



The expert organisation for school
governors, trustees, school improvement
officers and other governance professionals



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Personal, social, health and economic (PSHE) education is a school subject (u)-1 (Tw 0.5-4 (b)-4 (je)-1 (IS12 (u)

Taking an active interest in and monitoring PSHE education will assure governing boards that their pupils are being taught:

- How to be safe in different situations, for example when they are online.
- How to maintain healthy lifestyles and address risks to their physical and mental health.
- About the world of work, economic wellbeing and careers.
- How to build healthy, positive relationships, including (at key stages 3 and 4) intimate relationships.
- How to safely challenge bullying and discrimination.

An [evidence review](#) carried out on behalf of the PSHE association has shown that PSHE education has a positive impact on academic attainment. It is key to providing a curriculum that is broad and balanced and helps to ensure other legal duties linked to safeguarding and equalities are met. School inspections carried out under the [current Ofsted framework](#) are particularly interested in how schools contribute to the personal (b 0 12 493.68 416.76 Tm()Tj0.001 Tc o)-2 (A

There are many ways in which governing boards, working at a strategic level, can raise the status of PSHE education and increase its impact. The following themes are intended to prompt discussions at governing board meetings and with senior executive leaders in your school or trust.

Ensuring clarity of vision is the first of the three conditions for success in the

Evaluating the impact of PSHE education on outcomes for pupils requires careful consideration and discussion between governing boards and school leaders over:

- Ways of measuring the extent to which what is being taught is developing the knowledge, skills and attributes pupils require to stay healthy, safe and prepare them for life and work.
- The data and information available to measure progress and outcomes.
- Balancing the requirement for data, information and reports against other workload demands of staff.

It is important to recognise that whilst pupil progress and assessment evidence can help the governing board to evaluate the impact of PSHE teaching and

The following are examples of the type of questions that governors and trustees might ask about PSHE education in their school or trust. Consider how you might use these examples to construct your own questions, specific to your context and the issue you are discussing.

- What are the relative strengths of our PSHE education curriculum: what are the areas we need to develop?
- Does our PSHE education curriculum include statutory RSHE content?
- How do we link PSHE education to subjects like science, citizenship, religious education and other subjects to complement the whole school curriculum?
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