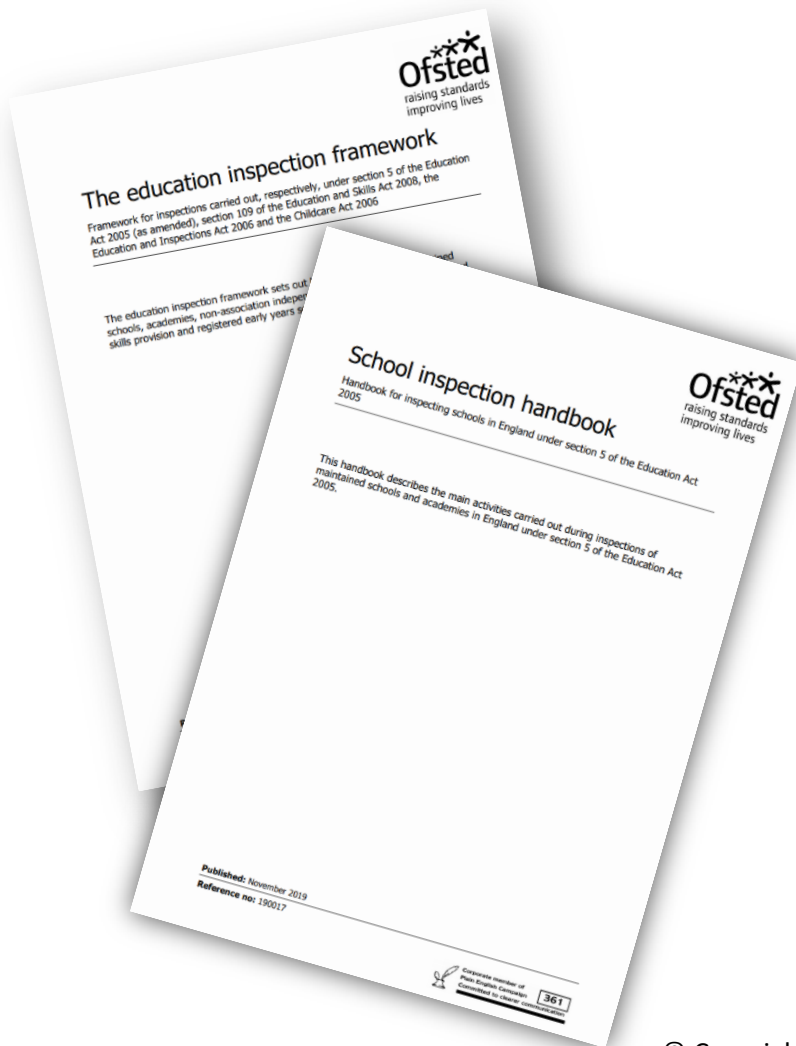




## Jigsaw PSHE and Discovery RE: How they contribute to ‘outstanding’.



This document sets out how Jigsaw, the mindful approach to PSHE, and the Discovery RE programmes can contribute significantly to an ‘outstanding’ judgement in relation to the Education Inspection Framework, May 2019.

Relevant sections from Part 2 (the evaluation schedule) of the School Inspection Handbook (November 2019) have been annotated for quick and easy reference. We hope this will be helpful for schools who already use Jigsaw and/or Discovery RE, and also for those schools who are considering investing in these schemes of learning.

At the end of this document you will also find an audit tool for schools who are not using Jigsaw PSHE to check their compliance with and preparation for the implementation of statutory Relationships and Sex Education and Health Education (statutory from September 2020).

Jigsaw, the mindful approach to PSHE, is a comprehensive PSHE Scheme of Learning, a lesson-a-week programme with all teaching resources, for 3-16 year olds. [www.jigsawpshe.com](http://www.jigsawpshe.com)

Discovery RE is a whole school approach to Religious Education for the Primary School, comprising of detailed medium-term planning covering Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism, with reference to Humanism. [www.discoveryschemeofwork.com](http://www.discoveryschemeofwork.com)

### The quality of education

169. Inspectors will take a rounded view of the quality of education that a school provides to all its pupils, including the most disadvantaged pupils (see definition in paragraph 86) and pupils with SEND. Inspectors will consider the school's curriculum, which is the substance of what is taught with a specific plan of what pupils need to know in total and in each subject.
170. Inspectors will consider the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (we call this **'intent'**). They will also consider the way that the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (we call this **'implementation'**). Finally, inspectors will consider the outcomes that pupils achieve as a result of the education they have received (we call this the **'impact'**).

### Intent

171. In evaluating the school's educational intent, inspectors will primarily consider the curriculum leadership provided by school, subject and curriculum leaders.
172. The judgement focuses on factors that both research and inspection evidence indicate contribute most strongly to an effective education and pupils achieve highly. These factors are listed below.
- The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.
  - It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.
  - The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.
  - The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.
  - The curriculum remains as broad as possible for as long as possible. Pupils are able to study a strong academic core of subjects, such as those offered by the EBacc.
  - There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

Both Jigsaw PSHE and Discovery RE are structured to provide knowledge and skills development, with application of these to the children's lives within and beyond school. In terms of the 'intent' that Ofsted will be looking for, both schemes of learning set out a progressive and sequential programme evidenced by the developmental learning intentions written into all the materials. In regard to 'implementation', both Discovery RE's and Jigsaw's wide range of child-centred activities ensure the learning is enjoyable for pupils and teachers alike. Each scheme also has its own assessment system, descriptors and exemplifications, so teachers can see the expected standard of learning that pupils should attain at the end of each unit of work, each year and each Key Stage. Jigsaw PSHE contains both formative and summative assessment opportunities that support teachers to assess PSHE knowledge, and how these are applied within social and emotional skills development. Discovery RE uses a similar system with assessment aimed at judging pupil knowledge, personal resonance and critical thinking skills within the RE unit being taught. The in-built assessment processes within each scheme allow evidence of 'impact' to be easily captured and recorded. (See our documents on "intent, implementation and impact" on each programme's individual website.)

The learning within Jigsaw PSHE and Discovery RE is challenging but child-centred. It allows students to focus on 'the opportunities, responsibilities and experiences of life'; and as such underpins a broad and balanced curriculum offer. The free update policy included within primary Jigsaw PSHE and Discovery RE ensures that the content of both schemes remains current, relevant and responsive to the needs of schools, children and young people. Equally the schemes are planned and sequenced, demonstrating a spiral learning progression with key assessment points along the way to assess impact. Assessment criteria are differentiated so that teachers can track pupil learning accordingly.

The schemes are inclusive and allow pupils of all abilities and from all backgrounds, to participate and learn.

**Inspectors will expect subject leaders to have a planned and sequenced programme of learning in place with a clear understanding of impact and 'end points' (Point 172 in the handbook). For schools using Jigsaw and Discovery RE this has been done for you!**

### Cultural capital

178. As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum:<sup>72</sup>

'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

### Implementation

182. In evaluating the implementation of the curriculum, inspectors will primarily evaluate how the curriculum is taught at subject and classroom level.

183. Research and inspection evidence suggest that the most important factors in how, and how effectively, the curriculum is taught and assessed are that:

- Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.
- Teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion.
- Teachers check pupils' understanding effectively, and identify and correct misunderstandings.
- Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.
- The subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.
- Teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.

Cultural capital is at the heart of EVERY Jigsaw PSHE and Discovery RE lesson helping students to understand and navigate a rapidly changing 21st Century world. Citizenship, at school, community, national and global levels are integral to both programmes.

Jigsaw PSHE's audit tool (available from the Jigsaw online Community Area) allows subject leaders and senior leadership teams to evidence the stages of embedding Jigsaw as a whole school programme. An audit tool for RE can be supplied by the Discovery RE mentor. [discoverymentor@janlevergroup.com](mailto:discoverymentor@janlevergroup.com)

Many schools who are already using Jigsaw and/or Discovery RE that have been inspected, have simply provided their inspection team with some examples materials from the scheme(s) alongside pupil work. In addition, mapping documents available from the websites (printed out for the inspection team) evidence how these schemes contribute substantially to key aspects of any inspection, e.g.:

Safeguarding

British Values

Spiritual, moral, social and cultural (SMSC) education

Prevent

The Equality Duty

Anti-bullying

And in RE to locally agreed syllabi

Discovery RE and Jigsaw PSHE have been written by experts but with the non-specialist teacher in mind. Lessons are easy to teach, and teacher notes in both programmes provide additional guidance and support. Articles and resources available from the Jigsaw and Discovery RE websites, and information under the "Teachers" tab in the Community Areas, support teacher knowledge and understanding of more challenging or sensitive subjects. Training materials are also available for Subject Leaders for school-based INSET in the Discovery RE and Jigsaw PSHE online Community Areas. Training from the Jigsaw and Discovery RE Consultant Teams is also an option for schools who require some further specialist input.

#### Sources of evidence specific to curriculum intent

179. Inspectors will draw evidence about leaders' curriculum intent principally from discussion with senior and subject leaders. Inspectors will explore:

- whether leaders are following the national curriculum and basic curriculum or, in academies, a curriculum of similar breadth and ambition
- how carefully leaders have thought about what end points the curriculum is building towards, what pupils will be able to know and do at those end points, and how leaders have planned the curriculum accordingly. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills
- how leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end points
- how leaders have ensured that the subject curriculum contains content that has been identified as most useful, and ensured that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills
- how the curriculum has been designed and taught so that pupils read at an age-appropriate level.

#### Behaviour and attitudes

201. The behaviour and attitudes judgement considers how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils.

We know from the feedback we receive from schools that are using Jigsaw PSHE and/or Discovery RE that their pupils are 'literate' in social capital, and they can evidence the impact of their learning in PSHE and RE from the way they behave and learn together as well as in their written work. Children are able to reflect on and vocalise their learning, showing that it has become embedded rather than just a mere regurgitation of facts. 'Real life' success stories from schools on the Jigsaw and Discovery RE websites are a testament to the effectiveness of both programmes, as are the programmes' Twitter feeds which consistently show high quality learning taking place in schools using the resources.

Jigsaw's effectiveness has also been evaluated by Sheffield Hallam University and the full report can be viewed on the Jigsaw website. The report evidences Jigsaw's impact on behaviour and disposition to learning, and also focusses on the 'Calm Me' (mindfulness) element of the programme. This aspect of Jigsaw has been proved to be highly effective and a valued part of SMSC in 'Jigsaw schools', as well as nurturing a mindful, calm school community.

<https://www.jigsawpshe.com/does-jigsaw-work/>

Relationships is a 'golden thread' within Jigsaw PSHE and Discovery RE. The starting point is nurturing a positive relationship with self to grow a sense of identity and self-esteem within individuals. The original music and songs enhance this in Jigsaw. Children learn about rights and responsibilities to themselves and others. They develop a high degree of empathy and social skills. In the 'Being Me in my World' and 'Dreams and Goals' Puzzles (units) students focus on their attitudes towards learning, motivation and resilience. The 'Celebrating Difference' Puzzle explores differences across the spectrum of global society, prejudice and discrimination, acceptance and understanding. Anti-bullying is also a core focus in this particular unit and each lesson begins with a reminder of the agreed Jigsaw Charter (ground rules).

Discovery RE allows pupils to explore the similarities between different faiths as well as understanding and appreciating the differences. Children develop a personal resonance with the underpinning concepts studied in the context of different religions and can apply it to their lives in a way that is meaningful for them

The whole-school approach advocated by Jigsaw involves the whole school community in a way that supports community cohesion.

#### Grade descriptors for behaviour and attitudes

214. In order for behaviour and attitudes to be judged outstanding, it must meet all of the good criteria securely and consistently and it must also meet the additional outstanding criteria.

##### Outstanding (1)

- The school meets **all** the criteria for good in behaviour and attitudes **securely and consistently**.
- Behaviour and attitudes are **exceptional**.

In addition, the following apply:

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

215. In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

##### Good (2)

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately<sup>82</sup> as a last resort.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Jigsaw's whole-school approach, once implemented and embedded, has been shown to be effective at creating and developing a positive school community ethos.

The mindfulness philosophy and practice throughout create mindful and caring individuals, respectful of each other.

As well as teaching materials, Jigsaw for 3-11 year olds also includes:

- Assemblies.
- Weekly celebrations focussing on positive behaviour, character attributes and values.
- Opportunities to celebrate learning through the Jigsaw songs, and end of unit (Puzzle) displays and events that can involve the whole school community.

The Jigsaw Families Programme can also enhance parent/carer involvement with their children and within the school community.

The Jigsaw REST (Resilience and Engagement Scale and Toolkit) enhances resilience.

Discovery RE fosters respect for the views of those of other beliefs and none.

Anti-bullying work includes work on understanding prejudice and discrimination across all sectors of the Equality Duty (2010) and beyond. Every year group explores this theme (at their own level) each Autumn Term.

Students are also equipped with a range of strategies to safeguard themselves and others, and to know how and when to access support.

Critical thinking, particularly developed in Jigsaw's units (Puzzles) on 'Dreams and Goals', 'Celebrating Difference' and 'Relationships' provides pupils with the skills to assess different situations and scenarios. They can then act and behave appropriately affording respect towards others and upholding theirs and others' rights.

Pupils in Jigsaw Schools report wanting to come to school as they feel safe and valued.

Critical thinking, evaluation and discernment are also hallmarks of the Discovery RE enquiry approach.

## Personal development

216. The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. The personal development judgement evaluates the school's intent to provide for the personal development of all pupils, and the quality with which the school implements this work. It recognises that the impact of the school's provision for personal development will often not be assessable during pupils' time at school.
217. At the same time as the school is working with pupils, those pupils are also being influenced by other factors in their home environment, their community and elsewhere. Schools can teach pupils how to build their confidence and resilience, for example, but they cannot always determine how well young people draw on this. Schools are crucial in preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so. In this judgement, therefore, inspectors will seek to evaluate the quality and intent of what a school provides (either directly or by drawing on high-quality agencies and providers, for example the Duke of Edinburgh award scheme, Cadet Forces and the National Citizenship Service), but will not attempt to measure the impact of the school's work on the lives of individual pupils.

218. This judgement focuses on the dimensions of the personal development of pupils that our education system has agreed, either by consensus or statute, are the most significant. These are:
- developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
  - developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
  - promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
  - promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
  - developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society
  - developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
  - enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
  - enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media
  - developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
  - developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education
  - providing an effective careers programme in line with the government's statutory guidance on careers advice that offers pupils:
    - unbiased careers advice
    - experience of work, and
    - contact with employers
    - to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire<sup>83</sup>
  - supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.

Personal development is a new judgement in the 2019 Education Inspection Framework. This by no means a co-incident, but aligns to the introduction of statutory Relationships and Sex Education and Health Education in September 2020. Schools who are not implementing a planned, progressive and spiral programme of PSHE/Citizenship may find it more challenging to meet the Ofsted criteria for good and outstanding in personal development.

This is further expanded upon in the points under 218 below.

As mentioned previously, Jigsaw PSHE and Discovery RE have a strong focus on rights, responsibilities and citizenship, especially in regard to respecting every individual's rights to their views and beliefs.

All Jigsaw PSHE and Discovery RE lessons are mapped against British Values so schools can easily see which aspects are being taught in each lesson.

Uniqueness of individuals is celebrated particularly in Jigsaw's 'Celebrating Difference' lessons, and lessons on Relationships and Sex education.

Positive mental health underpins all Jigsaw lessons. Mindfulness practise in the form of 'Calm Me', teaches students mindfulness strategies to employ. Developing resilience is also a key component of Jigsaw PSHE materials and is a 'golden-thread' that runs through the entire programme. Jigsaw's Resilience and Engagement Toolkit (REST) also allow schools to track and monitor the resilience skills and attributes of individuals or cohorts of pupils.

Physical health is covered in Jigsaw's 'Healthy Me' lessons. This includes understanding the importance of physical activity, diet, personal hygiene and where to access support. Safety education is also integral to this unit.

**Jigsaw fulfils all the components of the DfE Statutory Guidance (June 2019) on Relationships and Sex Education and Health Education (see the Meeting Expectations documents for 3-11 and 11-16 Jigsaw Programmes on the Jigsaw homepage for a detailed commentary about this).**

Careers Education is covered within Jigsaw's 'Being Me in my World' and 'Dreams and Goals' units. In Jigsaw 11-16 the CV development opportunities allow students to track and build their employability and 'life' skills across their secondary education.

### Spiritual, moral, social and cultural development

219. Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education.<sup>84</sup> This is a broad concept that can be seen across the school's activities, but draws together many of the areas covered by the personal development judgement.

220. Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

221. Provision for the moral development of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

222. Provision for the social development of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Schools already using Discovery RE and Jigsaw PSHE are developing pupils who can express their own opinions and values about life (religious or otherwise). The personal resonance and critical thinking learning intentions within Discovery RE provide this focus in each unit of work. Jigsaw also develops these skills within its spiral learning progression.

Ethics, right and wrong are explored age-appropriately within Jigsaw from the nursery materials and developed through to age 16 with increasing complexity. In older age groups this is also allied with British values and the respect for law.

Choice and consequence are also taught in a similar fashion, and when appropriate, connected to aspects of physical and mental health within Healthy Me lessons.

Every Jigsaw PSHE and Discovery RE lesson is also mapped for SMSC allowing teachers to see which aspects they are focussing upon within each lesson. These are balanced across each year group to ensure coverage.

Social skills are predominantly taught through Jigsaw's social and emotional development spiral learning progression, at Primary through the Connect Us activities at the start of each lesson and throughout the ages 3-16 curriculum collaborative learning opportunities, and enhanced by its whole-school approach. Children can also investigate their big question collaboratively in Discovery RE.

Parental engagement is enhanced through the Jigsaw Families Programme.

Jigsaw is also responding to a wide range of social and emotional challenges that have been brought about by the internet and social media age.

Jigsaw includes lessons that teach critical engagement with online material and safeguarding around that which is harmful.

It also teaches about the importance of social skills both on- and off-line and the potential influences that may lead young people to use technology irresponsibly.

Jigsaw PSHE will continue to respond in regard to these issues as technology advances and in collaboration with teachers in schools, adding new lesson plans and materials to the Programme to ensure it meets students' needs.

223. Provision for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Jigsaw PSHE 3-16 and Discovery RE 3-11 both have inclusivity high on their agendas. Both programmes respect individuals and nurture respect and acceptance for each other.

Jigsaw PSHE is the PSHE Programme of choice for schools in 30+ countries enabling Jigsaw to slowly offer twinning opportunities, UK Jigsaw schools partnering with Jigsaw schools abroad and opportunities such as students skyping to discuss their Jigsaw lessons and the issues they each face.

#### Sources of evidence specific to personal development

226. Inspectors will use a range of evidence to evaluate personal development, including:

- the range, quality and take-up of extra-curricular activities offered by the school<sup>85</sup>
- how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationship and sex education, contribute to pupils' personal development
- how well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature
- how well leaders develop pupils' character through the education that they provide
- where appropriate, the quality of debate and discussions that pupils have
- pupils' understanding of the protected characteristics<sup>86</sup> and how equality and diversity are promoted
- the quality of careers information, education, advice and guidance, and how well it benefits pupils in choosing and deciding on their next steps.

Apart from extra-curricular activities, Jigsaw PSHE and Discovery RE can evidence each of these aspects fully.



227. In order for personal development to be judged outstanding, it must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.

**Outstanding (1)**

- The school meets **all** the criteria for good in personal development **securely and consistently**.
- Personal development is **exceptional**.

In addition, the following apply:

- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

It is worth noting here, and referring to comments made earlier in this document, that in order to achieve outstanding, schools must provide PSHE in a coherent and planned manner. Teaching should be secure and consistent. Secondary schools that currently adopt a 'drop-down' day model may need to look at their provision as this is unlikely to fit the bill.

In addition, some PSHE resources on the market that allow a 'pick and mix' approach, or a yearly visit to teach PSHE will not provide the coherence, and planned sequential teaching that Ofsted requires, and that is advocated in the Relationships and Sex education and Health education guidance as best practice.

**Jigsaw PSHE and Discovery RE Programmes fully meet Ofsted and DfE guidance requirements and makes life 'easy' for subject leads and Senior Leadership Teams knowing that they have a robust and fully mapped programme that meets pupil needs. They can also be assured that Jigsaw PSHE and Discovery RE will continue to adapt to changing needs of pupils and schools, and in response to any further guidance issued.**

The following Audit Tool allows schools to judge their compliance with the Statutory Relationships, Health and Sex Education and the Ofsted framework.

Are you ready for Statutory Relationships and Sex Education and Health Education/ the 2019 Ofsted Inspection Framework?

Key Aspect	Use these questions to assess how ready your school is for statutory status, and the new Ofsted framework in relation to the Personal Development and Behaviour and Attitude judgements.	This box can be use for subject leads and Senior Leadership Teams to write suggested actions, if any are required.
<p><b>The school should have a planned and progressive spiral PSHE curriculum with clear 'end points' and an understanding of the expectations for pupil learning at different points seeded throughout.</b></p>	<p>Does the school currently use 'bits and pieces', visitors and outside agencies to cover PSHE?</p> <p>Is PSHE only taught through assemblies and collective worship?</p> <p>Do some or all of the resources need updating?</p> <p>Does the scheme and the teaching and learning activities need reorganising and pulling together into a spiral scheme of work with EVIDENT progression?</p> <p>Do we still use the SEAL resources from 2005 (these are extremely out of date)?</p> <p>Do we have clear 'end points' in the scheme where we understand as a school the learning expectations in regard to pupil knowledge and skills development in PSHE?</p> <p>Does our current provision allow pupils to revisit and build upon prior learning in the same way other curriculum subjects do?</p> <p>Do we track pupil progress in PSHE? Should we?</p>	
<p><b>Is teaching and learning consistent across the school?</b></p>	<p>Is there a weekly timetabled slot for PSHE?</p> <p>Does it need more curriculum time allocated?</p> <p>Do all teachers that are supposed to deliver PSHE do it? How do you know?</p> <p>As a subject leader what monitoring arrangements are in place for PSHE?</p>	

<p><b>Curriculum content</b></p>	<p>Does your PSHE programme address issues of equality sufficiently and cover (age-appropriately) all the protected characteristics in the Equality Duty?</p> <p>Do we teach about prejudice and discrimination?</p> <p>How do we build pupil resilience in a planned and sequential way? How do we know this is making a difference?</p> <p>Does the scheme support pupils to develop positive mental health? Are pupils aware of the importance of mental health and where to access support if problems arise?</p> <p>Where do we allow for students to develop critical thinking skills and discuss their own and others' perspectives on 21st century issues and the challenges and opportunities of life?</p> <p>Is our work on anti-bullying confined to anti-bullying week or is it more progressive and spiral than that?</p> <p>Are 'British values' taught in a progressive and planned way?</p> <p>Do lessons on e-safety and the online world reflect current issues with technology and critical thinking skills around the safe and responsible use of technology relevant to young people's current usage?</p> <p>Where are a range of social and emotional skills taught? Is this progressive and spiral?</p> <p>Does our Relationships and Sex Education meet the revised expectations as set out in the draft DfE guidance (July 2018)?</p> <p>Do our Health Education lessons address all that they need to when the subject becomes statutory in September 2020? (see draft DfE guidance)</p>	
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<p><b>Whole-school approach</b></p>	<p>Does what we teach in PSHE get reinforced in other aspects of school life and vice versa? E.g. assemblies, through relevant policies, extra-curricular opportunities, wider SMSC etc.</p> <p>Would a visitor be able to 'evidence' the school vision by what they observe happening in PSHE lessons across the school?</p> <p>Is PSHE a part of the school development plan? Should it be?</p>	
<p><b>Staff CPD</b></p>	<p>Are the staff all confident teaching PSHE? How do you know?</p> <p>Are there any specific aspects that concern them?</p> <p>As a subject lead, do you know what training and CPD the staff have had within PSHE in the last 3 years?</p> <p>Can staff explain how their PSHE teaching meets key Ofsted agendas such as safeguarding, British Values and Prevent?</p> <p>Are staff aware of the draft DfE guidance and what they will be expected to teach from September 2020?</p>	

<b>Subject Leader</b>	<p>Are you confident in your post as PSHE subject lead?</p> <p>Do you need more training or support?</p> <p>Do you get sufficient time to develop and monitor the subject?</p> <p>Have you sufficient budget to replace or add to existing resources so that the school is compliant with the expectations set out in the draft DfE guidance?</p> <p>Could you confidently evidence to an Ofsted inspector how PSHE in your school contributes significantly to the Personal Development and Behaviour and Attitudes judgements?</p> <p>How about how PSHE in your school builds social capital?</p>	
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