

## PSHE: Characteristics of Best Practice

**NOTE: Items marked \* will be a requirement under the new Statutory Guidance for PSHE from Autumn 2020.**

**Objective 1: How do you increase the confidence, knowledge and skills of school staff in PSHE?**

Characteristics of Best Practice	
Primary	Secondary
Professional development and training opportunities are provided for all staff	Professional development and training opportunities are provided for staff
PSHE is taught by staff that want to teach it, and feel confident to teach it	PSHE is taught by staff that want to teach it, and feel confident to teach it
In-house subject-specific knowledge is developed, with cross-school delivery involving multiple staff	In-house subject-specific knowledge is developed, with cross-departmental delivery involving multiple staff
A nominated Governor with responsibility for PSHE ensures that the programme is accessible to all pupils, is effective, and that families are well-informed	A nominated Governor with responsibility for PSHE ensures that the programme is accessible to all pupils, is effective, and that families are well-informed
A designated leader for PSHE in school	A designated leader for PSHE in school
Staff model positive behaviours. School is aware that staff might themselves have protected characteristics within the Equality Act, and might request particular support	Staff model positive behaviours. School is aware that staff might themselves have protected characteristics within the Equality Act, and might request particular support
Pupil Needs assessments are regularly conducted to inform curriculum planning	Pupil Needs assessments are regularly conducted to inform curriculum planning
Staff members receive training and support about answering difficult/inappropriate questions, so that a consistent approach is taken by all staff	Staff members receive training and support about answering difficult/inappropriate questions, so that a consistent approach is taken by all staff

**PSHE: Characteristics of Best Practice****Objective 2: How do you raise the profile of PSHE practice across the school community?**

<b>Characteristics of Best Practice</b>	
<b>Primary</b>	<b>Secondary</b>
PSHE is delivered within designated curriculum time	PSHE is delivered within designated curriculum time
The context of PSHE is used to explore cross-curricular links	PSHE contributes to whole-school priorities including; literacy and numeracy policies, values and life/employment skills.
PSHE is reported on alongside other subjects	PSHE is reported on alongside other subjects
Processes are in place to help pupils/parents understand how pupils are progressing and what they need to do to improve	Processes are in place to help pupils/parents understand how pupils are progressing and what they need to do to improve
Enhancement days (if offered) are included in addition to timetabled curriculum content and not as the sole method of delivery	Enhancement days (if offered) are included in addition to timetabled curriculum content, and not as the sole method of delivery.
Celebrate success and recognise achievement that links to themes of PSHE	Celebrate success and recognise achievement that links to themes of PSHE
Displays and assemblies in school celebrate themes and explore issues	Displays and assemblies in school celebrate themes and explore issues
Clear communication with families about what will be taught and when, and the right to be excused from parts of Sex Education	Clear communication with families about what will be taught and when, and the right to be excused from parts of Sex Education

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**Objective 3:** For **Primary schools** the Relationships Education Curriculum includes: families and people who care for me, caring relationships, respectful relationships including friendships, online relationships, being safe.

For **Secondary schools** the Relationships and Sex Education Curriculum also includes: intimate and sexual relationships including sexual health.

<b>Characteristics of Best Practice</b>	
<b>Primary</b>	<b>Secondary</b>
The new statutory curriculum from autumn 2020 is already in mind, and schools are planning towards this. For primary schools, there is a health and relationships emphasis. Sex education is not a requirement, but is recommended	The new statutory curriculum from autumn 2020 is already in mind, and schools are planning towards this. For secondary schools, sexual relationships education is a requirement
The school collects/uses data on the profile of the school community and local need, and this influences provision	The school collects/uses data on the profile of the school community and local need, and this influences provision
The Relationships Education curriculum is clearly mapped across the school, is age- and stage-appropriate, and takes account of distinctive aspects of the school community	The Relationships Education curriculum is clearly mapped across the school, is age- and stage-appropriate, and takes account of distinctive aspects of the school community
The school establishes ground rules that are used by all staff in all PSHE lessons to ensure a safe environment for all participants	The school establishes ground rules that are used by all staff in all PSHE lessons to ensure a safe environment for all participants
*LGBT education is sensitive and age-appropriate, and is fully integrated (not a stand-alone unit)	*LGBT education is sensitive and age-appropriate, and is fully integrated (not a stand-alone unit)
*Teaching should reflect the law, in particular the Equality Act of 2010	*Teaching should reflect the law, in particular the Equality Act of 2010
All schools may teach about faith perspectives.	All schools may teach about faith perspectives.
Policy sets out subject content, resources used, who teaches, how it is monitored and evaluated, right to request withdrawal of child from Sex Education within RSE (where RSE is	Policy sets out subject content, resources used, who teaches, how it is monitored and evaluated, right to request withdrawal of child

offered)	from Sex Education within RSE
Tailored content is available to meet specific needs of pupils at different developmental stages	Tailored content is available to meet specific needs of pupils at different developmental stages
*Policy sets out how adults will handle difficult questions	*Policy sets out how adults will handle difficult questions
	*The school plans for the education of pupils who had been withdrawn from Sex Education but wish to receive Sex Education lessons, during one of the three terms before attaining age 16

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**Objective 4:** The Health Education Curriculum covers: internet safety and harms, physical health and fitness, healthy eating, drugs alcohol and tobacco, health promotion, first aid, changing adolescent body.

<b>Characteristics of Best Practice</b>	
<b>Primary</b>	<b>Secondary</b>
*The new statutory curriculum from autumn 2020 is already in mind and schools are planning towards this. For primary schools, there is a focus on characteristics of good physical health and mental wellbeing	*The new statutory curriculum from autumn 2020 is already in mind and schools are planning towards this. For secondary schools, there is a focus on making well-informed, positive choices
The school collects/uses data on the profile of the school community and local need, and this influences provision	The school collects/uses data on the profile of the school community and local need, and this influences provision
*The Health Education curriculum is clearly mapped across the school, is age- and stage-appropriate, and takes account of distinctive aspects of the school community	*The Health Education curriculum is clearly mapped across the school, is age- and stage-appropriate, and takes account of distinctive aspects of the school community
The school establishes ground rules that are	The school establishes ground rules that are

used by all staff in all PSHE lessons to ensure a safe environment for all participants	used by all staff in all PSHE lessons to ensure a safe environment for all participants
All schools may teach about faith perspectives	All schools may teach about faith perspectives
*Teaching should reflect the law, in particular the Equality Act of 2010	*Teaching should reflect the law, in particular the Equality Act of 2010
Tailored content is available to meet specific needs of pupils at different developmental stages	Tailored content is available to meet specific needs of pupils at different developmental stages
Policy sets out subject content, resources used, who teaches, how it is monitored and evaluated	Policy sets out subject content, resources used, who teaches, how it is monitored and evaluated

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**Objective 5:** How do you use external agencies in the school to support this area?

<b>Characteristics of Best Practice</b>	
<b>Primary</b>	<b>Secondary</b>
Provision from outside agencies enhances the delivery of the PSHE curriculum, but does not constitute the majority of the delivery	Provision from outside agencies enhances the delivery of the PSHE curriculum, but does not constitute the majority of the delivery
Teaching delivered by visitors fits with the schools' own planned programme and published policy	Teaching delivered by visitors fits with the schools' own planned programme and published policy
Safeguarding and confidentiality procedures are agreed with external agencies in advance	Safeguarding and confidentiality procedures are agreed with external agencies in advance
Schools see the lesson plan and materials in advance, and ensure content meets the full range of pupils needs, is age-appropriate and accessible	Schools see the lesson plan and materials in advance, and ensure content meets the full range of pupils needs, is age-appropriate and accessible
Class teachers are present throughout sessions delivered by visitors, and are engaged with the lesson	Class teachers are present throughout sessions delivered by visitors, and are engaged with the lesson
Pupil feedback is gathered after input from external visitors, and informs decisions about future sessions	Pupil feedback is gathered after input from external visitors, and informs decisions about future sessions

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**Objective 6:** How do you consult with pupils and families to establish their thoughts and feelings about PSHE, and how do you act upon this?

<b>Characteristics of Best Practice</b>	
<b>Primary</b>	<b>Secondary</b>
Anonymous question boxes/feedback routes always available to pupils in school	Anonymous question boxes/feedback routes always available to pupils in school
Plenary at the end of each lesson	Plenary at the end of each lesson
Use of surveys eg PSHE Association, SHEU, Sex Education Forum, in-house surveys	Use of surveys eg PSHE Association, SHEU, Sex Education Forum, in-house surveys
Pupil Needs assessments are regularly conducted to inform curriculum planning	Pupil Needs assessments are regularly conducted to inform curriculum planning
*Consultation with families before the final year of primary school about the detailed content of what will be taught, as well as generally about overall policy	Consultation/communication with families about content and purpose of RSE
Pupils and families are made aware of ways in which their feedback has influenced provision in school	Pupils and families are made aware of ways in which their feedback has influenced provision in school