# PSHElogo_smallPSHE education lesson observation feedback prompts (cross-phase)

This document is intended to be used alongside the school or training provider’s generic lesson observation template, to support those observing PSHE education lessons. It provides prompts on key aspects of subject-specific good practice in PSHE education, to observe and provide feedback on.

For further guidance on particular aspects of good practice included in this document, please see our [**checklist for reviewing PSHE education lesson plans**](https://pshe-association.org.uk/mentoring) for relevant web links to further reading.

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| Features of an effective PSHE lesson | Notes |
| There are clear, precise **learning objectives and learning outcomes** — clearly summarising (in concrete, measurable terms) what pupils are going to learn and be able to do as a result of the learning. |  |
| A safe learning environment is created, including appropriate, shared **ground rules; distancing techniques** (e.g. use of scenarios/case studies/stories, rather than the learning being about the pupils themselves); effective use and handling of **questions** when addressing sensitive issues. |  |
| Teacher communicates **high expectations, enthusiasm, and passion** for PSHE education. |  |
| **Appropriate strategies** are used to protect those pupils **vulnerable** to sensitive lesson content. For example, discussing the content in advance with specific pupils; providing an exit pass or option to not attend; informing pastoral colleagues or parents/carers; including ‘the right to pass’ in class ground rules. |  |
| Lesson content is **age and developmentally appropriate**. |  |
| Lesson content is **comprehensive, accurate, unbiased and up to date**. |  |
| Teacher effectively **gauges pupils’ starting point** using a baseline assessment, and uses this to **adapt teaching,** provide learning that builds on this starting point, and **measure progress**. |  |
| Teacher demonstrates high levels of **subject knowledge** and confidence. |  |
| Planning shows a balance of opportunities for pupils to develop their **knowledge, skills, attitudes, and attributes** within the topic. |  |
| Teacher shows a clear understanding of the **principles of effective teaching** in PSHE education, e.g. distancing the learning from pupils; not setting out to induce shock, fear or shame; avoiding unintentionally inspiring or instructing in harmful behaviours; taking a positive approach. |  |
| **Support and challenge** are provided appropriately for pupils through activities, resources and questioning. |  |
| Teacher is confident and skilled in discussing, and handling questions on, **sensitive and/or complex issues**. |  |
| Teacher uses **engaging, interactive activities** which enable pupils to come to a personal understanding of new knowledge, develop and practise essential skills and strategies. |  |
| The lesson is **relevant**, **accessible,** and **inclusive** for all. It reflects the circumstances, lived experience and background of all young people, through safely distanced activities. Language, images and examples used reflect the diversity of society, promote inclusion and challenge stereotypes. |  |
| Teacher **signposts** pupils to appropriate sources of support, linked to the lesson content. |  |
| Teacher effectively **assesses pupils’ progress** from their baseline, using an endpoint assessment. |  |
| **Lesson activities** allow the teacher to:   * **assess what has been learnt** during the lesson and what still needs to be learnt.   And allow pupils to:   * **meet the intended learning outcomes** * **identify and reflect** on their learning and what it means for them in their lives. |  |
| **Additional notes:** | |