



Holte School

Personal, Social and Health Education Policy

Lead member of staff:	Jennie Davis (Deputy to Assistant Headteacher, Pastoral)
Legislation Status: (Statutory/Non-Statutory)	Non-statutory
Local Authority Model Policy or School Written Policy:	School Written Policy
Required on school website:	Yes
Revision Date:	September 2020
Date Ratified By Full Governing Body:	
Signed By Chair Of Governors: Ms C Hardy	

1. Aims and objectives

1.1 Personal, Social and Health Education (PSHE) will enable students to feel positive about who they are and to enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils will learn to recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

Students will learn to recognise, develop and communicate their qualities, skills and attitudes. They build knowledge, confidence and self-esteem and make the most of their abilities. Students will learn to identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people.

1.2 Our aim therefore for PSHE is to provide pupils with:

- accurate and relevant knowledge and opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- opportunities to develop socially, morally, spiritually and culturally
- opportunities for character development
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

1.3 At Holte School we are committed to creating a safe and inspiring place for all children to learn and develop, where children's rights are respected, their talents are nurtured and they are able to thrive as individuals and as a community. The UN Convention on the Rights of the Child (CRC) is at the heart of our ethos and our curriculum. The four guiding principles of the UN Convention on the Rights of the child state that:

1. All children are entitled to the same rights without discrimination of any kind.
2. All actions concerning children will take into account the best interests of the individual child or group of children as the primary consideration.
3. All children have the right to survival and development.
4. Children have the right to express their views in all matters affecting them.

Holte School is committed to the guiding principles of the Convention and is actively committed to promoting all articles of the convention in all areas of the school and its work. The following articles are protected and promoted through this policy – articles 2, 3, 6, 12, 13, 14, 15, 17, 24, 28, 29.

2. Content and delivery

2.1 PSHE is a non-statutory subject. However, there are aspects of it we are required to teach. We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. We must also teach health education under the same statutory guidance.

For further information:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The delivery of PSHE is monitored and reviewed by the Deputy to the Assistant Headteacher, Pastoral, Jennie Davis, in conjunction with Year Managers and the Assistant Headteacher, Teaching and Learning.

2.2 PSHE education is where pupils are able to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Through PSHE education we aim to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of learning grouped into three core themes:

- health and wellbeing
- relationships
- living in the wider world (including economic wellbeing and aspects of careers education).

Our PSHE curriculum is closely linked with the recommendations of the Department of Education and the PSHE Association. PSHE provides an opportunity for the school to establish an effective safeguarding curriculum, for pupils' social, moral, spiritual and cultural development, their character development, metacognition and the promotion of fundamental British values.

2.3 We are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance. For further information please refer to the school's Relationship and Sex Education policy. For other aspects of PSHE, including health education, see the attached curriculum map for more details about what is taught at each stage of the curriculum.

2.4 In PSHE at Holte School we will:

- Create a comfortable class room climate where students are confident and discuss their hopes, fears and sensitive issues
- Include opportunities for pupils to develop skills of critical thinking.
- Provide enrichment opportunities that support and develop our students emotional and physical well being
- Work with external providers to provide the best possible experience and expertise for our students
- Remain flexible with our curriculum and respond to issues as and when they arise.

2.5 Mode of delivery - PSHE is taught in a variety of ways. Some topics are taught in dedicated PSHE times during our SMSC program of study (see appendix). Other topics are delivered through three discreet 'PSHE days' during the year. We develop PSHE through activities and whole-school events e.g. the school council representatives from each year meet regularly to discuss school matters, charity events are run each year and we encourage the pupils to take part in our whole school sports day.

PSHE is not just restricted to specific timetabled time. At Holte PSHE is delivered within a whole school approach. Many of the objectives are covered through other areas of the school's curriculum; attitudes and expectations of behaviour promoted by adults in the school using our core values.

2.6 Teaching PSHE through curriculum areas – all curriculum areas are required to outline how their subject contributes to the delivery of PSHE. An audit map is updated annually providing evidence of how PSHE is delivered across the curriculum. Examples of how different areas of the curriculum deliver PSHE include, but are not restricted to.

- English - skills in enquiry and communication, use of source, discussion and presentation of arguments, texts with personal, health and relationships issues.
- Mathematics - aspects of financial capability.
- Science - teaching and learning on health, drugs (including medicines), sex education, and safety.
- Design & Technology - health and safety issues, food and nutrition, the consideration of social and moral dilemmas associated with the global environmental impact of products during design and make activities.
- ICT - finding ICT-based information, handling data, e-mail for communication and exchange ideas.
- History - ideas, beliefs, attitudes and experiences of people from the past, issues of cultural diversity.
- Geography - implications of sustainable development for pupils' own lives; skills of geographical enquiry including communication, learning how people interact with the world.
- Modern Foreign Languages - communication in the target language and learning about culture, customs and beliefs.
- Art and Design - learning to respect differences between people through investigating work of artists, craftspeople and designers from Western Europe and the wider world.
- Music - making the most of abilities and working with others when playing or singing, issues of cultural diversity, their value and their expression.
- Physical Education - teaching and learning about health and safety, development of co-operation and commitment.
- Citizenship - issues of politics and social policy; British values, democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- Religious Education - religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.
- Business studies and economics - developing pupils' understanding of the world of work and their role as consumers, aspects of financial capability.

2.7 Teaching PSHE through discrete PSHE days - There are three PSHE days a year for pupils in Key Stage 3 - 5 held once every term. There are six sessions lasting fifty minutes each, with a plenary undertaken during the following form time to consolidate and review the learning. The days are delivered via Year Teams and organised by Year Managers. They are delivered in this way to maximise the relationship between Form Tutor and pupil.

2.8 Teaching PSHE through the SMSC Program of Study - Additionally, PSHE work is carried out during Form Time by Form Tutors. This is overseen and organised by the Year Manager. There is a SMSC program of study which runs alongside the PSHE program of study. The Year Manager arranges resources for the Form Tutors to teach once a week. They also deliver an assembly on a similar PSHE topic to consolidate and further stretch learning. This SMSC program of study was developed under guidance from the PSHE Association and covers the 3 main themes of both PSHE and Citizenship (found in the appendix).

2.9 Special Educational Needs (SEN) – Our PSHE is fully inclusive and is provision reviewed in conjunction with the school's SENCo annually. Our teachers provide learning opportunities matched to the individual needs of children, including those who are gifted and talented or have learning difficulties. When teaching PSHE we take into account the needs of all students, including support strategies identified through behaviour and learning support plans. Teaching Assistants provide support to individual pupils and groups of pupils during PSHE days and for normal timetabled lessons. There may be circumstances where it is deemed necessary to create a nurture group led by the SENCo, or external agencies, to ensure that pupils with SEN can fully access the PSHE curriculum.

2.10 Reporting on, and recording pupil progress - Assessment of the pupil's contribution and development takes place through pupil self-assessment, peer assessment and teacher assessment, as well as an end of year formative assessment. Pupil progress is reflected upon in end of year reports via Personal Learning Checklists and discussed with pupils during plenary sessions and academic mentoring.

Factual knowledge and understanding (effects of drugs; why hygiene is important; where support and help can be found etc.) are assessed using written and verbal tests as well as extended prose. However, our teachers recognise the need to exercise caution in judging the individual performance of pupils, in terms of attitudes, values and behaviours apparent, as their own will undoubtedly have an influence on this process. For personal and social skills, the school will ensure that these are assessed in real or simulated activities, often using group or paired work.

Evidence of personal and social learning and development can come from peer and self-assessment, teacher observations, verbal feedback, written records within exercise books, and feedback from external agencies. Pupils make personalised notes on PSHE days in their folders and exercise books, as well as evaluate at the end of each day. These individual folders containing the exercise books are kept in form rooms. PSHE exams that all pupils sit, are stored in the pupil's folders and their results are kept centrally.

2.11 Resources for PSHE - Staff use the objectives from the PSHE and SMSC schemes of work to plan PSHE lessons. Teaching resources are available in subject departments as well as via the PSHE

coordinator. Holte School is working with local partners, agencies, theatre in education, LA advisers and consultants to ensure appropriate provision. There are opportunities to use community based agencies in school in order to accelerate the development of programmes and policies. Careful consideration is given to issues of content, co-ordination and consistency.

At Holte, all community based agencies who visit to provide curriculum support should be issued with 'guidance for visitors'. Prior to agencies attending the school, relevant staff ensure that:

- A PSHE Day Event Organisation form is completed (see appendix).
- Photo ID obtained.
- A letter of assurance (if working alone with pupils, or once a week or at least 3 times in every 30 days).
- Appropriate checks have taken place of the material to be delivered by a DSL.
- Resources have been checked for suitability.
- Appropriate planning sheets/lesson plans have been produced and shown to SLT.
- Their input is integrated within a planned programme.
- School/class background information has been issued.
- Confirmation of dates and times have been confirmed in writing.
- An evaluation process has been agreed.

3. Monitoring and evaluation

3.1 Quality assurance is carried out on all PSHE days and during form time. All external visitors have their material vetted and then quality assurance is undertaken of their sessions. All student do evaluations of each PSHE days, then results of these are analysed by Year managers. Records of the sessions are then shared with the pastoral team and discussions held in Year Manager and Pastoral meetings, where actions are developed. There are scheduled meetings before PSHE Days to discuss and plan the sessions. Year Managers, PSHE coordinator and Assistant Headteacher Pastoral meet once a month in a meeting where PSHE is always discussed.

3.2 PSHE will be developed in line with the School Improvement Plan and in line with government recommendations. At the end of each academic year there will be a review of the Curriculum delivered over the year so that any necessary changes can be accommodated in the next academic year. Parents and carers are an important part of the school improvement process and are invited to consult on provision for PSHE, including relationships and sex education. As part of our program of study we also deliver a series of parent sessions throughout the year. We aim to deliver one of these parent information workshops once every half term. As well as these parent workshops we also send letters home after each PSHE Day explaining what the pupils have learnt about during the PSHE Day and offering helpful websites to find further information.

3.3 The governing board will approve the PSHE policy, and hold the Headteacher to account for its implementation.

Social Moral Spiritual Cultural Curriculum

Including PSHE, Citizenship & beliefs and values



	PSHE Relationships	Citizenship Rights	SMSC Beliefs & Values	PSHE Living in the World	Citizenship Identities & diversity	PSHE Health & wellbeing	Citizenship Democracy & Justice
Year 7	Transition and Safety	Rights, responsibilities & activism	Values & character	Careers, finance & the economy	Diversity, Prejudice & Bullying	Health & Puberty	Politics & the Law
Year 8	Healthy & unhealthy relationships	Community & Careers	PiXL Edge	Finance & the economy	Justice	Safety & wellbeing	Democracy
Year 9	Relationships & Sex	Rights in Action	Philosophy	Digital literacy	Celebrating Identity	Healthy Lifestyles	The Law
Year 10	Healthy Relationships	Making a difference	Religious Ethics	Life skills & employability	Living together in the UK	Exploring Influence	Power & Influence
Year 11	Wellbeing	Global Citizens	Beliefs, practices & sources of wisdom & authority	Aspirations & destinations	Life in the Modern World		
Year 12	Relationships & risk	Checks and balances	Religion, beliefs practices & teachings	Mental Health & emotional wellbeing	Identity & the Media	Aspirations & destinations	Politics & the Law
Year 13	Transition & safety	Community	Philosophy of religion	Independence	Healthy lifestyles		

Year 7						
PSHE Relationships	Citizenship Rights	SMSC Beliefs & Values	PSHE Living in the World	Citizenship Identities & diversity	PSHE Health & wellbeing	Citizenship Democracy & Justice
Transition and safety 1. Mental Health & emotional wellbeing 2. Metacognition: an introduction to the brain. 3. Personal safety strategies and travel safety, e.g. road, rail and water 4. First Aid & responding to an emergency. 5. Healthy relationships 6. Unhealthy relationships & bullying	Rights & responsibilities 1. What are rights? 2. The UN Convention on the Rights of the Child. 3. Rights and responsibilities: freedom of speech 4. Protecting rights: Young people who changed the world 5. Protecting rights: Unicef 6. Protecting rights: guns, gangs, knives and youth violence.	Values and character 1. What are values? (incl. the school's core values) 2. How British are British values? 3. What is spirituality? 4. Philosophy for children: debating controversial issues 5. Virtue knowledge, reasoning and practice 6. Being me: character, virtues and values.	Careers, finance & the economy 1. Employability, enterprise and leadership. 2. What are careers? 3. Equality of opportunity: know your rights. 4. Moon-shot thinking: career aspirations. 5. Saving, borrowing, budgeting and making financial choices 6. The economy	Diversity, prejudice and bullying 1. Prejudice, stereotypes and discrimination 2. Bullying: including online and offline. 3. Identity, diversity and values. 4. Migration: asylum, refuge and economic migration. 5. Gender deconstructed 6. Race and racism	Health and Puberty 1. Online safety: conduct, content, contact, commercialism 2. Managing conflict in relationships: iPeace 3. Healthy lifestyle choices: diet, dental health, physical activity and sleep. 4. Managing influence: alcohol, drugs and tobacco. 5. Puberty, including the menstrual cycle 6. Relationships and sex education: an introduction	Power & Influence 1. Democracy at work in the UK. 2. Local government 3. The law: civil, criminal and the role of Parliament. 4. Reducing crime in our society. 5. Activism: charitable work in Birmingham. 6. The media and democracy

Year 8						
PSHE Relationships	Citizenship Rights	SMSC Beliefs & Values	PSHE Living in the World	Citizenship Identities & diversity	PSHE Health & wellbeing	Citizenship Democracy & Justice
Healthy & Unhealthy relationships 1. Relationships, marriage and divorce. 2. Bereavement and loss. 3. Grooming 4. What is parenting? 5. Child Sexual Exploitation (NHS visitors). 6. Teenage relationship abuse	Community & Careers 1. Careers advice and guidance: training & apprenticeships. 2. Careers advice and guidance: CASCAiD 3. Metacognition: growth mindset. 4. Pathways: preparing for GCSE 5. Employability skills and your future. 6. Volunteering	PiXL edge 1. Leadership 2. Organisation 3. Resilience 4. Initiative 5. Communication 6. Apprentice, graduate, master	Finance & the economy 1. Economics: ethical and social dilemmas. 2 Active citizens: social enterprise. 3. Economics: paying for local services. 4. Financial capability: savings (money charity). 5. Consumer and employee rights. 6. Online safety: the dangers of gaming and streaming.	Justice 1. The media: to inform or influence? 2. Discrimination and prejudice: Identity, homophobia and transphobia 3. Discrimination and prejudice: Windrush 4. A history of extremism and radicalisation. 5. Discrimination and prejudice: gender inequality. 6. Non-governmental organisations	Safety & wellbeing 1. Online safety: cyberbullying. 2. Health: sugar and energy drinks. 3. Mental health & wellbeing: Anxiety and stress 4. Managing risk: Alcohol 5. Managing risk: drugs & tobacco. 6. Health and hygiene	Democracy 1. Elections and voting systems. 2. How are laws made in the United Kingdom? 3. The Criminal Justice System. 4. The consequences of youth violence. 5. The United Kingdom and Europe. Beyond Brexit. 6. The role of the Member of Parliament

Year 9						
PSHE Relationships	Citizenship Rights	SMSC Beliefs & Values	PSHE Living in the World	Citizenship Identities & diversity	PSHE Health & wellbeing	Citizenship Democracy & Justice
Relationships & Sex	Rights in Action	Philosophy	Digital literacy	Living in the UK	Healthy Lifestyles	The Law
1. Sexually Transmitted Infections (STIs)	1. Financial capability: rights and responsibilities.	1. Was God the first cause of everything?	1. Online safety: exploitation and sexting	1. Celebrating our identity: Black Lives Matter	1. Improving communication: oracy	1. Crime and Punishment: do prisons work?
2. Contraception	2. The economy, taxation, government spending.	2. Can you believe in God and evolution?	2. Online safety: harmful content and illegal material.	2. Celebrating our identity: role models	2. Mental health: eating disorders & self-harm.	2. Civil law: solving disputes.
3. Healthy and unhealthy relationships (incl. sexual orientation, faith views, forced & arranged marriage)	3. Active citizenship: eradicating global poverty.	3. Why did Marx compare religion to a drug?	3. Careers of the future: the changing employment map	3. Celebrating our identity: community cohesion.	3. Conflict resolution – managing emotions	3. Extremism and radicalisation: the far-right and the far-left.
4. Sex the law and consent.	4. The UK's role in the rest of the world: the UN, WTO and the Commonwealth.	4. Are atheists right about faith?	4. Online safety: Managing online information	4. Celebrating our identity: religion in the 21 st century.	4. Safety and First Aid	4. Criminal and civil courts
5. Female Genital Mutilation (FGM)	5. Rights & responsibilities in challenging global situations: climate change.	5. God and the problem of suffering.	5. Metacognition: how do we learn?	5. Celebrating our identity: our values British?	5. Health and unhealthy lifestyles.	5. The law in practice
6. No Outsiders: the LGBTQ+ community	6. Rights & responsibilities at work	6. How ethical is artificial intelligence?	6. Preparing for jobs: Personal branding	6. Discrimination and the law.	6. Mental health: Depression and suicide.	6. Knife Crime

Year 10						
PSHE Relationships	Citizenship Rights	SMSC Beliefs & Values	PSHE Living in the World	Citizenship Identities & diversity	PSHE Health & wellbeing	Citizenship Democracy & Justice
Healthy Relationships 1. Violence & relationships: rape, blood, organ and stem cell donation 2. Sex and the media: pornography. 3. Online safety: digital romance & exploitation. 4. What is family? (including civil and same sex relationships, young carers) 5. Honour based violence. 6. Pregnancy, fertility and miscarriage.	Making a difference 1. Ethical dilemmas: blood, organ and stem cell donation 2. Playing your part in a democracy 3. International crisis: Myanmar & Rohingya Muslims 4. Protecting the rights of the Child: Unicef 5. National crisis: eradicating youth violence. 6. Local government: improving our local area.	Religious Ethics 1. The family: religious perspectives. 2. Sex and relationships and religion. 3. Religion, equality and the role of women. 4. Religion, science and the origin of the universe. 5. Religion and ethics: abortion. 6. Religion and ethics: euthanasia.	Life skills & employability 1. Metacognition: interview techniques 2. CVs and personal statements 3. What are employability skills? 4. Careers advice and guidance: Further Education 5. Online safety: digital identity, copyright and ownership 6. Interviews	Living together in the UK 1. Celebrating diversity: respect and communities. 2. Colonialism and conquest: a history of Empire. 3. Prejudice, stereotypes and discrimination 4. Migration: advantages and disadvantages. 5. The Equality Act 6. Activism, advocacy, protesting and participation	Exploring Influence 1. How are we influenced? 2. Online safety: digital romance and exploitation 3. Alcohol, drugs and tobacco education 4. Attachment, trauma and our wellbeing 5. Signposts to support: managing our mental health. 6. Gambling and gaming.	Power & Influence 1. Apart or together: the future of devolved government 2. The Media, misinformation and fake news. 3. Pressure groups and trade unions. 4. Extremism, radicalisation: managing risks online. 5. Should the media be free? 6. The law: a citizen's rights & responsibilities.

Year 11						
PSHE Relationships	Citizenship Rights	SMSC Beliefs & Values	PSHE Living in the World	Citizenship Identities & diversity	PSHE Health & wellbeing	Citizenship Democracy & Justice
Wellbeing 1. Sexual health: contraception and fertility 2. Risky behaviour: consent, STIs, alcohol and drugs 3. Exploring sexuality and gender 4. Online safety: sexting and exposed. 5. Sex and relationships: support and self-screening (e.g. STIs, cancers) 6. Abusive relationships.	Global Citizens 1. The development and future of human rights. 2. The media: legal, decent, honest and truthful? 3. Extremism and radicalisation: lessons from 9/11. 4. Black Lives Matter and the issue of civil rights 5. Supporting society: volunteering 6. Human rights: Amnesty International	Beliefs, practices & sources of wisdom & authority 1. The nature of God 2. Religious beliefs: Islam and Christianity. 3. Religion and the problem of evil and suffering. 4. The importance of places of worship. 5. Spirituality and religion 6. Inspiration, leadership and religious role models	Aspirations & destinations 1. Metacognition: the six most effective learning strategies. 2. Preparing for GCSEs: maximising your performance. 3. Careers advice and guidance: apprenticeships, training, employment & further education. 4. Independence: managing your money. 5. Consumer and employee rights and responsibilities. 6. Positive mental health and wellbeing.	Life in the Modern World 1. Extreme narratives: stories of desistance. 2. Youth violence: stories of desistance. 3. Celebrating our community: role models. 4. Discrimination and prejudice: islamophobia and anti-Semitism. 5. Globalisation: the global economy and recession. 6. International justice: humanitarian crises.		

Year 12						
PSHE Relationships	Citizenship Rights	SMSC Beliefs & Values	PSHE Health & wellbeing	Citizenship Identities & diversity	PSHE Living in the World	Citizenship Democracy & Justice
1. Sex and relationships 2. Mental health and emotional wellbeing 3. Online safety: conduct content, commercialism, contact 4. Sexual Health	1. What are universal human rights and how do we protect them? 2. How do citizens bring about change in the legal system? 3. How can citizens bring about political change? 4. Rights in action: Black Lives Matter	1. The principles and values that underpinning British society. 2. Religious pluralism and theology in the 21 st Century. 3. Religion and ethics: medicine and science. 4. Religion and ethics: conscience.	1. Mental health: managing stress and anxiety. 2. Mental health: dealing with depression. 3. Healthy lifestyles: diet, sleep and exercise. 4. Healthy lifestyles: alcohol, drugs and tobacco.	1. What do we mean by identity? 2. The role of the media and the free press? 3. How can citizens make their voice heard and make a difference in society? 4. Discrimination and prejudice: hate crime.	1. Careers advice and guidance: apprenticeships. 2. Careers advice and guidance: taking a gap year. 3. Careers advice and guidance: university. 4. Careers advice and guidance: employment.	1. Political Ideas 2. Government and politics of the UK. 3. The nature of law and the English legal system. 4. Criminal law

Year 13						
PSHE Relationships	Citizenship Rights	SMSC Beliefs & Values	PSHE Living in the World	PSHE Health & wellbeing	Citizenship Identities & diversity	Citizenship Democracy & Justice
1. Forming and maintaining respectful relationships. 2. Contraception and sexual health 3. Abusive relationships, incl. FGM and forced marriage. 4. Parenthood	1. Employment rights and responsibilities. 2. Rights and responsibilities: the Equality Act 3. Youth violence – an issue of rights and responsibility? 4. Bullying, abuse and discrimination	1. The nature or attributes of God. 2. What is philosophy? 3. Religious experiences 4. Soul, mind and body	1. Financial choices 2. Work and career 3. Choices and pathways 4. Media literacy and digital resilience	1. Mental health and emotional wellbeing 2. Managing risk and personal safety 3. Online safety: online relationships. 4. Healthy lifestyles		

Appendix Two – PSHE Organisation form

PSHE Day Event Organisation Form		
Event coordinator(s)		
Date of event	Event start/finish	Venue
Overview of event (include a brief description)	Objectives/expected outcomes of event	
Method of evaluation		
Students involved in event (number of students involved, reason for selection, special needs of students if any. Include list of students if specific group and a copy of the consent letter if required)	Staff involved in event (all staff must be aware of their role in the event).	
External agency (provide details of external agency involved and how they will be supervised during the event. DBS and photo ID must be provided to MB or visitor must be supervised at all times.		
	DBS/photo ID requested	Yes No
	External agency approved by DSL	Yes No
	Content vetted	Yes No
Funding for event (include order form for use for on-site events if required)		
Total cost of event		
Funding source		
Cost to student		
Activity approved by:		
Your signature Date:	
Approved by ANO/LJF Date:	
Approved by HT Date:	

Appendix Three – Quality Assurance Form

Evidence form – PSHE				
Staff	Observer	Date	Period	Form group
Focus	Additional comments or notes		External visitor – Yes / No Details if yes:	
Area	Tick	Comments		
Positive relationships evident between teachers & pupils				
Equipment and organisation meets school's expectations				
School expectations regarding behaviour are reinforced				
There is an 'exceptionally positive climate for learning'				
PSHEe is taught according to the programme of study				
Opportunities for the development of literacy/numeracy				
Opportunities for pupils' SMSC development				
<hr/> Evaluation				
Strengths				
Development Points				