



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?	