

This is a copy of the criteria for the Healthy Schools' PSHE Award

Please use this as a guide only as we will only accept online submissions via our [website](#).





PSHE Specialist Award

PSHE Specialist Award

Welcome to the Bristol Healthy Schools' PSHE Specialist Award

What is the PSHE Specialist Award?

The PSHE Specialist Award outlines best practice in the delivery of Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE).

Our aim with this award is to help schools:

enhance their current PSHE/ RSE provision provide leadership for the subject and support staff development and training meet the needs of their pupils

Is this the right award for us?

Typically schools decide a topic of focus based on health need. The School Health Data packs provided by Bristol City Council/ Healthy Schools provide a good insight and schools may also have their own data and insight.

How long does it take?

Each Specialist award takes up to a year but it may take only a few months if you already have good practice in place.

How does the online system work?

Throughout your journey you can log in and out as many times as you like, updating your evidence as you go. Your email address becomes your login. Please keep saving your changes as you go.

Most of the criteria require a Yes/No response, others ask for more detail via a text box. We never ask you to upload documents or provide additional evidence. Only this form is needed.

IMPORTANT: Do not click the back button at the top left of your browser as you complete the form. To go back to the previous section, click 'previous page' at the bottom of the survey.

Do I get guidance?

Yes, there is guidance throughout. This will either help you make sense of what we are asking for, or signpost you to helpful documents. For example, we might ask you to write a policy about something. In that case, we have provided you with an example policy and that should save you time.

If you would like a word version of all the criteria and guidance for reference, please visit our [website](#).

At any point, you can email us for help or further guidance on healthy.schools@bristol.gov.uk.

How do I know if I've passed?

To pass this award, you need to be able to answer 'yes' or 'correct' to every question (other than the text box questions) as they are all essential. If you answer 'no' or 'incorrect' to any question, you will have the opportunity, at the end of the application form, to tell us why and what you are doing to work towards this criteria.

We will consider your response but it may be that you need some extra time to put the required practice in place and should re-submit once you have done so. We will support you to achieve this.

We aim to advise you, via email, of the outcome of your application within 3 weeks of submitting. The outcome will either be 'Pass' or 'Further work and/or clarification needed'. If the latter, we will provide you with feedback and guidance about what you need to do to pass.

If you do not pass the first time, you can re-submit your application as many times as you need, although we hope that the guidance is clear enough that this won't be necessary.

Good luck!

Planning and leadership for Personal, Social and Health Education (PSHE)

1. We have a PSHE Co-ordinator who is responsible for co-ordinating PSHE and RSE (Relationships and Sex Education)

Yes

No

2. Name and email address of PSHE Co-ordinator

Name

Email address

3. PSHE is included in our School's Self Evaluation Framework

Yes

No

4. We have an overview of Spiritual, Moral, Social and Cultural (SMSC) provision mapped across the school which demonstrates the contribution of PSHE and RSE

Yes

No

5. All staff teaching PSHE and RSE meet at least twice a year to plan and make improvements

Yes

No

Delivering PSHE

6. Are you using the Jigsaw PSHE programme as a 'whole school initiative' (i.e. delivered in every year group, on a weekly or equivalent basis, throughout the school year, using complementary assemblies and Jigsaw assessment) *

- Yes
 No

If you have selected yes, you will skip straight to question 11

5. Delivering PSHE: For schools NOT using Jigsaw as a whole-school initiative

7. Delivering PSHE: For schools NOT using Jigsaw as a whole-school initiative

- Yes
 No

8. Please complete the timetable below, demonstrating that PSHE lessons are delivered weekly or equivalent to each year group

Year group	Duration and frequency of PSHE lessons
<i>e.g. year 7</i>	<i>e.g. x1 1hr lesson once a week</i>

9. We have mapped our PSHE provision against the appropriate learning outcomes of the PSHE Curriculum Framework, and can confirm that it delivers these outcomes

- Yes
 No

The PSHE Association published the [PSHE Curriculum Framework](#) in September 2014 (updated 2017). The Framework outlines three main areas of study: Health and Wellbeing; Relationships; and Living in the Wider World. In each of these areas there are clear learning outcomes to be delivered in PSHE lessons at each key stage.

10. We use up to date teaching resources for PSHE from reputable sources, such as those accredited by the PSHE Association

- Yes
- No

Delivering PSHE: For ALL schools

11. We ensure that lessons complement, and do not duplicate, content covered in National Curriculum subjects such as citizenship, science, computing and PE

- Yes
- No

12. We involve pupils in planning our PSHE programme, and lessons are informed by their interests, feedback and any new and emerging issues that are relevant to them and the wider school community

- Yes
- No

13. Please tell us briefly about some of the new and emerging issues you have chosen to focus on in PSHE in addition to the topics covered in the curriculum. You should include how these issues arose, how you responded through PSHE and any feedback from pupils or parents/carers

14. We ensure that breastfeeding is covered as part of PSHE/RSE and other relevant curriculum in our school. In particular, we aim to normalise images of breastfeeding

- Yes
- No

Breastfeeding is an important public health issue locally. Research suggests that pupils may be more receptive to breastfeeding education if it is delivered by health professionals or breastfeeding mothers. School Nurses could help with this, and/or you may want to invite parents/carers who are breastfeeding into the classroom as part of these lessons. You could combine this with learning about babies. Having books and pictures in the classroom with images of babies being breastfed can also help to normalise breastfeeding.

15. If external visitors are used (which is encouraged as it can add value, variety and interest to lessons), the Healthy Schools guidance on external visitors is followed

- Yes
- No

16. We follow the PSHE Association's 10 principles of effective PSHE education, including, 'providing a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives'

- Yes
- No

17. We check in with pupils after lessons and provide follow up advice and guidance, where needed, including signposting to additional sources of support

- Yes
- No

Useful teaching resources and guidance for PSHE delivery:

- [PSHE Association teaching resources and curriculum advice](#)
- [PSHE Association's 10 principles of effective PSHE education](#)
- [Jigsaw](#)

- [Healthy Schools' PSHE topic page](#)

Important note: 'Period dignity' placeholder - 'Period dignity' has become an important public health priority locally. We want all Bristol schools to become 'Period Friendly' schools, ensuring that all pupils, staff and visitors who menstruate do not suffer any negative impacts at school as a result of menstruation. We are producing guidance to support schools in becoming Period Friendly and will incorporate criteria into the Healthy Schools PSHE Award to reflect this. We expect the guidance and additional criteria to be in place by Summer Term 2020.

Monitoring, assessing and improving PSHE

18. We monitor and assess the delivery of PSHE in our school and have an action plan in place to make improvements, which we review and report on regularly

- Yes
 No

Monitoring and assessing PSHE could involve lesson observations, learning walks, book reviews and pupil, staff and parent/carers feedback.

19. We monitor and assess pupil progress in PSHE, measuring this against the learning outcomes of the PSHE Curriculum Framework

- Yes
 No

Relationships and Sex Education (RSE)

20. Please choose your school phase as the next section has different questions depends on whether the school is a primary school or secondary school *

- Primary (including Infant and/or Junior school)
 Secondary school

Both

Relationships and Sex Education (RSE) Primary Schools

Guidance for Primary Schools:

From September 2020, Relationships Education and Health Education will become statutory in all primary schools (more information [here](#)). Sex Education will not become statutory in primary schools. However, we recommend that it is taught and this is recognised as best practice nationally. If a primary school teaches Sex Education, it is required to have a policy which defines Sex Education; sets out the content and benefits of the subject and how it will be evaluated; explains a parent's right to withdraw their child and is up to date and made freely available to parents and other stakeholders.

The Sexual Health Company, FPA, have produced a [simple guide to statutory RSE in England](#).

The PSHE Association have also produced a 10 step guide ('[Roadmap to Statutory RSE](#)') to support all schools in preparing to provide high quality RSE as an identifiable part of PSHE, with useful downloadable resources.

24. We ensure that our RSE delivery is not hetero-normative or hetero-sexist and is inclusive for LGBTQ+

Yes

No

25. Please provide some specific examples to illustrate what you do to ensure that your RSE delivery is not hetero-normative or hetero-sexist

Further information and advice can be found here: [Stonewall: Best Practice Toolkits and Resources](#) and in the new [Government guidance for RSE](#).

[Unity Sexual Health Services](#) can offer local sexual health training.

Relationships and Sex Education (RSE) Secondary Schools

Guidance for Secondary Schools:

From September 2020, Relationships and Sex Education (RSE) and Health Education will become statutory in all secondary schools in England.

The Sexual Health Company, FPA, have produced a [simple guide to statutory RSE in England](#).

The PSHE Association have also produced a 10 step guide ('[Roadmap to Statutory RSE](#)') to support schools in preparing to provide high quality RSE as an identifiable part of PSHE, with useful downloadable resources.

21. Every pupil, in every year group, is provided with a minimum of 6 RSE lessons per year

- Yes
 No

These lessons should cover the requirements of the [Government guidance for RSE](#) and respond to any emerging issues within the school. Local support services must also be signposted to including [Unity Sexual Health Services](#).

Unity Sexual Health Services can offer [local sexual health training](#).

22. We ensure that our RSE delivery is not hetero-normative or hetero-sexist and is inclusive for LGBTQ+

- Yes
 No

23. Please provide some specific examples to illustrate what you do to ensure that your RSE delivery is not hetero-normative or hetero-sexist

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Relationships and Sex Education (RSE) for Through schools

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- Yes
- No

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Further information and advice can be found here: [Stonewall: Best Practice Toolkits and Resources](#) and in the new [Government guidance for RSE](#).

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Staff training and skills

26. We have an understanding of the mental health and wellbeing needs of the school population and staff are able to identify and respond to pupils at risk of poor mental health

- Yes
 No

27. In consultation with staff, we identify staff development needs in relation to PSHE and RSE and arrange for these needs to be met

- Yes
 No

Staff development needs could be met through local or national training, whole school in-service training, consultation visits, coaching, mentoring, shadowing, e-learning and keeping up to date with PSHE and RSE policy, approaches and topics.

Training should cover topics such as drugs and alcohol and sex and relationships, as well as PSHE and RSE policies, skills and approaches, such as how to teach PSHE and RSE effectively, how to involve pupils and parents, how to respond to issues and concerns etc. Staff should also keep up to date with new and emerging issues that may need to be covered in lessons, for example, the rise in vaping in young people or period poverty.

[Unity Sexual Health Services](#) can offer local sexual health training.

Engaging with parents/carers

28. We provide parents/ carers with annual reports on pupil progress in PSHE in line with the whole school assessment and reporting policy

- Yes
 No

29. We keep parents/ carers updated on the PSHE education their child is receiving and we provide them with relevant advice, guidance and information about support related to the topics covered

- Yes
 No

30. We give parents/ carers the opportunity to share any concerns they may have about topics covered in PSHE, engaging meaningfully to discuss these concerns, offering further information and support, where appropriate, and being respectful of different backgrounds and beliefs

- Yes
 No

- [Jigsaw](#) has some great resources for engaging parents/carers, including template letters.
- [Family Lives](#) is a useful website for parents/carers.
- Schools Nurses can also signpost schools to good resources for parents/carers.

What are you most proud of?

31. Please tell us about something that you are particularly proud of in relation to your school's approach to mental health and wellbeing

Feedback

32. If you answered 'no' or 'incorrect' to any of the questions, please tell us why you are not able to comply with this criteria at present, what the barriers are, what steps you are taking to work towards being able to comply and when you expect this to be possible (if at all). We will consider your response when we review your application. Please state clearly which criteria/ question(s) your answer refers to, including the section heading and question number.

33 To help us improve, please give us some feedback on this award, e.g. What was your experience of completing it? Was it clear what was required? What did you think of the criteria? Does anything need to change?

Well done!