

Subject Leadership - PSHE Audit for Schools

Updated September 2021

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](#). The statutory elements can be part of a wider PSHE curriculum.

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

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.barrowman@northyorks.gov.uk

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 development plan year XX

PSHE				
Key action Identified	Time Frame	Member of staff responsible	Key outcome aiming to achieve	Progress being made

Leadership and Management	Evidence PSHE	Action Required
Is there a member of the SLT within your school who has the lead responsibility 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		

<p>subject is well led, effectively managed and well planned</p>		
<p>There is an expectation that SLT will monitor and challenge the PSHE provision across the whole school including lesson visits, and scrutiny of work, pupil focus groups, assessment data and planning?</p>		
<p>Is there a named designated governor for PSHE and/or Health and Wellbeing?</p> <p>Does the PSHE subject lead provides PSHE updates for the governing body in line with other subject areas?</p>		
<p>The role of Governors set out in the DfE Relationships, Sex and Health Education Statutory Guidance, 2019</p> <p>As well as fulfilling their legal obligations, the governing boards should also make sure that:</p> <ul style="list-style-type: none"> • all pupils make progress in achieving the expected educational outcomes; • the subjects are well led, effectively managed and well planned; • the quality of provision is subject to regular and effective self-evaluation; • teaching is delivered in ways that are accessible to all pupils with SEND; • clear information is provided for parents on the subject content and the right to request that their child is withdrawn; • the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations. • Foundation governors and trustees of faith academy trusts will also have wider responsibilities in relation to maintaining and developing the religious ethos of the schools. 		

Arrangements	Evidence	Action Required
<p>Does the school have a written policy/ curriculum statement for PSHE which is regularly reviewed (or as part of other policies) to maintain compliance with relevant guidance?</p> <p>Does the school have a Relationships and Sex education Policy? This is a statutory requirement and it needs to be available on the school website</p> <p>Does the school have a substance misuse policy?</p> <p>Does the school have an online safety policy?</p> <p>How is the schools ensuring they comply with the Equality Act 2010 and ensuring this is embedded into the planned PSHE curriculum?</p> <p>When were they last reviewed?</p> <p>Are they available on the School website?</p>		
<p>Has the school got a PSHE intent statement and curriculum outline on your school website?</p>		

<p>Does your school carry out a PSHE needs assessment with pupils? E.g. Does the school 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, liaise with the DSL for emerging issues for pupils</p> <p>How is this evidenced?</p>		
<p>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)</p>		
<p>Is PSHE delivered by:</p> <ul style="list-style-type: none"> • Teachers? • Other school staff (please specify)? • External partners (if so please list them)? <p>How do you monitor the provision provided by external partners?</p>		

<p>Is your school a member of the PSHE Association (www.psheassociation.org.uk)</p> <p>This is not a requirement but it is a supportive organisation for the PSHE subject lead.</p>		
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Delivery	Evidence	Action Required
<p>Do you have a written, planned progressive programme (scheme of work) for PSHE?</p> <p>Do you use any specific 'bought in packages'? How do you ensure it is adapted/ supplemented to ensure the curriculum is meeting the needs of the pupils in your school?</p>		
<p>Is the school meeting the statutory learning outcomes of the relationships education, relationships and sex education and health education curriculum?</p>		
<p>Is the curriculum ensuring that all pupils are taught about safeguarding, including online safety (KCSIE)</p>		
<p>How does the school ensure teaching is delivered in ways that are accessible to all pupils with SEND? How is this monitored?</p>		
<p>Are PSHE resources selected to support a wide range of teaching and</p>		

<p>learning approaches and to reflect diversity and inclusion?</p>		
<p>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?</p>		
<p>How is PSHE taught in your school? Is it:</p> <ul style="list-style-type: none"> • Discrete PSHE lessons • Tutor/ form groups • Integrated across the curriculum • Within other subject lessons e.g. science (please specify)? • Assemblies • Other (please specify) <p>Is the curriculum delivery effective and meeting the needs of the pupils?</p>		
<p>Does the school also deliver enrichment days/ drop down days during the year. If so:</p> <ul style="list-style-type: none"> • 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 		

<p>learning that the school has already delivered?</p> <ul style="list-style-type: none"> • How is the pupils learning assessed and monitored? 		
<p>Does your PSHE programme use the evidence base practice for effective delivery</p> <ul style="list-style-type: none"> • 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 		

<p>keep themselves and other healthy and safe</p> <ul style="list-style-type: none"> • 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, Monitoring and Evaluation	Evidence for PSHE	Action Required
<p>How does the school ensure all pupils make progress in achieving the expected educational outcomes in relation to the statutory relationships, sex</p>		

and health education curriculum and the wider PSHE curriculum?		
How is pupil's progress assessed in PSHE?		
How are pupils involved in assessing their learning and progress in PSHE?		
How does the school monitor the PSHE curriculum in your school? <ul style="list-style-type: none"> • Lesson visits/walk-throughs/learning walks • Pupil voice • Assessment information and analysis • Book scrutiny • Staff voice 		
How does the school evaluate the impact of PSHE in your school?		

Pupil Voice * (see the end of the document for some suggested pupil voice questions)	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		

<p>How does the school consult with pupils about the content and effectiveness of PSHE?</p>		
<p>Does the school consult/involve parents / carers on PSHE and inform parents of the right to withdraw from sex education</p>		
<p>Some suggested pupil voice questions (not all questions have to be used and some may be more suitable for different key stages)</p> <ul style="list-style-type: none"> • How well does your PSHE programme support you? Is it relevant, what are the strengths, what could be better? • What learning has worked well for you in PSHE? • What does the word 'risk' mean to you? What have you learnt about risk in PSHE? How would you manage different risks? <i>(looking for examples of strategies they have learnt and practiced)</i> • How do you learn about exploring and expressing feelings within the PSHE curriculum? • How do you learn about mental health? • How do you learn about what to do if things are happening online that you don't feel comfortable with? What would you do if a friend told them this was happening to them? • How do you learn about online safety and how to keep yourself safe online? (this may be in PSHE and IT) • How do you learn about how to keep yourself safe? (roads, water, railways lines, substances etc) • How do you learn about healthy friendships /relationships? • What would you do if you had a fall out with a friend/ partner? • How do you learn about extremism, radicalisation, county lines? • How do you learn about bullying and what to do about it? What can you tell me about cyberbullying? • Is there any bullying in this school? • What does the word 'gay' mean to you? • Is there any homophobic / racist bullying and / or language used at school or on social media sites? What happens? • Do pupils get picked on if they don't behave like a 'typical girl' or a 'typical boy'? What have you learnt about gender stereotypes? What does the school do to challenge gender stereotypes? • How do you learn about different cultures, ways of life, different families, race, beliefs, life choices, and people with disabilities? • How do you discuss your and others people's views and values? Can you give me some examples? • Do you learn enough about the next stages of your education, careers, and future jobs? • Is there an adult in school you could talk to if you felt you needed to? • Does the school help you deal with any worries you may have? 		

- Are you signposted to support and help outside of school e.g childline, kooth
- How is your progress and achievement in PSHE measured and recorded?
- Do you have opportunities to feedback about the PSHE curriculum?

Support Services	Evidence PSHE	Action Required
<p>What support related services are currently available to pupils in your school?</p> <p>How are pupils informed and kept up-to-date about these services?</p> <p>Is signposting to services and support an embedded part of all PSHE lessons?</p> <p>As a school are you confident all pupils could seek help if and when they need it? How is this monitored?</p>		