

Tri-borough Healthy Schools Partnership: Personal Social Health & Economic education (PSHE) and Emotional Health and Wellbeing (EHWB) Audit Tool Criteria

Examples of Stages for each criteria

LEADERSHIP & POLICIES	1 = Focusing	2 = Developing	3 = Established	4 = Enhanced
Leadership and decision making	The SLT have a limited understanding of PSHE & EHWB. There is limited support from Governors.	The SLT understand the importance of PSHE & EHWB and its potential impact on the school. Active support from the governors given to the PSHE coordinator.	The SLT have a thorough understanding of PSHE & EHWB and the need to involve all stakeholders. PSHE & EHWB is regularly discussed at staff and at governor curriculum group meetings and pupil needs and views are taken into account.	The SLT are active in supporting PSHE & EHWB involving all stakeholders and have high expectations for the impact of PSHE & EHWB on school improvement. There is a proactive group for PSHE & EHWB, which includes an elected group of pupils, parents, and governors.
PSHE and EHWB policies	Not all policies in place.	There are up to date policies containing statements identifying a whole school approach to PSHE & EHWB including the school's work on SRE, Drugs, SMSC, Behaviour, Anti Bullying, Confidentiality, stigma and discrimination.	There are coherent policy statements clearly articulating the whole school approach to PSHE matched to the strategic plan. These are available in public documents, on the school website and includes reference to SRE, Drugs, SMSC, Behaviour, Anti Bullying, Confidentiality	There are detailed and coherent policy statements reflected in current work, matched to the development plan and school aims. Pupils understand and have input into what they want to learn and would like to do. Reviewed and updated regularly by all relevant stakeholders.
PSHE & EHWB development planning	PSHE & EHWB are not included in the School Improvement / Development Plan or reviewed in the School SEF	There is an up to date plan for PSHE and EHWB with achievable targets. Funding has been allocated to the development of the PSHE.	There is a long-term PSHE & EHWB whole school plan supported by a curriculum plan with short term targets, costing and funding allocated. The plan includes specific reference, where appropriate to Healthy Schools	There is a detailed PSHE & EHWB plan, which shows short and long term targets, costings and commitment to develop PSHE & EHWB across the school's curriculum, the culture of the school and impacting the wider local community that the school belongs to.
PSHE coordination	There is no PSHE coordinator or, if in post, has few skills, lacks knowledge and understanding.	The PSHE coordinator has received some training, has developed a core of provision and is supporting the individuals teaching PSHE	There is an experienced and skilled coordinator with good subject knowledge who leads a whole school approach	The PSHE coordinator is highly skilled and trained, able to motivate staff, has support of the head and all teachers and involves the community as well as championing PSHE across the school.
EHWB coordination	SLT are aware of EHWB learning and some are advocating and promoting it.	SLT support and committed to EHWB programme. Clear management structure and strategic direction to promote and monitor EHWB. Growing support for an EHWB lead in the school	All school leaders take responsibility for EHWB, know their role and demonstrate social and emotional skills in their leadership style. Responsibility and lead for EHWB embedded e.g. within management and pay structures, job descriptions and included in induction arrangements.	In addition to almost total staff involvement, there is an active governing body involvement in the development and review of EHWB in the school.

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TEACHING, LEARNING & RESOURCES	1 = Focusing	2 = Developing	3 = Established	4 = Enhanced
PSHE and EHWB in the curriculum	PSHE is fragmentary. There is no scheme of work or it lacks detail and progression. Staff are starting to think about how EHWB outcomes can be promoted in their own teaching.	There is a tangible core of learning activities that covers SRE, Drugs, SMSC and EHWB and a scheme of work that ensures progression.	There are detailed PSHE lesson plans for class teachers that include SRE, Drugs, SMSC. EHWB learning outcomes are embedded across the whole curriculum	PSHE lessons are very well planned and EHWB outcomes planned in every lesson. Schemes of work are regularly reviewed and developed. Participation is planned for, monitored and reviewed by staff and group of pupils.
Lesson planning	Lesson plans have unclear learning objectives and are over reliant on commercial resources.	Most plans have clearly focused learning objectives. Teachers make selective use of commercial lesson plans. Subject departments are increasingly including social and emotional skills development in their plans.	Most plans identify a small number of key learning objectives. Resources are selected which support the objectives. Opportunities for reflection on learning are provided.	All plans have clear teaching objectives and learning outcomes. An effective balance of commercial and teacher resources is used to meet objectives
Teaching and learning	Teachers are uncertain of the purpose of the lesson, using a narrow range of teaching styles. Most pupils don't progress.	PSHE lessons have good features, but teachers don't have high expectations of the range and depth of work expected. Some teachers recognise the importance of EHWB in their teaching strategies. Most pupils make some progress	Teachers use a wide range of teaching and learning approaches to deliver PSHE lessons with high levels of interaction for pupils. Social and emotional skills modelled and promoted consistently through a range of articulated and coordinated learning styles, strategies, methods and opportunities across the PSHE and other school subjects. Most pupils make good progress.	Teaching and learning approaches are matched to the lesson content, acknowledge preferred learning styles and encourage participation by all pupils. There is a whole school teaching and learning strategy, which is informed by a sophisticated understanding of EHWB and the social and emotional aspects of learning. Most pupils make very good progress.
Assessment	Teachers assess pupil's progress or achievement in an arbitrary way, if at all and it is not reported to parents/cares. No importance placed on assessment of PSHE.	Assessment lacks rigour. There is no mechanism for drawing on these assessments to show progress over time. There is no comment on PSHE or EHWB in annual reports.	Whole school approach to assessing and recording progress in PSHE & EHWB used by all teachers. Some account made of this in planning future work. Teachers understand the different between assessment for learning and assessment of learning. Pupils involved in how they think they have done. Progress is reported to parents and commented on in annual reports.	Assessment involves pupils in the process fully and identifies and celebrates their achievements. Pupil comment on both their progress and on ways this could be improved. Assessment identifies further needs and priorities for planning future work. Reports to parents clearly show how pupils have made progress towards and end of the key stage statements.

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Controversial Issues	Teachers lack confidence and competence at handling sensitive and controversial issues	Some PSHE teachers are aware of the controversial nature of some issues and are able to respond appropriately. Some teachers continue to avoid them completely.	All PSHE teachers have received training in handling controversial issues and they are not avoided in lessons.	Controversial issues are seen as central to PSHE, and staff encourage pupils to explore and reflect on a balance of responses. Most teachers are confident in answering questions and exploring issues.
Cross curricular learning	There is no integration of PSHE or EHWB into other subject areas.	There are isolated examples of cross-curricular working which is generated by interested subject leads on an ad hoc basis.	Cross-curricular learning is a planned part of the school curriculum. There are planned and progressive cross-curricular learning experiences. Pupils can identify the connections.	All teachers are engaged in the planning and teaching of cross-curricular work and have a clear understanding of contributing subject areas learning outcomes. Students can clearly identify and value the links made.
PSHE & EHWB resources	There are a few PSHE & EHWB resources. What is available is out of date	Though there are sufficient resources, the school have identified gaps in provision. Funding is available.	There is a wide range of resources available to teachers and pupils. Pupils are able to access and choose resources themselves. Effective ICT used to access resources.	There is a wide range of quality resources including web-based materials. Resources have been created by pupils and all resources are matched to needs and challenge / support inclusion and diversity
Access to resources	There is no clear deployment. Distribution of resources might be dependent upon PSHE coordinator	There is a nucleus of appropriate resources augmented by material in a range of subjects	All teachers have access to a wide range of resources including CDs, DVDs, videos and web based activities. All have access to resources to support their learning.	All pupils have opportunities to use their community as a resource and have access to visits, visitor activities, web based resources, which are appropriate to their curriculum and needs.
Selection of resources	There are no criteria for the selection of resources	Resources are selected to meet needs of individual topics within PSHE but are uncoordinated.	There are clear criteria for the selection of resources to support teaching and learning throughout the school. Resources are regularly reviewed, revised and updated.	Teachers and pupils at all level regularly review and assess the value of the resources that they and their teachers use. Pupils and teachers also discuss what other resources would be helpful.
Monitoring & evaluation in PSHE & EHWB	There is no formal monitoring process or review of PSHE or EHWB	The coordinator monitors class teachers as and when need arises. This includes lesson observations and scrutiny of planning. Rarely discussed in a wider forum. Coordinator reports to SLT.	There is regular and planned monitoring of PSHE & EHWB provision across the whole school, including lesson observation, scrutiny of work and planning. PSHE & EHWB regularly discussed at staff meetings and issues are identified for future development. Evidence is used to determine the impact that PSHE and EHWB have on learning, behaviour and attendance at school. PSHE & EHWB is reviewed annually and an action plan produced.	Teachers regularly observe each other. Pupils are highly involved in the M&E process, identifying issues for development and change. Evaluation data informs future planning. Reports are made to governors and parents. PSHE & EHWB discussed by pupils and staff at school council meetings and at governing body meetings.

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Celebrating achievements	Pupils do not know what is expected of them in PSHE. Pupils are not able to identify their social and emotional skills	Pupils know what is expected of them but teachers expectations are low and no account is taken of activities pupils may be involved in beyond school.	Pupils are clear about expectations in PSHE. Pupils are given opportunities to discuss their progress with regard to personal development of social and emotional skills and are encouraged to make the link between their EHWB and other learning. Achievement across the school and beyond is recognised and celebrated by the school.	Pupils achieve well and make very good progress. They set their own targets and direct their efforts in areas of need. Pupil progress is tracked in relation to their additional needs and provision amended accordingly. Pupils encouraged to reflect upon how they use social and emotional skills at school and at home. Very high attainment is displayed. All pupils have their achievements recognised and certified.

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ETHOS & ENVIRONMENT	1 = Focusing	2 = Developing	3 = Established	4 = Enhanced
School culture & environment	Staff are starting to be aware of links between EHWB and aspects of the whole school environment e.g. positive identities, values, behaviour, relationships, bullying prevention, rewards, diversity, inclusion	The school has clear values in its prospectus /public place that can clearly be linked to the promotion of positive EHWB. All aspects of school culture and environment are being reviewed to ensure they are in line with social and emotional aspects of learning and an increasing range of whole school opportunities are being taken to promote EHWB	The values of the school are displayed and staff and pupils can identify examples of these values in action. There is a coordinated, coherent and comprehensive approach to EHWB taken across all aspects of school culture and environment, with every opportunity being taken to promote social and emotional skills across the school.	There are ongoing and explicit efforts made to sustain the coordinated and comprehensive approach to EHWB across all aspects of school culture and environment.
Celebrating difference, combating stigma and discrimination	The school complies with the Race Relations Act, Disability Discrimination Act and Sexual Orientation Regulations..	Pupils and staff are aware of and can identify how the school is actively combating stigma and discrimination. The school has clear policies setting out its position on stigma and discrimination.	The school has been proactive in using good practice guidance on bullying around race, religion, gender, culture, disability and homophobia. The school engages in a variety of enrichment opportunities, both local and national, that help to address stigma and discrimination e.g. refugee week, anti bullying week , disability awareness.	There is leadership from senior staff on combating stigma and discrimination. The school regularly engages with pupils to discover if and where they do not feel safe in school. Pupils are involved in procedures for dealing with instances of bullying e.g. peer mediation and peer support systems. The school has introduced appropriate measures to prevent and tackle cyber bullying. Staff feel confident in managing all bullying situations including racist and homophobic incidents, and those relating to pupils with SEN and disabilities. They understand the importance of being able to respond to emotional bullying.
Pupil voice	Staff are starting to be aware of the links between EHWB and pupil involvement. Early efforts to engage and involve pupils in review and planning across the school.	Staff are aware that EHWB and pupil engagement go hand in hand. Pupils more actively involved and engaged in decision making.	Staff and pupils can identify precisely the specific social and emotional skills they need to engage with school and learning and can state clearly how they are developing them. Pupils are fully engaged and have a strong influence over PSHE and EHWB opportunities at a whole school level.	There are ongoing, coherent and explicit efforts made to help pupils develop the social and emotional skills they need to engage with the school and learning. Pupil involvement approaches are fully integrated across the school.

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Pupil support services	Staff have an initial understanding of the links between EHWB and pupil challenges and difficulties and are starting to integrate systems to address these needs. Support services are ad hoc and inconsistent. Staff are untrained and there is no quality assurance process in place. No clear lines of referral.	Support arrangements are developing and an information point is being established. Referral protocols are being planned between the school and external support services. Pupils understand the pastoral system and are able to easily access it. EHWB is starting to be integrated into defined structures and systems for supporting pupils with additional needs. Use of EHWB data highlights individual and group needs, as well as universal provision.	Support arrangements are developed and a comprehensive information point has been established and is accessible to all pupils and parents. There are clear and consistent referral protocols. The school routinely evaluates the provision of support services. There is a confidential pastoral system that can be accessed in a variety of ways providing a range of support and advice planned to meet the needs of pupils. EHWB fully integrated into defined structures and systems for identifying and supporting pupils with additional needs including support and liaison with outside agencies. All members of staff are aware of the routes of referral and the role of outside agencies in supporting pupils.	Comprehensive support arrangements are in place. These are monitored and quality assured. Ongoing coherent and explicit efforts made to continue to integrate EHWB into pupil support mechanisms, and any new approaches that emerge in this area. Pupils are involved in the design and implementation of the pastoral system. Pupils are involved in procedures that promote EHWB e.g. peer mediation and peer support systems.
Healthy Schools	School has not registered with Healthy Schools London (HSL).	The school has plans for HSL and has discussed this at SLT meetings. A plan for Bronze award is evolving. Contact with HSL coordinator made.	HSL Bronze Award achieved and planning for HSL Silver Award has started. HSL is a feature of the School Improvement Plan. All teachers acknowledge how HSL can contribute to pupil progress and achievement	HSL Silver Award achieved and working towards Gold. Criteria for Bronze award are maintained. Pupils and staff are fully aware of the impact of HSL on the school. They have a strategic vision of how HSL should inform school development.

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STAFF DEVELOPMENT	1 = Focusing	2 = Developing	3 = Established	4 = Enhanced
Audit of staff skills and expertise	No structured audit has taken place. No one knows of skills teachers may have for teaching aspects of PSHE. Some recognition	Audit used to identify gaps in provision and areas for whole school development. Staff are aware of their role in responding to emotional issues. Some teachers have received training as a consequence.	An audit of skills has taken place and teachers with particular strengths are able to share their expertise with other PSHE teachers.	Audits are used on a regular basis to identify individual and whole school development needs and to ensure that pupil's entitlement is met and staff in need of extra support are given assistance.
CPD, knowledge and understanding of PSHE and EHWB education	Few if any teachers have participated in PSHE CPD. Quality of teaching is affected by the teacher's insecure knowledge and understanding of PSHE.	Most teachers have sound knowledge and understanding of PSHE. Training is available for teachers to improve this. Coordinator leads as the only specialist. The school makes use of other providers and external training courses. PSHE and personal and social development is included in the school CPD programme.	Class teachers have good knowledge and understanding of PSHE and use it effectively in their teaching. PSHE is an integral feature of the school improvement plan. There is an opportunity for those who have taken part in training to feed back to staff and use the learning to improve teaching and learning. Staff will have engaged in training around EHWB. Staff providing specific pastoral support are well supported in their roles and have resources available to them to assist in their work.	All staff have access to PSHE through a school supported CPD plan linked to performance management. The school acknowledges the role of subject associations, network meetings and advisory groups for PSHE. There is evidence that CPD has made an impact on the PSHE provision, especially teaching and learning,
Staff EHWB	Some recognition of the importance of staff own social and emotional skills for their own EHWB, and professional effectiveness.	Widespread recognition of importance of staff EHWB to the pupil progress and school improvement.	Ongoing systems to promote staff EHWB and development in place e.g. mentoring, coaching, induction arrangements	There are ongoing, coherent and explicit efforts made to continue to prioritise staff EHWB.

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PARENT AND COMMUNITY INVOLVEMENT	1 = Focusing	2 = Developing	3 = Established	4 = Enhanced
Expert visitors and outside agencies	Community members used as visitors on an ad hoc individual basis. Input is issue driven. No policy or guidance in place.	Involvement of visitors is in line with school policy. Pupils have opportunities to engage with and question visitors. Links made to local and national employers, Health teams and School nurse	Visitors used to support PSHE and receive clear guidance on their role and purpose and understand where they contribute to the overall PSHE programme. Involvement is a result of discussion with pupils. Evaluation of visitor takes place.	Visitors are used to support PSHE and are involved in planning activities in collaboration with the school. The agenda for their input is largely researched, managed and evaluated by the pupils.
Website	The school does not have a website or has a website but does not have a PSHE education page or any information about EHWB.	The school has a website which includes PSHE education and aspects of EHWB but it is not easily accessible to parents, carers and the community.	The website is effectively managed and includes PSHE education and EHWB information and relevant links to local and national resources and services. The PSHE education teaching programme, opportunities for pupil participation, examples of pupil work and achievements are published on the site.	The website is dynamic and provides information, resources, services and links for pupils, parents and carers. There is an opportunity for parents and carers to make comments about the PSHE and EHWB programme.
Parent Involvement	Parents and carers are generally unaware of the schools approach to PSHE. No consultation with parents around EHWB.	Information is available in school newsletters. Parents and carers know what their children are being taught in PSHE. Some formal attempts to engage parents with EHWB programme e.g. consultation.	Parent informed by regular newsletters, the school website and thorough participation in PSHE education activities. Parents and carers are offered ideas to extend their children's learning in PSHE. Parents have understanding, active involvement, ownership, and commitment to the EHWB programme.	Parents, carers are invited to participate, give or take part in workshops on specific aspects of PSHE. There are ongoing, coherent and explicit efforts made to ensure parents are fully engaged with the EHWB programme, and continue to be so as new events emerge. Parents are starting to look at their own skills.

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