



Jigsaw PSHE and Discovery RE: How they contribute to 'outstanding'

DRAFT FOR CONSULTATION – January 2019



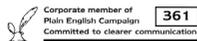
School inspection handbook

Handbook for inspecting schools in England under section 5 of the Education Act 2005

DRAFT

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This document sets out how Jigsaw, the mindful approach to PSHE, and the Discovery RE programmes can contribute significantly to an 'outstanding' judgement in relation to the draft Ofsted School Inspection Framework, January 2019.

Relevant sections from Part 2 (the evaluation schedule) of the draft handbook for schools have been annotated for quick and easy reference.

We hope this will be helpful for schools who already use Jigsaw and/or Discovery RE, and also for those schools who are considering investing in these schemes of learning.

At the end of this document you will also find an audit tool for schools who are not using Jigsaw PSHE to assist in their planning and preparation for the implementation of statutory Relationships and Sex Education and Health Education from September 2020.

Jigsaw, the mindful approach to PSHE, is a comprehensive PSHE Scheme of Learning, a lesson-a-week programme with all teaching resources, for 3-16 year olds.

www.jigsawpshe.com

Discovery RE is a whole school approach to Religious Education for the Primary School, comprising of detailed medium-term planning covering Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism, with reference to Humanism.

www.discoveryschemeofwork.com

The quality of education

154. Inspectors will take a rounded view of the quality of education that a school provides to all its pupils, including the most disadvantaged pupils⁵⁷, the most able pupils and pupils with SEND. Inspectors will consider the school's curriculum, which is the substance of what is taught with a specific plan of what pupils need to know in total, and in each subject.
155. Inspectors will consider the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (**intent**). They will also consider the way that the curriculum selected by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (**implementation**). Finally, inspectors will consider the outcomes that pupils achieve as a result of the education they have received (**impact**).

Intent

156. In evaluating the school's educational intent, inspectors will primarily consider the curriculum leadership provided by school and subject leaders.
157. The judgement focuses on factors that both research and inspection evidence indicate contribute most strongly to pupils receiving an effective education that enables them to achieve highly. These factors are that:
- The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need to take advantage of the opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage, and skills build on what has been taught before, and towards those defined end points.
 - The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.
 - The curriculum remains as broad as possible for as long as possible, and pupils are able to study a strong academic core of subjects, such as those offered by the English Baccalaureate (EBacc).
 - There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

Both Jigsaw PSHE and Discovery RE are structured to provide knowledge and skills development, with application of these to the children's lives within and beyond school. In terms of the 'intent' that Ofsted will be looking for, both schemes of learning set out a progressive and sequential programme evidenced by the developmental learning intentions written into all the materials.

In regard to 'implementation', both Discovery RE's and Jigsaw's wide range of child-centred activities ensure the learning is enjoyable for pupils and teachers alike. Each scheme also has its own assessment system, descriptors and exemplifications, so teachers can see the expected standard of learning that pupils should attain at the end of each unit of work, each year and each Key Stage. Jigsaw PSHE contains both formative and summative assessment opportunities that support teachers to assess PSHE knowledge, and how these are applied within social and emotional skills development. Discovery RE uses a similar system with assessment aimed at judging pupil knowledge, personal resonance and critical thinking skills within the RE unit being taught. The in-built' assessment processes within each scheme allow evidence of 'impact' to be easily captured and recorded.

The learning within Jigsaw PSHE and Discovery RE is challenging but child-centred. It allows students to focus on 'the opportunities, responsibilities and experiences of life'; and as such underpins a broad and balanced curriculum offer. The free update policy included within primary Jigsaw PSHE and Discovery RE ensures that the content of both schemes remains current, relevant and responsive to the needs of schools, children and young people. Equally the schemes are planned and sequenced, demonstrating a spiral learning progression with key assessment points along the way to assess impact. Assessment criteria are differentiated so that teachers can track pupil learning accordingly.

The schemes are inclusive and allow pupils of all abilities and from all backgrounds, to participate and learn.

Inspectors will expect subject leaders to have a planned and sequenced programme of learning in place with a clear understanding of impact and 'end points' (Point 164 in the draft handbook). For schools using Jigsaw and Discovery RE this has been done for you!

Cultural capital

163. As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Ofsted's understanding of this knowledge and cultural capital matches that found in the aims of the national curriculum.⁶¹ It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

165. Inspectors will bear in mind that developing and embedding an effective curriculum takes time, and that leaders may only be partway through the process of adopting or redeveloping a curriculum. Where leaders have an accurate evaluative understanding of current curriculum practice in their school and have identified appropriate next steps to improve curriculum quality and develop curriculum expertise across the school, inspectors will evaluate 'intent' favourably when reaching the holistic quality of education judgement. They will recognise that the criteria for a judgement of good are best fit.

166. Inspectors will also consider any documents that leaders normally use in their curriculum planning, but will not request materials to be produced or provided in any specific format for inspection.

Implementation

167. In evaluating the implementation of the curriculum, inspectors will primarily evaluate how the curriculum is taught at subject and classroom level.

168. Research and inspection evidence suggest that the most important factors in how the curriculum is taught and assessed are that:

- teachers have expert knowledge of the subjects that they teach and, where they do not, they are supported to address these gaps so that pupils are not disadvantaged by ineffective teaching
- teachers enable pupils to understand key concepts, presenting information clearly and promoting appropriate discussion
- teachers check pupils' understanding effectively, identifying and correcting misunderstandings
- teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently
- the subject curriculum that classes follow is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory; it is sequenced so that new knowledge and skills build on what has been taught before and towards defined end points
- teachers use assessment to check pupils' understanding in order to inform teaching
- teachers use assessment to help pupils embed and use knowledge fluently, develop their understanding, and not simply memorise disconnected facts.

Cultural capital is at the heart of EVERY Jigsaw PSHE and Discovery RE lesson helping students to understand and navigate a rapidly changing 21st Century world. Citizenship, at school, community, national and global levels are integral to both programmes.

Jigsaw PSHE's audit tool (available from the Jigsaw online Community Area) allows subject leaders and senior leadership teams to evidence the stages of embedding Jigsaw as a whole school programme. Similar tools are signposted on the Discovery RE website.

Many schools who are already using Jigsaw and/or Discovery RE that have been inspected, have simply provided their inspection team with some examples materials from the scheme(s) alongside pupil work. In addition, mapping documents available from the websites (printed put for the inspection team) evidence how these schemes contribute substantially to key aspects of any inspection, e.g.:

Safeguarding

British Values

Spiritual, moral, social and cultural (SMSC) education

Prevent

The Equality Duty

Anti-bullying

And in RE to locally agreed syllabi

Discovery RE and Jigsaw PSHE have been written by experts but with the non-specialist teacher in mind. Lessons are easy to teach, and where needed, teacher notes provide additional guidance and support. Articles and resources available from the Jigsaw and Discovery RE websites support teacher knowledge and understanding of more challenging or sensitive subjects.

Training materials are available for Subject Leaders for school-based INSET in the Discovery RE and Jigsaw PSHE online Community Areas. Training from the Jigsaw and Discovery RE Consultant Teams is also an option for schools who require some further specialist input.

Sources of evidence specific to curriculum impact

180. Inspectors will gather evidence of the impact of the quality of education offered by the school from the following sources:

- nationally generated performance information about pupil progress and attainment. This information is available in the IDSR, which is available to schools and inspectors, and will be analysed for its statistical significance in advance by Ofsted's data and insight team
- first-hand evidence of how pupils are doing, drawing together evidence from the interviews, observations, work scrutinies and documentary review described above (see 'Implementation – sources of evidence')
- nationally published information about the destinations to which its pupils progress when they leave the school⁶⁵
- in primary schools, listening to a range of pupils read
- discussions with pupils about what they have remembered about the content they have studied.

Behaviour and attitudes

185. This judgement considers how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils.

We know from the feedback we receive from schools that are using Jigsaw PSHE and /or Discovery RE that their pupils are 'literate' in social capital, and they can evidence the impact of their learning in PSHE and RE from the way they behave and learn together as well as in their Journals. Children are able to reflect on and vocalise their learning showing that it has become embedded rather than just a mere regurgitation of facts. 'Real life' success stories from schools on the Jigsaw and Discovery RE websites are a testament to the effectiveness of both programmes, as are the programmes' Twitter feeds which consistently show high quality learning taking place in schools using the resources.

Jigsaw's effectiveness has also been evaluated by Sheffield Hallam University and the full report can be viewed on the Jigsaw website. The report evidences Jigsaw's impact on behaviour and disposition to learning, and also focusses on the 'Calm Me' (mindfulness) element of the programme. This aspect of Jigsaw has been proved to be highly effective and a valued part of SMSC in 'Jigsaw schools', as well as nurturing a mindful, calm school community..

www.jigsawpshe.com/does-jigsaw-work

Relationships is a 'golden thread' within Jigsaw PSHE and Discovery RE. The starting point is nurturing a positive relationship with self to grow a sense of identity, self-esteem etc within individuals. The original music and songs enhance this in Jigsaw. Children learn about rights and responsibilities to themselves and others. They develop a high degree of empathy and social skills. In the Being Me in my World and Dreams and Goals Puzzles (units) students focus on their attitudes towards learning, motivation and resilience. The Celebrating Difference Puzzle explores differences across the spectrum of global society, prejudice and discrimination, acceptance and understanding. Anti-bullying is also a core focus in this particular unit and each lesson begins with a reminder of the agreed Jigsaw Charter (ground rules).

Discovery RE allows pupils to explore the similarities between different faiths as well as understanding and appreciating the differences. Children develop a personal resonance with the underpinning concepts studied in the context of different religions and can apply it to their lives in a way that is meaningful for them.

Lessons that contribute to safeguarding have been mapped thoroughly within Jigsaw. Pupils learn about personal safeguarding, safeguarding of others and how to access help and support. This work is also underpinned by developing positive mental health to cope with life's opportunities and challenges.

The whole-school approach advocated by Jigsaw involves the whole school community in a way that supports community cohesion.

Grade descriptors for behaviour and attitudes

198. In order for the behaviour and attitudes of a school to be judged **outstanding**, it must meet the following criteria:

Outstanding (1)

- The school meets **all** the criteria for good in behaviour and attitudes securely and consistently. In **addition**, the following applies.
- Pupils behave with consistently high levels of respect for others.
- Pupils consistently have highly positive attitudes and commitment to their education. They are persistent in the face of difficulties. When pupils struggle with this, the school takes intelligent, swift and highly effective action to support them.
- Schools in challenging circumstances consistently take intelligent, fair and highly effective action to create a positive learning environment. Pupils are safe, feel safe, behave consistently well and have consistently positive attitudes to their education.

199. In order to judge whether a school is **good, requires improvement** or is **inadequate**, 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 and applies these expectations consistently and fairly. This is reflected in pupils' behaviour and conduct. Staff make sure that pupils adopt appropriate routines.
 - Bullying, aggression, discrimination and derogatory language are rare and, when they occur, they are dealt with quickly and effectively.
 - Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements.
 - Pupils have high attendance, come on time to school and are punctual to lessons.
- Fixed-term exclusions are used appropriately.
 - Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Jigsaw's whole-school approach, once implemented and embedded, has been shown to be effective at creating and developing a positive school community ethos.

The mindfulness philosophy and practice throughout create mindful and caring individuals, respectful of each other.

As well as teaching materials, Jigsaw for 3-11 year olds also includes:

Assemblies.

Weekly celebrations focussing on positive behaviour, character attributes and values.

Opportunities to celebrate learning through the Jigsaw songs, and end of unit (Puzzle) displays and events that can involve the whole school community.

The Jigsaw Families Programme can also enhance parent/carer involvement with their children and within the school community.

The Jigsaw REST (Resilience and Engagement Scale and Toolkit) enhances resilience.

Anti-bullying work includes work on understanding prejudice and discrimination across all sectors of the Equality Duty (2010) and beyond. Every year group explores this theme (at their own level) each Autumn Term.

Students are also equipped with a range of strategies to safeguard themselves and others, and to know how and when to access support.

Critical thinking, particularly developed in Jigsaw's units (Puzzles) on Dreams and Goals, Celebrating Difference and Relationships provide pupils with the skills to assess different situations and scenarios. They can then act and behave appropriately affording respect towards others and upholding theirs and others' rights.

Pupils in Jigsaw Schools report wanting to come to school as they feel safe and valued.

Personal development

200. 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.

201. 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.

202. 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:

- 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 that offers advice, experience and contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the career to which they aspire⁶⁸
- 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.

Personal development is a new judgement in the draft School Inspection Framework. This is by no means a co-incidence, but aligns to the introduction of statutory Relationships and Sex Education and Health Education in September 2020.

Schools who are not implementing a planned, progressive and spiral programme of PSHE/Citizenship may find it more challenging to meet the Ofsted criteria for good and outstanding in personal development.

This is further expanded upon in points 202-208 below.

As mentioned previously, Jigsaw and Discovery RE have a strong focus on rights, responsibilities and citizenship.

All Jigsaw and Discovery RE lessons are mapped against British Values so schools can easily see which aspects are being taught in each lesson.

Uniqueness of individuals is celebrated particularly in Jigsaw's Celebrating Difference lessons, and lessons on Relationships and Sex education.

Positive mental health underpins all Jigsaw lessons. Mindfulness practise in the form of 'Calm Me', teach students mindfulness strategies to employ. Developing resilience is also a key component of Jigsaw PSHE materials and is a 'golden-thread' that runs through the entire programme.

Jigsaw's Resilience and Engagement Toolkit (REST) also allow schools to track and monitor the resilience skills and attributes of individuals or cohorts of pupils.

Physical health is covered in Jigsaw's Healthy Me lessons. This includes understanding the importance of physical activity, diet, personal hygiene and where to access support. Safety education is also integral to this unit.

Jigsaw fulfils all the components of the Draft DfE Guidance (July 2018) on Relationships and Sex Education and Health Education (see the Meeting Expectations documents for 3-11 and 11-16 Jigsaw Programmes on the Jigsaw homepage for a detailed commentary about this).

Careers Education is covered within Jigsaw's Being Me in my World and Dreams and Goals units. In Jigsaw 11-16 the CV development opportunities allow students to track and build their employability and 'life' skills across their secondary education.

Spiritual, moral, social and cultural development

203. Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education.⁶⁹ This is a broad concept that can be seen across the school's activities, but draws together many of the areas covered by the personal development judgement.

204. Provision for the spiritual development of pupils includes developing their:

- 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.

205. Provision for the moral development of pupils includes developing their:

- 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.

206. Provision for the social development of pupils includes developing their:

- 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.

Schools already using Discovery RE and Jigsaw PSHE are developing pupils who can express their own opinions and values about life (religious or otherwise). The personal resonance and critical thinking learning intentions within Discovery RE provide this focus in each unit of work. Jigsaw also develops these skills within its spiral learning progression.

Ethics, right and wrong are explored age-appropriately within Jigsaw from the nursery materials and developed through to age 16 with increasing complexity. In older age groups this is also allied with British values and the respect for law.

Choice and consequence are also taught in a similar fashion, and when appropriate, connected to aspects of physical and mental health within Healthy Me lessons.

Every Jigsaw PSHE and Discovery RE lesson is also mapped for SMSC allowing teachers to see which aspects they are focussing upon within each lesson. These are balanced across each year group to ensure coverage.

Social skills are predominantly taught through Jigsaw's social and emotional development spiral learning progression, at Primary through the Connect Us activities at the start of each lesson and throughout the ages 3-16 curriculum collaborative learning opportunities, and enhanced by its whole-school approach.

Parental engagement is enhanced through the Jigsaw Families Programme.

Jigsaw is also responding to a wide range of social and emotional challenges that have been brought about by the internet and social media age.

Jigsaw includes lessons that teach critical engagement with online material and safeguarding around that which is harmful.

It also teaches about the importance of social skills both on and off line and the potential influences that may lead young people to use technology irresponsibly.

Jigsaw PSHE will continue to respond in regard to these issues as technology advances and in collaboration with teachers in schools, adding new lesson plans and materials to the Programme to ensure it meets students' needs.

207. Provision for the cultural development of pupils includes developing their:

- 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.

Sources of evidence specific to personal development:

208. Inspectors will use a range of evidence to evaluate personal development, including:

- the range, quality and take-up of extra-curricular activities offered by the school
- how curriculum areas such as personal, social, health and economic education, and relationship and sex education contribute to pupils' personal development
- how well leaders promote British values through assemblies, wider opportunities, visits, discussions and literature
- how well leaders develop pupils' character through the quality of education that they provide
- where appropriate, the quality of debate and discussions that pupils have
- pupils' understanding of the protected characteristics and how equality is promoted, and diversity and how the things we have in common are celebrated.
- the quality of careers information, education, advice and guidance, and how well it benefits pupils in choosing and deciding on their next steps.

209. In order for personal development to be judged **outstanding**, it must meet the following criteria:

Outstanding (1)

- The school meets **all** the criteria for good in personal development securely and consistently. In **addition**, the following applies.
- The school consistently goes 'the extra mile' to promote the personal development of pupils, so that they have access to a rich set of experiences.
- 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 school ensures that participation in extra-curricular activities is consistently very high, including among those from disadvantaged backgrounds, so that all can benefit from these opportunities and experiences.
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

Jigsaw PSHE 3-16 and Discovery RE 3-11 both have inclusivity high on their agendas. Both programmes respect individuals and nurture respect and acceptance for each other.

Jigsaw PSHE is the PSHE Programme of choice for schools in 30+ countries enabling Jigsaw to slowly offer twinning opportunities, UK Jigsaw schools partnering with Jigsaw schools abroad, students skyping to discuss their Jigsaw lessons and the issues they each face.

Apart from extra-curricular activities, Jigsaw PSHE and Discovery RE can evidence each of these aspects of the inspection fully.

It is worth noting here, and hence referring to comments made earlier in this document, that in order to achieve outstanding, schools must provide PSHE in a coherent and planned manner. Teaching should be secure and consistent. Secondary schools that currently adopt a 'drop-down' day model may need to look at their provision as this is unlikely to fit the bill.

In addition, some PSHE resources on the market that allow a 'pick and mix' approach, or a yearly visit to teach PSHE will not provide the coherence, and planned sequential teaching that Ofsted requires, and that is advocated in the draft Relationships and Sex education and Health education guidance as best practice.

Jigsaw PSHE and Discovery RE fully meet Ofsted and DfE guidance requirements and makes life 'easy' for subject leads and Senior Leadership Teams knowing that they have a robust and fully mapped programme that meets pupil needs. They can also be assured that Jigsaw and Discovery RE will continue to adapt to changing needs of pupils and schools, and in response to any further guidance issued e.g. the expected DfE guidance on e-safety.

210. In order to judge whether a school is **good**, **requires improvement** or is **inadequate**, 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, including their spiritual, moral, social and cultural development.
 - The curriculum and the school's wider work support pupils to develop character.
 - The curriculum and the school's wider work support pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle, helping them to know how to keep physically and mentally healthy.
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- The school prepares pupils for life in modern Britain by developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty and respect.
 - By promoting equality of opportunity and diversity, the school ensures that pupils understand, appreciate and respect difference in the world and its people, celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.
 - The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens, who contribute positively to society.
 - Secondary schools prepare pupils for future success in education, employment or training by providing: unbiased information to all about potential next steps and high-quality careers guidance and opportunities for encounters with the world of work.

As above!

Are you ready for Statutory Relationships and Sex Education and Health Education/ the 2019 Ofsted Inspection Framework?

Key Aspect	Use these questions to assess how ready your school is for statutory status, and the new Ofsted framework in relation to the Personal Development and Behaviour and Attitude judgements.	This box can be use for subject leads and Senior Leadership Teams to write suggested actions, if any are required.
<p>The school should have a planned and progressive spiral PSHE curriculum with clear ‘end points’ and an understanding of the expectations for pupil learning at different points seeded throughout.</p>	<p>Does the school currently use ‘bits and pieces’, visitors and outside agencies to cover PSHE?</p> <p>Is PSHE only taught through assemblies and collective worship?</p> <p>Do some or all of the resources need updating?</p> <p>Does the scheme and the teaching and learning activities need reorganising and pulling together into a spiral scheme of work with EVIDENT progression?</p> <p>Do we still use the SEAL resources from 2005 (these are extremely out of date)?</p> <p>Do we have clear ‘end points’ in the scheme where we understand as a school the learning expectations in regard to pupil knowledge and skills development in PSHE?</p> <p>Does our current provision allow pupils to revisit and build upon prior learning in the same way other curriculum subjects do?</p> <p>Do we track pupil progress in PSHE? Should we?</p>	
<p>Is teaching and learning consistent across the school?</p>	<p>Is there a weekly timetabled slot for PSHE?</p> <p>Does it need more curriculum time allocated?</p> <p>Do all teachers that are supposed to deliver PSHE do it? How do you know?</p> <p>As a subject leader what monitoring arrangements are in place for PSHE?</p>	

<p>Curriculum content</p>	<p>Does or PSHE programme address issues of equality sufficiently and cover (age-appropriately) all the protected characteristics in the Equality Duty?</p> <p>Do we teach about prejudice and discrimination?</p> <p>How do we build pupil resilience in a planned and sequential way? How do we know this is making a difference?</p> <p>Does the scheme support pupils to develop positive mental health? Are pupils aware of the importance of mental health and where to access support if problems arise?</p> <p>Where do we allow for students to develop critical thinking skills and discuss their own and others' perspectives on 21st century issues and the challenges and opportunities of life?</p> <p>Is our work on anti-bullying confined to anti-bullying week or is it more progressive and spiral than that?</p> <p>Are 'British values' taught in a progressive and planned way?</p> <p>Do lessons on e-safety and the online world reflect current issues with technology and critical thinking skills around the safe and responsible use of technology relevant to young people's current usage?</p> <p>Where are a range of social and emotional skills taught? Is this progressive and spiral?</p> <p>Does our Relationships and Sex Education meet the revised expectations as set out in the draft DfE guidance (July 2018)?</p> <p>Do our Health Education lessons address all that they need to when the subject becomes statutory in September 2020? (see draft DfE guidance)</p>	
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<p>Whole-school approach</p>	<p>Does what we teach in PSHE get reinforced in other aspects of school life and vice versa? E.g. assemblies, through relevant policies, extra-curricular opportunities, wider SMSC etc.</p> <p>Would a visitor be able to 'evidence' the school vision by what they observe happening in PSHE lessons across the school?</p> <p>Is PSHE a part of the school development plan? Should it be?</p>	
<p>Staff CPD</p>	<p>Are the staff all confident teaching PSHE? How do you know?</p> <p>Are there any specific aspects that concern them?</p> <p>As a subject lead, do you know what training and CPD the staff have had within PSHE in the last 3 years?</p> <p>Can staff explain how their PSHE teaching meets key Ofsted agendas such as safeguarding, British Values and Prevent?</p> <p>Are staff aware of the draft DfE guidance and what they will be expected to teach from September 2020?</p>	

Subject Leader	<p>Are you confident in your post as PSHE subject lead?</p> <p>Do you need more training or support?</p> <p>Do you get sufficient time to develop and monitor the subject?</p> <p>Have you sufficient budget to replace or add to existing resources so that the school is compliant with the expectations set out in the draft DfE guidance?</p> <p>Could you confidently evidence to an Ofsted inspector how PSHE in your school contributes significantly to the Personal Development and Behaviour and Attitudes judgements?</p> <p>How about how PSHE in your school builds social capital?</p>	
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