young people and be tailored to the environment and group.

- Utilise active skill-based learning techniques to encourage active participation.

- Ensure 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.

- Be delivered by trained, confident and competent professionals.

- Empower and involve children and young people as participants, advocates and evaluators in the development of PSHE education.

WHOLE SCHOOL APPROACH SELF-ASSESSMENT

This self-assessment tool is an aide to schools based upon best practice guidance from the PSHE Association, Brook and the Sex Education Forum.

Criteria	RAG	Notes
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 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?		

Criteria	RAG	Notes
Leadership and Management		
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 e.g.: • 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?		
s there staff time dedicated to leading and championing PSHE across the school including: • PSHE education Coordinator or Lead • A Link PSHE education Governor • Designated Safeguarding Lead • Senior Lead for Mental Health		
Did the school engage with parents, pupils, teaching staff, SLT/governors and were informed by statutory guidance when writing the policy?		

Criteria	RAG	Notes
Leadership and Management		
Is the PSHE Lead 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?		

Criteria	RAG	Notes
Curriculum		
Is PSHE education specific training included as part of the whole school CPD strategic plan?		
Does the curriculum take into account: • 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?		

Criteria	RAG	Notes
Curriculum		
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?		

Criteria	RAG	Action/Evidence
• **Partnerships**		
Do staff engage in partnership with other organisations who could support the whole school approach, this could include • Safer Schools Alliance (Stoke only) • Local Safeguarding Boards • Locality meetings • PSHE Leads Forum • Mental Health Leads Network • DSL Briefings • NHS Trusts?		
Is information from supporting agencies where staff and pupils can go for additional support clearly displayed and accessible?		
Does the school quality check external providers prior to delivery?		

An editable version of this audit tool can be found here.

CURRICULUM AUDIT

This audit tool is based upon the Department for Education's statutory guidance on Relationships Education and Health Education for Primary Schools and Relationships and Sex Education and Health Education for Secondary Schools and the PSHE Association's wider programme builders for KS1-5.

The tool aims to support PSHE Leads in being able to map their own curriculum against these two schemes of work, including being able to demonstrate cross curriculum links.

An editable version of this audit tool can be found here.

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Healthy lifestyles (Physical Wellbeing)				
H1.	About what keeping healthy means; different ways to keep healthy			
H2.	About foods that support good health and the risks of eating too much sugar			
H3.	about how physical activity helps us to stay healthy; and ways to be physically active everyday			
H4.	about why sleep is important and different ways to rest and relax			
H5.	simple hygiene routines that can stop germs from spreading			
H6.	that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Healthy lifestyles (Physical Wellbeing)				
H7.	about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health			
H8.	how to keep safe in the sun and protect skin from sun damage			
H9.	about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV			
H10.	about the people who help us to stay physically healthy			
Mental health				
H11.	about different feelings that humans can experience			
H12.	how to recognise and name different feelings			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Mental health				
HI3.	how feelings can affect people's bodies and how they behave			
HI4.	how to recognise what others might be feeling			
HI5.	to recognise that not everyone feels the same at the same time, or feels the same about the same things			
HI6.	about ways of sharing feelings; a range of words to describe feelings			
HI7.	about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Mental health				
H18.	different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good			
H19.	to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it			
H20.	about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better			
Ourselves, growing and changing				
H21.	to recognise what makes them special			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Ourselves, growing and changing				
H22.	to recognise the ways in which we are all unique			
H23.	to identify what they are good at, what they like and dislike			
H24.	how to manage when finding things difficult			
H25.	to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles			
H26.	about growing and changing from young to old and how people's needs change			
H27.	about preparing to move to a new class/year group			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Keeping Safe				
H28.	about rules and age restrictions that keep us safe			
H29.	to recognise risk in simple everyday situations and what action to take to minimise harm			
H30.	about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)			
H31.	that household products (including medicines) can be harmful if not used correctly			
H32.	ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Keeping Safe				
H33.	about the people whose job it is to help keep us safe			
H34.	basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them			
H35.	about what to do if there is an accident and someone is hurt			
H36.	how to get help in an emergency (how to dial 999 and what to say)			
Drugs, Alcohol and Tobacco				
H37.	about things that people can put into their body or on their skin; how these can affect how people feel			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Families and Close Positive Relationships				
R1.	about the roles different people (e.g. acquaintances, friends and relatives) play in our lives			
R2.	to identify the people who love and care for them and what they do to help them feel cared for			
R3.	about different types of families including those that may be different to their own			
R4.	to identify common features of family life			
R5.	that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Friendships				
R6.	about how people make friends and what makes a good friendship			
R7.	about how to recognise when they or someone else feels lonely and what to do			
R8.	simple strategies to resolve arguments between friends positively			
R9.	how to ask for help if a friendship is making them feel unhappy			
R6.	about how people make friends and what makes a good friendship			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Managing Hurtful Behaviour and Bullying				
R10.	that bodies and feelings can be hurt by words and actions; that people can say hurtful things online			
R11.	about how people may feel if they experience hurtful behaviour or bullying			
R12.	that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult			
R13.	to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Managing Hurtful Behaviour and Bullying				
R14.	that sometimes people may behave differently online, including by pretending to be someone they are not			
R15.	how to respond safely to adults they don't know			
R16.	about how to respond if physical contact makes them feel uncomfortable or unsafe			
R17.	about knowing there are situations when they should ask for permission and also when their permission should be sought			
R18.	about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Managing Hurtful Behaviour and Bullying				
R19.	basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe			
R20.	what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard			
Respecting Self and Others				
R21.	about what is kind and unkind behaviour, and how this can affect others			
R22.	about how to treat themselves and others with respect; how to be polite and courteous			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
	Respecting Self and Others			
R23.	to recognise the ways in which they are the same and different to others			
R24.	how to listen to other people and play and work cooperatively			
R25.	how to talk about and share their opinions on things that matter to them			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Shared Responsibilities				
L1.	about what rules are, why they are needed, and why different rules are needed for different situations			
L2.	how people and other living things have different needs; about the responsibilities of caring for them			
L3.	about things they can do to help look after their environment			
Communities				
L4.	about the different groups they belong to			
L5.	about the different roles and responsibilities people have in their community			
L6.	to recognise the ways they are the same as, and different to, other people			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Media Literacy and Digital Resilience				
L7.	about how the internet and digital devices can be used safely to find things out and to communicate with others			
L8.	about the role of the internet in everyday life			
L9.	that not all information seen online is true			
Economic Wellbeing: Money				
L10.	what money is; forms that money comes in; that money comes from different sources			
L11.	that people make different choices about how to save and spend money			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Economic Wellbeing: Money				
L12.	about the difference between needs and wants; that sometimes people may not always be able to have the things they want			
L13.	that money needs to be looked after; different ways of doing this			
Economic Wellbeing: Aspirations, Work and Career				
L14.	that everyone has different strengths			
L15.	that jobs help people to earn money to pay for things			
L16.	different jobs that people they know or people who work in the community do			
L17.	about some of the strengths and interests someone might need to do different jobs			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Healthy lifestyles (Physical Wellbeing)				
H1.	how to make informed decisions about health			
H2.	about the elements of a balanced, healthy lifestyle			
H3.	about choices that support a healthy lifestyle, and recognise what might influence these			
H4.	how to recognise that habits can have both positive and negative effects on a healthy lifestyle			
H5.	about what good physical health means; how to recognise early signs of physical illness			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Healthy lifestyles (Physical Wellbeing)				
H6.	about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay			
H7.	how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle			
H8.	about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Healthy lifestyles (Physical Wellbeing)				
H9.	that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it			
H10.	how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed			
H11.	how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Healthy lifestyles (Physical Wellbeing)				
H12.	about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer			
H13.	about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online			
H14.	how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Mental health				
H15.	that mental health, just like physical health, is part of daily life; the importance of taking care of mental health			
H16.	about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing			
H17.	to recognise that feelings can change over time and range in intensity			
H18.	about everyday things that affect feelings and the importance of expressing feelings			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Mental health				
H19.	a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;			
H20.	strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations			
H21.	to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others			
H22.	to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Mental health				
H23.	about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement			
H24.	problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools			
Ourselves, growing and changing				
H25.	about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)			
H26.	that for some people gender identity does not correspond with their biological sex			
H27.	to recognise their individuality and personal qualities			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
	Ourselves, growing and changing			
H28.	to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth			
H29.	about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking			
H30.	to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction			
H31.	about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
	Ourselves, growing and changing			
H32.	about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene			
H33.	about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for			
H34.	about where to get more information, help and advice about growing and changing, especially about puberty			
H35.	about the new opportunities and responsibilities that increasing independence may bring			
H36.	strategies to manage transitions between classes and key stages			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Keeping Safe				
H37.	reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming			
H38.	how to predict, assess and manage risk in different situations			
H39.	about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe			
H40.	about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Keeping Safe				
H41.	strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about			
H42.	about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact			
H43.	about what is meant by first aid; basic techniques for dealing with common injuries			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Keeping Safe				
H44.	how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say			
H45.	that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk			
Drugs, Alcohol and Tobacco				
H46.	about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Drugs, Alcohol and Tobacco				
H47.	to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others			
H48.	about why people choose to use or not use drugs (including nicotine, alcohol and medicines);			
H49.	about the mixed messages in the media about drugs, including alcohol and smoking/vaping			
H50.	about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Families and Close Positive Relationships				
R1.	to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)			
R2.	that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different			
R3.	about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Families and Close Positive Relationships				
R4.	that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others			
R5.	that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart			
R6.	that a feature of positive family life is caring relationships; about the different ways in which people care for one another			
R7.	to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Families and Close Positive Relationships				
R8.	to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty			
R9.	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice			
Friendships				
R10.	about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing			
R10.	about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Friendships				
R11.	what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships			
R12.	to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face			
R13.	the importance of seeking support if feeling lonely or excluded			
R14.	that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Friendships				
R15.	strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others			
R16.	how friendships can change over time, about making new friends and the benefits of having different types of friends			
R17.	that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely			
R18.	to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
	Managing Hurtful Behaviour and Bullying			
R19.	about the impact of bullying, including offline and online, and the consequences of hurtful behaviour			
R20.	strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support			
R21.	about discrimination: what it means and how to challenge it			
R22.	about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
	Managing Hurtful Behaviour and Bullying			
R23.	about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns			
R24.	how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know			
R25.	recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact			
R26.	about seeking and giving permission (consent) in different situations			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Managing Hurtful Behaviour and Bullying				
R27.	about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret			
R28.	how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this			
R29.	where to get advice and report concerns if worried about their own or someone else's personal safety (including online)			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Respecting Self and Others				
R30.	that personal behaviour can affect other people; to recognise and model respectful behaviour online			
R31.	to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships			
R32.	about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Respecting Self and Others				
R33.	to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own			
R34.	how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Shared Responsibilities				
L1.	to recognise reasons for rules and laws; consequences of not adhering to rules and laws			
L2.	to recognise there are human rights, that are there to protect everyone			
L3.	about the relationship between rights and responsibilities			
L4.	the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others			
L5.	ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Communities				
L6.	about the different groups that make up their community; what living in a community means			
L7.	to value the different contributions that people and groups make to the community			
L8.	about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities			
L9.	about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes			
L10.	about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
	Media Literacy and Digital Resilience			
L11.	recognise ways in which the internet and social media can be used both positively and negatively			
L12.	how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results			
L13.	about some of the different ways information and data is shared and used online, including for commercial purposes			
L14.	about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information			
L15.	recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Media Literacy and Digital Resilience				
L16.	about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation			
Economic Wellbeing: Money				
L17.	about the different ways to pay for things and the choices people have about this			
L18.	to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'			
L19.	that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Economic Wellbeing: Money				
L20.	to recognise that people make spending decisions based on priorities, needs and wants			
L21.	different ways to keep track of money			
L22.	about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe			
L20.	to recognise that people make spending decisions based on priorities, needs and wants			
L23.	about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Economic Wellbeing: Money				
L24.	to identify the ways that money can impact on people's feelings and emotions			
Economic Wellbeing: Aspirations, Work and Career				
L25.	to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes			
L26.	that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life			
L27.	about stereotypes in the workplace and that a person's career aspirations should not be limited by them			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
	Economic Wellbeing: Aspirations, Work and Career			
L28.	about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)			
L29.	that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid			
L30.	about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Economic Wellbeing: Aspirations, Work and Career				
L31.	to identify the kind of job that they might like to do when they are older			
L32.	to recognise a variety of routes into careers (e.g. college, apprenticeship, university)			

This audit tool is to help PSHE Leads to determine the extent to which their current PSHE curriculum covers the statutory requirements set out by the DfE's Statutory Guidance.

It is important to remember that the Statutory Guidance provides information on what schools MUST cover, it does not include everything that schools SHOULD cover as part of a wider PSHE curriculum. Schools have the flexibility to respond to local public health and community issues to ensure they meet the needs of their children and young people.

Learning Outcome	RAG	Cross Curriculum Links	Notes
Families and People Who Care For Me			
that families are important for children growing up because they can give love, security and stability			
the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives			
that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Families and People Who Care For Me			
that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up			
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong			
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.			
Caring Friendships			
how important friendships are in making us feel happy and secure, and how people choose and make friends.			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Caring Friendships			
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.			
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.			
that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.			
how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Respectful Relationships			
the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.			
practical steps they can take in a range of different contexts to improve or support respectful relationships.			
the conventions of courtesy and manners.			
the importance of self-respect and how this links to their own happiness.			
that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Respectful Relationships			
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help			
what a stereotype is, and how stereotypes can be unfair, negative or destructive.			
the importance of permission-seeking and giving in relationships with friends, peers and adults.			
Online Relationships			
that people sometimes behave differently online, including by pretending to be someone they are not.			
that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Online Relationships			
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.			
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.			
how information and data is shared and used online.			
Being Safe			
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Being Safe			
about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.			
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact			
how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.			
how to recognise and report feelings of being unsafe or feeling bad about any adult.			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Being Safe			
how to ask for advice or help for themselves or others, and to keep trying until they are heard.			
how to report concerns of abuse, and the vocabulary and confidence needed to do so.			
where to get advice e.g. family, school and/or other sources.			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Mental Wellbeing			
that mental wellbeing is a normal part of daily life, in the same way as physical health.			
that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations			
how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.			
how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.			
the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Mental Wellbeing			
simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.			
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support			
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing			
where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Mental Wellbeing			
it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.			
Internet Safety and Harms			
that for most people the internet is an integral part of life and has many benefits.			
about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing			
how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Internet Safety and Harms			
why social media, some computer games and online gaming, for example, are age restricted.			
that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.			
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.			
where and how to report concerns and get support with issues online.			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Physical Health and Fitness			
the characteristics and mental and physical benefits of an active lifestyle			
the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.			
the risks associated with an inactive lifestyle (including obesity).the risks associated with an inactive lifestyle (including obesity).			
how and when to seek support including which adults to speak to in school if they are worried about their health.			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Healthy Eating			
what constitutes a healthy diet (including understanding calories and other nutritional content).			
the principles of planning and preparing a range of healthy meals.			
the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).			
Drugs, Alcohol and Tobacco			
the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Health and Prevention			
how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body			
about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.			
the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn			
about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.			
about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Health and Prevention			
the facts and science relating to allergies, immunisation and vaccination.			
Basic First Aid			
how to make a clear and efficient call to emergency services if necessary.			
concepts of basic first-aid, for example dealing with common injuries, including head injuries			
Changing Adolescent Body			
key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.			
about menstrual wellbeing including the key facts about the menstrual cycle.			

PSHE ACTION PLAN –

Action Required	Lead Person	Resources Required	Deadline	Progress

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PSHE
Education
STOKE-ON-TRENT
STAFFORDSHIRE

SASCAL
STRONGER TOGETHER

Ellie Chesterton
PSHE Coordinator
Stoke-on-Trent
echesterton@horizonoat.co.uk

SCVYS
STAFFORDSHIRE COUNCIL OF VOLUNTARY YOUTH SERVICES

Natalie McGrath
PSHE Coordinator
Staffordshire
natalie@staffscvys.org.uk

www.pshestaffs.com