

Guidance to support schools choose resources to support their planned Personal, Social, Health Education (PSHE) curriculum which is inclusive of the statutory relationships, sex and health education(RSHE)

Guidance from the DfE on resources to support the effective implementation of the statutory RSHE curriculum:

- Any materials a school intends to use should align with the teaching requirements set out in the statutory guidance.
- A school should assess all resources carefully to ensure they are age appropriate, meet the outcome of the relevant part of the curriculum, and are in line with the school’s legal duties in relation to impartiality.
- When deciding if a resource is suitable, a school should consider if it:
 - aligns to the teaching requirements set out in the statutory guidance
 - would support pupils in applying their knowledge in different contexts and settings
 - is age-appropriate - think about the age, developmental stage and background of your pupils
 - is evidence-based and contains robust facts and statistics
 - fits into your curriculum plan
 - is from a credible source
 - is compatible with approaches to teaching which are known to be effective

It is recommended when purchasing and using resources the following good practice principles for selecting appropriate resources are used. Bought resources could still need adapting to ensure they meet the needs of your pupils.

Overall aspects	Teaching and learning	Content	Curriculum Aspects
<p>Are the underpinning values and beliefs stated and are they consistent with those of the school?</p> <p>Is there guidance on identifying pupils’ existing levels of knowledge and understanding and how to incorporate these into planning?</p> <p>Do activities cover a range of teaching and learning styles? Is there guidance on evaluating activities?</p>	<p>Does the material outline processes for establishing a positive and supportive learning environment e.g. developing ground rules?</p> <p>Is active learning promoted?</p> <p>Are discussion and reflection encouraged?</p> <p>Do the activities cover the development of knowledge, skills and attitudes?</p>	<p>Does the content covered meet with pupils’ needs?</p> <p>Is the content factually accurate and balanced?</p> <p>Are learning outcomes clearly stated?</p> <p>Are learning outcomes sufficiently challenging?</p> <p>Is the content appropriate to the needs of pupils in terms of language, images, attitude, maturity,</p>	<p>Does it contribute to broad and balanced PSHE and Citizenship provision?</p> <p>Does the material say how it covers statutory learning outcomes and provide links to other subject areas if appropriate?</p> <p>Does the resource support continuity and progression across key stages and curriculum subjects?</p>

<p>Are the materials free from stereotypes and fully inclusive to support all aspects of the Equality Act 2010?</p> <p>Do the materials take account of religious, cultural and physical diversity and special educational needs?</p> <p>Has the material been developed in consultation with pupils and teachers and has effectiveness been evaluated?</p> <p>Does the material include guidance on the knowledge and skills needed for effective delivery and help build teacher confidence?</p>	<p>Are the materials fully inclusive and support all aspects of the Equality Act?</p> <p>Is the content differentiated and can it be adapted for use with particular groups of pupils?</p> <p>Is guidance given on assessing learning outcomes?</p>	<p>understanding and knowledge required?</p> <p>Is the content fully inclusive of the Equality Act and is non-discriminative?</p> <p>Does it include positive images of a range of people and will the imagery and language appeal to pupils?</p> <p>Do the activities encourage pupils to think about their attitudes and values and take account of a range of perspectives?</p> <p>Do the activities encourage pupils to reflect on their learning and apply it to situations in their own lives?</p>	
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