**PSHE/RSHE Review Tool**

This tool will enable your school to review your PSHE/RSHE provision in detail, which is beneficial on many levels.

You will be able to audit your provision in full, notice where the gaps are and understand how to fill them; it will help you align your provision to relevant government guidance, which is invaluable when preparing for inspections; and it will offer a template for high-quality provision, which is useful in support of any funding bids you may wish to pursue. The action plan, at the end of the review, will serve to gather your intentions in one place, and will provide a framework from which you can develop and improve.

Please complete the review tool as fully and honestly as you can. This will provide a solid baseline from which you will be able to note progress and developments as you make changes over time. If possible, work as part of a team when completing this review tool so that you share the workload and you gain insight from alternative perspectives.

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| School name |  |
| Head teacher |  |
| School type and age range |  |
| Number on roll |  |
| Any special features e.g. High FSM, SEND, LGBT+, etc. |  |
| On-site sexual health services availability e.g. Clinic in a box, C-Card Scheme, School Nurse drop-in sessions |  |
| On-site mental health support e.g. counselling |  |
| PSHE Subject Lead |  |
| Science Subject Lead |  |
| Pastoral Leads (with PSHE/Well-being remit) |  |
| PSHE Link Governor |  |
| Subject areas where RSHE is taught e.g. PSHE, Science, RE, Citizenship, tutor time, assemblies, child development |  |
| PSHE Education average hours per week for discrete, timetabled PSHE | Year 7 | Year 8 | Year 9 | Year 10 |
| Year 11 | Year 12 | Year 13 |
| PSHE/RSHE delivery model/s |  |
| National PSHE CPD Certification: accredited staff names |  |
| Clarifications… Please use this space to explain any local abbreviations or acronyms used in your review  |  |
| Any other pertinent information |  |

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| **Criteria** | **RAG rating** | **Self-evaluation** |
| **Red** | **Amber** | **Green** | **Where are we now?** | **Even better if…** |
| **LEADERSHIP AND MANAGEMENT** |  |  |  |  |  |
| An identified subject leader holds responsibility for PSHE/RSHE, with appropriate status, time and senior leadership support |  |  |  |  |  |
| A PSHE/RSHE policy statement is in place which has been updated within the past three years, addresses statutory requirements and current national guidance and reflects consultation within the school community |  |  |  |  |  |
| Provision for PSHE/RSHE is embedded in mainstream school planning, for instance through the School Development Plan and in the agenda of the governing body |  |  |  |  |  |
| The entitlement of all learners is secured through planned provision for PSHE/RSHE across the whole age range |  |  |  |  |  |
| PSHE/RSHE is taught according to a clear scheme of work which ensures age-appropriate learning and progression, and clarifies the relationship between learning in PSHE/RSHE, Science etc. |  |  |  |  |  |
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| **THE TEACHING TEAM** |  |  |  |  |  |
| The teaching team for PSHE/RSHE is composed according to a model which ensures that all teachers are willing and committed to the teaching of this subject, and have the opportunity to gain and consolidate experience over time |  |  |  |  |  |
| Teachers who deliver PSHE/RSHE have the necessary confidence, subject knowledge and classroom skills to deal with subject matter that can be sensitive and personal |  |  |  |  |  |
| Any teachers, TAs and other support staff whose role involves providing pupil care, support or guidance have the confidence, knowledge and skills to deal with sensitive matters e.g. relationships and sexual health |  |  |  |  |  |
| Professional development is available through the school’s CPD programme to all staff who contribute to the PSHE/RSHE agenda, and at least a nucleus of the teaching team has benefited from such training |  |  |  |  |  |
| The teaching of PSHE/RSHE is effectively monitored and supported, and all members of the team share in evaluation and development of the programme |  |  |  |  |  |
| Strong links are established between the teaching team and the pastoral team for identification of issues that need to be addressed in lessons. Appropriate referral pathways for students are established if necessary. |  |  |  |  |  |
| If external agencies are involved in delivering aspects of PSHE/RSHE, their contributions are planned, integrated, quality-assured and enhance the learning experience. |  |  |  |  |  |
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| **LEARNING AND TEACHING** |  |
| Consistent care is taken to create a safe and positive learning environment for PSHE/RSHE, for instance, through the establishment of ground rules or a class agreement |  |  |  |  |  |
| Teachers clearly understand their duty of confidentiality to pupils and its limits, and convey this to their classes |  |  |  |  |  |
| PSHE/RSHE lessons are taught with varied, active and experiential approaches, and include scope for pupils safely to ask questions and to learn by enquiry |  |  |  |  |  |
| Teachers employ varied and appropriate groupings for PSHE/RSHE lessons, including single sex groups where relevant |  |  |  |  |  |
| PSHE/RSHE lessons support pupils in developing their own moral values, within a framework of understanding of the law and cultural values |  |  |  |  |  |
| PSHE/RSHE lessons enable pupils to explore sensitive and controversial issues and to understand the range of views people may hold about them |  |  |  |  |  |
| Learning in PSHE/RSHE is underpinned by a structured and consistent approach to assessing and recording pupils’ progress, which includes pupils’ self-assessment and a meaningful system for reporting to parents |  |  |  |  |  |
| PSHE/RSHE teaching is supported by a range of good quality resources that are appropriate with regard to the pupils’ age, maturity and background, and reflect diversity |  |  |  |  |  |
| Strategies are in place to ensure the learning programme is responsive to the real needs of pupils, including the monitoring of local data and in-school intelligence |  |  |  |  |  |
| Strategies are in place to identify and provide for specific individual needs in learning and personal development |  |  |  |  |  |
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| **THE LEARNING COMMUNITY**  |  |  |  |  |  |
| In the school prospectus and public documents (including newsletters and the website):* Any vision statements reflect and support the school’s approach to PSHE/RSHE

A digest of key points from the school’s PSHE/RSHE policy (including rationale and approach, content and parental right of withdrawal) is included |  |  |  |  |  |
| Consistent strategies are used to give pupils a voice in the planning, evaluation and development of PSHE/RSHE provision |  |  |  |  |  |
| The principle that PSHE/RSHE is a partnership between school and home is embedded in effective measures to inform parents/carers, involve them in dialogue and consultation, and support them in discussing these issues with their children at home |  |  |  |  |  |
| The school’s mechanisms for managing PR and communication with local media serve to promote positive messages about PSHE/RSHE provision and to avoid or correct misperceptions |  |  |  |  |  |
| A working partnership with local sexual health and support services allows these services to be fully represented in the teaching programme and young people’s access to them to be facilitated |  |  |  |  |  |
| A working partnership with primary (feeder) schools serves to promote cross-phase continuity and progression in children’s experience of PSHE/RSHE |  |  |  |  |  |

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| **CONTENT** |  |  |  |  |  |
| **Does your PSHE/RSHE Scheme of Work fulfil all the statutory DfE RSHE content expectations?** |  |  |  |  |  |
| ***Relationships and Sex Education (from the DfE guidance on RSHE)*** |
| 1. **Families**
 | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| that there are different types of committed, stable relationships. |  |  |  |  |  |
| how these relationships might contribute to human happiness and their importance for bringing up children. |  |  |  |  |  |
| what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. |  |  |  |  |  |
| the characteristics and legal status of other types of long-term relationships. |  |  |  |  |  |
| why marriage is an important relationship choice for many couples and why it must be freely entered into. |  |  |  |  |  |
| the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. |  |  |  |  |  |
| how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed. |  |  |  |  |  |
| 1. **Respectful relationships, including friendships**
 | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. |  |  |  |  |  |
| practical steps they can take in a range of different contexts to improve or support respectful relationships. |  |  |  |  |  |
| how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). |  |  |  |  |  |
| that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. |  |  |  |  |  |
| about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. |  |  |  |  |  |
| that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. |  |  |  |  |  |
| what constitutes sexual harassment and sexual violence and why these are always unacceptable. |  |  |  |  |  |
| the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. |  |  |  |  |  |
| 1. **Online and media**
 | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. |  |  |  |  |  |
| about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. |  |  |  |  |  |
| not to provide material to others that they would not want shared further and not to share personal material which is sent to them. |  |  |  |  |  |
| what to do and where to get support toreport material or manage issues online. |  |  |  |  |  |
| the impact of viewing harmful content. |  |  |  |  |  |
| that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. |  |  |  |  |  |
| that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. |  |  |  |  |  |
| how information and data is generated, collected, shared and used online. |  |  |  |  |  |
| 1. **Being safe**
 | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. |  |  |  |  |  |
| how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). |  |  |  |  |  |
| 1. **Intimate and sexual relationships, including sexual health**
 | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. |  |  |  |  |  |
| the facts about the full range of contraceptive choices, efficacy and options available |  |  |  |  |  |
| that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. |  |  |  |  |  |
| the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. |  |  |  |  |  |
| that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.  |  |  |  |  |  |
| that they have a choice to delay sex or to enjoy intimacy without sex. |  |  |  |  |  |
| the facts around pregnancy including miscarriage |  |  |  |  |  |
| that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). |  |  |  |  |  |
| how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. |  |  |  |  |  |
| about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.  |  |  |  |  |  |
| how the use of alcohol and drugs can leadto risky sexual behaviour. |  |  |  |  |  |
| how to get further advice, including how andwhere to access confidential sexual and reproductive health advice and treatment. |  |  |  |  |  |
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| ***Health Education: Physical health and mental wellbeing* *(from the DfE guidance on RSHE)*** |
| 1. **Mental wellbeing**
 | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| how to talk about their emotions accurately and sensitively, using appropriate vocabulary. |  |  |  |  |  |
| that happiness is linked to being connected to others. |  |  |  |  |  |
| how to recognise the early signs of mental wellbeing concerns. |  |  |  |  |  |
| common types of mental ill health (e.g. anxiety and depression. |  |  |  |  |  |
| how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health. |  |  |  |  |  |
| the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. |  |  |  |  |  |
| 1. **Internet safety and harms**
 | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. |  |  |  |  |  |
| how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. |  |  |  |  |  |
| 1. **Physical health and fitness**
 | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. |  |  |  |  |  |
| the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. |  |  |  |  |  |
| about the science relating to blood, organ andstem cell donation. |  |  |  |  |  |
| 1. **Healthy eating**
 | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. |  |  |  |  |  |
| 1. **Drugs, alcohol and tobacco**
 | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. |  |  |  |  |  |
| the law relating to the supply and possession of illegal substances. |  |  |  |  |  |
| the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. |  |  |  |  |  |
| the physical and psychological consequences of addiction, including alcohol dependency. |  |  |  |  |  |
| awareness of the dangers of drugs which are prescribed but still present serious health risks. |  |  |  |  |  |
| the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. |  |  |  |  |  |
| 1. **Health and prevention**
 | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. |  |  |  |  |  |
| about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. |  |  |  |  |  |
| (late secondary) the benefits of regular self-examination and screening. |  |  |  |  |  |
| the facts and science relating to immunisation and vaccination. |  |  |  |  |  |
| the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. |  |  |  |  |  |
| 7. **Basic first aid** | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| basic treatment for common injuries.  |  |  |  |  |  |
| life-saving skills, including how to administer CPR. |  |  |  |  |  |
| the purpose of defibrillators and when one might be needed. |  |  |  |  |  |
| 8. **Changing adolescent body** | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| key facts about puberty, the changing adolescent body and menstrual wellbeing. |  |  |  |  |  |
| the main changes which take place in males and females, and the implications for emotional and physical health. |  |  |  |  |  |

**Additional considerations**

**Ensure your school is evidencing the significant contribution of PSHE/RSHE for:**

* **Ofsted grade descriptors**
	+ **Personal Development**
	+ **Relevant sections of Behaviour and Attitudes**
* **SMSC**
* **Safeguarding**
* **Protected Characteristics/Equality**

**Ofsted grade descriptors**

**Grade descriptors for personal development**

In order for personal development to be judged outstanding, it must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.

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| **Descriptors** | **Our comments** |
| **Outstanding (1)** * The school meets **all** the criteria for good in personal development **securely** and **consistently**.
* Personal development is **exceptional**.
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| In addition, the following apply: * The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
* There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
* The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school’s offer.
* The way the school goes about developing pupils’ character is exemplary and is worthy of being shared with others.

In order to judge whether a school is good or requires improvement, inspectors will use a ‘best fit’ approach, relying on the professional judgement of the inspection team.  |  |
| **Good (2)** * The curriculum extends beyond the academic, vocational or technical and provides for pupils’ broader development. The school’s work to enhance pupils’ spiritual, moral, social and cultural development is of a high quality.
* The curriculum and the school’s effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
* The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
* The school provides a wide range of opportunities to nurture, develop and stretch pupils’ talents and interests. Pupils appreciate these and make good use of them.
* The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
* The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
* Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
* The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
* Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks87 to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.
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**Grade descriptors for behaviour and attitudes**

In order for behaviour and attitudes to be judged outstanding, it must meet all of the good criteria securely and consistently and it must also meet the additional outstanding criteria.

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| **Descriptors** | **Our comments** |
| **Outstanding (1)** * The school meets **all** the criteria for good in behaviour and attitudes **securely** and **consistently**.
* Behaviour and attitudes are **exceptional**.
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| In addition, the following apply: * Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
* Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
* Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

In order to judge whether a school is good or requires improvement, inspectors will use a ‘best fit’ approach, relying on the professional judgement of the inspection team.  |  |
| **Good (2)** * The school has high expectations for pupils’ behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils’ positive behaviour and conduct. Low-level disruption is not tolerated and pupils’ behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.
* Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
* There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
* Pupils’ attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
* Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
* Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.
* Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.
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**SMSC**

**Personal development**

The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. This judgement evaluates the school’s intent to provide for the personal development of pupils, and the quality with which the school implements this work. It recognises that the impact of the school’s provision for personal development will often not be assessable during pupils’ time at school.

At the same time as the school is working with pupils, those pupils are also being influenced by other factors in their home environment, their community and elsewhere. Schools can teach pupils how to build their confidence and resilience, for example, but they cannot determine how well young people draw on this. Similarly, schools cannot make children active, engaged citizens, but they can help pupils understand how to engage with society and provide them with plentiful opportunities to do so. Schools are able to take effective action to prepare pupils for many aspects of life, but the impact of this work may not be seen until many years later. In this judgement, therefore, inspectors will seek to evaluate the quality and intent of what a school provides, but will not attempt to measure the impact of the school’s work on the lives of individual pupils.

This judgement focuses on the dimensions of the personal development of pupils that our education system has agreed, either by consensus or statute, are the most significant:

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| **Dimensions of personal development** | **What are we doing in school to promote these development opportunities?**  |
| developing responsible, respectful, active citizens who are able to play their part and become actively involved in public life as adults  |  |
| developing and deepening pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance  |  |
| promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique  |  |
| promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation  |  |
| developing pupils’ character, the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society  |  |
| developing pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy  |  |
| developing pupils’ understanding of how to keep physically healthy and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities  |  |
| developing an age-appropriate understanding of healthy relationships through appropriate relationship and sex education  |  |
| providing an effective careers programme in line with the government’s statutory guidance on careers advice that offers pupils:* unbiased careers advice
* experience of work, and
* contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to teach and succeed in the careers to which they aspire\*

\* See [statutory careers guidance](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf). |  |
| supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition to the next stage successfully.  |  |

**Spiritual Development**

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| **Provision for pupils to develop their…** | **What are we doing in school to promote these development opportunities?** |
| ability to be reflective about their own beliefs (religious or otherwise) and perspective on life  |  |
| interest in, and respect for, different people’s faiths, feelings and values  |  |
| sense of enjoyment and fascination in learning about themselves, others and the world around them  |  |
| use of imagination and creativity in their learning  |  |
| willingness to reflect on their experiences |  |

**Moral Development**

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| **Provision for pupils to develop their…** | **What are we doing in school to promote these development opportunities?** |
| ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and recognise legal boundaries and, in so doing, respect the civil and criminal law of England  |  |
| understanding of the consequences of their behaviour and actions  |  |
| interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.  |  |

**Social Development**

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| **Provision for pupils to develop their…** | **What are we doing in school to promote these development opportunities?** |
| use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds  |  |
| willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively  |  |
| acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.  |  |

**Cultural Development**

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| **Provision for pupils to develop their…** | **What are we doing in school to promote these development opportunities?** |
| understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others  |  |
| understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain  |  |
| ability to recognise, and value, the things shared in common across cultural, religious, ethnic and socio-economic communities  |  |
| knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain  |  |
| willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities  |  |
| interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity and things we share in common. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.  |  |

**Safeguarding**

This part of the review tool is intended to offer schools an overview of how PSHE/RSHE relate to the Ofsted guidance on safeguarding. As such, this part of the review shows how the PSHE/RSHE curriculum can support schools in their promotion of welfare and safeguarding procedures, through a robust and high-quality PSHE/RSHE curriculum.

In relation to children and young people, safeguarding and promoting their welfare is defined in ‘Working together to safeguard children’ as:

* protecting children from maltreatment
* preventing impairment of children’s health or development
* ensuring that children grow up in circumstances consistent with the provision of safe and effective care
* taking action to enable all children to have the best outcomes

The Ofsted guidance states that ‘Safeguarding action may be needed to protect children and learners from…’ a range of risk factors and negative experiences. Note in the grid below how you are ensuring, through your taught PSHE/RSHE provision, that you are protecting children from the following:

|  |  |
| --- | --- |
| **Safeguarding factors** | **How is our school teaching about and supporting children with these safeguarding factors?** |
| neglect |  |
| physical abuse |  |
| sexual abuse |  |
| emotional abuse |  |
| bullying, including online bullying and prejudice-based bullying |  |
| racist, disability and homophobic or transphobic abuse |  |
| gender-based violence/violence against women and girls |  |
| peer-on-peer abuse, such as sexual violence and harassment |  |
| radicalisation and/or extremist behaviour |  |
| child sexual exploitation and trafficking |  |
| child criminal exploitation, including county lines |  |
| serious violent crime |  |
| risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example ‘sexting’ |  |
| teenage relationship abuse |  |
| upskirting |  |
| substance misuse |  |
| issues that may be specific to a local area or population, for example gang activity and youth violence |  |
| domestic abuse |  |
| female genital mutilation |  |
| forced marriage |  |
| fabricated or induced illness |  |
| poor parenting |  |
| homelessness |  |
| so-called honour-based violence |  |
| other issues not listed here but that pose a risk to children, learners and vulnerable adults |  |

The Ofsted safeguarding guidance continues, noting that ‘Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education…’

The grid below states those broader aspects of care and education.

|  |  |
| --- | --- |
| **Broader aspects of care and education, including:** | **Where relevant, how is our school teaching about and supporting children with these broader aspects of care and education?** |
| meeting the needs of children who have special educational needs and/or |  |
| children’s and learners’ health and safety and well-being, including their mental healthdisabilities |  |
| the use of reasonable force |  |
| meeting the needs of children and learners with medical conditions |  |
| providing first aid |  |
| educational visits |  |
| intimate care and emotional well-being |  |
| online safety and associated issues |  |
| appropriate arrangements to ensure children’s and learners’ security, taking into account the local context |  |

**Protected Characteristics/Equality**

**‘Inspecting teaching of the protected characteristics in schools’ and how schools can meet their duties**

The Public Sector Equality Duty in section 149 of the Equality Act 2010 requires Ofsted to have due regard to the need to:

|  |  |
| --- | --- |
| **We need to show how we...** | **How is our school meeting its duties?** |
| Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010 |  |
| Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it |  |
| Foster good relations between persons who share a relevant protected characteristic and persons who do not share it |  |

**How is our school promoting equality and pupils’ understanding of the protected characteristics?**

|  |  |
| --- | --- |
| **Ofsted judgements** | **How is our school promoting equality and pupils’ understanding of the protected characteristics?** |
| The personal development of pupilsKey areas to ensure are covered:* *demonstrate that no form of discrimination is tolerated*
* *pupils show respect for those who share the protected characteristics*
* *a general policy of encouraging respect for all people*
* *children develop age-appropriate knowledge and understanding*
* *age-appropriate knowledge of the protected characteristics of sexual orientation and gender reassignment*
* *integrated learning (not one-off lessons)*
 |  |
| The effectiveness of leadership and management: from the start of the summer term 2021, how the school meets the requirements of the Department for Education (DfE)’s statutory guidance on relationships education, relationships and sex education and health education (‘the DfE’s statutory guidance’) will contribute to this |  |
| For non-association independent schools, whether the school meets the independent school standards (ISS); this also informs the judgement about the effectiveness of its leadership and management |  |

**Requirements in the DfE’s statutory guidance**

|  |  |
| --- | --- |
| **The DfE’s statutory guidance requires that all schools must:** | **How is our school managing this?** |
| * have an up-to-date policy, which is made available to parents and others and consult parents in developing and reviewing that policy in all cases
 |  |
| * take into account the age and religious background of all pupils and ensure that their teaching is appropriate to their age and religious background, to ensure that the topics outlined in the statutory guidance are appropriately handled
 |  |
| * comply with the relevant provisions of the Equality Act 2010, including that they:
	+ must not unlawfully discriminate against pupils by treating them less favourably because they have one or more of the protected characteristics
	+ must make reasonable adjustments to alleviate disadvantage, for example by taking positive action to deal with particular disadvantages affecting a group because of a protected characteristic. The statutory guidance gives the example of taking positive action to support girls if there is evidence that they are being disproportionately subjected to sexual harassment
 |  |
| * make relationships education and/or RSE accessible for all pupils, including those with special educational needs and disabilities
 |  |
| * ensure that teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider implications of decisions they may make
 |  |
| * ensure that the materials used to support teaching are appropriate for the age and maturity of pupils and sensitive to their needs
 |  |
| * ensure that the needs of all pupils are appropriately met, and all pupils understand the importance of equality and respect
 |  |
| * ensure that teaching is sensitive and age-appropriate in approach and content
 |  |
| * work closely with parents in all cases when planning and delivering the subjects, ensuring that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that the child be withdrawn from some or all of sex education delivered as part of statutory RSE
 |  |
| The DfE expects secondary schools, state-funded or independent, to deliver teaching on LGBT relationships and encourages primary schools to do so. |  |
| Schools are at liberty to teach the tenets of any faith on the protected characteristics. For example, they may explain that same-sex relationships and gender reassignment are not permitted by a particular religion. However, if they do so, they must also explain the legal rights LGBT people have under UK law, and that this and LGBT people must be respected. |  |

**Action Plan**

This action plan serves to gather your intentions in one place, and provide a framework from which you can develop and improve.

Ensure that your actions are SMART: Specific, Measurable, Attainable, Realistic/Relevant and Time-Bound.

|  |  |  |  |  |  |
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| **Focus** | **Review Summary** | **Actions** | **Who** | **Timescale** | **Evidence of success** |
| **Leadership and Management** |  |  |  |  |  |
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| **The Teaching Team** |  |  |  |  |  |
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| **Learning and Teaching** |  |  |  |  |  |
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| **The Learning Community** |  |  |  |  |  |
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| **Content** |  |  |  |  |  |
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| **SMSC** |  |  |  |  |  |
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| **Safeguarding** |  |  |  |  |  |
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| **Protected Characteristics/Equality Act** |  |  |  |  |  |
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