

Guidance for tutors/school-based mentors on assessing the PSHE Association Certificate of Professional Development for Trainee and Newly Qualified Teachers 2020-21

Introduction

With most of the personal, social, health and economic (PSHE) education curriculum now [statutory in all schools](#), many newly qualified primary and secondary teachers will be required to teach PSHE education immediately upon taking up their first teaching post; and almost all will teach it at some point in their teaching career. The PSHE Association has created the *Certificate of Professional Development for Trainee and Newly Qualified Teachers* to help you to equip your trainees/mentees with the basic understanding and skills they require to teach the subject safely and effectively, alongside the confidence to engage in teaching this vital but complex subject.

We are confident that the process of achieving this certificate will be valuable for your trainees/mentees, contribute to their professional practice and enrich their applications for future employment. Whilst we hope this will be intellectually challenging for them, completing the framework is straightforward. Each trainee (or newly qualified) teacher will be required to evidence their experience or understanding of each of the criteria set out below on the Trainee/Newly Qualified Teacher version of this evidence framework. Whilst a number of professionals, such as the school's PSHE Lead/classroom teachers, can support trainees/NQTs in meeting these criteria, one university tutor or school-based mentor should monitor this work and take responsibility for assessing and endorsing the applicant's successful completion and submission of the evidence framework. We therefore ask you, as their tutor or school-based mentor, to assess their overall successful completion of the framework, using the guide below.

Assessing and signing off applicants' evidence

Each trainee or newly qualified teacher will complete the Trainee/NQT version of the evidence framework below. The framework is intended to be used flexibly in a way that best suits your programme and your trainees/mentees. They might therefore complete it in a short, focused block, or in stages throughout their training or NQT year. The evidence framework should be completed electronically.

We do not expect applicants to write lengthy, essay-style answers, nor is copying and pasting from other materials acceptable. What you should expect to see is personal reflections from the applicant drawing on their own experience, practice that they have observed in schools, and their background reading. This can be in the form of brief notes, with an additional conversation with you to explore their reflections, if that is more convenient for you both. Many criteria can be evidenced through one (or more)

high quality lesson plan. Applicants are expected to submit lesson plans they have created themselves. However, where this is not possible (for example if the applicant's school uses only a published programme of lesson plans for PSHE education), the applicant may submit a relevant lesson plan showing how they adapted it for their class and annotated to reflect their understanding of how the lesson plan demonstrates best practice (or even where it falls short, if this helps to demonstrate their understanding of best practice).

If you are not experienced in PSHE education pedagogy, the notes in the right-hand column below will support you to feel confident in signing off the applicant's evidence in each section. However, if you wish or need to deepen your understanding of safe and effective practice in PSHE education, and to help you prepare your trainee teachers/NQT mentee(s), there is a list of suggested reading at the end of this document. For a more thorough introduction to PSHE education pedagogy, and policy landscape, enrol on our free Future Learn course: [PSHE education: Helping children navigate a complex world](#). This will be available three times during the academic year 2020-21, commencing on the 5th October 2020 for a five-week period each time. Do also visit the [PSHE Association website](#) for additional support.

Once the applicant has completed their evidence in each section of the framework and you are happy that it demonstrates good understanding of each element of best practice (the 'Ten Golden Rules' of PSHE education teaching), both you and the trainee/newly qualified teacher should sign a paper copy of the declaration form. Then for each applicant, please submit the electronic version of their completed Trainee/NQT evidence framework AND the signed declaration (scanned), following the instructions at the bottom of the declaration form.

Thank you on behalf of your trainees/mentees for taking the time to support them in this important step in their preparation to teach PSHE education.

| 10 'Golden rules' | Requirements | Why this is important for safe and effective PSHE education lessons | Evidence of understanding and/or experience: what to look for when assessing and signing off evidence ¹ |
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| 1. Create a safe learning environment | 1.1. Use appropriate ground rules | A safe learning environment helps pupils to express opinions and consider those of others safely. Ground rules, which are negotiated with pupils, help to minimise inappropriate and unintended disclosures and comments of a negative nature towards other pupils. They are also paramount to effectively managing discussions that might elicit strong opinions from pupils. | <p>Following the prompts below, the applicant records their evidence for each requirement in each section in this column:</p> <p><i>What did you do? How does this demonstrate that the criteria have been met?</i></p> <p>Use precise examples and, if applicable, discuss the outcome.</p> <p>Strong evidence for this section might include:</p> <ul style="list-style-type: none"> • A lesson plan which allocates time to create or remind pupils of ground rules, as well as examples of the ground rules used, e.g. <ul style="list-style-type: none"> ○ We will not put anyone on the spot and we have the right to pass ○ We will listen carefully and disagree politely, commenting on what was said rather than the person who said it • Evidence of using different techniques to introduce and negotiate ground rules with pupils, for example creating a class contract, paired discussion, card sorts to prioritise ground rules in different contexts, etc. • Referring to ground rules during teaching, for example highlighting when a ground rule has been broken or reminding pupils of their importance before particular tasks. • Clear reflection on why ground rules are important and the difference they can make to effective group work, class environment or discussion. |
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¹ In this column, the term trainee is used for brevity, to cover both trainee and newly qualified teachers

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| <p>1.2 Use distancing technique effectively</p> | <p>‘Distancing techniques’ are used to teach about personal issues without drawing on the pupil’s own personal experiences, which is essential for safe practice in PSHE education. Effective distancing techniques allow pupils to engage in the lesson from an objective standpoint rather than an emotional one, ensuring all pupils can safely take part in the lesson, regardless of their own personal experiences related to the topic.</p> <p>When materials are not effectively distanced, they are likely to:</p> <ul style="list-style-type: none"> - Encourage public disclosures from pupils on personal issues - Re-traumatise pupils who have experience of the issues - Put pupils on the spot and make them feel they have to give the ‘right’ answer rather than share what they really think - Encourage judgement of pupils for their answers. | <p>Strong evidence for this section might include:</p> <ul style="list-style-type: none"> • A lesson plan which uses case studies, scenarios, stories, characters, short clips, images etc. to help pupils explore the lesson topic without it being personalised and about them and their own behaviour. • Evidence of questions posed that allow all pupils to engage with the content safely. For example, rather than asking, “What <u>would you do</u> in this situation?” instead trainees should ask, “What <u>could this character</u> do in this situation?” • Clear reflection on why distancing is important and the benefits of using distancing techniques effectively. |
| <p>1.3 Encourage questions from pupils, including anonymously</p> | <p>It is important that pupils are encouraged to ask questions in the lesson, to prevent them leaving the lesson with uncertainty, or needing to find answers beyond the lesson from potentially biased, unsafe or inaccurate sources.</p> | <p>Strong evidence for this section might include:</p> <ul style="list-style-type: none"> • A lesson plan which stipulates the need for an anonymous question box (or equivalent), encouraging pupils to submit questions and allowing time for the teacher to prepare their answers. Examples of questions from pupils could also be used as evidence. • Clear reflection on the handling of tricky questions from pupils within school policy guidelines and experiences of using anonymous question techniques. |
| <p>1.4 Protect pupils with vulnerabilities</p> | <p>Before teaching any PSHE lesson, teachers should ensure they have identified pupils with vulnerabilities and adapt the lesson accordingly. Pupils who have vulnerabilities are not always known, so PSHE teachers</p> | <p>Strong evidence for this section might include:</p> <ul style="list-style-type: none"> • A reflection from the trainee on the steps taken to identify pupils with vulnerabilities (e.g. reviewing class lists, speaking to pastoral staff) and an explanation of how they |

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| | | <p>should assume there is at least one pupil in the class with personal experience of the topic and adapt language and distance activities accordingly, taking potential sensitivities into account.</p> <p>It is important to understand how to effectively safeguard pupils and follow the school’s safeguarding protocols. When exploring sensitive topics in PSHE, such as mental health, sex and relationships, or bullying, pupils are more likely to share personal experiences. Whilst disclosures should not be encouraged in a whole-class setting, PSHE teachers are often the people pupils disclose to after the lesson. The teacher has a legal duty to share any safeguarding concerns or disclosures with the Designated Safeguarding Lead.</p> | <p>have adapted their approach to take account of potential sensitivities. (Remind trainees that any examples must be suitable anonymised.)</p> <ul style="list-style-type: none"> • A reflection on strategies used to protect pupils who may have vulnerabilities that are not known to staff • If applicable, a reflection on any experiences regarding safeguarding concerns, pupil disclosures etc. relating to PSHE education lessons. |
| <p>2. Start from where your pupils are</p> | <p>2.1 Include a baseline assessment</p> | <p>Baseline assessments help teachers recognise what pupils already know, think, believe or can do in relation to a topic. They can therefore amend teaching to quickly confirm accurate knowledge, address misconceptions and fill in any gaps in knowledge. It is important that learning in PSHE education starts from where pupils are, as teachers cannot make assumptions about pupils’ prior learning or experience based on their age or year group.</p> | <p>Strong evidence for this section might include:</p> <ul style="list-style-type: none"> • A lesson plan which starts with (or is preceded by) an effective baseline assessment activity, such as a ‘draw and write’, quiz, mind-map, continuum, graffiti wall, responding to a statement/image etc. – this should be open-ended and accessible for all pupils. • Examples of pupils’ baseline assessment work produced in PSHE lessons and reflection on how this informed the teaching/was used to demonstrate progress. • Clear reflection on why baseline assessment is important, and how it can be used to tailor teaching to address knowledge gaps, address misconceptions or reconfirm accurate understanding. |

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| <p>3. Balance knowledge with understanding, skills and attributes</p> | <p>3.1 Appropriately balance knowledge, skills and attributes</p> | <p>PSHE education should prepare young people to manage situations in the real world. Knowledge alone will not equip pupils to act in the moment and make informed, confident decisions. Therefore, all lessons in PSHE education should provide opportunities for pupils to explore, learn about, rehearse and reinforce relevant skills and develop positive attributes, e.g. communication, risk assessment, exit strategies, and confidence. Such learning is transferable between topics (e.g. practising skills to resist peer pressure to drink alcohol supports resilience in other pressured situations).</p> | <p>Strong evidence for this section might include:</p> <ul style="list-style-type: none"> • A lesson plan which includes activities that allow pupils to develop their knowledge about the topic, but also to rehearse or develop relevant skills, such as: <ul style="list-style-type: none"> ○ Risk assessment and management ○ Decision making ○ Managing influence, including peer influence ○ Critical thinking and analysis of reliable sources ○ Questioning and help-seeking <p>and attributes and attitudes, such as:</p> <ul style="list-style-type: none"> ○ Clarifying their own beliefs and values ○ Building confidence and self-esteem ○ Adaptability and perseverance <ul style="list-style-type: none"> • Activities might include: diamond 9s, source analysis, responding to a scenario, scripting conversations etc. |
| <p>4. Make the learning as interactive as possible</p> | <p>4.1 Provide a range of different, interactive, engaging activities</p> | <p>It is important to consider a range of teaching approaches when designing a lesson to engage all pupils, including a mixture of group, pair and individual activities. It is not effective teaching to rely on a single method of delivery (such as whole class discussion) for all parts of the lesson. As the development of skills, strategies and personal attributes are as central to PSHE education as the development of knowledge and understanding, it is vital that pupils are actively engaged in their learning, rather than passively listening and that they are able to take part in safely facilitated discussion.</p> <p>It is therefore beneficial when lessons include a variety of activities and that these are clearly linked to specific learning outcomes.</p> | <p>Strong evidence for this section might include:</p> <ul style="list-style-type: none"> • A lesson plan that promotes pupil engagement through a range of different activities, carried out through individual, paired, group and whole class work. • Examples of pupils' work that demonstrate a range of interactive activities. • Trainees might also reflect on the reasons why PSHE education predominantly makes use of 'active' rather than 'passive' learning. |

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| | <p>10.4 Ensure differentiation</p> | <p>It is good practice in any subject — and crucial in PSHE education — to differentiate activities to enable all pupils to access learning that is appropriate, relevant and meaningful for them. Lessons should be adapted according to different pupils’ needs, to ensure all pupils participate and are able to make progress from their starting point. Learning outcomes, activities and resources can all be differentiated to provide additional support or challenge for those who need it.</p> | <p>Strong evidence for this section might include:</p> <ul style="list-style-type: none"> • A lesson plan that demonstrates how activities and resources have been differentiated to offer further support or further challenge for those pupils who need it. • Reflection on the importance of, and challenges inherent in, differentiating learning in PSHE education. |
| <p>5. Take a positive approach that does not attempt to induce shock, shame or fear</p> | <p>5.1 Avoid any attempt to induce shock, fear, or shame</p> | <p>As educators, we have a moral duty not to deliberately set out to shock or shame pupils through PSHE education. Inducing shock, fear or shame is not effective in promoting behaviour change in young people, and can have unintended consequences which are detrimental to achieving the intended learning, including:</p> <ul style="list-style-type: none"> - Inducing an excitement response– this can lead to pupils being more open to trying risky behaviour - Message blocking – when presented with worst case scenarios, pupils tend to believe “that will never happen to me” so do not associate the message of the lesson with their own lives - Re-traumatising – any pupil with prior experience of a related harmful situation can be re-traumatised by resources or activities that are intended to induce strong emotions, such as shock or shame | <p>Strong evidence for this section might include:</p> <ul style="list-style-type: none"> • Lesson plans that provide accurate, realistic and relevant learning whilst avoiding: <ul style="list-style-type: none"> ○ Shocking or distressing information that over-emphasises the extent of the issue and its likelihood to affect individuals ○ Use of ‘worst case scenario’ examples and case studies that only explore extreme behaviours and consequences, rather than looking at subtleties and more likely consequences ○ Use of graphic, violent or gruesome scenarios, images or film which are intended to shock or frighten pupils ○ Use of techniques which are intended to heighten emotions rather than promote learning. • Clear reflection about the potential harms of inducing shock, fear or shame, and a solid understanding of why this should be avoided in PSHE education. |
| | <p>5.2 Promote positive messages focusing on what pupils can do to</p> | <p>It is important that PSHE education lessons help young people understand the actions they can take to keep themselves and others safe and healthy. While it is important to make pupils aware of risks and consequences of potentially harmful behaviours, this</p> | <p>Strong evidence for this section might include:</p> <ul style="list-style-type: none"> • Lesson plans that include opportunities for pupils to think positively and focus on solutions to help stay healthy and safe. For example: |

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| | keep healthy and safe | is not enough. This must be balanced with practical suggestions of ways to stay healthy and safe. Equipping young people with these strategies is the most effective way to bring about behaviour change. Pupils must be equipped to recognise, create and access solutions to challenging situations. | <ul style="list-style-type: none"> ○ Providing advice to characters about what they could do to stay healthy and/or safe ○ Top tips, leaflets, posters demonstrating healthy behaviours ○ Exploring positive social norms statistics which reflect the healthy and safe choices most young people are making most of the time ○ Balancing potentially negative messages/examples with alternative, more positive models <ul style="list-style-type: none"> ● Examples of pupils' work demonstrating positive, health-focused approaches. |
| | 5.3 Ensure learning reflects agreed policy | It is important that teaching approaches and responses to pupil questions reflect the policy position in agreed school policies such as the Relationships education/Relationships and Sex Education policy, Drug Education policy, Equalities/Inclusion policy. | <p>Strong evidence for this section might include:</p> <ul style="list-style-type: none"> ● Evidence of engagement with school policies such as an annotated version of a relevant section from an RSE policy. ● Reflection on the ways the PSHE education curriculum supports whole school policies such as anti-bullying, safeguarding, behaviour, or drug and alcohol policies. |
| 6. Provide realistic, relevant information that reinforces positive social norms. | 6.1 Ensure learning is age and stage appropriate | A developmental, spiral PSHE education curriculum ensures knowledge, skills and attributes are developed as children and young people mature. This means that protective learning on topics such as consent is built upon underpinning learning such as asking permission and identifying feelings. | <p>Strong evidence for this section might include:</p> <ul style="list-style-type: none"> ● An annotated long term overview/curriculum map which identifies how PSHE learning is progressed over time. ● An example of a potential 'learning spiral', identifying appropriate learning opportunities across year groups or key stages. |
| | 6.2 Provide opportunities to reflect on the relevance of the learning | Whilst it is important that learning is depersonalised and distanced throughout the lesson, pupils also benefit from being able to see the relevance of the learning to their own lives. An opportunity for pupils to individually reflect on what has been learnt and its implications for their own lives, decision making and | <p>Strong evidence for this section might include:</p> <ul style="list-style-type: none"> ● A lesson plan that includes: <ul style="list-style-type: none"> ○ Specific activities that safely encourage personal, individual reflection |

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| | <p>behaviours, can help to cement learning for young people and effect behaviour change in the future. This is most effective towards the end of a lesson, once pupils have approached the learning from a distanced perspective first. Pupils should not be asked to share these personal reflections with the rest of the class or with teachers.</p> | <ul style="list-style-type: none"> ○ Use of relevant, developmentally and age-appropriate examples and scenarios that reflect pupils' lives ○ An explanation about why the topic is important for young people's lives ○ An activity such as offering advice or 'top tips' that will reinforce personal decisions and potentially impact pupil behaviour in the future. ○ Trialling specific ways to encourage pupil reflection, such as keeping reflection journals which are regularly used in PSHE education lessons. |
| <p>6.3 Reflect the diverse society pupils are growing up in</p> | <p>It is important that all pupils are able to access the learning in PSHE lessons, seeing its relevance to their lives. A key way to achieve this is to ensure characters, scenarios and examples used in activities reflect the lives of all pupils in modern Britain. Pupils must recognise that the learning is relevant to them, regardless of their background, culture or circumstances.</p> | <p>Strong evidence for this section might include:</p> <ul style="list-style-type: none"> ● Lesson activities that include characters, scenarios, values and discussions that reflect the ethos of a diverse, inclusive society in modern 21st Century Britain. <ul style="list-style-type: none"> ○ For example, through use of names and images and resources that reflect the lives, beliefs and experiences of people of different ethnicities, faiths, abilities, sexual orientations and gender identities. |
| <p>6.4 Challenge stereotypes and / or assumptions</p> | <p>Effective PSHE education challenges myths and stereotypes, and corrects misconceptions and inaccuracies in pupils' understanding of particular topics and about different groups in society. Pupils have often received misinformation through their friendship groups, families, and the media, including online. It is important pupils have the opportunity to challenge these stereotypes and assumptions, in order to clarify their beliefs, values and understanding of PSHE themes. This often includes challenging perceived social norms (e.g. rebutting the idea that smoking is common, using relevant statistics).</p> | <p>Strong evidence for this section might include:</p> <ul style="list-style-type: none"> ● Activities and discussions in a lesson plan that aim to challenge stereotypical views or assumptions that pupils might have, both about the topic the lesson covers, and minority/oppressed groups in society. ● This might be evidenced through key questions, effective use of baseline assessment to identify pupils' prior assumptions, and activities in lessons such as: <ul style="list-style-type: none"> ○ Truth or myth quizzes ○ Guess the statistics quizzes ○ An attitude continuum ○ Debate and discussion |

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| | | | <ul style="list-style-type: none"> ○ Analysing stereotypes ○ Creating non-stereotypical characters and scenarios |
| | <p>6.5 Provide pupils with accurate, non-biased and balanced information</p> | <p>The purpose of PSHE education is to support pupils to make safe, healthy and informed choices about their lives. It is therefore essential that information shared with pupils is well-evidenced, up to date and accurate. It is unethical for PSHE lessons to be used as platforms to unduly influence young people by providing them with biased or unbalanced viewpoints on issues.</p> | <p>Strong evidence for this section might include:</p> <ul style="list-style-type: none"> ● The student’s reflections on where information used in lessons has come from, demonstrating that it is non-biased, accurate and well evidenced. ● Teaching materials are based on reliable sources and are phrased in a way that encourages pupils to reflect, rather than one which aims to indoctrinate pupils. ● Where potentially sensitive or controversial issues are being explored, there is a balance of alternative viewpoints and no attempt to unduly influence pupils’ attitudes and beliefs. |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">7. Do not provide a how to guide, role model, or inspiration when teaching about dangerous behaviours</p> | <p>7.1 Avoid inspiring or instructing pupils in an unhealthy or dangerous behaviour</p> | <p>If resources provide unnecessary detail, or unwittingly appealing descriptions of harmful behaviours, they may do more harm than good for the pupils in the lesson.</p> <p>If sharing details of ways of using specific drugs, or what is available on the dark web, for example, pupils with increased vulnerability may ‘try out’ ideas they have learnt in PSHE lessons. Similarly, a visitor who speaks with charisma about their personal story of self-harm, gang culture or drug misuse, can inspire pupils with vulnerabilities to be drawn to such behaviours. This can lead to encouraging risky behaviours, prolonging harm and/or delaying access to help for those young people.</p> | <p>Strong evidence for this section might include:</p> <ul style="list-style-type: none"> ● Lesson plans on topics related to unhealthy, harmful or risky behaviours that do not provide detailed instruction in how to carry out such behaviours, or unwittingly inspire pupils to do so. In particular, when using individuals’ stories or case studies, these do not provide ‘ideas’ or encouragement of harm. For example, unsafe practice would include: <ul style="list-style-type: none"> ○ Specific details about how to carry out risky behaviours (e.g. drug use, self-harm, cybercrime) or hide it from friends and loved ones ○ Potentially motivating descriptions of risky behaviours that portray the behaviours as positive or beneficial (e.g. the supposed ‘benefits’ of self-harm – no matter how brief) |

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| | | | <ul style="list-style-type: none"> • Clear reflection on the importance of avoiding instructional or inspirational materials relating to unhealthy, harmful or risky behaviours. • Critical awareness of how to choose appropriate lesson resources. |
| 8. Always signpost sources of support | 8.1 Signpost pupils to appropriate support | Despite efforts to ensure otherwise, pupils may finish a PSHE lesson with further questions, concerns or anxieties about the topic. There may be pupils who have been affected by the issue that do not yet have the confidence to make a disclosure. It is therefore an essential element of keeping young people healthy and safe that they are directed to varied forms of further support, should they wish to access them in the future. This is most effective when built into an interactive aspect of the lesson. | <p>Strong evidence for this section might include:</p> <ul style="list-style-type: none"> • A lesson plan that includes an activity, or allocates time, to encourage young people to seek help and/or make a disclosure in a safe, appropriate way. This may include signposting pupils to appropriate people, websites and organisations that can provide appropriate help, support their learning and further develop their understanding of issues covered within PSHE lessons. • Clear reflection about why signposting of support is important for pupils; ability to select sensitive and appropriate organisations to signpost for different age groups or PSHE education topics. |
| 9. Evaluate PSHE education | 9.1 Examine the experience | To be effective, PSHE education must start from where the pupils are, rather than where teachers think they should be according to their age or year group and must be tailored to their needs. It is therefore important to consider how effective activities, approaches and materials have been in PSHE education lessons and to involve pupils in this evaluation whenever possible. This can be achieved using pupil and teacher surveys, pupil voice, focus groups, school council etc., in addition to subject review tools and self-evaluation. This can be used to inform future planning. | <p>Strong evidence for this section might include:</p> <ul style="list-style-type: none"> • Evidence of an evaluation carried out by pupils, which includes reflections such as, 'The activity that helped me learn best was...' / 'I enjoyed the lesson because...' / 'But it would have been better if...' / 'My group worked well because...' • The trainee teacher's reflection on how the lesson(s) might be changed in future, or how the next lesson(s) might be adapted, in line with their own/the pupils' evaluations. |

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| 10. Build in assessment | <p>10.1 Provide clear learning objectives & outcomes</p> | <p>Precise learning objectives help teachers differentiate learning to match the needs of different year groups, as part of mapping a wider PSHE curriculum. They also inform how to teach lesson content.</p> <p>Precise and concrete learning outcomes make clear what is expected of pupils by the end of the lesson / series of lessons, and assist teachers in accurate assessment of pupil learning.</p> <p>Lesson planning should always start with identifying the learning objective and the intended learning outcomes, before designing the activities that will achieve the outcomes.</p> | <p>Strong evidence for this section might include:</p> <ul style="list-style-type: none"> • A lesson plan with 1-2 learning objectives that show what the pupils are expected to learn, and 2-4 learning outcomes that indicate what the pupils will be able to do as a result of the learning. Learning outcomes for PSHE education lessons are most effective when they are precise and concrete, for example ‘Pupils will be able to identify/ describe/ explain/ analyse/ evaluate...’ rather than ‘Pupils will have a better understanding of...’. <p>For example:</p> <ul style="list-style-type: none"> ○ Learning objective – pupils will learn about road safety. ○ Learning outcomes – pupils will be able to (1) identify different behaviours that can increase the risk of accidents on the road (2) explain strategies to minimise pedestrian risk on the road. |
| | <p>10.2 Provide opportunities to check understanding and progress</p> | <p>It is important that teachers have opportunities to check pupil progress throughout the lesson or series of lessons so that teaching can be adapted accordingly. These opportunities might be in the form of mini-plenaries or questioning throughout the lesson.</p> | <p>Strong evidence for this section might include:</p> <ul style="list-style-type: none"> • A lesson plan that includes opportunities to check understanding throughout the lesson(s), using a range of techniques such as: <ul style="list-style-type: none"> ○ Mini plenaries throughout the lessons ○ Question and answer opportunities (and provide suggestions for likely answers / key learning) ○ Opportunities for self and peer assessment • The trainee is able to adapt teaching in response to pupils’ answers during mini-plenaries, for example revisiting teaching pupils have not understood or adjusting timings for particular activities where pupils need more opportunity to discuss / work. |

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| <p>10.3 Include an opportunity for summative assessment</p> | <p>Summative assessment will help teachers identify the progress that has been made for all pupils, and clarify what else still needs to be taught in the future. In PSHE education activities are designed to demonstrate individual pupils' progress from their baseline assessment.</p> | <p>Strong evidence for this section might include:</p> <ul style="list-style-type: none"> • A lesson plan that includes an activity to find out what pupils have learnt, at the end of the lesson(s). In PSHE education, this is most effective when pupils revisit the baseline assessment activity and make amendments to their original ideas, for example adding new learning or additions in a different colour to clearly demonstrate progress from their baseline. However, other summative assessment activities such as presentations, quizzes, role play, storyboards, leaflets and blogs can be used to assess pupils' progress from their starting point. Success criteria may be useful to demonstrate what is expected from these types of activities in order to ensure rigour – this is most effective when clearly linked to the learning outcomes for the lesson. • A lesson reflection could also explain how assessment evidence will inform future learning. • Examples of pupils' endpoint assessment work produced in PSHE lessons. |
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Below are links to our highly recommended free online course and some useful reading, which will equip you (and your trainees/mentees) with a greater understanding of the fundamental principles of safe, effective practice in PSHE education teaching and the policy landscape relating to PSHE education, including the statutory relationships, sex and health education content. Below is a list of useful reading.

 [PSHE Association and Future Learn course \(2020\) PSHE education: Helping children navigate a complex world](#)

 [Department for Education: Statutory guidance on relationships and sex education and health education](#)

 [PSHE Association: Programme of Study for Key Stages 1-5](#)

 [Understanding Personal Social Health and Economic Education in Primary Schools \(2014\) Boddington, King & McWhirter. SAGE publications.](#)

- 🔗 [Understanding Personal Social Health and Economic Education in Secondary Schools \(2016\), McWhirter, Boddington & Barksfield. SAGE publications.](#)
- 🔗 [CEOP & PSHE Association \(2016\) Key principles of effective prevention education](#)
- 🔗 [PSHE Association \(2018\) Lesson planning tool and checklist](#)
- 🔗 [PSHE Association \(2020\) PSHE education planning framework for pupils with SEND](#)
- 🔗 [Ofsted: Education Inspection Framework](#)

The PSHE Association is the national body for personal, social, health and economic (PSHE) education — the school curriculum subject that supports pupils to be healthy, safe and prepared for modern life. PSHE education incorporates statutory Health Education and Relationships Education/Relationships and Sex Education, as well as economic wellbeing and careers education. A charity and membership organisation, the Association works to improve PSHE education standards by supporting a national community of teachers and schools with resources, training and advice.

Find out more and become a member at www.pshe-association.org.uk/membership. Discounted rates are available for trainee and newly qualified teachers.