# Using External Providers

and PSHE Education in Staffordshire & Stoke-on-Trent.

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# INTRODUCTION

Personal, social, health and economic (PSHE) education helps children and young people develop the knowledge, skills and attributes they need to thrive. It supports their health and wellbeing, prepares them for life and work, and helps them achieve their academic potential while building skills that will benefit them throughout their lives.

The Department for Education statutory Relationships Education, Relationships and Sex Education and Health Education guidance (RSHE) (2025) states:

*The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils.*

External providers can enrich children and young people's education by offering specialist expertise, real-world perspectives, practical skills and additional support. However, they should **enhance, not replace**, high-quality teaching and the planned curriculum.

Education settings remain responsible for the quality, suitability and safeguarding of all provision. External contributions should therefore be carefully selected, planned, monitored and evaluated.

This guidance supports education settings when considering external PSHE delivery and should be read, used and supported alongside relevant internal policies, including;

- Safeguarding
- R(S)E/PSHE
- Behaviour
- Equality
- Prevent
- Political Impartiality
- Educational Visits
- Health and Safety
- Complaints
- Online Safety

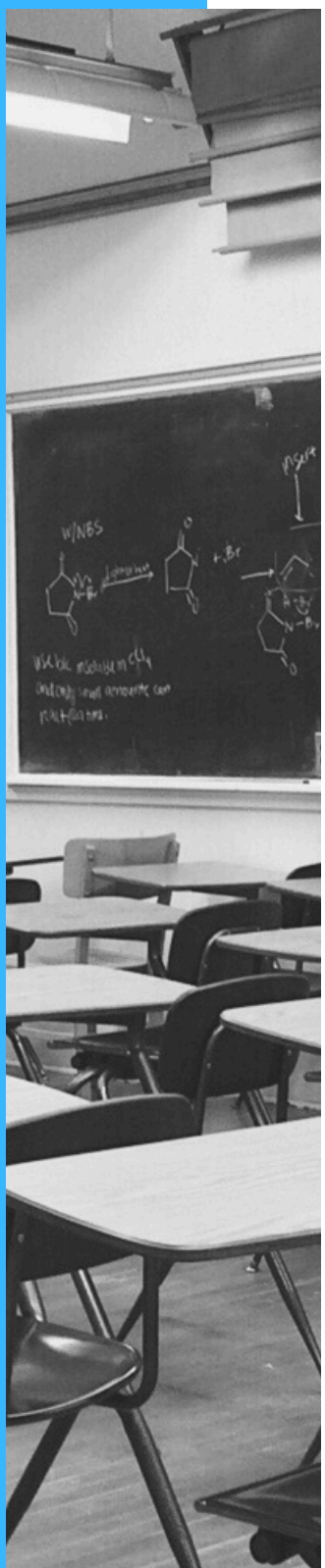
# PURPOSE AND SCOPE

The purpose of this guidance is to promote best practice when external providers or speakers work with children and young people during PSHE education.

It aims to ensure that external provision:

- **Supports the aims and objectives of the curriculum**
- **Is age-appropriate, accurate and evidence-informed**
- **Is inclusive and accessible**
- **Is delivered by suitably skilled and competent people**
- **Complements rather than replaces teaching by education professionals**
- **Supports children and young people's knowledge, skills and personal development**
- **Takes account of safeguarding and Prevent responsibilities**
- **Respects the legal requirement for political impartiality**
- **Provides appropriate opportunities for questions and discussion**
- **Protects children and young people from avoidable distress or harm**
- **Is evaluated for its impact and effectiveness.**

# THE ROLE AND RESPONSIBILITIES OF THE EDUCATION SETTING



The education setting retains overall responsibility for the education and safeguarding of its children and young people.

This includes responsibility for deciding:

- Whether external provision is appropriate
- Whether a provider or speaker is suitable
- How the contribution fits within the curriculum
- Whether the content is accurate and age/stage-appropriate
- How safeguarding and Prevent risks will be managed
- Whether political impartiality requirements apply
- What supervision arrangements are required
- How the provision will be evaluated

External providers should not be expected to determine independently what children and young people need to learn.

The education setting should provide clear information to the external provider about:

- The purpose of the session
- Learning objectives and intended outcomes
- The curriculum context
- The age and stage of the children and young people
- Additional needs and accessibility requirements
- Relevant safeguarding considerations
- Behaviour expectations
- Ground rules
- Staff presence and supervision
- Procedures for managing disclosures
- Appropriate support and signposting.

A member of the education setting's staff should normally remain responsible for their children and young people and their behaviour during the session.

# THE ROLE OF EXTERNAL PROVIDERS

External providers can add significant value when their contribution is purposeful and well planned.

They may:

- Provide specialist knowledge or expertise
- Offer professional or vocational perspectives
- Bring learning to life through relevant examples
- Provide opportunities to develop practical skills
- Offer credible information and advice
- Support children and young people to understand available services
- Provide appropriate lived experience
- Help children and young people explore different perspectives
- Provide resources or approaches that complement classroom teaching
- Help children and young people connect learning to real-life situations.

EXTERNAL PROVIDERS SHOULD NOT BE USED SIMPLY BECAUSE A TOPIC IS CONSIDERED DIFFICULT, SENSITIVE OR UNCOMFORTABLE FOR STAFF TO TEACH.

The involvement of an external provider should have a clear educational purpose and should form part of a planned programme of learning.

The external provider should understand:

- What children and young people already know
- What they are expected to learn
- How the session fits into the wider curriculum
- The age and developmental stage of the children and young people
- The needs of the particular group;
- Relevant safeguarding considerations
- What learning or follow-up will take place before and after the session

The Department for Education Guiding Principles for RSHE state that parents and carers should know exactly what is being taught and have access to all RSHE materials, this includes materials used by external providers.

# 7 GUIDING PRINCIPLES



The 2025 Relationships Education, Relationship and Sex Education (RSE) and Health Education (RSHE) statutory guidance includes an overarching set of guiding principles that education settings are asked to keep in mind when developing their curriculum.

## Engagement with Pupils

Pupils should help shape the RSHE curriculum so it feels relevant to their lives. Their input keeps lessons engaging, grounded and meaningful.

## Engagement and transparency with parents

Parents and carers should know exactly what is being taught and have access to all RSHE materials. They must be clearly informed about sex-education content and their right to withdraw their child.

## Positivity

Teaching should build positive attitudes, healthy norms and strong relationship skills. Avoid language that normalises harmful behaviour or reinforces damaging stereotypes.

## Careful Sequencing

Content should be taught in a logical order that supports pupils before challenges arise. Early, well-timed learning helps prevent harm and builds confidence.

## Relevant and Responsive

The curriculum must be age/stage-appropriate, accessible and tailored to local needs. Schools should work with local partners to address specific issues in their community.

## Skilled delivery of participative education

RSHE should be led by confident, knowledgeable staff or vetted external experts. Teaching must feel safe, interactive and supportive, with staff trained to handle disclosures.

## Whole school approach

RSHE works best when it aligns with the school's wider culture and policies. A consistent approach across behaviour, safeguarding and wellbeing strengthens its impact.

# 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.

For more information about Quality Assurance, you can access our Best Practice guidance here.

# EXTERNAL PROVIDER QUALITY ASSURANCE MODEL

Selecting an external provider is an important decision.

Education settings should carry out proportionate quality assurance checks to ensure that any contribution is educationally appropriate, safe, evidence-informed and aligned with the planned curriculum.

Not all external providers have the same level of experience in working with children and young people or delivering effective PSHE education. External providers may be specialists in their field but have limited understanding of PSHE pedagogy, safeguarding requirements or age- and stage-appropriate practice. It is therefore important that education settings undertake appropriate due diligence before engaging with an external session.

The quality assurance process should consider:

- The external provider's session/programme content
- Safeguarding arrangements
- Delivery methods
- Experience
- Educational value
- Curriculum alignment

This can help education settings to identify strengths, areas for further discussion and any concerns that may affect suitability.

The traffic-light tool (page 10) could be used to support decision-making when selecting or reviewing external providers.

It should be noted that a single amber rating does not necessarily mean that an external provider is unsuitable. It may indicate that further discussion, planning or clarification is required before delivery.

However, any red rating should prompt careful consideration and further investigation. In some circumstances, a red rating may indicate that an external provider is not suitable to work with children and young people.

Quality assurance should be proportionate and considered alongside the purpose of the session, the age and needs of the participants, and the nature of the content being delivered.

| Area | Green | Amber | Red |
|---|---|---|---|
| Evidence-Informed Content | Content is current, accurate, evidence-informed and resources are shared for review. | Limited information provided about evidence base or resources. | Refuses to share content or resources prior to delivery. |
| Safeguarding | Clear safeguarding procedures and understanding of education setting processes. | Some safeguarding information available but gaps require clarification. | No safeguarding procedures or unwillingness to follow setting procedures. |
| Curriculum Links | Session clearly supports curriculum outcomes and forms part of planned learning. | Session has some relevance but links to curriculum are unclear. | No clear educational purpose or learning objectives. |
| Delivery Approach | Interactive, participative and age/stage appropriate. | Predominantly presentation-based with limited participation. | Lecture-based delivery or assembly-only approach for sensitive topics. |
| Use of Lived Experience | Carefully planned and linked to learning outcomes. | Heavy reliance on personal testimony with limited educational structure. | Emotional impact is the primary focus of the session. |
| Equality and Inclusion | Inclusive, accessible and reflective of diverse experiences and needs. | Some adaptations possible but inclusivity is not clearly demonstrated. | Content includes stereotypes, discriminatory assumptions or lacks accessibility. |
| Managing Questions | Encourages questions and responds appropriately and safely. | Limited opportunities for questions or discussion. | Discourages questions or responds inappropriately. |
| Risk and Harm Reduction | Promotes informed decision-making without fear, shame or sensationalism. | Some use of fear-based messaging or exaggerated consequences. | Relies heavily on shock tactics, graphic content or sensationalism. |

# CHOOSING AN EXTERNAL PROVIDER

Many commercial organisations provide high-quality, evidence-informed PSHE education and can make a valuable contribution to the curriculum. However, education settings should exercise appropriate professional curiosity and due diligence when assessing any provider's suitability.

Marketing materials, testimonials and feedback from children and young people can be helpful indicators, but should not be used as the sole basis when choosing whether to engage with an external provider. Education settings should consider whether claims about impact, behaviour change or effectiveness are supported by credible evidence and whether sessions are aligned with current PSHE best practice.

Education settings should be cautious of providers who:

- Refuse to share resources or session content before delivery
- Rely heavily on shock, fear or emotional impact as evidence of effectiveness
- Present one-off sessions as a complete solution to a complex issue
- Make unrealistic claims about behaviour change or safeguarding outcomes
- Emphasise entertainment over educational outcomes
- Use outdated, inaccurate or unsupported statistics
- Discourage professional challenge or curriculum scrutiny
- Promote products, services or campaigns that are unrelated to the agreed learning objectives.

The decision to engage an external provider should be based on educational value, curriculum relevance, safeguarding considerations and evidence-informed practice, rather than popularity, marketing materials or cost alone.

### Questions to Consider?

Before commissioning an external provider, education settings may wish to ask:

- How does this session support our planned curriculum?
- What evidence informs the content and approach?
- Can session plans and resources be reviewed in advance?
- How will learning be assessed or evaluated?
- How are safeguarding concerns managed?
- How does the provider ensure content is inclusive, accessible and age/stage appropriate?
- What follow-up learning is recommended after the session?
- Are claims about impact supported by evidence?

This next section provides guidance on the information education settings should consider, review and share when selecting an external provider to enhance their PSHE curriculum. It supports evidence-informed PSHE pedagogy and should be used alongside the External Provider Quality Assurance Framework when commissioning, planning and evaluating external provision.

By considering these key PSHE pedagogy areas alongside the External Provider Quality Assurance Framework, education settings can make informed commissioning decisions and ensure that external contributions add value to, rather than replace, high-quality PSHE education.

# SAFE LEARNING ENVIRONMENTS

A safe learning environment enables children and young people to feel comfortable to share their ideas without attracting negative feedback. It avoids possible distress and prevents disclosures in a public setting, and enables professionals to manage conversations on sensitive issues confidently. A safe learning environment supports open discussion while protecting children and young people from unnecessary distress.

Prior to the session, the education setting and external provider must agree an approach that reflects and supports the safe learning environment established through the setting's PSHE curriculum.

## 1: Ground Rules

Create in collaboration with the group. As the facilitator role model the agreed ground rules.

## 2: Collaborate with the DSL

Let them know when the session is being delivered to ensure the correct support is in place should any disclosures be made.



## 3: Staff Confidence

Check staff confidence before teaching. Use resources such as these packs to increase topic confidence and competence.

## 4: Learning Techniques

Use scenarios and stories to help participants engage with the topic. Use distancing techniques.

## 5: Difficult Questions

Acknowledge the question, then either take a moment to consider an appropriate response or gently deflect it if it isn't suitable.

## 6: Signposting

Include information about where to go (both within the setting and outside), for further information, help and support, in every lesson.

For more information about Creating a Safe Learning Environment, you can access our Best Practice guidance here.

# SAFE DELIVERY BY EXTERNAL PROVIDERS

Establishing a safe learning environment helps children and young people feel comfortable sharing ideas without fear of negative feedback and enables facilitators to manage sensitive discussions confidently.

It is good practice to establish ground rules for PSHE Education sessions, such as:

- Everyone has the right to be heard and respected
- We will use language that won't offend, stereotype or upset anyone
- We will use the correct terms, and if we don't know them, we will ask
- We will comment on what was said, not the person who said it
- We won't share our own, or our friends', personal experiences, but will instead use hypothetical or fictitious examples to discuss key ideas
- We won't put anyone on the spot, and we have the right to pass
- We won't judge or make assumptions about anyone

Education settings should have established ground rules for PSHE sessions. For consistency, it is recommended that external providers use these. External providers may choose to use their own. These should be agreed during planning and reinforced throughout the session, or included in the session materials.

## Assemblies

Assemblies are generally not an appropriate environment for delivering PSHE education, particularly when exploring sensitive, personal or safeguarding-related topics. The large-group format can make it difficult to create the trust, psychological safety and active participation needed for effective PSHE learning.

Children and young people may feel unable to ask questions, express uncertainty or discuss sensitive issues, while the setting can increase the risk of unintended disclosures or distress. It can also make it harder for professionals to identify and respond to individual needs or safeguarding concerns.

Assemblies may be appropriate for raising awareness, sharing information or signposting to support, but should not replace interactive PSHE learning in a safe and supportive environment where children and young people can participate and access appropriate support.

# USING LIVED EXPERIENCE



When incorporating lived experience role models and personal testimony into PSHE education, education settings must exercise careful professional judgement and place the welfare, safety, and learning needs of the children and young people at the centre of all decision-making. While lived experience can provide authentic, relatable, and impactful learning opportunities, personal narratives can also carry risks if they are not thoughtfully planned, appropriately delivered, and supported within a robust safeguarding framework.

The value of lived experience should not be measured solely by its emotional impact. Instead, its inclusion should be clearly linked to intended learning outcomes and contribute positively to children and young people's understanding, knowledge, skills, and wellbeing.

Education settings have a responsibility to consider whether personal testimony is educationally necessary and whether the benefits outweigh any potential risks to children and young people.

Before using lived experience role models who share personal testimony to support PSHE delivery, the following considerations should be carefully assessed:

- Is the testimony genuinely necessary to achieve the intended learning objectives, or could the same outcomes be achieved through alternative approaches?
- Is the content developmentally appropriate and suitable for the children and young people's age, maturity, and needs?
- Could the testimony cause distress, anxiety, or re-traumatisation for individuals who may have related lived experiences?
- Is there any possibility that the content could unintentionally glamorise, normalise, or sensationalise harmful behaviours, experiences, or choices? Could children and young people identify with, imitate, or become overly influenced by descriptions of risk-taking or harmful behaviour?
- Have appropriate safeguarding measures, risk assessments, and staff preparations been put in place?
- Are clear opportunities available for children and young people to step away, disengage, or access support if they find the content upsetting or overwhelming?
- Is appropriate follow-up support available, including pastoral, wellbeing, and safeguarding provision where required?

Education settings should recognise that lived experience is not, in itself, a qualification for delivering effective PSHE education. Personal testimony should complement, rather than replace, evidence-informed teaching and should always be carefully planned, structured, and purposefully integrated into the curriculum. Emotional impact alone is not a sufficient justification for its use.

Ultimately, the use of lived experience within PSHE should support safe, inclusive, and meaningful learning, ensuring that children and young people gain valuable insights while protecting their wellbeing and maintaining a focus on the educational objectives of the session.

# 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 children and 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, including those delivered by external providers, should not include graphic images of injuries, incidents, scenes, e.g., a knife injury, aftermath of a road traffic collision, etc....

## Considerations:

Resources should be carefully reviewed for age/stage-appropriateness and potential impact. PSHE should support children and young people to make informed, healthy and safe decisions by presenting risks accurately and proportionately, while focusing on practical strategies for staying safe, seeking help and making positive choices.

Fear-based or shock tactics are ineffective and may cause harm, including re-traumatising some pupils. Instead, learning should provide balanced information and empower children and young people to make informed decisions and act on positive choices.

# TOP TIPS FOR AVOIDING SHOCK, FEAR OR SHAME

1. Evidence shows that shock and scare tactics just don't work for long-term behaviour change.

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. This aligns with the DfE's Guiding Principles.

# AVOIDING INSPIRING OR INSTRUCTING ON RISKY BEHAVIOURS

PSHE 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. It is essential that education settings review the external provider's planned material ahead of the session and provide parents and carers with the opportunity to view the material ahead of the session to ensure it aligns with the education setting's PSHE policy and values. Education settings must make sure that the material is safe to use.

When discussing crime, exploitation, substance use, violence, online harms or other risky behaviours, it is important to consider whether information could unintentionally:

- Glamorise harmful behaviour
- Normalise harmful behaviour
- Provide practical instructions
- Explain how to evade detection
- Increase curiosity or experimentation
- Create the impression that harmful behaviour is widespread or expected.

Resources should avoid unnecessary operational detail about how harmful or illegal activities are carried out.

Where statistics are used, they should be from a reputable source, up-to-date, accurate and presented in context.

Sessions should reinforce positive social norms and make clear that harmful behaviour is not inevitable or universal.

The emphasis should be on:

- Recognising risk
- Understanding consequences
- Resisting pressure
- Seeking help
- Supporting others
- Making informed choices

# MANAGING DISCLOSURES AND SAFEGUARDING

All organisations working with children and young people must have clear safeguarding arrangements. External providers must understand and follow the safeguarding procedures of the education setting. The education setting retains responsibility for ensuring that appropriate safeguarding arrangements are in place.

| Education Setting | External Provider |
|---|---|
| • Identify the safeguarding lead<br>• Brief providers<br>• Agree disclosure procedures<br>• Share organisation's safeguarding policy | • Know who to contact<br>• Recognise confidentiality limits<br>• Report concerns promptly<br>• Do not investigate concerns themselves |

External providers should not promise children and young people absolute confidentiality.

If a child or young person discloses information that raises a safeguarding concern, the external provider should follow the education setting's procedures and report the concern promptly to the DSL or appropriate member of staff.

External providers should avoid investigating or attempting to resolve safeguarding concerns themselves.

The education setting should consider whether the child or young person needs additional support following the session.

Appropriate opportunities for children and young people to seek help should be available after sessions.

Education settings will have a safeguarding policy in place which should state that should any visitor have any concerns or have received a disclosure whilst in the setting, they are expected to notify DSL or a member of staff. This is the guidance from Education Safeguarding Leads in both Stoke-on-Trent and Staffordshire.

# SIGNPOSTING AND ACCESS TO SUPPORT



It is essential that children and young people know where to access further information, advice, help and support following a PSHE session.

External providers may not always be familiar with local services, support pathways or referral processes within the area. For this reason, arrangements for signposting should be discussed and agreed during the planning process before the session takes place.

Children and young people should be encouraged to speak to a member of staff within the education setting if they have questions, concerns or require support following the session. However, it is important to recognise that this may not always be the preferred or most appropriate option for every individual.

Sessions should therefore include clear and age/stage-appropriate signposting to relevant local and national organisations that can provide information, advice and support related to the topic being explored. Children and young people should understand how to access these services and what support they can expect to receive.

The education setting and external provider should agree who will be responsible for sharing signposting information and ensuring that support options are clearly communicated throughout the session.
Your local PSHE Coordinator can provide advice and support in identifying appropriate local and national signposting services relevant to the topic being delivered.

**GOOD PRACTICE**

- Include signposting in every PSHE session.
- Refer children and young people to members of staff within the education setting.
- Provide information about relevant local and national support services.
- Ensure signposting is accurate, up to date and appropriate for the age and stage of the children and young people
- Revisit support options at the end of the session and within any accompanying resources.
- Make sure children and young people know how to access support both during and after the session.

# MANAGING DIFFERENT BEHAVIOUR

The education setting remains responsible for managing the behaviour of children and young people.

Before delivery, the education setting should agree with the external provider:

- Behaviour expectations
- Ground rules
- The role of education staff
- How low-level disruption will be addressed
- What will happen if behaviour becomes unsafe or seriously disruptive.

Education staff should normally lead behaviour management. External providers should:

- Model calm and respectful behaviour
- Reinforce agreed expectations
- Praise positive participation
- Challenge behaviour rather than personally criticising
- Avoid humiliation or confrontation
- Seek support from education staff when necessary

External providers should not attempt to impose their own behaviour system in place of the education setting's procedures.

**Anyone working with children and young people should recognise that behaviour is a form of communication. Behaviour may be a way of expressing unmet needs, distress, fear, anxiety, trauma, or experiences that a child or young person may not have the words, confidence or ability to communicate directly.**

**Understanding behaviour as communication does not mean accepting behaviour that is unsafe or harmful. Adults should maintain clear and appropriate boundaries while responding in a way that preserves dignity, promotes safety, builds trust and supports the child or young person to communicate their needs and access appropriate help.**

# EQUALITY, INCLUSION AND ACCESSIBILITY

External provision should be inclusive and accessible. Providers should consider children and young people's:

- Age
- Special educational needs
- Communication and language needs
- Cultural and religious backgrounds
- Family circumstances
- Language needs
- Prior experiences
- Other relevant individual circumstances.

**Resources should avoid stereotypes and discriminatory assumptions.**

**External providers should use respectful and appropriate language.**

**The education setting should ensure that reasonable adjustments are made where required.**

**External providers should be informed of relevant accessibility needs before delivery.**

**Children and young people should be treated with dignity and should not be singled out or required to represent a particular group.**

# POLITICAL IMPARTIALITY & PREVENT



Education settings must comply with their legal duties relating to political impartiality and the prevention of political indoctrination.

Click here for Guidance on External Speakers: On-Site Events and Off-Site Visits from Educate Against Hate and the Department for Education.

Where external providers address political or controversial issues, the education setting should ensure that children and young people are able to consider relevant perspectives in a balanced and age-appropriate way.

External providers should not use educational activities to promote partisan political views or seek to persuade children and young people to adopt a particular political position.

The same principles apply to relevant extracurricular activities and events organised by or on behalf of the education setting.

Education settings should also consider their responsibilities under the Prevent duty.

External speakers and providers must not use education premises or educational activities to promote extremist or radicalising views.

Where there are concerns about the suitability of a speaker, provider or proposed content, the education setting should follow its safeguarding and Prevent procedures and seek specialist advice where appropriate.

The education setting should consider:

- The speaker's background and role
- The organisation they represent
- The purpose of the event
- The content and intended audience
- Publicly available information where relevant
- Potential risks to children and young people
- Potential risks of incitement to hatred or violence
- The potential for radicalisation or extremist influence
- Whether additional controls or advice are required.

**Checks should be proportionate to the circumstances and should not be based on assumptions or stereotypes.**

# ASSESSMENT AND EVALUATION



When working with external providers, it is important to consider how learning will be assessed and how the impact of the provision will be evaluated.

Assessment should be planned as part of the wider PSHE curriculum and linked to the intended learning outcomes of the session. In some cases, the contribution from an external provider may form part of a broader programme of learning, with assessment taking place before and after the session rather than during delivery.

Effective evaluation should capture the views and experiences of children and young people, helping education settings to understand what has been learned, identify areas for improvement and recognise any unintended or negative outcomes. Evaluation findings can also help determine whether the provision has met its intended aims and should be used again in the future.

The Pan-Staffordshire PSHE Education Service has produced guidance on assessment and evaluation approaches that can support education settings in measuring learning and impact.

A template evaluation form is included within the supporting resources and can be adapted to meet the needs of individual settings.

Education settings are encouraged to share evaluation findings with the Pan-Staffordshire PSHE Education Service where appropriate. This information can help inform local commissioning decisions, identify emerging needs and support future funding and development opportunities.

## Good Practice

- Identify intended learning outcomes before the session takes place.
- Assess learning as part of the wider PSHE curriculum where appropriate.
- Gather feedback from children and young people following the session.
- Evaluate both the quality of delivery and the impact on learning.
- Consider any unintended outcomes or areas of concern identified through evaluation.
- Use findings to inform future commissioning decisions and curriculum planning.
- Share relevant evaluation findings with the Pan-Staffordshire PSHE Education Service to support ongoing development and improvement.

# SUPPORTING RESOURCES

# EXTERNAL PROVIDER CHECKLIST

PSHE Education
STOKE-ON-TRENT STAFFORDSHIRE

| **Before booking/commissioning** | |
|---|---|
| Is there a clear educational purpose? | |
| Does the provision meet a genuine need? | |
| Does it fit within the curriculum or wider educational programme? | |
| Is the provider appropriately skilled and experienced? | |
| Is the individual speaker suitable? | |
| Have proportionate due diligence checks been completed? | |
| Have relevant safeguarding arrangements been checked? | |
| Have Prevent considerations been considered? | |
| Have political impartiality requirements been considered where relevant? | |
| Have equality and accessibility needs been considered? | |
| Has the provider's content and resources been reviewed where appropriate? | |

| **Before the session** | |
|---|---|
| Have the learning objectives and intended outcomes been agreed? | |
| Does the session build on prior learning? | |
| Has the provider been given information about the children and young people and their needs? | |
| Has the provider been briefed on safeguarding procedures? | |
| Does the provider know who the DSL is? | |
| Are staff supervision arrangements clear? | |
| Have behaviour expectations and ground rules been agreed? | |
| Has the approach to questions been agreed? | |
| Are arrangements in place for managing disclosures? | |
| Is appropriate support and signposting available? | |
| Have the resources been checked for age/stage-appropriateness? | |

**Comments**

| During the session | |
|---|---|
| Are children and young people actively engaged with the session? | |
| Is the content accurate, age/stage-appropriate and evidence-informed? | |
| Are children and young people treated with dignity and respect? | |
| Are personal disclosures avoided or managed appropriately? | |
| Are questions handled safely and respectfully? | |
| Is the provider avoiding shock, shame and sensationalism? | |
| Is harmful behaviour discussed without providing unnecessary operational detail? | |
| Are safeguarding concerns reported promptly? | |
| Are education staff maintaining responsibility for children, young people and behaviour? | |

| After the session | |
|---|---|
| Have children and young people been reminded where to seek support? | |
| Have any safeguarding concerns been passed to the appropriate staff? | |
| Has follow-up learning or support been considered? | |
| Has feedback been gathered? | |
| Have any concerns about the external provider or session been recorded? | |
| Has the effectiveness of the provision been evaluated? | |
| Should the external provider be considered for future use? | |

## Comments

| |
|---|
| |

PSHE Education
STOKE-ON-TRENT & STAFFORDSHIRE

# External Visitor PSHE Education Participant's Evaluation

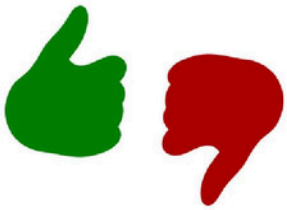
Your feedback is anonymous and will not be linked back to you personally. The information you give will be used to monitor and improve our PSHE.

## What did you think of today's session? (Please circle)

| | | | | |
|---|---|---|---|---|
| **Brilliant** | **Good** | **Ok** | **Not Great** | **Rubbish** |

| My favourite thing about the session was: | My least favourite thing about the session was: |
|---|---|
| | |

Did you learn anything new from today's session?



| What did you learn? |
|---|
| |

Based on what you have learnt today, are you going to do anything differently in your life – now or in the future?

| Yes, I am going to..... | No, I don't think I need to because..... |
|---|---|
| | |

Would you recommend this session to other people your age? ☐ Yes ☐ No

| Session Title: | Venue: |
|---|---|
| Age: | Identified Gender: |

PSHE Education
STOKE-ON-TRENT & STAFFORDSHIRE

# PSHE External Visitor Professional's Evaluation

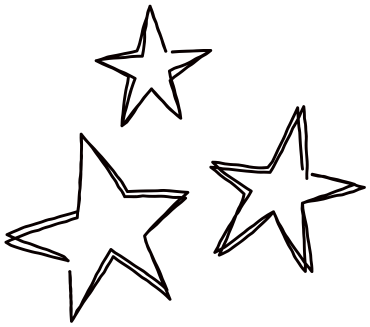
Thank you for supporting today's session. Any feedback given on this form is anonymous and is used to help us improve the quality and impact of our PSHE education programmes. Please note, your comments may be included in future reports and marketing materials.

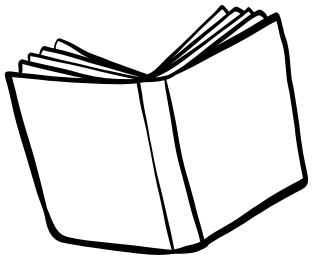
| | | | | | |
|---|---|---|---|---|---|
| **Date:** | | **Name of school / provider:** | | **Your position / job role:** | |

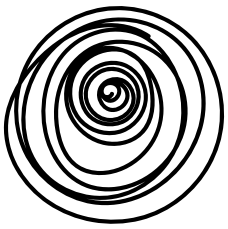
| **1. Overall, what did you think of today's session?** | **Please explain your score.** |
|---|---|
| 1. Very Poor<br>2. Poor<br>3. Ok<br>4. Very good<br>5. Excellent | |
| **2. What did you think of the resources and activities used during the session?** | **Please explain your score.** |
| 1. Very Poor<br>2. Poor<br>3. Ok<br>4. Very good<br>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.** |
| 1. Very Poor<br>2. Poor<br>3. Ok<br>4. Very good<br>5. Excellent | |
| **4. To what extent do you think the session will have a positive impact on your students' ability to keep themselves safe and enjoy their relationships without harm?** | **Please tell us what impact you think the programme will have for your students.** |
| 1. Very unlikely to have a positive impact<br>2. Unlikely to have a positive impact<br>3. Quite likely to have some positive impact<br>4. Likely to have a positive impact<br>5. Very likely to have a positive impact | |
| **5. Would you recommend this session to other schools?** | **Please tell us what you would like to say about the programme to other schools.** |
| Yes<br>No | |
| **6. Do you have any other comments on the session, how it could be improved or any future support you would like from this external provider?** | |
| | |

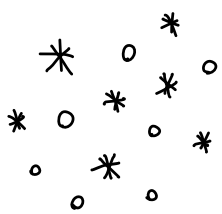
# PAGE FOR NOTES

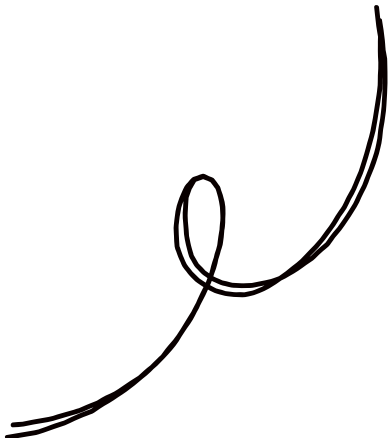












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