

| Quality Standard 1. A Policy is In Place | How can we achieve this standard? | Evidence we can provide at Moderation | Notes or actions to be added to our action plan |
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| <p>Developing a clear policy provides an opportunity to consult with children and young people, parents and carers, community members and relevant professionals.</p> <p>The policies in your setting should be regularly reviewed and updated to ensure the needs of the staff and pupils in your setting are catered for.</p> <p>The SRE policy should be developed in line with and linked to other relevant policies. For example:</p> <ul style="list-style-type: none"> • Safeguarding • Confidentiality • Equalities • E-safety <p>The drug related incidents policy can be embedded within the behaviour policy or drug and alcohol education policy.</p> <p>No smoking or smoke free policy and award in place.</p> <p>There should be a clear E- Safety policy for pupils and staff which highlights professional boundaries.</p> <p>An external visitor policy should be in place to ensure that all those contributing to PSHE have a clear understanding of the learning needs and whole school approach to PSHE.</p> | <ul style="list-style-type: none"> • The setting can demonstrate an understanding of national policy and how their PSHE curriculum contributes to this. • There are up to date listed policies in place and uploaded onto the website • The policies reflect how the elements highlighted link to PSHE • There is consistency across policies such as safeguarding, confidentiality, equalities and guidelines for external visitors interlink with each other. • The wider school community including children and young people, parents and carers, staff and governors are involved in the policy development. • The policies are approved by the governing body • The policies are reviewed as a minimum every 2 years • There is an overview of the overall PSHE curriculum on the website as required by the DfE in line with national policy • Complete the 360 audit in relation to E Safety https://360safe.org.uk/ • Embed and follow the DfE Guidance for schools in relation to sexting and cyberbullying | | |

| Quality Standard 2. Leadership and Management | How can we achieve this standard? | Evidence we can provide at Moderation | Notes or actions to be added to our action plan |
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| <p>Leadership is key. The importance of good quality PSHE needs to be recognised and promoted by the leadership and a senior member of staff designated as responsible. There should be a 'body of expertise' in PSHE to support delivery. The SLT should be aware of the importance of health and wellbeing and the contribution this makes to achievement and attainment and therefore promote good practice in PSHE delivery to support this.</p> <p>SLT and the Governing Body should have an awareness of the PSHE curriculum, what is delivered, how and why. Understanding how this supports the role of safeguarding and the contribution to SMSC development and embedding fundamental British Values. This will contribute to the PREVENT Duty.</p> | <ul style="list-style-type: none"> • There is a named senior member of staff with responsibility for PSHE in their job description. They inspire confidence and show whole hearted commitment • There is a named designated school governor for PSHE • Senior leaders explicitly state and demonstrate their support for high quality PSHE • The contribution PSHE makes to children and young people' health and well-being is recognised, and PSHE contributes to the wider duty of promoting well-being. • There is a working group to support the PSHE lead and effective strategies to share good practice • Sufficient time is given to the PSHE lead to plan, prepare and embed the curriculum, monitor and ensure effective delivery • The PSHE curriculum follows the same monitoring and evaluation process as other subjects • The PSHE Lead reports feeling supported and having sufficient support for a quality curriculum to be developed and delivered • PSHE is not a stand alone curriculum but part of a whole setting approach to health and wellbeing • Staff questionnaires are carried out (available from the PSHE Association) | | |

| Quality Standard 3. Staff Professional Development | How can we achieve this standard? | Evidence we can provide at Moderation | Notes or actions to be added to our action plan |
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| <p>Effective providers of PSHE are committed to delivering the subject and are supported to do so through appropriate, high quality professional development. On-going CPD ensures that staff have specialised subject knowledge, the skills and confidence to facilitate participative learning and to manage personal boundaries. It is important that training is accessed regularly to remain up to date and fulfil the continuing demand for high quality and relevant PSHE. Networking and sharing good practice with colleagues with similar responsibility is important.</p> | <ul style="list-style-type: none"> • The continuing professional development of staff delivering PSHE is identified and a plan is in place to meet these needs • All staff delivering PSHE are able to access appropriate and up to date CPD including external courses and networks. • Settings commissioning or 'buying in' CPD are able to demonstrate that the provision is high quality, up to date and appropriate. • New members of staff are provided with CPD related to PSHE as part of their Induction Programme • Staff report they feel prepared and confident / competent to deliver their elements of the PSHE curriculum • A minimum of 1 person within the school has completed the PSHE CPD National Accreditation and has responsibility for PSHE • PSHE leads report being confident to lead on the topic and feeling supported by SLT to do so • Staff briefings on PSHE are well attended and received • Teachers demonstrate confidence and specialist knowledge on their delivery of PSHE • Teachers are confident to deal with sensitive and controversial issues | | |

| Quality Standard 4. A Developmental Curriculum | How can we achieve this standard? | Evidence we can provide at Moderation | Notes or actions to be added to our action plan |
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| <p>Good quality provision starts early in childhood ensuring that children develop the language and skills to talk about PSHE. A timetabled programme with clear learning outcomes ensures regular and repeated input that builds year on year.</p> <p>A well designed programme should make links with other topics such as alcohol and safety. Links with subjects such as English, Citizenship, RE, and 'themed topics' help provide a context for PSHE. There should be clear links between your PSHE, SMSC development and British Values.</p> <p>A good PSHE programme should include age appropriate learning on more controversial and sensitive topics such as sexual consent, sexual exploitation, abortion, abuse, LGBT (lesbian, gay, bisexual and transgender issues), Homophobia, radicalisation and extremism, contraception, helping children and young people manage exposure to pornography, the impact of the media, body image, sexting and NPS's (legal highs) etc.</p> | <ul style="list-style-type: none"> • SMSC and British Values are covered through a whole setting approach and clear links with the PSHE curriculum are evident • PSHE learning outcomes have been set that are appropriate to the age, development and ability of the children and young people in the setting. • There is enough time allocated specifically for PSHE within a curriculum • SRE is delivered at part of core PSHE rather than stand alone • Teaching objectives balance; knowledge and understanding, exploring values and attitudes and developing skills. • The SRE content includes aspects of relationships, abuse, puberty and not only biology. • There is flexibility to respond to the changing needs of children and young people, for example new topics identified through question boxes, consultation or pastoral issues. • The curriculum includes opportunities for children and young people to explore PSHE topics at home. • Links are made with other subjects issues so that learning is rich and relevant. • The biological aspect of school based sex | | |

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| <p>The curriculum should be needs based using local intelligence and data and informed by the needs and wants of the audience within the setting</p> <p>As with any other subject there should be clear learning outcomes, assessment, recording, reporting and monitoring of the curriculum to ensure that it is fit for purpose and good quality.</p> | <p>education is adequately covered and assessed in science.</p> <ul style="list-style-type: none"> • The cultural and religious background of the children and young people is reflected in the curriculum. • Agreed and standardised language is used in relation to body parts from key stage 1 throughout. • The contribution from external visitors is embedded as part of a wider scheme of work not just a stand alone delivery. • If themed or 'drop down' days are used to deliver they are used as part of a wider scheme of work and not the only form of delivery for PSHE. They complement wider programmes, are relevant to learner needs and well assessed and evaluated. • There is differentiation in the curriculum based on SEND and other factors including LGBT, young parents, young carers etc. • You can provide evidence including a scheme of work, lesson plans, assessed pupil work and annotated photographs on topics including CSE, E safety, radicalisation and homophobic bullying • PSHE reinforces a range of personal and thinking skills • Follow the PSHE Association Programme of Study | | |
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| Quality Standard 5. Teaching, Learning and Resources | How can we achieve this standard? | Evidence we can provide at Moderation | Notes or actions to be added to our action plan |
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| <p>A safe learning environment A safe learning environment that promotes open and non-judgmental is needed for every lesson. Use of a group agreement specific to PSHE helps establish acceptable boundaries, promote respect for each other’s views and supports anti-discriminatory practice.</p> <p>Participative learning methods The knowledge and beliefs that children and young people bring should be the starting point. A good baseline assessment of need should be carried out as part of the curriculum and the curriculum should respond to the findings. Varied and interactive teaching methods should be used which give children and young people opportunities to express their own ideas, learn about the views of their peers and to reflect on discussions. Examples include activities in pairs and groups, games, class discussions and case studies. Good quality learning is also fun!</p> | <ul style="list-style-type: none"> • Ground rules / group agreements are in use in PSHE lessons / sessions. • There is a welcoming, secure and friendly environment where learners feel safe to contribute and participate • Learning methods are varied and dynamic allowing for PSHE to be delivered and assessed based on the 3 leg model • The needs of children and young people with special educational needs and disabilities are met. • Staff are aware and have read / used PSHE Association guidance on a variety of relevant topics including teaching body image, emotional health and wellbeing, dealing with FGM etc. • Resources have been selected using clear criteria. • Links and promotion with relevant local and national campaigns for instance Safer Internet Day, WAD, My Money Week etc. • Assessment opportunities are built into the programme and should be based on learning objectives. • There is a celebration of success while finding out what works well and what may need to be developed. • Assessment information demonstrating pupil progress should be reported. | | |

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| <p>Good resources</p> <p>Well-chosen resources can enrich teaching and learning. Resources should be factually correct and up-to-date. They should portray positive images of a range of children and young people. Professionals must also be confident about using them. You should be able to reason why you do or do not use resources.</p> <p>Using resources that have been awarded the PSHE Association Quality Mark can help.</p> | | | |
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| Quality Standard 6 – Monitoring and Evaluating the Curriculum | How can we achieve this standard? | Evidence we can provide at Moderation | Notes or actions to be added to our action plan |
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| <p>Constant monitoring, assessment and evaluation of the curriculum is key to ensuring quality PSHE is delivered. This ensures good quality teaching and learning, continual reflection and is inclusive of the pupils or learners involved.</p> <p>Doing this can ensure that the needs of the learners are met constantly, staff who require support of CPD can access this, reporting and recording is made easier.</p> <p>Assessment checks if the intended learning has been achieved. PSHE can be assessed through self, peer and teacher assessment using methods such as quizzes, portfolios, observation, mind maps, scaling questions, action planning and reviews.</p> | <ul style="list-style-type: none"> • Carrying out a PSHE curriculum audit; what is delivered? what should be delivered and what do we need to work on? As well as identifying cross curricular links • Using the HLS within your settings to develop your curriculum based on the findings. Using the findings of the survey to evidence if teaching and learning has had an impact on actual behaviour • Embedding the PSHE Association Programme of Study across all key stages and being able to effectively assess and report on the content • Having teaching observations, learning journeys, work scrutiny and individual or class books for PSHE included as part of whole setting monitoring • Providing case studies of where you believe PSHE has had a positive impact and why and / or how • Resources and planning should be constantly evaluated by staff delivering the curriculum • Learners reports delivery of good PSHE where their needs are identified and they are asked for feedback of what was good and what could be better • Pupils show and understanding and commitment to overall health and wellbeing | | |

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| | <ul style="list-style-type: none">• Pupils have developed resilience and can deal with peer pressure• Effective discussion is a strong feature within the setting, learners are encouraged to investigate ,express opinions and listen to those of others in a safe environment | | |
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| Quality Standard 7. Pupil Voice and Learner Needs | How can we achieve this standard? | Evidence we can provide at Moderation | Notes or actions to be added to our action plan |
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| <p>Provision should be based on the identified needs of children and young people to ensure that it is relevant to their lives. Children and young people should be consulted through focus groups, questionnaires, and discussion. Delivery of the Healthy Lifestyle Survey (HLS) and using the report as a needs analysis alongside the mini TAS in response to the findings should support development of key learning outcomes.</p> | <ul style="list-style-type: none"> • Children and young people are consulted about what is included in PSHE and when topics are introduced, identify what they already know and what they want to know. • Children and young people are asked for their ideas about how PSHE is taught for example teaching methods, resources and what they want to learn more about or learn next. • The delivery is inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience. • Using the Healthy Lifestyle Survey (social norms) to inform the curriculum content, giving positive messages to challenge the perceptions • Pastoral issues are logged and feedback into the curriculum for action • Children and young people’s views are embedded within the curriculum • Engagement with the local and national youth parliament and MYP is embedded. • Have an active school council that can discuss the PSHE curriculum and support to evaluate it • Pupil questionnaires are carried out (available from PSHE Association) | | |

| Quality Standard 8. Signposting and Support | How can we achieve this standard? | Evidence we can provide at Moderation | Notes or actions to be added to our action plan |
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| <p>The school must have a robust reporting system, linked to the schools safeguarding procedures with clear protocols for staff to follow to protect young people, staff and the setting. Deliverers of PSHE need to be prepared for a young person to make a direct or indirect disclosure and know the schools protocol including referral to external agencies if appropriate.</p> <p>Appropriate support should be available for the young people, including 1:1 support, self-help information and referral to internal or external agencies.</p> | <ul style="list-style-type: none"> • Children and young people are made aware of one-to-one support available. • Children and young people understand confidentiality and the school's policy which embeds Fraser Guidance if age appropriate. • Where appropriate there is an on-site facility that young people can drop-in to for confidential advice (including about sexual health). • Children and young people are aware of relevant local and national help-lines and services, materials are publicised within the setting. • All staff understand the confidentiality policy and how to refer children and young people to health services and other specialist help. • Where there is a need for small group or one-to-one PSHE for some children and young people it is provided internally or referral for appropriate targeted programmes such as All About Me, I Am Me and Being Me. • School staff should be aware of Fraser guidance / competencies in relation to safeguarding. • Children and young people report being able to access or being supported to access specialist services | | |

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| | <ul style="list-style-type: none">• Complete the LSCB Safeguarding Audit• Link with DAM, CAP, MASH where required• Attend LSCB or other relevant safeguarding training• Understand your role in relation to preventing extremism and radicalisation• Sharing 'sort intelligence' with the police database, understanding the system and feeding into it• Having an active school TAS• Feeding into the local MEG where applicable | | |
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| Quality Standard 9. Partnerships with Parents and Carers | How can we achieve this standard? | Evidence we can provide at Moderation | Notes or actions to be added to our action plan |
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| <p>Many parents and carers want to take an active role in talking to their children about PSHE at home. From early years upwards parents / carers welcome information about the teaching methods and materials used and the topics covered. Homework and feedback on children and young people’s progress provide opportunities for dialogue about key issues between children and young people, parents and carers and the school.</p> | <ul style="list-style-type: none"> • The school is pro-active in communicating with parents and carers around PSHE including the Healthy Lifestyle Survey delivery and findings • The school offers support to parents/ carers to enable them to talk to their children about PSHE issues. • The views of parents and carers about PSHE are regularly sought. • Parents/ carers are made aware of their right to withdraw their children from any non-statutory aspects of SRE. • Information around PSHE is made available to parents and carers through the school website and prospectus. • School makes available resources and activities to support parents and carers in their role of talking about PSHE at home. • Access to parenting programmes is made available locally if appropriate • Homework is used in PSHE to support working together to encourage discussion of key issues to reduce risk taking and make informed choices • Are there any parents or carers that can support your curriculum? | | |

| Quality Standard 10. Collaborative Working | How can we achieve this standard? | Evidence we can provide at Moderation | Notes or actions to be added to our action plan |
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| <p>Professionals and local agencies can enrich a planned programme of delivery and provision. Partners that are appropriately trained and supported to work with children and young people can share and reflect on their knowledge, real-life experience and the beliefs and culture of the communities in which they live.</p> <p>Input by staff from local services / organisations can help build the confidence and knowledge of children and young people to use local services if and when they need to.</p> | <ul style="list-style-type: none"> • An External Visitor policy is embedded • There are clear criteria for the selection of external agencies that contribute to PSHE. • External contributors do not deliver PSHE without there being a member of school staff present. • Contributions by external agencies are supported by preparatory and follow up work, and where possible through joint delivery with school staff. External agencies or providers are aware of their contribution to the whole PSHE curriculum, SMSC Development and British Values • Learning outcomes are set together with an external provider not prescribed by them • School nurses and local health professionals make an appropriate contribution to PSHE. • The school contribute knowledge about children and young peoples' needs identified in PSHE into relevant local forums, for example, HLS Stakeholder Group, PSHE Network, Darlington Partnership and Scrutiny. • Local health priorities reflected in the PSHE programme are communicated to the school's wider community. • Links with targeted programmes are evident and referrals happen | | |

Useful Links

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

Sex Education Forum: <http://www.sexeducationforum.org.uk/>

Balance North East <http://www.balancenortheast.co.uk/>

PFEG – Personal Finance Education Group <http://www.pfeg.org/>

Citizenship Foundation <http://www.citizenshipfoundation.org.uk/>

Go Givers <http://www.gogivers.org/>

NSPCC Share Aware <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

NSPCC Pants Campaign <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

Erase Abuse <http://www.eraseabuse.org/Pages/Home.aspx>

Dove Self Esteem Resources http://selfesteem.dove.co.uk/Teaching_resources.aspx

PSHE Association Preparing to Teach Emotional Health and Wellbeing https://pshe-association.org.uk/resources_search_details.aspx?ResourceId=570&Keyword=&SubjectID=0&LevelID=0&ResourceTypeID=3&SuggestedUseID=0

PSHE Programme of Study https://pshe-association.org.uk/resources_search_details.aspx?ResourceId=495&Keyword=&SubjectID=0&LevelID=0&ResourceTypeID=3&SuggestedUseID=0

Creating a PSHE Policy https://pshe-association.org.uk/resources_search_details.aspx?ResourceId=520&Keyword=&SubjectID=0&LevelID=0&ResourceTypeID=3&SuggestedUseID=0

PSHE Association Resources https://pshe-association.org.uk/resources_search.aspx?ResourceTypeID=3