**Subject Leadership - PSHE Audit for Schools**

**Introduction**

The aim of this audit is to map the current levels of delivery of key aspects of PSHE in schools. This will include what is delivered, to whom, how often and who schools work in partnership with to deliver this. It will also look at the systems that are in place to ensure effective delivery in line with national guidance and the [statutory guidance for teaching relationships education, relationships and sex education and health education from September 2020.](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)

**What is Personal, Social, Health Education (PSHE)?**

PSHE education is a planned, developmental programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives (PSHE association 2017).

**Further North Yorkshire resources and guidance and training:**

Further guidance documents can be accessed from the North Yorkshire Healthy Schools website in the resource section <http://healthyschoolsnorthyorks.org/pshe-resources/>

* NYCC PSHE and Citizenship Guidance for Schools Key Stage 1-2
* NYCC PSHE and Citizenship Guidance for Schools Key Stage 3-4
* NYCC Relationships and Sex Education Guidance for Schools
* NYCC Substance Misuse Guidance for Schools
* NYCC Online Safety Guidance for Schools
* NYCC Lesbian, Gay, Bisexual and Trans Guidance for Professionals Who Work with Children and Young People

**School Improvement service provide a range of training and networking opportunities** to support schools deliver an effective and planned approach to PSHE. For any further guidance, information or to discuss specific training requirements please contact Clare Barrowman, Health and Wellbeing Adviser, Education and Skills, North Yorkshire County Council at clare.barrowman@northyorks.gov.uk or Tel: 01609 536808

This audit should be completed by the PSHE subject lead, a member of the SLT and contributions from staff who deliver the curriculum and pupils. It will highlight areas of good practice and could also be used to develop an individual action plan for each school to address areas of development.

If you have any questions please contact Clare Barrowman on 01609 536808 or email clare.barowman@northyorks.gov.uk

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| Name of School |  |
| Date of Completion |  |
| Name and job title of school staff members completing the audit. |  |

**Key actions identified from the audit tool for the PSHE and Citizenship subject development plan year XX**

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| **PSHE** | | | | |
| **Key action Identified** | **Time Frame** | **Member of staff responsible** | **Key outcome aiming to achieve** | **Progress being made** |
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| **Leadership and Management** | **Evidence PSHE** | **Action Required** |
| Is there a member of the SLT within your school who has the lead for PSHE and to promote the health and wellbeing of young people throughout the school? |  |  |
| Is there an intent statement for PSHE which is reflected in the school aims? |  |  |
| There are high expectations for the impact of PSHE education on school improvement? |  |  |
| There is a named curriculum lead for PSHE which has parity to other subject leads to ensure the subject is well led, effectively managed and well planned |  |  |
| There is an expectation that SLT will monitor and challenge the PSHE provision across the whole school including lesson observation, and scrutiny of work, assessment data and planning |  |  |
| Is there a named designated governor for PSHE and/or Health and Wellbeing?  The PSHE subject lead provides PSHE updates for the governing body in line with other subject areas |  |  |

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| **Arrangements** | **Evidence** | **Action Required** |
| Does the school have a written policy for PSHE which is regularly reviewed (or as part of other policies) to maintain compliance with relevant guidance?  Does the school have a Relationships and Sex education Policy?  Does the school have a substance misuse policy?  Does the school have an online safety policy?  When were they last reviewed?  Are they available on the School website? |  |  |
| Have you got an up to date PSHE intent statement and curriculum outline on your school website? |  |  |
| Does your school carry out a PSHE needs assessment with pupils? E.g. Do you use the findings of the Growing Up in North Yorkshire survey to identify priorities? Analyse behaviour data to identify emerging issues which could be addressed in PSHE lessons, aware of issues within the school and / or the community  How is this evidenced |  |  |
| Is there continuing professional development and training in place for all staff contributing to delivery of PSHE? (If so please specify what training is provided who accesses it and the impact on staff and pupils) |  |  |
| Is PSHE delivered by:   * Teachers? * Other school staff (please specify)? * Peer Educators? * External partners (if so please list them)?   How do you monitor the provision provided by external partners? |  |  |
| Is your school a member of the PSHE Association ([www.psheassociation.org.uk](http://www.psheassociation.org.uk)) |  |  |

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| **Delivery** | **Evidence** | **Action Required** |
| Do you have a written, planned programme (scheme of work) for PSHE?  Do you use any specific ‘bought in packages’? How do you ensure this is meeting the needs of the pupils in your school? |  |  |
| Is the school meeting the statutory learning outcomes of the relationships education, relationships and sex education and health education curriculum that is coming in for all schools in September 2020? |  |  |
| PSHE resources are selected to support a wide range of teaching and learning approaches and to reflect diversity and inclusion? |  |  |
| Sensitive issues are central to PSHE. All staff are confident in ensuring the classroom climate is a safe learning environment for teaching controversial issues and pupils are encouraged to explore the issues and reflect on a balance of responses |  |  |
| How is PSHE taught in your school? Is it:   * Discrete PSHE lessons? * Pastoral/tutor groups (please specify if these groups are vertical groups)? * Integrated across the curriculum? * Within other subject lessons e.g. science (please specify)? * Assemblies? * Other (please specify) |  |  |
| Does the school also deliver enrichment days during the year (e.g. collapsed timetable)? If so:   * Which topics are covered on these days? * If external partners are involved how does the school ensure the provision meets the needs of the pupils and supports further learning that the school has already delivered? |  |  |
| Does your PSHE programme use the evidence base practice for effective delivery   * A development programme matched to the age, stage and maturity which starts where the pupils are at * Establishing and maintaining a safe and secure learning environment and a school ethos which promotes positive relationships and where pupils can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives * A planned taught curriculum which introduces new and more challenging learning, while building on what has gone before * Take a positive approach which does not attempt to induce shock, fear or guilt but focuses on what young people can do to keep themselves and other healthy and safe * Interactive learning that focuses on skills and attributes developed through the context of the subject knowledge with the teacher as the facilitator * Provide information which is realistic and relevant and which reinforces positive social norms * Encourage pupils to reflect on their learning and to transfer what they have learned to say and do to the wider school and their lives in the wider community * Provide opportunities for pupils to make real decisions about their lives, to take part in activities which simulate making choices and where they can demonstrate their ability to take responsibility for their decisions |  |  |

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| **Assessment and Evaluation** | **Evidence for PSHE** | **Action Required** |
| What is the impact of the curriculum on the pupils?  How does assessment inform future planning? |  |  |
| How does the school ensure all pupils make progress in achieving the expected educational outcomes |  |  |
| Are pupils involved in assessing their learning and progress in PSHE |  |  |
| How does the school ensure teaching is delivered in ways that are accessible to all pupils with SEND |  |  |
| How do you evaluate the impact of PSHE in your school |  |  |

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| **Voice and influence** | **Evidence for PSHE** | **Action Required** |
| What systems does the school have in place to ensure pupil voice in school  e.g. school council, pupil focus groups |  |  |
| Does the school consult with pupils about the content and effectiveness of PSHE ? |  |  |
| Does the school consult/involve parents / carers on PSHE and inform parents of the right to withdraw from sex education |  |  |

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| **Support Services** | **Evidence PSHE** | **Action Required** |
| What support related services are currently available to pupils in your school?  How are pupils informed and kept up-to-date about these services? |  |  |