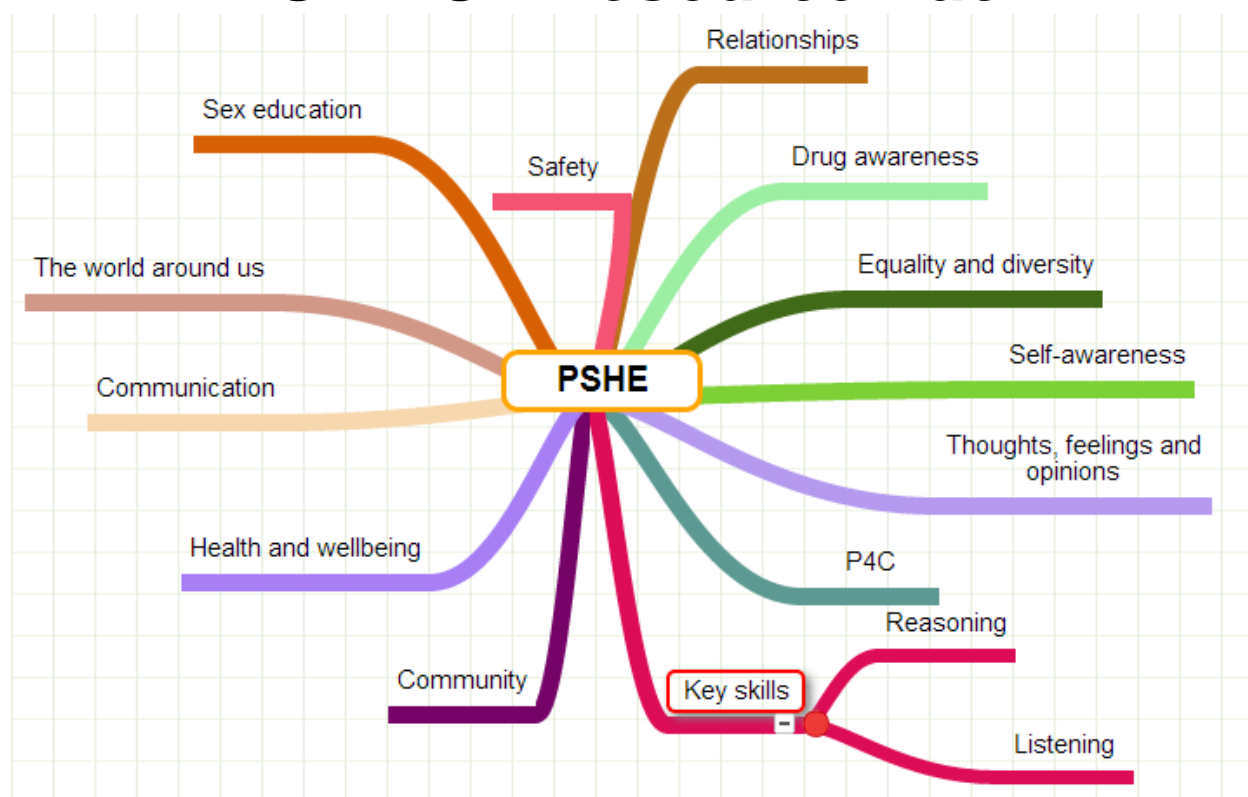


A P Associates
educational consultants

PSHE SL Resource Pack





PSHE SL Resource Pack

This, and subsequent resource packs, have been designed specifically to support the work of subject leaders for the foundation subjects (Art & Design; Computing; Design & Technology; Geography; History; MfL; Music; PE; PSHE) as well as for Science in primary schools.

The structure of each resource pack follows the same format:

Part A: Resources & NC Requirements

This includes:

- a list of key websites, including those of the professional subject association;
- key publications to support the subject leader, and
- a brief statement of curriculum intent

Part B: PSHE - Good (in 'old' money)

This outlines, albeit from 6 years ago, the last time that Ofsted wrote a set of subject specific criteria to complement the 'generic' whole school criteria in the then Inspection Framework. Whilst there is now a new Inspection Framework (May 2019) what was 'good' learning & teaching in PSHE (in this instance) in 2013 is clearly still 'good' PSHE learning & teaching today.

I have taken the criteria for 'good' as a starting point, not as a deficit model, i.e. not using 'outstanding' but, because I make the assumption that all teachers and pupils want to have a good days learning & teaching. If both a subject and senior leaders' evaluation is that provision meets the criteria for 'good' then there is every good reason to refer to the criteria for 'outstanding'. The subject specific criteria for Outstanding (from Dec 2013) are included in Annex 1.

Part C: PSHE: Quality of Education

This template includes the current 'good' criteria for the Quality of Education judgement along black columns for the SL / SLT to insert where they perceive is a best-fit with the 'old' subject specific criteria along with their own internal evidence.

As such it serves two purposes, one as a CPD activity to consider the match between the 'old' subject specific criteria and then 'new' criteria and secondly to benchmark / evaluate the school's provision against this.

Part D (exemplar) is my initial interpretation of a best-fit between the old and the new.

Annex 1: PSHE – Outstanding (in 'old' money)

August 2019



Part A: Resources & NC Requirements

Links

- Professional Association for Personal, Social and Health Education

<https://www.pshe-association.org.uk/>

(Membership for schools: £125 / annum - Individuals £50 / annum)

Resources

- Making PSHE Matter: A Practical Guide to Planning and Teaching Creative PSHE in Primary School (Jessica Kingsley Publishers)
- Games, Ideas and Activities for Primary PSHE (Longman)
- Inspirational Ideas: PSHE and Citizenship ages 7-9 (A & C Black)
- Inspirational Ideas: PSHE and Citizenship ages 9-11 (A & C Black)

(See also the extensive range of resources provided by the Professional Association for Personal, Social and Health Education (<https://www.pshe-association.org.uk/>)

Through PSHE education pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.

PSHE helps pupils to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and later in adulthood.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme tackles barriers to learning, raises aspirations, and improves the life chances of the most vulnerable and disadvantaged pupils. (PSHE Association)



PSHE programmes of study (Updated 25th June 2019 by the Department for Education.)

Updated statutory guidance will come into effect from September 2020.

The revised curriculum subjects will be:

- *relationships education (primary)*
- *relationships and sex education (RSE) (secondary)*
- *health education (primary and secondary)*

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

*We want teachers to be free to address the topics most relevant for their pupils, drawing on good practice and advice from professional organisations. **Schools are free to use the organisations and resources they choose** and we encourage organisations to develop guidance for schools in the areas of their expertise.*

We have asked the [PSHE Association](#) to provide teachers with a range of case studies to inform their teaching. We recommend that schools use reputable professional organisations that will facilitate a broad and balanced approach.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Sex and relationship education

Sex and relationship education (SRE) is an important part of PSHE education and is statutory in maintained secondary schools.

When any school provides SRE they must have regard to the [Secretary of State's guidance](#) ; this is a statutory duty. Academies do not have to provide SRE but must also have regard to Secretary of State's guidance when they do.



Summary self-evaluation

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| Summary: |
| The key strengths in: |
| <i>Teaching, learning & assessment in PSHE are:</i> |
| <i>The PSHE Curriculum are:</i> |
| The main areas we need to develop in: |
| <i>Teaching, learning & assessment in PSHE are:</i> |
| <i>The PSHE Curriculum are:</i> |



Part B: PSHE - Good (in 'old' money¹)

Achievement

- Pupils demonstrate good levels of independence; they think critically, articulate their learning and views with confidence and work constructively with others.
- They are able to evaluate, discern and challenge their own and others' views, using appropriate evidence from a range of sources.
- Pupils understand well the factors associated with health and well-being.
- Pupils, appropriate to their age and capability, have a good understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation.
- They understand well how to keep themselves and others healthy and safe. They understand well the dangers of substance misuse, and how to recognise and deal with mental health problems such as stress or eating disorders.
- Pupils are resilient and know how to resist peer pressure; they know how to seek further help and advice if they need it.
- All understand the impact of bullying on others including racist, disablist, homophobic and transphobic language.
- Pupils are making good progress in developing understanding and relevant skills in relation to business, enterprise, money management, the world of work and employability; they understand the links with work on personal finance in National Curriculum citizenship lessons.

Teaching

- Teachers demonstrate confidence and expertise in their specialist knowledge and in their understanding of effective learning in PSHE education.
- Good progress is secured across all aspects of PSHE education because teachers understand how to apply appropriate learning objectives and outcomes and to use a good range of resources and strategies to stimulate pupils' interest and active participation. The needs of all pupils, including the most able are met through effective teaching.
- Teachers are confident and skilled in discussing sensitive and/or controversial issues. Discussion is a strong feature; pupils are encouraged to investigate, express opinions and listen to others. Consequently, pupils are developing critical skills and learning how to evaluate information and make informed judgments.
- Teachers are able to develop pupils' resilience, their ability to resist peer pressure, and their confidence; and strengthen their attitudes to learning across the school curriculum.

¹ Dec 2013, Ofsted
August 2019

- Teachers communicate high expectations and enthusiasm for PSHE education. They know how well their pupils are achieving, are able to help them improve, and ensure that pupils have their attainment and progress in PSHE recognised.

Curriculum

- The PSHE education curriculum is well designed to match the range of pupils' needs, interests and aspirations and to ensure effective continuity and progression in their learning across all key stages.
- The programme is comprehensive and coherent, and statutory elements of SRE are fully met.
- The aspects of the programme relating to business, enterprise and money management link with the personal finance aspects of the National Curriculum citizenship programme.
- The programme for personal well-being enables pupils to lead safe and healthy lives.
- The curriculum provides a strong platform for pupils' future economic well-being.
- Local data is taken into account when planning and the school and wider community provide a range of opportunities for pupils to apply and extend their social and personal skills.
- Where suspended timetable days are used, they complement the PSHE education programme well because they are informed by clear and appropriate learning objectives and evaluation of the learning informs future curriculum planning.
- Pupils and/or teachers are engaged in influencing the content and evaluating the quality of the curriculum.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development and reinforces a range of personal and thinking skills.

Leadership & Management

- Leadership is well informed about the characteristics of best practice in PSHE education.
- The subject is well-resourced in terms of curriculum time, staff training, management time and the use of external services and materials.
- There is a good track record of innovation.
- Statutory requirements in SRE are fully met.
- Teaching and learning in PSHE education are monitored well through observation and review which informs effective self-evaluation and improvement planning.
- Subject leadership inspires confidence from pupils and staff.
- There are effective strategies to share good practice and secure appropriate professional development.
- PSHE has a high profile in the life of the school.
- Discrimination, including prejudiced-based bullying is tackled well.
- Good links exist with partner schools, parents, carers and external agencies to reinforce the high standard of PSHE education.



Part C: PSHE: Quality of Education

| INTENT | | |
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| NEW HANDBOOK | EVIDENCE | OLD SUBJECT CRITERIA |
| <p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i></p> | | <p>Leadership is well informed about the characteristics of best practice in PSHE education.</p> <p>The PSHE education curriculum is well designed to match the range of pupils' needs, interests and aspirations and to ensure effective continuity and progression in their learning across all key stages. There is a good track record of innovation.</p> <p>Statutory requirements in SRE are fully met.</p> <p>Subject leadership inspires confidence from pupils and staff.</p> |
| <p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i></p> | | <p>The programme is comprehensive and coherent, and statutory elements of SRE are fully met.</p> <p>The subject is well-resourced in terms of curriculum time, staff training, management time and the use of external services and materials.</p> <p>Teaching and learning in PSHE education are monitored well through observation and review which informs effective self-evaluation and improvement planning.</p> <p>The subject makes a good contribution to pupils' spiritual, moral, social and cultural development and reinforces a range of personal and thinking skills.</p> <p>The aspects of the programme relating to business, enterprise and money management link with the</p> |

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| | | personal finance aspects of the National Curriculum citizenship programme. The programme for personal well-being enables pupils to lead safe and healthy lives. |
| The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i> | | The curriculum provides a strong platform for pupils' future economic well-being. Pupils and/or teachers are engaged in influencing the content and evaluating the quality of the curriculum. There are effective strategies to share good practice and secure appropriate professional development. |

| IMPLEMENTATION | | |
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| NEW HANDBOOK | EVIDENCE | OLD SUBJECT CRITERIA |
| Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. | | Teachers demonstrate confidence and expertise in their specialist knowledge and in their understanding of effective learning in PSHE education. |
| Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. | | Teaching and learning in PSHE education are monitored well through observation and review which informs effective self-evaluation and improvement planning. |
| Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. | | |

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| <p>Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</p> | | <p>Teachers communicate high expectations and enthusiasm for PSHE education. They know how well their pupils are achieving, are able to help them improve, and ensure that pupils have their attainment and progress in PSHE recognised.</p> <p>Pupils are resilient and know how to resist peer pressure; they know how to seek further help and advice if they need it.</p> <p>Teachers are confident and skilled in discussing sensitive and/or controversial issues. Discussion is a strong feature; pupils are encouraged to investigate, express opinions and listen to others. Consequently, pupils are developing critical skills and learning how to evaluate information and make informed judgments.</p> |
| <p>Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> | | <p>Teachers are confident and skilled in discussing sensitive and/or controversial issues. Discussion is a strong feature; pupils are encouraged to investigate, express opinions and listen to others. Consequently, pupils are developing critical skills and learning how to evaluate information and make informed judgments.</p> |
| <p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p> | | <p>Good progress is secured across all aspects of PSHE education because teachers understand how to apply appropriate learning objectives and outcomes and to use a good range of resources and strategies to stimulate pupils' interest and active participation. The needs of all pupils, including the most able are met through effective teaching. .</p> |

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| Reading is prioritised to allow pupils to access the full curriculum offer. | | |
| A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. | | |
| The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. | | |
| Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. | | |

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| IMPACT | | |
| NEW HANDBOOK | EVIDENCE | OLD SUBJECT CRITERIA |
| Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. | | Pupils demonstrate good levels of independence; they think critically, articulate their learning and views with confidence and work constructively with others. They are able to evaluate, discern and challenge their own and others' views, using appropriate evidence from a range of sources. Pupils understand well the factors associated with health and well-being. |

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| | | Pupils, appropriate to their age and capability, have a good understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation. |
| Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes. | | All understand the impact of bullying on others including racist, disablist, homophobic and transphobic language. Pupils are making good progress in developing understanding and relevant skills in relation to business, enterprise, money management, the world of work and employability; they understand the links with work on personal finance in National Curriculum citizenship lessons. They understand well how to keep themselves and others healthy and safe. They understand well the dangers of substance misuse, and how to recognise and deal with mental health problems such as stress or eating disorders. Pupils are resilient and know how to resist peer pressure; they know how to seek further help and advice if they need it. |
| Pupils' work across the curriculum is of good quality. | | Good progress is secured across all aspects of PSHE education because teachers understand how to apply appropriate learning objectives and outcomes and to use a good range of resources and strategies to stimulate pupils' interest and active participation. The needs of all pupils, including the most able are met through effective teaching. . |
| Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age. | | |



Part C: PSHE: Quality of Education (exemplar)

| INTENT | | |
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| NEW HANDBOOK | EVIDENCE | OLD SUBJECT CRITERIA |
| Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i> | | |
| The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i> | | |
| The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i> | | |

| IMPLEMENTATION | | |
|--|-----------------|-----------------------------|
| NEW HANDBOOK | EVIDENCE | OLD SUBJECT CRITERIA |
| Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. | | |
| Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. | | |
| Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. | | |
| Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. | | |
| Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the | | |

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| school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. | | |
| The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. | | |
| Reading is prioritised to allow pupils to access the full curriculum offer. | | |
| A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. | | |
| The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. | | |
| Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. | | |

| IMPACT | | |
|--|-----------------|-----------------------------|
| NEW HANDBOOK | EVIDENCE | OLD SUBJECT CRITERIA |
| Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. | | |
| Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes. | | |
| Pupils' work across the curriculum is of good quality. | | |
| Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age. | | |



Annex 1: PSHE – Outstanding (in ‘old’ money²)

Achievement

- Pupils demonstrate exceptional independence; they think critically, articulate their learning and their views with great confidence and work constructively with others.
- They consistently evaluate, discern and challenge their own and others’ views using appropriate evidence from a range of sources.
- Pupils show outstanding understanding of, and commitment to, their own and others’ health and well-being.
- Pupils, appropriate to their age and capability, have an excellent understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation.
- They understand extremely well how to keep themselves and others healthy and safe and are very well aware of, for example, the dangers of substance misuse.
- Pupils have a very strong understanding of how to recognise and deal with mental health problems such as stress or eating disorders
- Pupils have developed discernment and resilience and know how to resist peer pressure effectively; they understand very well how to seek further help and advice if they need it.
- All pupils understand very well the impact of bullying on others and actively challenge all forms of bullying including racist, disablist, homophobic and transphobic language.
- Pupils make outstanding progress in developing understanding and skills in relation to business, enterprise, money management, the world of work and employability; they understand well the links with work on personal finance in National Curriculum citizenship lessons.

Teaching

- Teachers demonstrate very high levels of confidence and expertise in their specialist knowledge and in their understanding of effective learning in PSHE education.
- Teachers understand how to apply clear and appropriate learning objectives that are matched by well-considered, appropriate activities.
- Pupils’ interest and active participation are secured through teachers using a wide range of imaginative resources and strategies. This leads to rapid and sustained progress.
- The needs of all pupils, including the most able, are met through highly effective and responsive teaching.
- Teachers are confident and skilled in discussing sensitive and/or controversial issues. Effective discussion is a very strong feature; pupils are encouraged to investigate,

² Dec 2013, Ofsted
August 2019

express opinions and listen to others. Consequently they develop excellent critical skills, can evaluate information well and make informed judgments.

- Teachers are able to develop pupils' resilience and ability to resist peer pressure very effectively; they help develop pupils' confidence well and strengthen their attitudes to learning across the school curriculum.
- Teachers communicate very high expectations, enthusiasm and passion for PSHE education. They know how well their pupils are achieving, build on their previous knowledge and provide effective feedback to help them to improve further.
- Teachers ensure that pupils have their attainment and progress recognised across all aspects of knowledge and skills development in PSHE education.

Curriculum

- The imaginative and stimulating PSHE education curriculum is skilfully designed, taking into account local December 2013 health and social data and the full range of pupils' needs, interests and aspirations. The programme ensures highly effective continuity and progression in pupils' learning across all key stages.
- The programme is explicit, comprehensive and coherent and the statutory elements of sex and relationships education (SRE) are fully met.
- The aspects of the programme relating to business, enterprise and money management link very well with the personal finance aspects of the National Curriculum citizenship programme.
- The programme for personal well-being is very highly regarded by pupils and enables them to lead safe and healthy lives.
- The curriculum provides a very strong platform for pupils' future economic well-being.
- The school and wider community provide high-quality and wide-ranging enrichment activities for pupils to apply and extend their social and personal skills.
- Where suspended timetable days are used they complement the PSHE education programme extremely well because they are based on accurate understanding of pupils' needs, informed by clear and appropriate learning objectives and are well-evaluated to inform curriculum planning.
- Pupils and teachers are fully engaged in influencing the content and evaluating the quality of the curriculum.
- The subject makes an outstanding and sustained contribution to pupils' spiritual, moral, social and cultural development and reinforces well a range of personal and thinking skills

Leadership & Management

- Leadership is informed by a high level of PSHE education expertise and vision.
- The subject is very well resourced in terms of curriculum time, staff training, management time and the use of external services and materials.
- There is an excellent track record of innovation.
- Statutory requirements in SRE are fully met.
- The monitoring of teaching and learning in PSHE is rigorous; subject reviews, self-evaluation and improvement planning are well-informed by current best practice.
- Subject leadership inspires confidence and a wholehearted commitment from pupils and staff. There are highly effective strategies to share good practice and secure high-quality professional development.

- PSHE has a very high profile in the life of the school and is at the forefront of whole-school initiatives.
- Highly effective strategies to promote inclusion ensure that all pupils engage fully in activities to promote their personal and social development.
- Discrimination, including prejudiced-based bullying and discriminatory language, is tackled with vigour.
- Very strong links exist with partner schools, parents, carers and external agencies to reinforce the very high standard of PSHE education.