

SUBJECT REVIEW & DEVELOPMENT FRAMEWORK FOR PSHE EDUCATION

KEY STAGES 1-5



PSHE
Association

The national body for Personal,
Social, Health and Economic
(PSHE) education

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The PSHE Association is the national body for personal, social, health and economic (PSHE) education – the school curriculum subject that supports pupils to be healthy, safe and prepared for modern life. PSHE education incorporates health education, relationships education/relationships and sex education (RSE) and economic wellbeing and careers.

A charity and membership organisation, the Association works to improve PSHE education standards by supporting a national community of teachers and schools with resources, training and advice.

Find out more and become a member at www.pshe-association.org.uk

The Subject Review and Development Framework accompanies the [PSHE Education Subject Review Tool](#) and the [Subject Development Plan Template](#). Together with the descriptors for the three stages of development (from the Subject Review Tool), it contains relevant links to PSHE Association (and other) materials and resources to support you in planning and carrying out your next steps in developing PSHE education (including statutory Relationships Education/Relationships and Sex Education and Health Education) in your school.

USING THIS FRAMEWORK

Once you have completed and submitted your school's self-evaluation for the three sections of the PSHE Education Subject Review Tool ('Leadership, Management and Organisation', 'The PSHE Education Curriculum' and 'Teaching and Learning in PSHE Education'), you will receive an email suggesting some next steps and a PDF record of your self-evaluation.

You and your school community can then begin the most important step: reflecting upon areas of strength and identifying your next steps in developing your PSHE education provision.

Using your school's reports for the three sections, prioritise your areas for development, then refer to the descriptors for the three stages of development in this framework, to identify what the next stage will look like in each of your priority areas.

Use this understanding to record measurable goals in the Subject Development Plan Template, alongside the actions that will be taken to achieve these goals, by whom and by when. The links provided in each section below will help you to easily access the appropriate materials you need to support your work to develop your provision and meet your goals.

SECTION 1 Leadership, Management and Organisation of PSHE education

	STAGE 1	STAGE 2	STAGE 3	RESOURCES
How is PSHE education led?	<ul style="list-style-type: none"> The school has allocated a designated subject lead. A link governor has been identified. The subject lead is given support to lead and manage PSHE education effectively. The PSHE lead, SLT and governors are aware of current developments and statutory requirements in PSHE education. 	<ul style="list-style-type: none"> The PSHE lead, senior leadership and link governor communicate effectively to ensure matters which impact upon or relate to PSHE education are considered at a strategic level. The PSHE lead is well supported in their middle-leadership role. The PSHE lead, SLT and governors are well informed about current developments, statutory requirements and best practice in PSHE education. 	<ul style="list-style-type: none"> The leadership line manager for PSHE education is proactive and provides effective support. The link governor is a passionate advocate for PSHE education. The PSHE lead is consulted on key decisions which affect PSHE education and their expertise is valued. The PSHE Lead, SLT and governors have an excellent understanding of current developments, and are confident to deliver evidence-based and data-informed high quality PSHE education in line with best practice principles that meets and exceeds statutory requirements. 	<p>Department for Education - Statutory Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education</p> <p>PSHE Association – Explainer slides on statutory PSHE changes and the new Ofsted framework</p> <p>PSHE Association – Blog: Heads up! Getting leadership and management right for new statutory requirements</p>
Do you have a plan to develop PSHE education?	<ul style="list-style-type: none"> There are ideas about how to develop PSHE education over the next year. The next step is to create an action plan to address these. Leadership have allocated some budget, resourcing and time to PSHE education but would like to find ways of providing more. 	<ul style="list-style-type: none"> The school has written a strategic plan with some measurable goals for PSHE education. There is adequate resourcing and time allocated to PSHE education. Proposals for improvements are under active consideration. 	<ul style="list-style-type: none"> There is an ambitious plan to continuously develop PSHE education, including a curriculum development plan. The PSHE lead has the full support of senior leadership to facilitate these developments. PSHE education is included in the school development plan and self-evaluation. 	<p>PSHE Association – Quick start guide</p> <p>PSHE Association – Tools for the job</p>

<p>How do you ensure you have appropriate policies that are fit for purpose?</p>	<ul style="list-style-type: none"> • The PSHE lead is responsible for writing or updating Relationships Education/RSE and PSHE education policies and has sought some guidance. • The PSHE lead has drafted a Relationships Education/RSE policy and is seeking engagement from stakeholders. 	<ul style="list-style-type: none"> • Key staff worked collaboratively to create a Relationships Education/RSE policy in line with statutory guidance and which outlines our programme's intent. • The school's Relationships Education/RSE policy is within, or links to, an effective PSHE education policy. • The school engaged with parents when writing the policy. 	<ul style="list-style-type: none"> • The school has a clear PSHE education policy which outlines our vision, intent, teaching approach and curriculum plan. • The school engaged with parents, pupils, teaching staff and SLT/governors and were informed by statutory guidance to write the policy, and will continue to engage all stakeholders when updating policies. • The school's Relationships Education/RSE policy and PSHE education policies link to, and are supported by, wider school policies (e.g. safeguarding, child protection, drug, and anti-bullying policies). 	<p>PSHE Association – Writing your RSE policy</p> <p>PSHE Association – Creating a PSHE education policy for your school</p> <p>PSHE Association – Guides to supporting parental engagement</p> <p>PSHE Association – Ask a Subject Specialist: Episode 1</p>
<p>How do you monitor and evaluate PSHE education?</p>	<ul style="list-style-type: none"> • There is a plan to monitor and evaluate PSHE education and identify the main strengths and areas for development. 	<ul style="list-style-type: none"> • The PSHE lead regularly monitors and evaluates PSHE education using some of the following: learning walks, observations, work scrutiny, pupil voice, teacher voice, assessment of pupils' learning. • The PSHE lead uses these processes to develop a sound understanding of strengths and areas for development in PSHE education and to ensure the programme is implemented effectively. 	<ul style="list-style-type: none"> • The PSHE lead regularly monitors and evaluates PSHE education to the same high standard expected in any subject. • The PSHE lead has a clear, evidence-based understanding of the school's strengths and main priorities to develop, informed by monitoring processes, pupil and teacher voice and assessment of pupils' learning. • The PSHE lead, SLT and governors can explain steps being taken to implement subject development and improvement. • The curriculum is highly regarded by pupils, parents and staff. 	<p>PSHE Association – Guides to assessment</p> <p>PSHE Association – Monitoring & evaluating PSHE education</p> <p>PSHE Association - Curriculum audit spreadsheets</p>

<p>What is the provision for CPD?</p>	<ul style="list-style-type: none"> • There are in-school opportunities to share good practice in PSHE education with colleagues. • Key members of teaching staff have attended PSHE education specific training and disseminate this learning. 	<ul style="list-style-type: none"> • Everyone involved in teaching PSHE education has received appropriate training, including induction for new staff, to ensure learning is safe. • The PSHE lead, has had development opportunities in both PSHE education pedagogy and in leading and managing the subject. 	<ul style="list-style-type: none"> • There are lots of different opportunities to share good practice, access CPD and to support colleagues. • Additional support is in place for colleagues who continue to feel less confident in PSHE education teaching. • The PSHE lead has opportunities to attend extended CPD in PSHE education and meet with other leads to continue to develop their expertise. • PSHE education specific training is part of the whole school CPD strategic plan. 	<p>PSHE Association – CPD and training</p> <p>PSHE Association – One-to-one support</p> <p>PSHE Association – Support for trainee and newly qualified teachers</p> <p>Future Learn – PSHE education: Helping children navigate a complex world</p> <p>PSHE Association – Teacher questionnaire on PSHE education</p>
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SECTION 2 The PSHE education curriculum (including Relationships Education/RSE and Health Education)

	STAGE 1	STAGE 2	STAGE 3	RESOURCES
<p>How is the curriculum planned?</p>	<ul style="list-style-type: none"> • A delivery model has been identified that will support a developmental, spiral curriculum and there are plans to put this in place. • The school selects published resources upon which to base its schemes of work. • All statutory elements of PSHE education that apply to the school are covered (for example, Relationships Education/Relationships and Sex Education and Health Education). 	<ul style="list-style-type: none"> • A spiral approach is used to make sure the programme is developmental and has continuity and progression. • A number of published resources are drawn upon when planning schemes of work and these are adapted to meet the needs of the pupils. • Elements of PSHE education that are statutory for the school are included and there are plans to incorporate this within a broader curriculum to ensure learning is comprehensive and coherent. 	<ul style="list-style-type: none"> • The curriculum is regularly evaluated to keep it relevant for pupils. A spiral approach is used across all key stages which ensures themes are revisited in a developmentally appropriate manner. • There is an awareness of related learning between PSHE education and other curriculum areas, which supports pupils in making connections and ensures related teaching (e.g. puberty in science and PSHE education) happens concurrently. 	<p>PSHE Association – Programme of Study</p> <p>PSHE Association – Programme Builders</p> <p>PSHE Association – Framework for pupils with SEND</p>

			<ul style="list-style-type: none"> Schemes of work are planned with regard to evidence-based best practice, learning objectives and intended outcomes are identified before teachers select, or produce their own, teaching materials. Statutory content is embedded within the school's wider PSHE education curriculum. 	
How do you ensure you meet pupils' needs?	<ul style="list-style-type: none"> There are attempts to match the curriculum to pupils' needs where the school is aware of them. Published resources are used for the year group or key stage for which they were intended. 	<ul style="list-style-type: none"> Some basic data, such as pupil surveys and local health authority data, is used to tailor the curriculum to pupils' needs. Some additional support and/or differentiation is provided for pupils who require it. 	<ul style="list-style-type: none"> Local health data, national trends, pupil voice, pastoral input and assessment evidence is used to tailor the programme to meet pupils' needs. All teaching approaches and materials are trauma-informed, inclusive for all pupils, and reflect the diversity of the school, local and national community. Teaching approaches and materials are differentiated to meet the needs of all those who require additional support or challenge. 	<p>PSHE Association – Framework for pupils with SEND</p> <p>PSHE Association – SEND hub</p> <p>PSHE Association – Blog: Challenging racism through PSHE</p> <p>PSHE Association - Handling complex issues safely in the PSHE education classroom</p>
How do you engage parents and carers?	<ul style="list-style-type: none"> PSHE education curriculum information is shared on the school website, so parents and carers can find out what is being taught. In addition to plans to meet the statutory requirement to engage parents and carers on Relationships Education/RSE policy we send messages home from time to time, for example prior to teaching sex education. 	<ul style="list-style-type: none"> The PSHE education curriculum is on the school's website. Newsletters, social media and/or information meetings are used in a timely manner to share information about relevant aspects of the school's PSHE education programme. 	<ul style="list-style-type: none"> In addition to providing information about the curriculum, information meetings and/or workshops are held to share parts of the PSHE education curriculum and provide ideas to extend learning at home. Parents and carers have suitable mechanisms through which to share their views on policies and the wider PSHE education curriculum. 	<p>PSHE Association – Guides to supporting parental engagement</p> <p>PSHE Association – Ask a Subject Specialist: Episode 1</p>

		<ul style="list-style-type: none"> In addition to meeting the statutory requirement to engage with parents and carers on our Relationships Education/RSE policy, the school engages with parents about pupils' PSHE education through parents' evenings and reports. 	<ul style="list-style-type: none"> There are regular reports on pupil progress in PSHE education and parents' evenings are used to discuss pupils' learning. 	
How do you build community links?	<ul style="list-style-type: none"> External visitors are used in line with whole school policies. There are plans to invite some local professionals and other organisations in to support the PSHE education curriculum and safe practice will be discussed with them. 	<ul style="list-style-type: none"> Links are being established with local professionals and other organisations, and have clear guidelines about their role and purpose in supporting the PSHE education curriculum. External visitors' contributions are in line with policy and best practice principles to keep learning safe. Visitors' input is embedded within the taught programme and is never a 'one-off'. The impact of visitors and community links is regularly evaluated, including through pupil voice. 	<ul style="list-style-type: none"> There are well established links with professionals and other organisations who regularly collaborate with the school to plan or deliver activities to meet the learning objectives of the curriculum. Pupils highly value the contribution of carefully selected visitors to PSHE education lessons and take an active role in shaping the visits. 	<p>PSHE Association – Selecting and working with visitors and speakers: guidance for schools</p> <p>PSHE Association – Podcast: Selecting and working with visitors and speakers</p> <p>PSHE Association – Police in the classroom</p>
How do you engage with pupil voice?	<ul style="list-style-type: none"> There are some opportunities for pupils to evaluate their PSHE education lessons and one-off events. 	<ul style="list-style-type: none"> The school invites input from pupils through whole class / year group surveys on a semi-regular basis. The School Council or similar group discusses PSHE education issues when prompted to do so. The school has mechanisms for acting upon pupil voice. 	<ul style="list-style-type: none"> The school regularly invites input from pupils on the content, relevance and quality of PSHE education (e.g. whole group surveys and/or more focused groups such as school council or a dedicated group) and use this to assess impact and inform planning. Pupils feel their input is valued and that the mechanisms used to act upon pupil voice are effective. 	<p>PSHE Association – Pupil questionnaire on PSHE education</p>

<p>How does the PSHE education curriculum contribute to wider school responsibilities?</p>	<ul style="list-style-type: none"> The PSHE education curriculum addresses some key aspects of pupils' spiritual, moral, social and cultural development (SMSC), British values and careers education. The curriculum includes teaching that helps pupils to stay safe. 	<ul style="list-style-type: none"> The school recognises the links between PSHE education and whole-school responsibilities, such as SMSC, promoting British values, careers education and safeguarding. The PSHE education curriculum offers opportunities for teaching that specifically focuses on these elements, including the statutory requirement for teaching that helps pupils to stay safe. 	<ul style="list-style-type: none"> The PSHE education curriculum makes a significant and sustained contribution to SMSC development, promoting British values, careers education and safeguarding. This contribution is evaluated and evidenced as part of the school's self-evaluation process. 	<p>PSHE Association – Blog: What does the new Ofsted framework mean for PSHE education?</p> <p>Department for Education – Keeping children safe in education</p> <p>Ofsted – Inspecting safeguarding in early years, education and skills settings</p> <p>PSHE Association – Curriculum audit spreadsheets</p>
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SECTION 3 Teaching and Learning in PSHE education

	STAGE 1	STAGE 2	STAGE 3	RESOURCES
<p>How confident are teachers in delivering PSHE education lessons?</p>	<ul style="list-style-type: none"> Some PSHE education teachers lack expertise and/or confidence in PSHE education delivery (or some aspects of it) but strategies are in place to address this. The PSHE education teaching team have identified aspects of PSHE education teaching they would like more support with. 	<ul style="list-style-type: none"> The PSHE education teaching team have a sound understanding of key content areas and best practice in PSHE education, and are confident in their teaching. They have access to support and advice if they need to check content or seek help in responding to pupils' questions. 	<ul style="list-style-type: none"> The PSHE education teaching team are highly confident in PSHE education subject knowledge and pedagogy. Teachers independently seek continuing professional development in relation to PSHE education. 	<p>PSHE Association – CPD and training</p> <p>PSHE Association – One-to-one support</p> <p>PSHE Association – Support for trainee and newly qualified teachers</p> <p>Future Learn – PSHE education: Helping children navigate a complex world</p>
<p>How is lesson planning approached?</p>	<ul style="list-style-type: none"> The PSHE education teaching team deliver lessons planned or selected by the PSHE lead. Sometimes teachers may adapt activities to suit their class, though this is inconsistent. Teachers share aims for the lesson with pupils. 	<ul style="list-style-type: none"> The PSHE education teaching team adapt the lessons they are provided with and differentiate to meet their pupils' needs. Lesson plans always have clear learning objectives and outcomes. 	<ul style="list-style-type: none"> The PSHE lead ensures that any external lesson plans provided for the team to use are quality assured and that teachers adapt and differentiate them appropriately to meet our pupils' needs. 	<p>PSHE Association – Quality assured resources</p> <p>PSHE Association – Lesson planning tool and checklist</p> <p>Future Learn – PSHE education: Helping children navigate a complex world</p>

			<ul style="list-style-type: none"> • All members of our PSHE education teaching team are able to plan inclusive lessons in line with best practice. • Lesson activities are well matched to appropriate learning objectives and measurable outcomes. 	
<p>How do we ensure a safe learning environment for PSHE education lessons?</p>	<ul style="list-style-type: none"> • Teachers tell pupils what the ground rules are and insist they are followed. • Teachers are developing confidence in managing discussions about sensitive issues. • With guidance and support, teachers use approaches that distance the learning from the pupils, in order to maintain a safe learning environment. • Teachers encourage pupils to ask questions and sometimes provide a means for asking questions anonymously. • Teachers are aware of pupils with increased vulnerability and are aware that all topics need to be taught sensitively. 	<ul style="list-style-type: none"> • Pupils agree to shared ground rules and understand their value. • Teachers are confident in covering sensitive issues in lessons and actively create a safe place for discussion. • Teachers are able to select appropriately distanced materials and pose safe discussion questions. • Teachers are confident in safely responding to pupil questions, with support where necessary, and provide regular opportunities for pupils to ask questions anonymously. • Teachers protect pupils with increased vulnerability, for example by liaising with pastoral and safeguarding staff, discussing future lesson content with pupils, providing opportunities to opt-out of lessons or safely leave the lesson if appropriate. 	<ul style="list-style-type: none"> • Pupils and teachers create ground rules together that promote and maintain a safe learning environment and share responsibility for monitoring them. • Teachers are skilled in discussing sensitive issues in PSHE education and consistently create safe classroom spaces for discussion. • Teachers effectively distance learning from the pupils, whilst allowing appropriate time and space for personal reflection. • Teachers are highly skilled in handling pupil questions, always make provision for pupils to ask questions anonymously and consistently provide accurate, timely and appropriate responses. 	<p>PSHE Association - Handling complex issues safely in the PSHE education classroom</p> <p>PSHE Association – Ground rules for teaching about mental health and emotional wellbeing</p> <p>Future Learn – PSHE education: Helping children navigate a complex world</p>

		<ul style="list-style-type: none"> Teachers take a trauma-informed approach to ensure that learning is safe for all including those whose experiences and vulnerabilities are unknown. 	<ul style="list-style-type: none"> Teachers' approach to maintaining a safe learning environment at all times is supported by a whole-school commitment to identifying, protecting and supporting pupils with increased vulnerability and promoting the health and wellbeing of all. 	
<p>How do you ensure lessons are engaging and interactive?</p>	<ul style="list-style-type: none"> Lessons can sometimes rely too much on discussion alone. The range of interactive techniques used in the classroom is limited, though opportunities to vary teaching approaches are being identified. PSHE education lessons focus primarily on imparting information. Opportunities to develop skills and positive attributes are being identified. 	<ul style="list-style-type: none"> Discussion is well-facilitated, although lessons do not rely exclusively on discussion activities. A variety of teaching approaches are used to promote pupil interaction and engagement. Teachers ensure all teaching approaches and resources are inclusive and differentiated and ensure that all pupils have the opportunity to engage in the learning. Activities allow pupils to build knowledge, rehearse skills and develop positive attributes. Pupils are sometimes asked to evaluate lesson activities. 	<ul style="list-style-type: none"> Well-structured and meaningful discussion is used effectively to help pupils to progress and meet learning outcomes. The broad and creative range of inclusive and differentiated activities used in PSHE education lessons enables all pupils to engage effectively in the learning. Activities are carefully chosen to ensure a balance between building knowledge, rehearsing skills and developing positive attributes. Teachers are reflective practitioners and take pupil voice into consideration when evaluating the activities used in their lessons. 	<p>PSHE Association – Quality assured resources</p> <p>Future Learn – PSHE education: Helping children navigate a complex world</p> <p>PSHE Association – Pupil questionnaire on PSHE education</p> <p>PSHE Association – Monitoring & evaluating PSHE education</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">How is PSHE education assessed?</p>	<ul style="list-style-type: none"> • PSHE education teachers understand the importance of reflection and assessment activities in PSHE education. • Lessons usually begin with an activity to gauge pupils' starting point. • Teachers are able to comment on pupils' learning. 	<ul style="list-style-type: none"> • Teachers use assessment in most lessons, including baseline and endpoint assessments as well as regular Assessment for Learning. • Teachers are able to talk confidently about and provide some evidence of pupil learning and progress. • Pupils can talk about their learning and progress. • Teachers have the same expectations for the quality of pupils' work in PSHE education as in any other subject. 	<ul style="list-style-type: none"> • Teachers have integrated a range of effective assessment activities into all schemes and lesson plans to demonstrate progress and inform future planning. • Baseline assessment activities are used consistently to ensure teachers effectively gauge pupils' starting point before any new teaching. • Baseline assessment feedback is used to ensure teaching is pitched appropriately and to demonstrate individual and group progress. • Teachers have meaningful discussions with pupils about their progress and how to improve. • Teachers effectively report progress to parents and carers. 	<p>PSHE Association – Guides to assessment</p> <p>PSHE Association – Framework for pupils with SEND</p>
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PSHE EDUCATION Subject Development Plan

This subject development plan template is designed to accompany the PSHE education [Subject Review Tool](#). When you have completed and submitted your subject review, use the reports generated for 'Leadership, Management and Organisation', 'Teaching and Learning in PSHE education' and 'The PSHE education Curriculum', alongside the Subject Review and Development Framework, to prioritise your areas for development. These can be recorded as measurable goals in the first column below, together with the actions that will be taken to achieve these goals, helping you and your colleagues to identify your next steps. **An editable Word version is also available [here](#).**

What do we want to achieve?	How will we achieve it?	Who will be involved and when do we aim to achieve this?	How will we measure our success?
Leadership, Management and Organisation of PSHE education			
1.			
2.			
3.			
The PSHE education Curriculum (including statutory Relationships Education/RSE and Health Education)			
1.			
2.			
3.			
Teaching and Learning in PSHE education			
1.			
2.			
3.			