

Primary PSHE in a nutshell; Preparing for an Ofsted Inspection as a PSHE subject lead

In readiness for an Ofsted inspection, this document covers the following

- What to get ready prior to the visit including signposting PSHE on your school website
- Relationships Sex and Health Education
- Provision for staff training and how this is logged
- Where PSHE fits into the Personal Development Strand of an Ofsted Inspection
- SMSC – where this fits in
- Useful documents to read and reference; Character Education Framework
- The Inclusion and Equality of Opportunity
- Safeguarding and Consent
- Ofsted Questions to consider for staff and children
- Intention, Implementation and Impact
- Ten Top Tips for PSHE Subject Leads

In readiness for an Ofsted inspection, it is always helpful to audit where you are as a school and consider key themes that have been raised during recent inspections, in relation to PSHE as part of the Personal Development strand.

Prior to the visit

Ofsted will visit the school website, before visiting the school and this is where a lot of the ground work can be done. In recent inspections, during the subject interviews, inspectors have referenced what they have seen on the website. It is worth spending time, making sure that there is a PSHE tab under curriculum, which has the following;

- An up-to-date PSHE (including RSHE) policy which has been ratified
- The Jigsaw progression map which outlines what is taught and when
- The RSHE letter template that invites parents to any RSHE workshops you have run or are running
- Results from any parent/carers consultations that have taken place
- Copies of the parent leaflets that are on the Jigsaw community area e.g.
- [RSHE-A-Guide-for-Parents-and-Carers-leaflet-2020.pdf](#)
- [UK-3-11-Snapshot-Overview-Map.pdf](#)
- [Jigsaw-Information-Leaflet-for-Parents-and-Carers-2020.pdf](#)
- [UK-3-11-SMSC-and-Emotional-Literacy-Mapping-document.pdf](#)
- [Jigsaw-LGBT-Parent-Leaflet-A4.pdf](#)

Relationships, Sex and Health Education

From the academic year 2021-22, RHE became statutory for primary age children (key stage 1 and 2) and RSHE for secondary school children (key stages 3 and 4). Whilst PSHE remains non statutory, RHSE is generally taught within the wider PSHE curriculum, because of the overlap and connections.

Staff training

With RHE being made statutory in 2019, you will have both attended and led staff (including governor) training within your own school. This may have been in the form of insets, staff meetings, briefings, e-mails etc. It is worth making sure you have a log of any training you have either undertaken or led and kept a paper trail of these for evidence. A question that has been asked during recent inspections, is what training staff have had on RSHE and the Protected Characteristics.

With this in mind, consider the following;

- What training, have you as a subject leader, attended?
- Do you have a log of whole school staff training in PSHE, including RSHE and the protected characteristics?
- Have you made sure staff are confident in teaching PSHE?
- What provision is in place, for new staff who may have joined part way during the school year?
- Have you met with the school governors and are they up to date with the statutory guidance for RSHE and are they familiar with The Education Act 2010?
- What training needs do staff have, and are there dates booked in for these?

Check your PSHE (including RSHE) policy is up-to-date and on the school website. Ensure that you are clear on what your school's definition of 'sex education' is and where these lessons are explicitly taught within the curriculum. Be clear on the consultations that have taken place and, where possible, evidence this to show your school is compliant with the recent statutory guidance.

Personal Development strand in the 2019 Ofsted education inspection framework

Within the new Ofsted framework, Inspectors make graded judgements on the following areas:

1. quality of education
2. behaviour and attitudes
3. personal development
4. leadership and management

PSHE education plays a key role in providing evidence under the new framework and whilst it is an integral part of the 'Personal Development' strand, it also contributes to all other judgement areas, as well as being an essential part to safeguarding.

Ofsted states this is to acknowledge the importance of 'pupils' wider personal development and their opportunities to grow as active, healthy and engaged citizens."

In the Ofsted handbook, it states that inspectors will evaluate the quality and intent of what a school provides, rather than impact.

The framework states that inspectors will look specifically at how:

- the curriculum addresses learners' broader development, enabling them to develop and discover their interests and talents
- schools support learners in developing 'character' traits such as resilience, confidence and independence (*your school values and ethos contributes to this*)

- schools help learners to understand how to keep physically and mentally healthy (*The PSHE curriculum provision map shows where this is explicitly taught within Jigsaw*)
- learners are prepared for success in the next step of their education journey
- learners are prepared for life in modern Britain; specifically, whether they:
 1. are responsible, respectful, active citizens who contribute positively to society
 2. understand fundamental British values (*can the children articulate the British values? Are there displays within the school environment? Are you able to show British values mapped across the curriculum, including within PSHE?*)
 3. appreciate diversity and respect people different from themselves (*are you confident where this taught in Jigsaw lessons and how this is developed and progresses across the different year groups? Do the children have access to a range of books and images that are representative of society?*)

The inspection handbook goes on to say that inspectors will draw from range of evidence to make their judgement, including:

- the quality, range and take-up of extra-curricular activities (*well-designed opportunities to develop and contribute, that pupils may not otherwise participate in*)
- the impact of personal, social, health and economic (PSHE) education, and relationship and sex education on learners' personal development
- how leaders promote British values through visits, discussions, assemblies, and wider opportunities (*how do you reference British Values within your school? Are there displays and visuals to support children in recognising them?*)
- how well leaders develop pupils' character through the quality of education (*this includes school values*)
- the quality of debate and discussions that pupils have, where appropriate (*a link into the British Value of Democracy and links well with Rights Respecting Schools*)
- how well learners understand protected characteristics; how equality is promoted, and diversity is celebrated (*are you confident where this taught in Jigsaw lessons and how this is developed and progresses across the different year groups? It is worth reading the Jigsaw article entitled 'Protected Characteristics, Ofsted and Jigsaw and highlighting key points, which you can use during an Ofsted inspection*)
- the quality of careers information, education, advice and guidance (*do you have careers days in your school? Are there opportunities for the children to meet various professionals, who talk about their roles within the community? In some schools, children have the opportunity to apply for advertised staffing roles and are shortlisted for interview, then spend a day shadowing that particular member of staff and undertaking light duties*)

Spiritual, Moral, Social and Cultural Development

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. Ofsted continues to put SMSC 'at the heart' of school development. It requires schools to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.

Spiritual, Moral, Social and Cultural Development	
Spiritual Development	<p>The spiritual development of pupils is shown by their:</p> <ul style="list-style-type: none"> • ability to be reflective about their own beliefs (religious or otherwise) and perspective on life • knowledge of, 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	<p>The moral development of pupils is shown by their:</p> <ul style="list-style-type: none"> • ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, 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	<p>The social development of pupils is shown by their:</p> <ul style="list-style-type: none"> • 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 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 develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
Cultural Development	<p>The cultural development of pupils is shown by their:</p> <ul style="list-style-type: none"> • 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 we share in common across cultural, religious, ethnic and socio-economic communities.

Useful documents to read to support PSHE Subject Leadership;

- **Character Education framework (DfE 2019)**

This guidance is for school leaders and teachers considering the rationale for character education and personal development, and the practicalities of provision and delivery.

The guidance will support schools as they consider

- the 2019 Ofsted inspection framework
- the social, moral, cultural and spiritual development of pupils
- preparations for the introduction of '[Relationships education](#)' and '[Health education](#)' in primary schools, and '[Relationships, sex and health education](#)' in secondary schools

The guidance provides schools with six benchmarking questions to support reflection and the self-evaluation of current provision.

Issues to consider	Where are we now?
What kind of school are we?	
What are our expectations of behaviour towards each other?	
How do our curriculum and teaching develop resilience and confidence?	
How good is our co-curricular provision?	
How well do we promote the value of volunteering and service to others?	
How do we ensure that all our pupils benefit equally from what we offer?	

Inclusion and Equality of opportunity

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. The Public Sector Equality Duty was created by the Equality Act and is section 149, replacing previous separate duties.

Protected Characteristics

There are 9 protected duties under the Equality Act which are:

age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Schools should be able to demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics. Schools are not required to teach the protected characteristics in every year group, however, should develop age-appropriate knowledge and understanding through a well-planned and delivered curriculum. **The Jigsaw article on 'Protected Characteristics, Ofsted and Jigsaw' goes into this in further detail.**

Within schools, children are taught to treat difference with respect and that no form of discrimination is tolerated. What restorative procedures are in place, to ensure children are educated and supported in making the right choice, if and when incidents of discrimination occur?

- Inspectors will specifically look for evidence of “pupils’ understanding of the protected characteristics and how equality and diversity are promoted”.
- As part of the consultation on the new guidance, Ofsted was required to carry out an assessment of how it would contribute to its statutory duty to promote equality. In its [analysis](#), Ofsted says the new framework will “ensure that inspection is better able to play its part in advancing equality, diversity and inclusion”.

British Values

A government initiative was introduced to teach children the core values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values underpin what it is to be a citizen in a modern and diverse society and are not exclusive to being British, but instead demonstrates a sense of shared values and celebrates diversity within the UK. The British Values have been mapped and links made to the different puzzle pieces within Jigsaw.

- Inspectors are expected to ensure schools are “developing and deepening” pupils’ understanding of “fundamental British values” and “promoting an inclusive environment” in their assessment of schools’ contribution to pupils’ personal development.
- “Fundamental British values” are defined as “democracy, individual liberty, the rule of law and mutual respect and tolerance”.

How confident are you, that you, your staff and the children in your school, would;

- know what the protected characteristics are (at an age-appropriate level)
- be able to discuss these with a visitor
- be able to signpost a visitor to where the protected characteristics and/or British Values are taught within your PSHE curriculum
- be able to evidence this around the school, e.g. displays, library, signs etc.

Questions to consider asking the pupils, on the topic of inclusivity, which have been asked during recent Ofsted inspections;

- *If a boy turned up in a dress, what would you say?*
- *Are girls treated the same as boys at your school?*
- *Has anyone ever been bullied here? What do you get taught about it? Does it get sorted out if it happens or does it carry on?*

It may be worth, looking at inclusive story books that are shared with the children at story-time and having class discussions discreetly, across the school, to gauge children’s understanding through their responses and to see where further teaching needs to be planned for. On the website www.booksfortopics.com, you can search for a range of books under a particular theme or topic, including diversity and inclusivity.

Safeguarding and Consent

The new statutory RHE and Sex curriculum covers important objectives relating to consent and permission seeking, staying safe, boundaries and privacy, inappropriate contact, and respecting others.

How does your school work against harassment and abuse?

Within the PSHE curriculum, are you able to give examples of how key concepts, such as consent, and healthy relationships are taught and progress during a child's time in school?

Peer-on-peer abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship abuse

Schools should not wait until an incident of peer-on-peer abuse happens before taking action. *Do all staff, including lunchtime supervisors and admin staff, understand their role in safeguarding children, for example, not dismissing incidents as 'children being children'?*

Does your school have an environment in which staff and children show respect for one another? Do staff and children know what language and behaviour are acceptable and what to do and who to speak to if they are worried or feel unsafe.

Questions to consider asking the pupils, on the topic of safeguarding, which have been asked during recent Ofsted inspections;

- *Do you like coming to school?*
- *Do you feel safe in school? What makes you feel safe/unsafe in school?*
- *Do you know who to ask for help when needed*
- *What do you do if you feel uncomfortable?*
- *What does a healthy relationship look like? What lessons have you had (if any) about healthy relationships?*

Intention, Implementation and Impact

Intention is what is taught in schools and why it is taught. **Implementation** is how the curriculum is taught. **Impact** is when that curriculum content is learned and how it is going to make a difference. A lot of this has been covered elsewhere in this article, however, there are some things to consider within the three I's;

Intention

- How does the curriculum link to aims and values / mission statement of the school?
 - Childrens behaviour outside of school / in the school playground.
- How have you adapted your curriculum to reflect the schools context? How do you know this (where do you draw your information from)?
- What are the key areas of priority you have identified and how is this reflected in your curriculum?
 - Where are the examples of how issues arising in PSHE are supported by the schools pastoral system and/or external referrals?
- How do you collate student voice and how is this reflected in your curriculum provision?
- Are there any barriers to learning and how have you addressed these?
- How do you ensure that everyone understands / is involved in the shaping of the curriculum (linking into your parental consultation).
- (Picking a school value) how does relate to your RSHE provision?
- What progress has been made in the schools PSHE provision since the previous Ofsted Inspection?
- How do you ensure that your curriculum is inclusive?
- How does the curriculum link to the Early Years Guidance (Primary only)
- How does the curriculum support transition? (Primary and secondary)
- How does the KS3 curriculum link / build upon student's knowledge in KS2?
- How is the KS4 curriculum built upon in KS5?
- School Visitors: how are resources selected or prioritised
 - Used to enhance curriculum provision?
 - Quality assured?
 - used to support to support learning and
 - how do they impact on knowledge / follow up to these?
 - Political and personal bias?
- What do age related expectations look like / shape your curriculum?
- How have you adapted the curriculum to address issues arising through the pandemic and beyond?

Implementation

- What does a good / outstanding RSHE lesson look like?
- How are children challenged in RSHE?
- Use of an application of key vocabulary in RSHE?
- How do students build upon previous knowledge in RSHE?
- What training needs have you identified and how have you addressed these?
- Are there any barriers to implementation and how have you addressed these?
- Looking at theme X (relevant safeguarding theme) – how have you developed your curriculum to address students understanding of this issue?
- How do you ensure that student know and remember more in RSHE?
- How does the curriculum support literacy / numeracy skills / SMSC / British Values?
- How are teachers ensuring that pupils are challenged and supported?
- How do you measure attainment within this subject / evaluating and assessing progress in this curriculum?
- How do you know that the schools curriculum is meeting all of the statutory provision?
- How do you monitor where RSHE is delivered across the curriculum?
- How does RSHE/PSHE feed into the schools Personal Development programme?
- What rationale does the school have for the order in which themes / topics are taught / delivered?
- How do you ensure that staff are maintaining / delivering good quality RSHE provision?

Impact

- What is working well in your curriculum and how do you know?
- What would senior leaders / parents / students consider the greatest strength (or weakness) in the curriculum provision and how would you go about resolving this?
- How does the curriculum impact upon the school ethos / school culture / safeguarding / mental health?
- How and what do you assess?
- Are your assessment procedures fit for purpose?
- Do children have secure knowledge of how to stay safe, particularly online? (working alongside ICT subject lead)
- Do pupils have age-appropriate awareness and understanding of the protected characteristics?
- Is your assessment meaningful?
- Does it show the impact of your PSHE provision?
- PSHE is not an isolated subject, and it is important as the subject lead to know where it links to other areas of the curriculum.

Top Ten Tips For PSHE Subject Leads

(Preparing for and during an Ofsted Inspection)

1. Consider putting together a single side of A4 paper, that quickly highlights what you're doing well. Re-read key articles on the Jigsaw Community Page and highlight key points.
2. Audit the books that are in school. Are the books inclusive and are children able to see their own experiences reflected within these? Are the displays and signs within school inclusive and show that everyone is welcome? Go on a learning walk and consider the key messages within the school environment.
3. Look at your action plan and consider those actions that have already been completed and what needs to be done next. It's important to prioritise as there will always be actions and you won't be able to complete them all before an inspection. As long as inspectors can see you are on a journey and that you know what your key priorities are and why, this is acceptable.
4. Have an overview of the PSHE within school, as well as the scheme of work you use to drive it. PSHE is not an isolated subject, so make clear the links with other subjects and consider pupils' opportunities to grow and develop. How are these opportunities evidenced, e.g. within newsletters, on the school websites etc. Don't miss an opportunity, because you weren't aware it was taking place elsewhere in the school.
5. During the inspection - don't panic, you've got this. Be confident and if you are not sure of anything, then ask for time to get the information that you need.
6. Have the PSHE Progression Document to hand. There are 225 lessons within Jigsaw and you cannot be expected to know them all. If asked a specific question, for example, how a particular strand progresses from Early Years to Year 6, then refer to this detailed document, rather than guessing.
7. Remember that inspectors are not there to catch you out! Use this an opportunity to showcase PSHE's contribution to your school's outcomes.
8. Ensure that staff are aware of the protected characteristics and where these are taught within the PSHE curriculum. If there is no staff meeting planned in, then send an e-mail or handout as a refresher.
9. Check policies are up to date and that you can talk confidently about which lessons are explicitly sex education and what your school's definition is of this, outside of Relationships and Health Education.
10. Be aware of the questions that children have been asked during recent inspections. Find key texts and disseminate these across the school for sharing at story times, encouraging staff to ask questions and reinforce important messages. This will ensure these are kept at the fore and that everyone is on the 'same page'.