



## 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?	