

Bristol Healthy Schools



EXTERNAL VISITORS PSHE/RSE





Personal, Social, Health and Economic (PSHE) Education /Relationships, Sex and Health Education (RSHE) External Resources and Agency Input

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Introduction

This External Visitor Checklist is designed to be in line with the 2025/26 RSHE statutory guidance. It will support schools/settings to quality assure both PSHE/RSE resources and the agency input which is contributing to the PSHE/RSE and wider Personal Development curriculum. It will also support the wider links to Safeguarding, Attitudes and Behaviour management, and Mental Health and Wellbeing strategy in schools.

The resources used to deliver PSHE/RSHE and agencies contributing to the delivery of this area of the curriculum can: -

- Give pupils access to outside experiences and specific expertise.
- The opportunity to see the range of professionals they may meet outside school/settings including agencies which may go onto provide 1-2-1 support.
- Support as part of teacher and subject development.
- Provide a memorable experience for students themselves, supporting them to make informed decisions within a culture of supporting children and young people to remain happy, healthy and safe.

Schools/settings can use support from various agencies and may also consider the use of external curriculum packages and lesson plans, developed by organisations to support specialist curriculum development.

The involvement of agencies to deliver PSHE/RSE is most beneficial where:

- The input complements, rather than replaces, the work of the teacher.
- The input adds value to the session that the teacher/school could not provide.
- The school and the agency are clear about their roles, school policies and the

broader programme of which they are a part.

- The teacher is clear about which PSHE/RSE learning outcomes are being met through the involvement of the agency in the school.
- External curriculum / lesson plans may provide a structure and/or guidance in areas of health that the staff may have limited knowledge of. These topics need to be handled sensitively and with accurate information.
- External providers can also provide further support to address Public Health priorities in school including those set out within the Joint Strategic Needs Assessment (JSNA).
- The use of external providers in school can also compliment wider efforts to address contextual safeguarding, including where to access external support.

These checklists have been written to encourage the effective quality assurance of the agency and the resources which may be used to deliver the PSHE/RSE curriculum and to support the subject lead in clear planning around the use of External Visitors and external curriculum resources.

The Department for Education (DfE) Guidance

The DfE has confirmed that for quality assuring resources and agency input, schools/settings should refer to the [DfE statutory guidance](#):

- For Developing a curriculum, choosing resources and working with external agencies see [points 49-54](#).
- For Openness with parents about RSHE materials see points see [points 55-60](#).
- A summary of the DfE statutory guidance can be found here - [RSHE guidance 2025: What you need to know](#)

Schools/settings are always advised to check any resource against the most up-to-date statutory DfE guidance via the gov.uk website and not via any link in an email or letter the school/setting may have received.

Checklist for **Schools**: Using External Visitors in PSHE Education

Purpose of this checklist:

This checklist is designed to help schools make informed decisions about whether and how to involve external visitors in PSHE education. It supports safe, high-quality, and age-appropriate delivery that aligns with the school's curriculum, values, and safeguarding responsibilities.

How to use it:

Use this checklist when planning any session that involves a visitor or external provider. It will help you assess the purpose, content, safeguarding considerations, and overall suitability of the input. The class teacher should remain actively involved in planning, delivery, and follow-up to ensure the session is part of a carefully sequenced and spiral PSHE programme.

Is there a clear and specific reason for involving the external visitor, linked to PSHE learning outcomes?	
Is the session/programme part of the school's planned PSHE curriculum and not a one-off event?	
Is the visitor's input embedded in the school's long-term PSHE programme and curriculum mapping?	
Has the session/programme been planned jointly by the school and the visitor, with agreed aims and objectives?	
Have all materials and content been reviewed and approved by the school in advance?	
Will a member of school staff be present and actively involved throughout the session/programme?	
Is there a clear plan for follow-up work to reinforce and build on the learning from the session/programme?	
Does the visitor's input align with the school's PSHE policy, values, and whole-school approach?	
Has the visitor's background, experience, and suitability been checked, including safeguarding requirements?	
Are safeguarding procedures being followed, including ensuring the visitor is never left unsupervised?	
Does the session avoid using shock tactics, fear, or guilt to try to change behaviour, and instead create a safe and supportive learning environment?	
Is the content age-appropriate, inclusive, and respectful of the pupils' diverse backgrounds and needs?	
Have any potential risks (e.g. stigma, misinformation, emotional impact) been identified and addressed?	
Does the visitor have the skills and experience to talk about sensitive topics without introducing risky behaviours that pupils may not know about, or making those behaviours seem more normal than they actually are?	
Has the visitor been clearly briefed on the school's expectations, classroom standards, and context?	
Is there a plan to evaluate the session/programme's effectiveness in supporting intended learning outcomes?	
Does the session support a whole-school approach, and support with embedding this topic across leadership, curriculum, staff wellbeing, and pupil voice?	
Will staff and pupil feedback be collected and used to inform future use of external visitors?	

Checklist for **External Visitors**: Supporting PSHE in Schools

Purpose of this checklist:

This checklist is intended to support visitors and external providers delivering sessions in schools as part of PSHE education. It highlights the key expectations for safe, respectful, and curriculum-aligned delivery that supports pupil wellbeing and learning.

How to use it:

Use this checklist to reflect on the content and approach of your session before working with a school. It is important that your input fits within the school's PSHE plans, avoids unintentional fear/harm, and respects safeguarding and inclusion. You should work in partnership with the school, with the teacher present **and engaged throughout**.

Is there a clear purpose for your session/programme, and does it support the school's planned PSHE curriculum?	
Have you discussed your session/programme aims with the school and agreed how it fits into their curriculum?	
Is your session/programme designed to build on what pupils are already learning, not as a standalone or one-off?	
Have you shared all content and materials (e.g. slides, handouts, videos) with the school in advance for review?	
Are you clear on the intended learning outcomes and how your input contributes to them?	
Are you aware of and aligned with the school's PSHE policy, values, and inclusive approach?	
Have you adapted your content to be age-appropriate, inclusive, and respectful of pupils' backgrounds and experiences?	
Is the session designed to avoid using shock, fear, or guilt, and does it focus on creating a safe, respectful, and supportive space for pupils?	
Are you confident you can talk about sensitive topics without introducing risky behaviours pupils may not know about, or making them seem normal, exciting, or acceptable?	
Are you prepared to work with the teacher, with them present and involved during the session/programme?	
Are you clear that, even if you're leading part of the session, the teacher remains responsible for learning, behaviour, and safeguarding?	
Have you provided information about your background, experience, and safeguarding checks (e.g. DBS status) if requested?	
Are you clear on safeguarding procedures and understand that you must never be left alone with pupils?	
Have you discussed how the school will follow up your session/programme and how your input will be reinforced?	
Have you checked that all messages are supported by reliable data and evidence (e.g. NHS, UKHSA, NICE guidelines, peer-reviewed research)?	
Are you open to feedback from staff and pupils, and willing to adapt your approach if needed?	
Have you taken steps to avoid presenting a one-sided viewpoint or promoting personal beliefs?	
Have you considered any potential risks (e.g. emotional sensitivity, controversial topics) and how to manage them?	
Does the session support a whole-school approach, and support with embedding this topic across leadership, curriculum, staff wellbeing, and pupil voice?	

Checklist for **Commissioners** of External PSHE Visitors or Providers

Purpose of this checklist

This checklist is designed for local authorities, charities, and organisations commissioning external PSHE provision in schools. It sets out the key criteria to ensure that programmes are safe, age-appropriate, and aligned with school policies and the PSHE curriculum.

How to use it

Use this checklist during planning, procurement, and quality assurance. It helps ensure commissioned providers are suitable, well-prepared, and able to deliver content that is balanced, evidence-informed, and is not unintentionally harmful or introduce risky behaviors. Commissioners have a responsibility to support schools in making informed decisions and upholding safeguarding standards.

Is the external session/programme clearly linked to the school's planned PSHE curriculum and learning outcomes?	
Has the commissioner ensured the session/programme fits within the schools' overall PSHE programme and is not a one-off event?	
Has the external provider collaborated with schools to agree session/programme aims and content in advance?	
Are all session/programme materials, resources, and delivery methods reviewed and approved before delivery?	
Are arrangements in place for a member of school staff to be present and involved during session/programme?	
Is there a clear plan for follow-up activities within schools to reinforce learning?	
Does the provider's content and approach align with schools' policies, values, and inclusive ethos?	
Has the commissioner verified the provider's background, qualifications, and safeguarding checks (e.g. DBS)?	
Are safeguarding procedures established to ensure providers are never left alone with pupils?	
Are sessions designed to be age-appropriate and inclusive of pupils' diverse needs and backgrounds?	
Has the programme been checked to make sure it avoids shock tactics, fear-based messaging, or guilt, and supports a safe and positive learning experience for pupils?	
Has the provider shown they have the right skills to talk about sensitive topics without introducing risky behaviours or presenting them in a way that seems normal, attractive, or more widespread than they actually are?	
Have potential risks (e.g. emotional impact, misinformation) been assessed and mitigation plans made?	
Have you ensured that all messages in the commissioned session are backed by reliable data and evidence (e.g. NHS, UKHSA, NICE guidelines, peer-reviewed research)?	
Has the provider been briefed on schools' expectations, including tone, language, and conduct?	
Is there a process to evaluate whether session/programme meet intended learning outcomes across schools?	
Will feedback from schools, staff, and pupils be collected and used to improve future provision?	
Is the commissioning process transparent, documented, and includes accountability measures for quality assurance?	
Does the commissioned programme meet the same standards expected by schools using the PSHE visitor checklist?	
Has the commissioner ensured that schools are given enough information to make an informed decision about delivery?	
Is the provider able to work in partnership with teachers, with a clear understanding of respective roles?	
Does the session support a whole-school approach, and help schools embed this topic across leadership, curriculum, staff wellbeing, and pupil voice?	