

PSHE education

From September 2020, relationships and health education will become statutory in primary and special schools and relationships and sex education and health education will become statutory in high and special schools. Here is the [statutory guidance](#).

The health improvement team have developed numerous resources to support schools prepare for these [statutory changes](#).

The [national curriculum](#) (GOV.UK) states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.

PSHE education contributes to schools' statutory duties outlined in the [Education Act 2002](#) (legislation.gov.uk) and the [Academies Act 2010](#) (legislation.gov.uk) to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.

Download an [outline of the tasks and responsibilities PSHE leads in Ealing have](#) (pdf).

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PHSE policy

A [sample PSHE policy for primary schools](#) which can be adapted as needed to suit the needs of your school.

Curriculum

[#knifefree](#): These free-to-download lessons – one for key stage 3 and one for key stage 4 – will inform young people of the consequences of carrying a knife and inspire them to pursue positive alternatives, using real life stories of young people's experiences as a basis. Accompanying teacher guidance will help you plan the lessons into your PSHE curriculum safely and effectively. Included PowerPoint slides for each key stage will help you to deliver engaging and effective lessons.

[Ealing PSHE scheme of work for primary schools](#)

This scheme of work is fully planned and resourced for nursery to year six.

[PSHE audit tool](#) (pdf)

The health improvement team have developed a PSHE audit tool to support PSHE leads in evaluating their current PSHE practice.

[PSHE observation template](#) (pdf)

An observation template has also been developed to support PSHE leads in effectively observing PSHE lessons.

[Rise Above](#) (Public Health website) Public Health have developed Rise Above for Schools: a set of lesson plans including Rise Above resources to support teachers of 11-16 year olds in delivering PSHE classes.

These flexible lesson plans have been designed to help teachers engage young people on a variety of key health issues, including: smoking, body image in the digital world, online stress and fear of missing out (FOMO) and exam stress.

[First aid learning for young people](#) (Red Cross website) The Red Cross have developed a range of resources to support schools in teaching first aid skills to their pupils.

Assessment

General PSHE assessment tools

- [KS1 assessment sheet](#) (word) provides a simple baseline and unit of unit assessment template that can be adapted to any unit to show progression
- [KS1 assessment](#) (word) - a traffic light system that can be used to assess understanding in a variety of topics
- [KS2/3 assessment sheet](#) (word) provides a simple baseline and unit of unit assessment template that can be adapted to any unit to show progression
- [Assessing for learning](#) (word) has a wide range of activities and ideas of assessing PHSE education.

[Diamond 9 assessment activity KS2/KS3](#) (word) can be used at the beginning of a unit to assess the children's understanding and then at the end of the unit to determine their change in understanding. Teachers can change the statements to suit their own topic/learning objectives.

This activity covers the following topics:

- Risky behaviour – pupils to work individually or in groups to decide which statements they view as high or low risk, placing those with a high level of risk towards the top of the diamond and those with less risk towards the bottom. Complete at beginning and end of unit
- A friend is – as above, pupils to place statements that are important qualities in a friend towards the top of the diamond and those that are less important at the bottom of the diamond. Complete at beginning and end of unit
- The best way to keep safe – as above, pupils to place the statements that they consider the most effective way to keep safe towards the top of the diamond and those that are less effective towards the bottom. Complete at beginning and end of unit
- Bullying - as above, pupils to place the statements that they consider to be more serious forms of bullying towards the top of the diamond and those that they consider to be less serious forms of bullying towards the bottom of the diamond. Complete at beginning and end of unit.

Stereotypes

Stereotypes continuum KS2/KS3 (word)

Activity that is useful for the beginning and end of a stereotype topic as you will be able to show how the children thoughts and opinions have changed over the course of a topic. Pupils to stand along an imaginary line across the classroom, with strongly agree at one end and totally disagree at the other. Teacher is to call out a statement, pupils to position themselves along the line depending on how they feel. Teacher is to ask pupils to explain why they have positioned themselves on that part of the line.

Economic education

- Saving money assessment KS2/KS3 (word) Activity that should be used at the beginning and the end of a unit of work on looking after and saving money to determine whether a pupil understands the different methods of saving money and their associated risks. Pupils should try to think of two advantages and disadvantages of each method of saving. An extension would be to ask the pupil to select the method of saving they would choose themselves and state the reasons why.
- econoME (Bank of England website) EconoME provides a range of engaging classroom resources that will provide young people with a greater economic awareness and analytical skills to make informed decisions that will benefit themselves and the world around them. The programme uses real-world examples and best-practice strategies from experts here at the Bank of England. Through three engaging lessons using interactive activities, videos and case studies, students will understand how their decisions are affected by, and influence the economy. They will also explore the steps required to make an informed choice: from gathering and analysing trustworthy information; to identifying different options and weighing up pros and cons; to arriving at a decision.

Staff

- PSHE teacher questionnaire (pdf) - a useful tool to use with pupils to assess teachers' understanding and opinions of PSHE and a baseline tool if you are reviewing your PSHE provision

Pupil surveys

- Me and My learning survey: The 'Me and My Learning Survey' is a pupil voice survey which can be used to identify vulnerable children or vulnerable groups of children in your school.

This pupil survey is aimed at Key Stage One and Key Stage Two pupils and can be used to identify pupil's opinions about life in the classroom, life in school and life at home. The results of this survey can provide impact evidence for Ofsted when completed over a period of time. It can prove that a school identified a key area of need among their pupils (e.g. not being able to cool down) planned an action and then measured impact. For the 'Me and My Learning' pack please contact meadec@ealing.gov.uk

- PSHE pupil questionnaire (word) - a useful tool to use with pupils to assess their understanding and opinions of PSHE and a baseline tool if you are reviewing your PSHE provision.

Contacts

If you require any advice or support with PSHE education in schools, contact Faye Jones.

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Was this page useful?

- Yes
- Neutral
- No

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