



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?	