



PSHE Education
STOKE-ON-TRENT & STAFFORDSHIRE

ACADEMIC YEAR 2025-2026 IMPACT REPORT

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During the 2025–2026 academic year, the Pan-Staffordshire PSHE Education Service continued to support schools, colleges, partners and commissioners across Staffordshire and Stoke-on-Trent to strengthen Personal, Social, Health and Economic (PSHE) education and respond to emerging local and national priorities.

This academic year saw significant changes within the education landscape, including the introduction of Ofsted's new inspection framework and preparations for updated statutory Relationships, Sex, Health Education (RSHE) guidance. In response, the service provided targeted support, resources, training and strategic leadership to help education settings remain informed, confident and prepared.

KEY ACHIEVEMENTS

- Over seven in ten education settings (71%) registered for the PSHE Resource Library, strengthening access to trusted, quality-assured PSHE resources.
- 39 PSHE support visits carried out with education settings (77% increase)
- 14 training sessions delivered across Staffordshire and Stoke-on-Trent.
- 1,259 individuals receive the PSHE Digest each month.
- 282 resources quality assured and added to the Resource Library.
- Developed 9 locally tailored PSHE resources to address emerging needs.
- Produced 10 Best Practice Guides to support high-quality PSHE delivery.
- 151 live attendances at PSHE Network meetings, alongside 351 views of session recordings.

STRATEGIC IMPACT

The service continued to play a key role within local partnerships, providing specialist PSHE expertise to support strategy development, commissioning decisions and the delivery of programmes addressing issues such as mental health, online safety, violence reduction, healthy relationships, safeguarding and health literacy.

LOOKING FORWARD

During 2026–2027, the service will continue supporting education settings to implement revised RSHE guidance, respond to the new Ofsted framework, strengthen PSHE provision and ensure children and young people receive relevant, evidence-informed PSHE education that prepares them for life beyond school.

NO. OF INDIVIDUALS RECEIVING THE
PSHE DIGEST

1259 ↑

NO. OF SCHOOL VISITS CARRIED OUT

39 ↑

NO. OF TRAINING SESSIONS
DELIVERED

14 ↑

% OF PARTICIPANTS REPORTING
FEELING MORE CONFIDENT AS A RESULT
OF THE TRAINING

87%

LIVE ATTENDANCE AT PSHE LEAD
NETWORK MEETINGS

151 ↑

NO. OF BEST PRACTICE GUIDES
CREATED AND SHARED

10 ↑

% OF EDUCATION SETTINGS SIGNED UP
TO RESOURCE LIBRARY

71% ↑

% OF SPECIFIC NAMED PSHE LEAD

79% ↑

NO. OF LOCAL RESOURCES DEVELOPED
AND PUBLISHED

9

NO. OF RESOURCES QUALITY ASSURED
AND ADDED TO THE LIBRARY

282

% OF EDUCATION SETTINGS WITH EXCEPTIONAL OR STRONG STANDARD OFSTED RATING
FOR PERSONAL DEVELOPMENT

57%

EDUCATION SETTINGS ACCOUNTS

An additional 324 accounts were registered between 22nd July 2025 and 19th July 2026 (end of academic year) – this equates to a 29% growth during that period. The number of education settings with at least 1 account has grown from 65% at the end of 21st July 2025 to 71% by 19th July 2026. This is broken down into the 2 local authority areas as:

56% OF EDUCATION SETTINGS* IN STOKE-ON-TRENT HAVE AT LEAST 1 REGISTERED ACCOUNT, UP FROM 55% LAST YEAR.



44% OF LOCAL PRIMARY SCHOOLS HAVE AT LEAST 1 REGISTERED ACCOUNT (UP FROM 42% LAST YEAR)

94% OF LOCAL SECONDARY SCHOOLS AND FE COLLEGES HAVE AT LEAST 1 REGISTERED ACCOUNT (UP FROM 100% LAST YEAR[^])

60% OF LOCAL ALL-THROUGH EDUCATION SETTINGS HAVE AT LEAST 1 REGISTERED ACCOUNT (UP FROM 50%)

83% OF LOCAL INDEPENDENT EDUCATION SETTINGS HAVE AT LEAST 1 REGISTERED ACCOUNT (UP FROM 86%)

74% OF EDUCATION SETTINGS* IN STAFFORDSHIRE HAVE AT LEAST 1 REGISTERED ACCOUNT (FROM 68% LAST ACADEMIC YEAR)



69% OF LOCAL PRIMARY SCHOOLS HAVE AT LEAST 1 REGISTERED ACCOUNT (UP FROM 61% LAST ACADEMIC YEAR)

88% OF LOCAL SECONDARY SCHOOLS AND FE COLLEGES HAVE AT LEAST 1 REGISTERED ACCOUNT (UP FROM 86% LAST ACADEMIC YEAR)

67% OF LOCAL ALL-THROUGH EDUCATION SETTINGS HAVE AT LEAST 1 REGISTERED ACCOUNT (NO CHANGE)

85% OF LOCAL INDEPENDENT EDUCATION SETTINGS HAVE AT LEAST 1 REGISTERED ACCOUNT (NO CHANGE)

*Excludes alternative providers and informal education settings, as no definitive list exists for the total number of such settings. In addition, changes in the education landscape mean that the total number of education settings has increased by 5 since the 2024–25 academic year across Stoke-on-Trent (3) and Staffordshire (2). As a result, percentage figures are calculated against a different total number of settings and should not be considered a directly like-for-like comparison with the previous year.

[^] New setting opened in September 2026, which affected the percentage of total sign-ups.

TOP 5 VIEWED TOPICS/THEMES IN THE RESOURCE LIBRARY

5

The Resource Library is split into themes and topics. Every page was viewed at least once by a registered user. The table below highlights the top 5 viewed topics/themes in the Resource Library for this academic year. The monthly top-viewed pages are shared each month in the PSHE Digest.

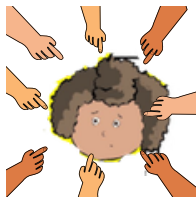
1



ONLINE SAFETY

THERE IS SO MUCH IN THE RESOURCE LIBRARY. IT SAVES ME SO MUCH TIME AND IT'S REASSURING TO KNOW IT'S ALREADY BEEN QUALITY-ASSURED

2



BULLYING

THANK YOU SO MUCH FOR THE HELPFUL RESOURCES IN THE LIBRARY. IT'LL BE SO HELPFUL TO SUPPLEMENT OUR PSHE CURRICULUM.

3



FRIENDSHIPS

4



MENTAL HEALTH

5

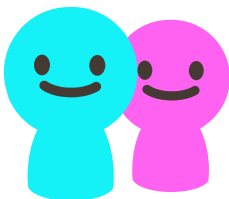


JOBS



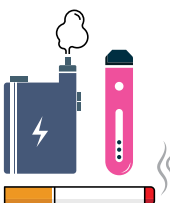
282 NATIONAL RESOURCES WERE QUALITY ASSURED AND ADDED TO THE LIBRARY DURING THE 25-26 ACADEMIC YEAR

5



SIMILARITIES AND DIFFERENCES

5



SMOKING AND VAPING

SUPPORTED LOCAL STRATEGIES AND ACTION PLANS

Throughout this academic year, the PSHE Education Service strengthened its strategic influence across Staffordshire and Stoke-on-Trent, with its resources, expertise and priorities embedded in multiple local and Pan-Staffordshire strategies and action plans.

This recognition highlights the value of our contribution to improving outcomes for children and young people and reinforces our role as a trusted partner in collaborative, evidence-informed work on key issues affecting communities. Below are the strategy/action plan holders and an overview of the key areas of strategic influence.



City of
Stoke-on-Trent



COMMUNITY SAFETY

- Community Safety Partnerships
- Child-Centred Policing Strategy
- Reducing Reoffending
- Drug and Alcohol Strategy
- Violence Reduction Strategy
- Safer School Alliance
- School Alliance

SAFEGUARDING

- Contextual Safeguarding
- Child Exploitation and Missing
- Domestic Abuse Learning Hub
- Prevent
- Problematic and Harmful Sexual Behaviour Strategy

HEALTH & WELLBEING

- Better Health Staffordshire
- 5 Ways to Wellbeing
- Sexual and Reproductive Health
- Children & Young People's Mental Health Prevention and Early Intervention
- Newcastle Locality Improvement Framework

SYSTEM IMPROVEMENTS

- Families First Partnership

Being involved in these strategies and action plans means:

- PSHE expertise embedded within local strategies and action plans
- Supported partners to ensure educational interventions reflect best-practice PSHE pedagogy
- Helped strengthen consistency of messages delivered to children and young people across Staffordshire and Stoke-on-Trent



SUPPORTED PROJECTS

7

The PSHE Education Service offers strategic support, advice, and guidance across the partnership to promote consistency in messaging. It also ensures that any commissioned projects designed to support or enhance the PSHE curriculum align with established best practice principles.

PAN-STAFFORDSHIRE

- SECURED FUNDING FROM NHS ENGLAND VIA THE POLICE, FIRE AND CRIME COMMISSIONER'S OFFICE TO PROCURE A BOOK RESOURCE TO "SUPPORT SEND SETTINGS TO IDENTIFY AND RESPOND TO HARMFUL SEXUALISED BEHAVIOURS."

PROVIDED ADVICE AND GUIDANCE TO NEWCASTLE LIF AS PART OF THEIR "IMPROVING HEALTH LITERACY PROGRAMME."

PROVIDED SUPPORT TO NEWCASTLE CSP IN COMMISSIONING "LOUDMOUTH THEATRE IN EDUCATION" TO DELIVER "WORKING FOR MARCUS" IN SELECTED SECONDARY SETTINGS. [READ REPORT HERE.](#)

PROVIDED ADVICE TO SUPPORT DECISION MAKING AROUND SPENDING THE KNIFE CRIME CONCENTRATION FUND

SUPPORTED THE SOUTH STAFFORDSHIRE SCHOOLS ALLIANCE MEETING WITH INFORMATION AND RESOURCES FOR LOCAL ISSUES DISCUSSED

SUPPORTED CANNOCK CHASE DISTRICT COUNCIL IN COMMISSIONING "LOUDMOUTH THEATRE IN EDUCATION" TO DELIVER:

- "HELPING HAND SESSION" FOR YEAR 5 IN IDENTIFIED PRIMARY SCHOOLS
- "WORKING WITH MARCUS" FOR YEAR 8 IN IDENTIFIED SECONDARY SCHOOLS
- "SCREEN TIME" FOR YEAR 6 IN IDENTIFIED PRIMARY SCHOOLS

HAVE ALSO:

- SUPPORTED THE SCHOOLS ALLIANCE MEETING WITH INFORMATION AND RESOURCES FOR LOCAL ISSUES DISCUSSED

STOKE-ON-TRENT

- THE YOUNG PEOPLE'S SMOKING & VAPING PREVENTION OFFICER ASKED THE SERVICE TO QUALITY-ASSURE THE "GOOD INTENTIONS SECONDARY LESSON PLANS". THE SERVICE REVIEWED THE MATERIALS, PROVIDED FEEDBACK BASED ON NATIONAL PSHE BEST-PRACTICE PRINCIPLES, AND REVISIONS WERE MADE. THE FINAL RESOURCE IS NOW AVAILABLE TO ALL SECONDARY SCHOOLS IN THE CITY, WITH 11 OF 15 AGREEING TO DELIVER IT THIS ACADEMIC YEAR.

STAFFORDSHIRE

- THE SERVICE WAS ALSO COMMISSIONED BY STAFFORDSHIRE COUNTY COUNCIL TO CREATE AND DELIVER TRAINING THAT WOULD "EMPOWER EDUCATORS TO RESPOND TO CASUAL RACISM IN OUR SCHOOLS". 3 TRAINING SESSIONS WERE DELIVERED ACROSS THE COUNTY. [READ THE EVALUATION REPORT HERE](#)
- SECURED FUNDING FROM STAFFORDSHIRE COUNTY COUNCIL'S PUBLIC HEALTH TO PURCHASE A BOOK RESOURCE FOR EVERY SECONDARY SCHOOL IN THE COUNTY. THIS BOOK IS DESIGNED TO HELP PROFESSIONALS "ANSWER QUESTIONS RELATING TO RELATIONSHIPS AND SEX EDUCATION". THESE WILL BE DELIVERED DURING THE 26-27 ACADEMIC YEAR

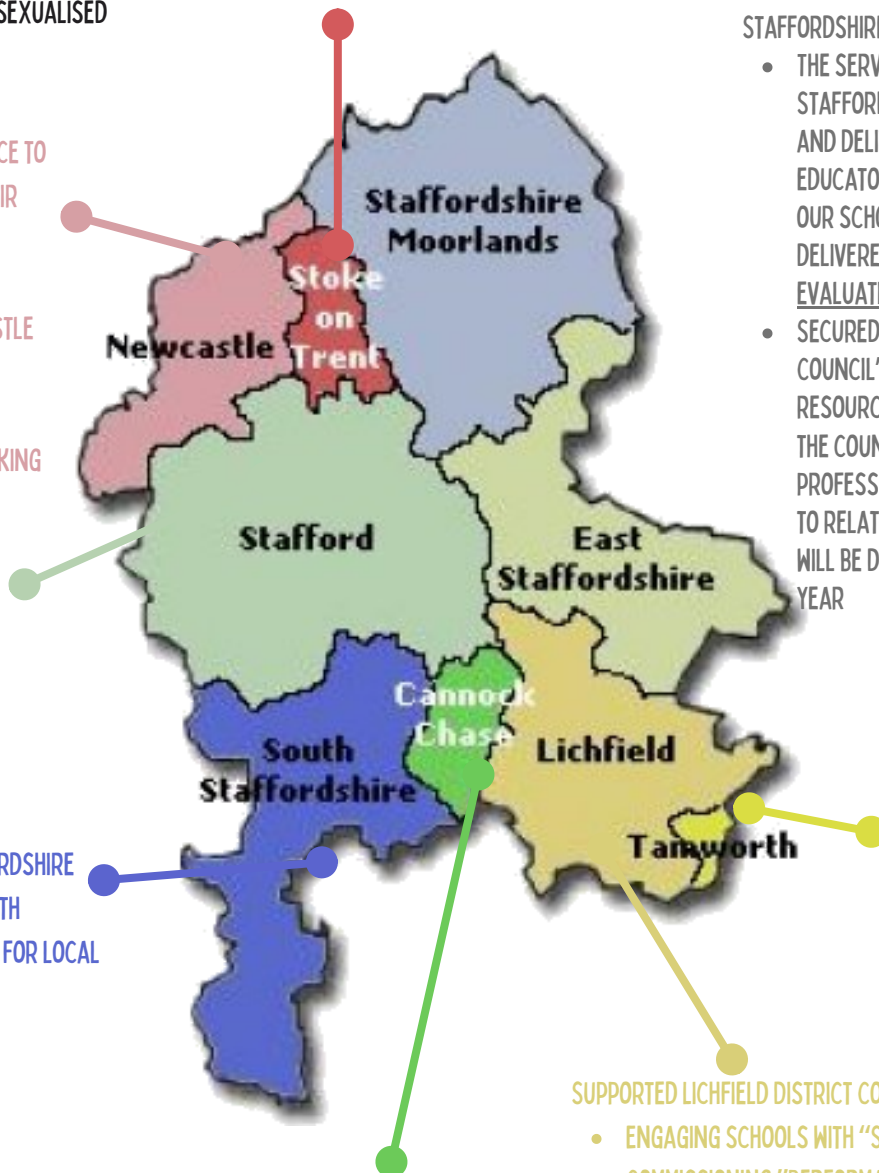
SUPPORTED TAMWORTH BOROUGH COUNCIL WITH ENSURING THEIR COMMISSIONING OF "PERFORMANCE IN EDUCATION" TO DELIVER "STEP IN, SPEAK UP" TO YEAR 8 IN IDENTIFIED SECONDARY SCHOOLS (ACTIVE BYSTANDER, VAWG) WAS FULLY BOOKED

SUPPORTED LICHFIELD DISTRICT COUNCIL WITH:

- ENGAGING SCHOOLS WITH "STOP THE BLEED DAY"
- COMMISSIONING "PERFORMANCE IN EDUCATION" TO DELIVER "STEP IN, SPEAK UP" TO YEAR 8 IN IDENTIFIED SECONDARY SCHOOLS (ACTIVE BYSTANDER, VAWG)

"THANK YOU ONCE AGAIN FOR YOUR FEEDBACK IT REALLY HELPS TO DEVELOP THE RESOURCES."

Young People's Smoking & Vaping Prevention Officer



LOCAL RESOURCES

8

The PSHE Education Service collaborates closely with locally commissioned services to develop quality, age-appropriate PSHE resources that align with contractual requirements for use in educational settings. In addition to this, the service takes a proactive approach to resource development, identifying and addressing gaps based on feedback from partners, schools, and other education providers.

During the 2025–2026 academic year, the service produced 5 new locally tailored resources, containing 9 lessons.

KAI'S STORY - KNIFE CRIME COMIC BOOK



SAFE SPACES: PSHE THAT EMPOWERS



THINKING ABOUT....



I'M HERE (STAFFORDSHIRE ONLY)



THE SERVICE IS HIGHLY RESPONSIVE AND EFFICIENT, PRODUCING HIGH-QUALITY RESOURCES THAT HAVE HELPED ESTABLISH A CONSISTENT, POSITIVE AND STUDENT-CENTRED APPROACH TO PROMOTING SCHOOL ATTENDANCE ACROSS STAFFORDSHIRE.
CAMPAIGN OFFICER, LITTLE HEROES AND I'M HERE, STAFFORDSHIRE COUNTY COUNCIL



The PSHE Education Service was commissioned by the Violence Reduction Alliance to develop a spiral curriculum that would support its Where will it end? campaign. A campaign that aims to help children and young people understand how emotions influence behaviour, how minor conflict can escalate, and how to use positive coping strategies and access support. An update on the work taken during this academic year can be [found here](#).

The PSHE Digest remained a key support for local education settings and partner organisations, offering timely, relevant, and practical information to strengthen PSHE provision. It acted as a trusted communication channel, keeping practitioners up to date with local and national developments, resources, training, and emerging issues affecting children and young people.

Across the year, the Digest focused on themes such as mental health and wellbeing, online safety, healthy lifestyles, attendance, anti-bullying, healthy relationships, exploitation, and more. It also highlighted national awareness campaigns, local initiatives, and funding or research opportunities.

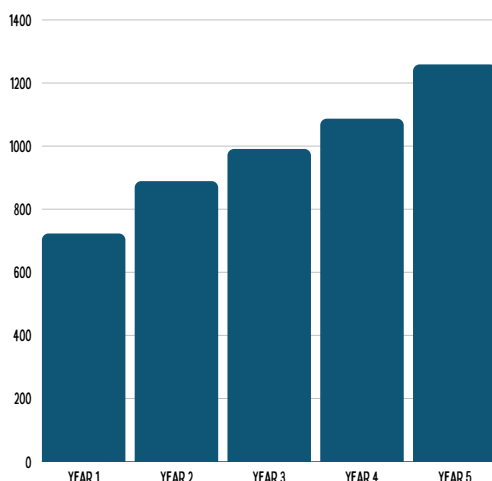
Feedback consistently showed that the Digest is a valuable central source of information, reducing the need for schools to search across multiple channels and helping staff quickly identify resources and support that can positively influence outcomes for children and young people.

CAN I JUST PERSONALLY THANK YOU AS THE MONTHLY INFORMATION AND TRAINING OPPORTUNITIES THAT YOU CASCADE ARE INVALUABLE FOR ALL OUR STAFF TEAM.

JUST WANTED TO SAY A HUGE THANK YOU FOR THE EMAIL AND THE FABULOUS INFORMATION. WHAT A WEALTH OF COMPREHENSIVE RESOURCES AND USEFUL INFORMATION!

I AM ALWAYS REALLY IMPRESSED WITH THE AMOUNT OF CONTENT, INFORMATION AND DETAIL YOU MANAGE TO INCLUDE EACH MONTH - IT KEEPS ME UP TO DATE!

THANK YOU FOR SHARING THE LINKS AND INFO ON OUR ACTIVITIES IN YOUR NEWSLETTER RECENTLY. WE REALLY APPRECIATE THE ADDITIONAL REACH IT GIVES OUR MESSAGE.



The graph opposite illustrates the number of subscribers to the PSHE Digest at the end of each year of the service. Please note that data for Years 1–3 covers the period from November to November, while from Year 4 onwards, reporting has been aligned to the academic year.

As of 19 July 2026, the number of individuals receiving the PSHE Digest had increased by 16% compared with 21 July 2025. Overall, subscription levels have grown by 74% since the first year of the service, demonstrating sustained growth in reach and engagement over time.

INCREASING CONFIDENCE IN PSHE DELIVERY

& PSHE PACKS AND BITESIZE DEVELOPMENT SESSIONS

10

Research shows that children and young people benefit when PSHE is taught by trained, confident practitioners. To support this, locally tailored “... & PSHE” resource packs were created to offer clear learning outcomes, key knowledge, and practical guidance for high-quality PSHE delivery.

Development of these packs was paused during this reporting period following the release of updated RSHE guidance, ensuring future resources align with forthcoming updates to the PSHE Association curriculum and planning framework. A full review and refresh is planned from Summer 2026, ensuring settings continue to receive high-quality, up-to-date materials that reflect current statutory requirements and best practice.



DURING A PSHE SUPPORT VISIT, WE WITNESSED THE ...
& PSHE PACKS BEING DISPLAYED IN THE STAFF ROOM
FOR EASY ACCESS BY ALL-STAFF.

The Service continued to strengthen PSHE delivery through ongoing Practice Development Sessions, bringing together education professionals and subject specialists to share expertise, build links with support services, and promote best practice. These sessions helped boost practitioners' confidence and ensured teaching stayed current, relevant, and responsive to emerging issues.

To support the introduction of new RSHE content, the Service commissioned Rabbits RSE to deliver two recorded webinars covering updated statutory topics such as artificial intelligence, deepfakes, and pornography including sexual strangulation. This approach provided scalable support for schools, recognising that most settings would need guidance on these emerging areas. By using a single provider, the Service delivered cost-effective training while ensuring a consistent, high-quality approach across Stoke-on-Trent and Staffordshire.

The service continued to produce evidence-based guidance to support education settings in embedding best practice within their PSHE curriculum development and delivery. Our half-termly PSHE Leads Network provided a pan-Staffordshire forum for practitioners to share effective practice, discuss emerging issues, and collaborate on common challenges.

Throughout the academic year, a key focus of our guidance and network activity was supporting schools and colleges to become RSHE-ready for September 2026. Resources, updates, and professional discussions were aligned to the revised statutory guidance, helping education settings understand new requirements, review their provision, and build confidence in meeting their compliance responsibilities while maintaining high-quality relationships, sex, and health education.

BEST PRACTICE GUIDES

[Audit Tool Primary](#) (September 2025)

[Audit Tool Secondary](#) (September 2025)

[Supporting the DfE Guiding Principles](#)
(February 2026)

[Model PSHE Policy for Primary/First Schools](#)
and [Accessible Version](#) (April 2026)

[Model PSHE Policy for Middle School and](#)
[Accessible Version](#) (May 2026)

[Model PSHE Policy Secondary/High School](#)
[Version](#) and [Accessible Version](#) (May 2026)

[Becoming RSHE Ready for September 2026](#)
(June 2026)

The Service has continued to update:

[Notice Board Resources](#)

[Suggested Books](#)

PSHE LEAD NETWORKS

[Becoming RSHE-Ready](#) (Extraordinary)

[How PSHE Links to the Updated OFSTED](#)
[Framework](#) (Autumn 1)

[Engaging with Parents and Carers](#) (Autumn 2)

[Using Local Data to Ensure a Relevant and](#)
[Responsive Curriculum](#) (Spring 1)

[Becoming RSHE Ready for September 2026 Q&A](#)
[Session](#) (Spring 2)

[Becoming RSHE-Ready Next Steps](#) (Summer 1)

[Reflecting on the Journey to RSHE-Readiness](#)
(Summer 2)

SCHOOL SUPPORT VISITS

12

Over the 2025–2026 academic year, the service conducted 39 school visits (11 Stoke-on-Trent, 28 Staffordshire) across a range of settings, including First, primary, middle, secondary, alternative provision, special, and independent schools. Each visit was tailored to the needs of the education provider, with activities led by their priorities and requests. Some were delivered in person and others online.

Support activities included:

- Capturing Pupil Voice
- Capturing Staff Voice
- Policy Development
- Curriculum Review
- Lesson Observation
- Meeting with Senior Leadership Team

There was an increase of 77% compared to the 24–25 academic year, when 22 visits were carried out (7 Stoke-on-Trent, 15 Staffordshire). The map below shows the number of visits to the various type of education settings.

“

IT WAS SO USEFUL TO SPEND TIME WITH YOU!! THANK YOU SO MUCH FOR GIVING UP YOUR TIME TO SUPPORT ME. I HAVE UPDATED OUR CURRICULUM OVERVIEW AND OUR POLICY AND HAVE PLANNED IN STAFF MEETING TO SHARE ALL THE UPDATES ETC.

”

11

- 3 MAINSTREAM PRIMARY
- 4 MAINSTREAM SECONDARY
- 1FE
- 1 INDEPENDENT SPECIAL
- 2 SECONDARY ALTERNATIVE PROVIDER

PSHE LEAD, PRIMARY SCHOOL, NEWCASTLE

4

- 1 MAINSTRAM FIRST
- 2 MAINSTREAM SECONDARY
- 1 MAINSTREAM MIDDLE

5

- 3 MAINSTREAM PRIMARY
- 1 MAINSTREAM SECONDARY
- 1 INDEPENDENT SPECIAL SECONDARY

7

- 1 MAINSTREAM PRIMARY
- 4 MAINSTREAM SECONDARY
- 2 SPECIAL SECONDARY

2

- 1 MAINSTREAM FIRST
- 1 MAINSTREAM MIDDLE

6

- 2 MAINSTREAM PRIMARY
- 2 MAINSTREAM MIDDLE
- 1 MAINSTREAM SECONDARY
- 1 INDEPENDENT ALL-AGE

2

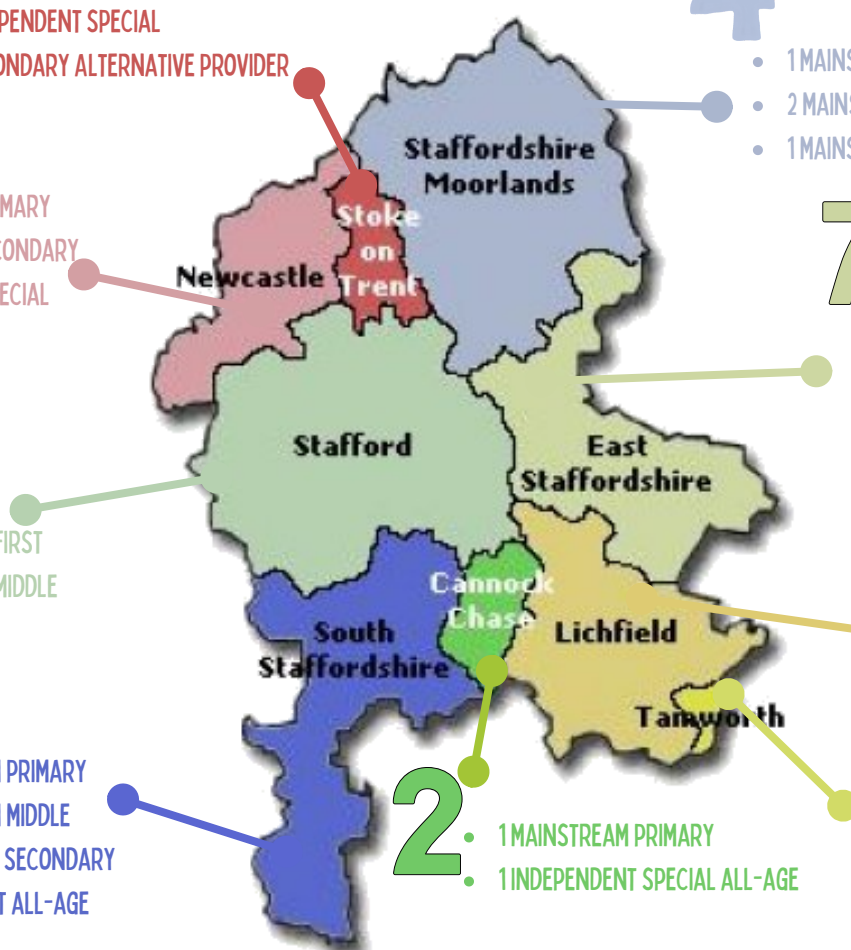
- 1 MAINSTREAM PRIMARY
- 1 INDEPENDENT SPECIAL ALL-AGE

1

- 1 MAINSTREAM SECONDARY

1

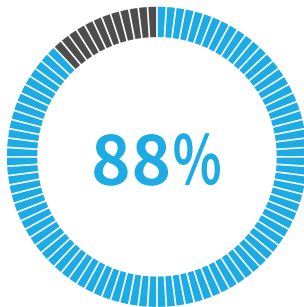
- 1 MAINSTREAM PRIMARY



During the 2025–2026 academic year, the PSHE Education Service delivered 14 training sessions (12 Staffordshire, 2 Stoke-on-Trent) to 4 multi-academy trusts, covering 41 schools, as well as to 4 mainstream secondary schools, a training provider, and an alternative provider. The service also contributed to multi-agency training as part of Staffordshire County Council’s Relationships Matter week. This was up from 8 sessions last academic year, to 2 MATs, a primary school and as part of Staffordshire County Council’s Festival of Practice, all of which took place in Staffordshire (100% increase in Stoke-on-Trent, 50% increase in Staffordshire).

A full report is available on request. Here are some highlights from those participants who completed an evaluation form:

AVERAGE UNDERSTANDING OF TOPIC BEFORE TRAINING



RATED THE TRAINING AS GOOD OR VERY GOOD

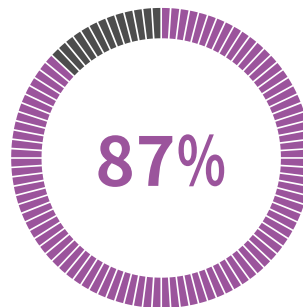
AVERAGE UNDERSTANDING OF TOPIC AFTER TRAINING



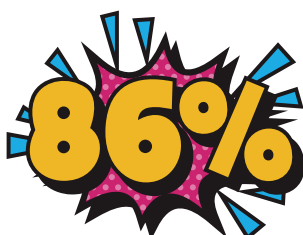
AGREED OR STRONGLY AGREED THAT THE TRAINER WAS KNOWLEDGEABLE



SAID THEY WOULD BE ABLE TO APPLY THE KNOWLEDGE LEARNED.



PARTICIPANTS WHO RESPONDED SAID THEY FELT MORE CONFIDENT IN THEIR ROLE AS A RESULT OF THE TRAINING



REPORTED DEVELOPING USEFUL TOOLS AND SKILLS APPLICABLE TO THEIR PRACTICE

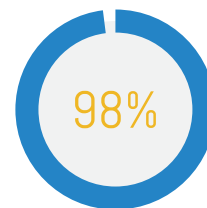
LOVELY, CALM, DOWN-TO-EARTH TRAINER MADE FOR ENJOYABLE TRAINING OF A TRICKY SUBJECT.

LOVED HOW THE TRAINER WAS ABLE TO CONFIDENTLY DEAL WITH CHALLENGING QUESTIONS OR CHALLENGING RESPONSES FROM A MEMBER OF THE STAFF BODY

As PSHE Leads often have limited protected time for professional development, the Service provides both live and recorded sessions. During the reporting period, 151 live attendances were recorded across seven meetings, and by 19 July 2026, recordings had been viewed 351 times. The much higher number of recording views highlights the value of flexible access and shows that this model is successfully meeting the needs of PSHE Leads, enabling wider engagement and opportunities to revisit content.

EXTRAORDINARY - BECOMING RSHE READY FOR SEPTEMBER 2026

SUMMER 2 - REFLECTING ON THE PAST 12 MONTHS/THE STORY PROJECT OFFER

[illegible]

Ofsted's new framework replaces the single overall judgement with a report-card model, assessing schools across areas such as Leadership, Curriculum, Achievement, Inclusion, Attendance and Behaviour, and Personal Development and Wellbeing. Safeguarding is now judged separately as "Met" or "Not Met".

The changes significantly elevate the role of PSHE, with inspectors focusing on how well schools develop pupils' health, relationships, online safety, equality, resilience and readiness for adult life. Schools must show clear curriculum coverage and measurable impact on pupils' knowledge and wellbeing.

In response, the PSHE Education Service delivered a network session on the new inspection toolkit, provided targeted support to schools preparing for inspection, and offered bespoke guidance. The table below outlines Personal Development outcomes recorded under the new framework for state-funded and independent schools.



57% OF INSPECTED SETTINGS ACHIEVED AN EXCEPTIONAL OR STRONG STANDARD GRADING FOR PERSONAL DEVELOPMENT

KEY INSPECTION THEMES

- **STRONG RECALL OF LEARNING** – PUPILS SHOW A STRONG UNDERSTANDING OF RELATIONSHIPS, WELLBEING, SAFETY AND RESPECT.
- **KEEPING SAFE** – PUPILS CONFIDENTLY IDENTIFY RISKS, STAY SAFE ONLINE AND OFFLINE, AND KNOW WHERE TO SEEK SUPPORT.
- **EFFECTIVE PSHE CURRICULUM** – SCHOOLS DELIVER WELL-PLANNED PROGRAMMES THAT BUILD KNOWLEDGE PROGRESSIVELY, MEET LOCAL NEEDS AND ARE EMBEDDED IN A WHOLE-SCHOOL APPROACH. PUPIL VOICE SUPPORTS THE DEVELOPMENT OF THE CURRICULUM.
- **CHARACTER AND WELLBEING** – PUPILS DEVELOP RESILIENCE, EMPATHY, CONFIDENCE AND RESPONSIBILITY. INSPECTORS PARTICULARLY PRAISED SCHOOLS THAT LINKED LEARNING TO SCHOOL VALUES
- **PREPARATION FOR LIFE** – PSHE EDUCATION EQUIPS PUPILS WITH THE KNOWLEDGE, SKILLS AND VALUES NEEDED FOR FUTURE SUCCESS.

SERVICE FEEDBACK

16

I JUST WANTED TO THANK YOU FOR ALL YOUR HELP AND SUPPORT OVER THE PAST THREE YEARS WHEN I HAVE BEEN PSHE LEAD BEFORE MY RETIREMENT. THANK YOU VERY MUCH FOR PUTTING TOGETHER THE PSHE POLICY TEMPLATE. THIS HELPED ME ENORMOUSLY WHEN WRITING OUR NEW POLICY, AND BY INCORPORATING ALL OF THE QUESTIONS IN BLUE, IT MADE IT VERY PERSONAL TO OUR SCHOOL BUT AT THE SAME TIME KNOWING IT IS COMPLIANT WITH ALL OF THE STATUTORY CHANGES AHEAD.

THANK YOU SO MUCH FOR THIS!... I THINK THIS IS QUITE POSSIBLY THE MOST COMPREHENSIVE EMAIL I'VE EVER BEEN SENT IN MY LIFE!...SO MUCH USEFUL INFORMATION!

I REALLY VALUE HOW INFORMATIVE AND CLEAR THESE SESSIONS [PSHE LEAD NETWORK MEETINGS] ARE, AND THAT I HAVE A CLEAR UNDERSTANDING OF WHAT I NEED TO DO NOW AS PSHE LEAD. AS A FULL-TIME TEACHER, I APPRECIATE BEING GIVEN THESE QUESTIONS TO WORK THROUGH AND NOT HAVING TO GO AWAY AND THINK ABOUT WHAT I NEED TO DO NEXT. IT'S SO CLEAR AND STRAIGHTFORWARD.

THANK YOU FOR COMING IN BEFOREHAND TO DO THE PSHE REVIEW, AS THIS WAS REALLY HELPFUL IN HELPING US TO IDENTIFY GAPS AND PREPARE FOR THE INSPECTION!

BRILLIANT HELP, MANY THANKS!

THANKS VERY MUCH FOR YOUR SUPPORT. WE'RE ALL PROUD OF HOW IT WORKED OUT FOR US THIS TIME WITH OFSTED. IT WAS TOUGH, BUT FAIR. THEY REALLY SEEMED TO NOTICE HOW MUCH WE CARE ABOUT THE CHILDREN AND THE CHILDREN RECIPROCATED THOSE IDEAS DURING THE PUPIL VOICE PART OF THE INSPECTION.

THANK YOU - HONESTLY, THE DIFFERENCE THAT YOUR SERVICE HAS MADE TO ME AND MY SCHOOL IS IMMEASURABLE. I HAVE SO MUCH MORE CONFIDENCE IN POLICY WRITING, CURRICULUM DESIGN AND KNOWLEDGE THANKS TO YOU. YOU HAVE ELEVATED THE STANDARD OF PSHE DELIVERY ACROSS THE WHOLE COUNTY.

THE PSHE EDUCATION SERVICE HAVE BEEN INCREDIBLY USEFUL TO LEADERS AT OUR SCHOOL. ALL OF THE SERVICES THEY HAVE OFFERED HAVE BEEN FIRST CLASS, FROM CONDUCTING EXTERNAL PSHE QUALITY ASSURANCE REVIEWS, IN-PERSON AND ONLINE CPD, ONLINE RESOURCES AND GENERAL GUIDANCE. THANKS FOR THEIR HARD WORK PUTTING YOUNG PEOPLE FIRST AND SUPPORTING SCHOOLS AND EDUCATION PROVIDERS ACROSS THE CITY AND COUNTY. THANK YOU.

KEEP ON DOING WHAT YOU ARE DOING, IT IS FANTASTIC SUPPORT.

WE FEEL VERY LUCKY TO BE LOCATED IN STAFFORDSHIRE, THERE IS AN ENORMOUS AMOUNT OF SUPPORT PROVIDED ACROSS SO MANY AREAS, AND WE ARE INCREDIBLY GRATEFUL FOR EVERY ASPECT OF IT. THE GUIDANCE, EXPERTISE AND PARTNERSHIP WE RECEIVE MAKE A SIGNIFICANT DIFFERENCE TO OUR WORK AND THE OUTCOMES WE ARE ABLE TO ACHIEVE FOR OUR YOUNG PEOPLE.

GREAT SESSION! I'M GLAD THERE IS A RECORDING AS THERE IS SO MUCH TO TAKE IN!

THE SUPPORT AND ADVICE I / OUR SCHOOL HAS RECEIVED HAS BEEN SO HELPFUL, INFORMATIVE AND SO USEFUL. THIS HAS HELPED ME UNDERSTAND WHERE WE ARE AS A SCHOOL AND WHAT WE NEED TO DO TO MOVE FORWARDS.

I NOW THOROUGHLY ENJOY LEADING THE SUBJECT, FEELING PROACTIVE AND CONFIDENT IN MY ROLE, AND I HAVE DELIVERED MULTIPLE STAFF TRAINING SESSIONS TO COLLEAGUES. I FEEL FAR MORE KNOWLEDGEABLE AND EMPOWERED AS A SUBJECT LEAD.

I HAVE HAD FABULOUS FEEDBACK ABOUT YOUR TRAINING SESSION SO A HUGE THANK YOU- IM GUTTED I MISSED IT!

"Natalie and the Pan-Staffordshire PSHE Education Service have been an invaluable source of support throughout my couple of years as PSHE subject lead. Taking on a new subject was initially quite daunting, particularly as I needed to review and update our existing policy while ensuring the school remained compliant with the Government's new RSHE guidance. Natalie was there every step of the way, offering expert advice, guidance and reassurance, while also helping to deepen my own understanding of the subject. Through her extensive knowledge and supportive nature, I was able to confidently introduce a new way of teaching and assessing PSHE across our school.

Thanks to Natalie's encouragement and expertise, I now thoroughly enjoy leading the subject, feeling proactive and confident in my role, and I have delivered multiple staff training sessions to colleagues. I feel far more knowledgeable and empowered as a subject lead because of Natalie's ongoing support and dedication. The resources, practical strategies and ongoing communication she provides are always thoughtful, relevant and tailored to the needs of schools, making even the most challenging aspects of the curriculum feel manageable and achievable.

As part of the CCLT Trust, I have also seen first-hand the wider impact Natalie has had beyond my own school. She has provided invaluable support not only to me, but to PSHE leads across the entire Trust, helping to create a collaborative and consistent approach to PSHE education. Her expertise and leadership have helped subject leads feel more connected, confident and well-equipped in their roles, ultimately benefiting both staff and pupils throughout the Trust.

Natalie has a wonderfully relaxed and engaging teaching style that immediately puts people at ease and creates an environment where questions are welcomed, and discussions feel natural and productive. Her passion for PSHE and RSHE is clear in every training session she delivers, and her enthusiasm is infectious, inspiring confidence in others and encouraging meaningful reflection and professional growth. She has an excellent ability to explain complex and sensitive areas of the curriculum in clear and practical ways, ensuring everyone leaves feeling supported and informed.

What stands out most is Natalie's genuine commitment to supporting schools and ensuring that both staff and pupils feel equipped, informed and valued. Her dedication goes far beyond delivering training sessions; she builds strong professional relationships and creates a sense of partnership that makes a real difference. Any school or subject lead working with Natalie would undoubtedly benefit from her expertise, positivity and unwavering support.

On top of all of this, Natalie also has a fantastic collection of marker pens – the envy of every teacher!"

PARTNERSHIP WORKING CASE STUDY - STAFFORDSHIRE

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Natalie has made an outstanding contribution to the success of the I'm Here attendance campaign. Her passion for supporting children and young people is evident in everything she does, and she consistently brings enthusiasm, creativity and practical solutions to the campaign. Natalie is highly responsive and efficient, producing high-quality resources that have helped establish a consistent, positive and student-centred approach to promoting school attendance across Staffordshire.



A particular highlight has been the development of engaging PSHE resources, which have been shared with 83 Staffordshire schools for use with children and young people. These resources help pupils understand the importance of regular school attendance and the positive impact it can have on their wellbeing, educational attainment and future opportunities. Through this work, the PSHE Education Service has played a key role in extending the reach of the I'm Here campaign and encouraging meaningful reflection among students about the value of being in school.

The PSHE Education Service has also been a strong advocate for Staffordshire County Council's award-winning Little Heroes attendance campaign within primary settings, championing the use of Helpful Bear and a range of supporting resources designed to engage younger children. Their collaborative approach and commitment to partnership working have strengthened links across services, successfully connecting campaign activity with colleagues from health services, the police and other partner organisations.



Natalie's positivity, dedication, and ability to bring people together have made her an invaluable member of the wider team, helping to maximise the impact of attendance messaging and support improved outcomes for children and young people across the county.

“The support I have had from Ellie has been amazing! She is an absolute wealth of support and knowledge.

The support and advice I / our school has received has been so helpful, informative and so useful. This has helped me understand where we are as a school and what we need to do to move forwards.

Ellie always replies to emails with any questions I have with suggestions to them. She has supported me in preparing for my staff meeting about the new curriculum.

The Network meetings are also a valuable resource for subject leaders as it allows us to keep up to date with changes, etc., and to also be in touch with fellow leaders in other schools and what they are doing. I hope this service/support continues to be available in the future so all leaders/schools can benefit.”

PSHE LEAD, PRIMARY SCHOOL, STOKE-ON-TRENT

A Secondary school in Stoke-on-Trent contacted The Pan-Staffordshire PSHE Education Service after a recent change in PSHE Lead. The new PSHE Lead wanted support in being able to understand what a “Good” PSHE curriculum looked like. Having previously observed lessons at the setting, Ellie was able to discuss the evidence around PSHE-Pedagogy including the use of active-learning techniques and pupil voice.

In June 2026, OFSTED carried out a visit to the school and the inspection highlights this advice being taken on board and the impact of it:

“Leaders have reviewed the personal, social, health and education (PSHE) curriculum and its delivery as they identified that pupils were not developing the depth of knowledge they need around important topics. Pupils appreciate the changes, including more opportunities for discussion, and feel that lessons have more value than before. However, more time is needed before pupils have a secure understanding of the PSHE curriculum, including what it means to be a positive member of modern British society.”

OFSTED REPORT, SECONDARY SCHOOL, STOKE-ON-TRENT

The PSHE Education Service continues to influence practice beyond schools by working collaboratively with external organisations to strengthen the quality and impact of personal development education.

During the academic year, a local provider that delivers educational programmes to children and young people received the Inspiration in Education Award at the Your Heroes Awards. The service supported the organisation to develop and embed effective PSHE pedagogy within its delivery, helping to ensure that learning is engaging, age-appropriate and aligned with best practice in PSHE education.

The provider also utilised a county lines education resource developed by the Pan-Staffordshire PSHE Education Service for primary schools. This resource was created in response to an identified need raised by local schools and provides age-appropriate learning to help children understand risk, exploitation and how to seek support.

KEY PRIORITIES:



Supporting implementation of revised RSHE guidance.



Refreshing ... &PSHE Packs.



Reviewing Best Practice Guidance



Review website and resource library content and accessibility



Developing additional local resources in response to emerging needs, including Where Will It End? and Consent resources.

The Pan-Staffordshire PSHE Education Service extends sincere thanks to all our education settings, partners and funders whose support made this academic year's achievements possible.

We are grateful to colleagues across Staffordshire and Stoke-on-Trent who continue to prioritise high-quality PSHE and work with us to equip children and young people with the knowledge and skills they need to thrive.

We also thank our partners for their ongoing collaboration, helping us create responsive, impactful programmes for local communities.

We thank our commissioners for their continued investment and belief in the value of PSHE education. Their support enables us to strengthen our offer and make a meaningful difference.

Together, we are helping build safer, healthier and more resilient futures for young people across Pan-Staffordshire.

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