

How PSHE addresses the *Five Every Child Matters Outcomes*

This document is intended to be guidance on the types of activities that may contribute to evidence for the five Every Child Matters outcomes. It is an aide memoire, is not comprehensive and can be amended in the light of other services provided to schools, and individual school focus and priorities.

PSHE can and should be one of the main drivers and influences on the school experience for our young people. This is being recognised more and more at government and local level through such ground breaking documents as 'Every Child Matters' and consequently the new Ofsted Framework which comes into operation from September 2005. The underlying principal is about *putting children and young people first*, which has always been at the heart of good PSHE practice. How can PSHE practitioners ensure that they are having the maximum impact on the opportunities offered to the pupils in their school? Having the necessary information always helps.

The 'Every Child Matters' five outcomes are:

1. Be healthy
2. Stay safe
3. Enjoy and achieve
4. Make a positive contribution
5. Achieve economic well-being

Ofsted clearly states in 'A New Relationship with Schools: Improving Performance through Self-Evaluation' (DfES - 1290-2005 DOC-EN) that, 'when you are summarising your evaluation of the Every Child Matters five outcomes, comment not just on what the school has done to promote the outcomes, but also on the impact that this has had on learners. For example, schools should comment on the difference that the school's action has made to particular groups of learners' behaviour not just in terms of their attendance and attitudes to school but also in relation to their progress'.

The Healthy Schools process can be **one** way of assessing needs, developing and implementing a programme of support and evaluating impact.

Specific mention of Healthy Schools shows how involvement in your local Healthy Schools Programme may contribute significantly to Every Child Matters outcomes for Children and Young People.

In addition to the five objectives for each outcome, there is an additional pointer relating to the involvement of parents, carers and families. Healthy Schools advocate a whole school approach involving all members of the school community in the development, implementation, monitoring and evaluation of PSHE policy and practice. This also includes a significant role for pupil involvement.

Additional research and evaluation on the role and impact of Healthy Schools can be found at www.wiredforhealth.gov.uk/evidenceofimpact

In the charts over the page are listed the five outcomes emphasised in 'Every Child Matters' cross referenced to the new Ofsted inspection framework. You may well find that the same question is asked more than once against the different outcomes. The third column shows how PSHE meets and supports these identified outcomes to improve the life experiences of our young people.

Questions to ask your self in light of this information:

- What evidence do you have to show that PSHE in your school is delivering and meeting these requirements?
- What do you need to find out?
- Have you been asked to contribute to the School Self-Evaluation?
- What consultation is taking place with pupils?
- Has the school made an audit of the curriculum offered against the five outcomes?
- Do aspects of the five outcomes appear in the school improvement plan?
- Do the five outcomes appear in the school prospectus?
- How can your LEA support you with this work?
- What CPD would help you further?
- Other?

Every Child Matters - Ofsted and PSHE Links

1. Stay Safe - for example keeping learners safe from bullying, harassment and other dangers.

Healthy School status means that schools have an ethos and culture that is supportive to personal and social development - advocating inclusion and have achieved national standards in PSHE, including:

- *the teaching of personal/social skills, awareness and assertiveness*
- *road, fire, electrical, firework safety and drug education - pupils can assess risk and access help where necessary*
- *the teaching of fairness and equity - and has a bullying policy*

Ofsted 2005	PSHE/Healthy School Links	Impact indicators	Services and Support
<ul style="list-style-type: none"> • Does the curriculum meet the needs of learners in this area including skills to develop social and economic well-being? • Is teaching consistently effective? • Are pupils learning how to stay safe? What skills do they have? • Are resources adequate and used well? • What is the behaviour of learners like? • Is attendance good? • How good is the care, advice, guidance and other support given to pupils? 	<ul style="list-style-type: none"> • Behaviour policy/golden rules/anti bullying policy • Equal opportunities policy/inclusion/difference and diversity • Confidentiality guidelines • Protective Behaviours • PSHE scheme of work, including SRE and Drugs in place that is in line with national guidance. • PSHE scheme of work includes aspects on management of stress and well-being • Healthy School Status • A teacher is undertaking/achieved the PSHE CPD certificate. • School matron undertaking/achieved PSHE CPD certification • Good working relationships with outside agencies including, police liaison officer, Educational Welfare, school nurse, looked after child officer etc. • School Travel Plan - safer routes to school - walking bus • Peer support/buddy systems in place. • Resources to deliver the agreed programme of work are in place. • School information point • PSHE subject leader identified with job description in place and forms part of performance management. • Health and Safety procedures in place • Assessment, recording and reporting in PSHE taking place • Healthy Eating policy in place 	<ul style="list-style-type: none"> • Attendance at or above national average • Attendance showing improvement • Exclusions below the national average • Number of exclusions decreasing • Positive pupil response to feeling safe • Number of teenage pregnancies known and followed up • Number of teenage pregnancies decreasing • Good or improving behaviour • Healthy School awards • Pupils are aware of situations of potential danger in the home and community and have the knowledge and skills to avoid it and can explain how to get help when necessary • Drinking water available throughout the day • Participation in the fruit and vegetable scheme • Vending machines dispensing 	<ul style="list-style-type: none"> • Protective Behaviours • Behaviour Support Team • EMASS • School Nurse/Matron • MK Health and Safety Officer • PSHE Adviser • PSHE Lead • SRE Consultant • Drugs Adviser • Healthy Schools co-ordinator • Healthy Schools Nurse • EWO • Police Liaison Officer • Looked After Children nurse and officer • Anti-bullying co-ordinator • CAMHS • KS3 Behaviour and Attendance • SEAL/SEBS strategy • DfES Don't Suffer in Silence

	<ul style="list-style-type: none"> • Consultations with parents, e.g. SRE, healthy eating, drugs education etc. • Timetables show minimum of 2 hours physical activity in the curriculum • Child Protection policy in place with designated person • CPD for staff taking place and being monitored • Internet safety activities and training • Fire drills and procedures • Staff safety (angry parents etc) • Rewards and sanctions • Procedures • Ownership • Safe routines - collection of children • Safe cycling • Circle time • Visits eg safety centre • Procedures for sharing vital (important) information • Community wardens/people who are in evidence to children locally • Relevant leaflets etc • NSPCC • NSPCC worker on site (1 day a week) for parents and children • Security policy - lone working etc • CRB checking • Food safety (nuts!) • Learning mentors role • Follow up on absent children • Safe school environment - health and safety procedures. Involvement of Governors in Health/Risk assessments. Safety issues. • PE policy in place and followed (equipment, clothing, warm-up etc) • Safety issues • First Aid 	<p>healthy produce</p> <ul style="list-style-type: none"> • School meals meet minimum standards • Minimum of 2 hours physical activity per week taking place • CPD for staff taking place, e.g. PSHE, Child Protection • Information point(s) available for pupils and staff • Child Protection procedures in place and shared • Looked after children identified and systems in place • Individual Health Care Plans in place • Risk assessments taking place regularly • Appointed governor for health and safety • Appointed governor for Healthy Schools • Healthy Schools and PSHE information in school prospectus • Impact will be clear procedures in place to keep children safe - everyone aware sharing info. 	<ul style="list-style-type: none"> • www.wiredforhealth.gov.uk • Road Safety Officer • Black History Month • Children and Young People's Rights team • See NHSP's 'Promoting emotional health and well-being through the National Healthy School Standard'
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Every Child Matters - Ofsted and PSHE Links cont'd

2 Be Healthy - for example helping learners to adopt healthy lifestyles, build their self-esteem, eat and drink well and lead active lives.

HS status means that schools have achieved national standards in:

- *healthy eating and physical activity, including all pupils access 2 hours/week of PE, take advantage of community physical activity provision.*
- *have achieved national standards in Emotional Health and Well-Being (inc. bullying), e.g. access to peer and adult support, understanding and dealing with feelings, raising self-esteem, skills and awareness to tackle bullying.*
- *have achieved national standards in Sex and Relationship Education, including SRE that is appropriate to their age, ability and level of maturity*
- *have achieved national standards in healthy eating, physical activity and emotional health, as outlined in DfES Healthy Living Blueprint*
- *have achieved national standards in drug education, including alcohol and tobacco, and there is a smoking policy*

Ofsted 2005	PSHE/Healthy School Links	Impact indicators	Services and support
<ul style="list-style-type: none"> • Does the curriculum meet the needs of learners in this area? • Is teaching consistently effective? • Are pupils learning how to be healthy? • Are resources adequate and used well? • What is the emotional development of 	<ul style="list-style-type: none"> • Protective Behaviours • PSHE scheme of work, including SRE and Drugs in place that is in line with national guidance. • Healthy School Status • A teacher is undertaking the PSHE CPD certificate. • Nutrition and healthy eating policy and scheme of work in place. • PE policy and scheme of work in place in line with national guidelines. • 'Water in schools' adopted. • Good working relationships with outside providers. • Curriculum time audit • Resources to deliver the agreed programme of work are in place. 	<ul style="list-style-type: none"> • Attendance at or above national average • Attendance showing improvement • Healthy Schools and PSHE information in school prospectus • Alternative sports activities taking place • After school sports clubs running • Drinking water available throughout the day • Participation in the fruit and vegetable scheme • Vending machines dispensing healthy produce • School meals meet minimum 	<ul style="list-style-type: none"> • TOPS training • CAMHS • School Nurse/Matron • PSHE Adviser • PSHE Lead • SRE Consultant • Drugs Adviser • Healthy Schools co-ordinator • Healthy Schools Nurse • Anti-bullying co-ordinator • www.wiredforhealth.gov.uk • Stand Up For Us - Tackling Homophobia (DfES) • Food in School Programme • Healthy Eating Guidance and

<p>learners like?</p> <ul style="list-style-type: none"> • What is the behaviour of learners like? • How good is the care, advice, guidance and other support given to pupils? 	<ul style="list-style-type: none"> • Successes are celebrated. • School information point • PSHE subject leader identified with job description in place and forms part of performance management. • Pastoral care systems in place • PSHE subject review linked into the school's monitoring and evaluation cycle • Forest Schools and/or other similar initiatives taking place • Playground activities and equipment • Dance, gym, games, swimming etc • Assemblies • Balanced lifestyle • Healthy eating/exercise importance taught through PSHE/Citizenship/Science • Healthy relationships SRE • Support structures in and outside of school • Teacher knowledge • Fruity Friday • Healthy schools award/Eco schools • Involving parents • Providing healthy, hot, varied, interesting lunches • Healthy lunchbox • Protective Behaviour - 'safety centre' • Understanding of issues arising from good or bad choices (informed) • Healthier adults! (project right image) • Outside visitors ie parents, health professionals including school nurse • Healthy breakfast clubs/snack clubs • Liaison with catering (healthy meals) • Healthy cookery clubs - children/parents (Sure Start) • Growing clubs • Toilets (whole school hygiene) - clean, hand washing 	<p>standards</p> <ul style="list-style-type: none"> • Minimum of 2 hours physical activity per week taking place • Appointed governor for Healthy Schools • Healthy Schools and PSHE information in school prospectus • Less mental health issues - improved concentration, focus, behaviour • Less obesity • Increased awareness of health issues. 	<p>curriculum development</p> <ul style="list-style-type: none"> • Oral Health Team, PCT • Remodelling adviser • See NHSP's 'Promoting emotional health and well-being through the National Healthy School Standard' • See The NHSP's guidance on good practice in drugs education
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	<p>posters, staff too</p> <ul style="list-style-type: none"> • Dishwasher (in staff room) • Parental involvement and reinforcement • H.E. policy/P.E policy • Out of school activities and treats for staff • Work life balance • Methods of accessing health information • Behaviour Policy - Mental Health, staff/children • First Aid 		
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Every Child Matters - Ofsted and PSHE Links cont'd

3 Enjoy and Achieve - for example enabling learners to make good progress in their work and personal development and to enjoy education. (3 pages)

- Research shows that pupils attending healthy schools are less likely to fear bullying, and show more enthusiasm for school according to Ofsted.
- The Healthy Schools National database research shows that primary schools with HS status are improving at a faster rate than schools not involved in the local programme (*Guardian* 9.3.05)
- HS status means that schools have achieved national standards in PSHE and physical activity.
- Secondary HS are significantly more inclusive

Ofsted 2005	PSHE/Healthy School Links	Impact indicators	Services and support
<ul style="list-style-type: none"> • Are the pupils achieving all that they should in all subjects? Are they achieving challenging targets? Are they making good progress against prior attainment? • Does the curriculum meet the needs of learners in this area? • Is teaching consistently effective? • Is there a suitable and rigorous assessment system in place? • Is the identification of and provision of all 	<ul style="list-style-type: none"> • School Council • Pupil questionnaires • Consultations with parents, e.g. SRE/Drugs policy. • Protective Behaviours • PSHE scheme of work, including SRE and Drugs in place that is in line with national guidance. • Minimum level 3 Healthy School • A teacher is undertaking/achieved the PSHE CPD certificate. • CPD on good teaching and learning in PSHE • Impact of CPD on teaching and learning monitored and reviewed • Variety of teaching styles adopted to accommodate pupil learning styles • PSHE practice being monitored in the classroom and across the school. • Assessment, recording and reporting in PSHE taking place and in line with school policy. 	<ul style="list-style-type: none"> • Value added at national average or above • Value added improving • GCSE results at or above national average • GCSE results showing improvement • Exclusion below national average • Number of exclusions decreasing • SATs results at or above national average • SATs results showing improvement • Identified pupil groups making progress, e.g. mobile, SEN, cultural, gender, LAC etc. • Attendance at or above national average • Attendance showing improvement • Number of teenage pregnant mums in full-time education • Positive pupil response to educational 	<ul style="list-style-type: none"> • PSHE Adviser • PSHE Lead • SRE Consultant • Drugs Adviser • Healthy Schools co-ordinator • Healthy Schools Nurse • School Improvement Team • Extended Schools • QCA • www.wiredforhealth.gov.uk • www.schoolcouncil.org • See 'Using the National Healthy School Standard to raise boys' achievement' and • 'How the National Healthy School Standard Contributes to School Improvement' and • 'Learning and Teaching: background notes for colleagues visiting and working in schools to support

<p>learning needs addressed?</p> <ul style="list-style-type: none"> • Are resources adequate and used well? • How good is the care, advice, guidance and other support given to pupils? • Do pupils enjoy being at school and learning? • Is attendance good? 	<ul style="list-style-type: none"> • Individual/group targets set in PSHE. • PSHE self-evaluation taking place at senior level and actions included in SIP. • Resources to deliver the agreed programme of work are in place. • PSHE appears on governor agendas. • PSHE subject leader identified with job description in place and forms part of performance management. • Celebrate success - not just academic but also out of school (Golden Book, smiley cards, merit cards, walk of achievement, postcards home, assemblies, verbal praise, good side, open afternoons, parents' evenings, displays, visitors, presenting awards and sharing, smiling. • Relevant learning - relationships between staff and children - Walt Wilf • Extended curriculum eg. Colour, learning objectives clearly stated, staff/children loos • Parental and staff involvement in success (individual - different levels!) • Newsletter 	<p>experience</p> <ul style="list-style-type: none"> • Pupils able to describe situation where they feel confident • Behaviour is judged good or better • PSHE Certificated teacher at the school • Healthy Schools and PSHE information in school prospectus • Positive and welcoming environment • Children motivated • Parents involved - parent satisfaction, promoting home learning and how to help at home • Attendance certificates for children • Development of 'can do' community and attitude • Happier school staff (aiding retention) • Place to chill for staff - no plans etc- work • Non judgemental adults • Raised self-potential • Accessible curriculum for all • Children's interests followed and children's voices heard • Value out of school achievement • Positive performance management - well being project - work life balance for adults and children 	<p>learning' at www.wiredforhealth.gov.uk/publications</p>
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Every Child Matters - Ofsted and PSHE Links cont'd

3 Enjoy and Achieve - for example enabling learners to make good progress in their work and personal development and to enjoy education.

Ofsted 2005	PSHE/Healthy School Links	Impact indicators	Services and support
<ul style="list-style-type: none"> • How good is the spiritual, moral, social and cultural development of pupils? • Is relevant staff CPD taking place and having an impact in the classroom? • What involvement to parents and carers have in their children's learning? • To what extent do enrichment activities/extended opportunities enhance enjoyment and achievement for learners? • What information, advice and guidance are offered to pupils about courses, programmes and careers advice? What is the quality of this like? 	<ul style="list-style-type: none"> • Individual target set for pupils • School targets being set • School assemblies cover a broad and wide subject area • Cross-curricular links to RE • Induction procedures are in place • Strong links with feeder schools established 	<ul style="list-style-type: none"> • Examples of pupil consultation • Investors in People achieved • Individual targets being met • School targets being achieved • Parents and pupils settle well into the school 	

Every Child Matters - Ofsted and PSHE Links cont'd

4 Achieve Economic Well-Being - for example helping pupils to gain the skills and knowledge needed for future employment

A Healthy secondary school's PSHE should include Careers Ed and Guidance and also work experience

Ofsted 2005	PSHE/Healthy School Links	Impact indicators	Services and support
<ul style="list-style-type: none"> • Are the pupils achieving all that they should? • Does the curriculum meet the needs of learners in this area, including skills to develop social and economic well-being? Is it responsive to the local circumstances? Does it provide opportunities for all learning needs? Is it responsive to the local circumstances? To what extent does it meet the needs of employers in the locality? • Is teaching consistently effective? • Are resources 	<ul style="list-style-type: none"> • PSHE scheme of work, including SRE and Drugs in place that is in line with national guidance. • Scheme of work includes financial capability and sustainability • Healthy School Status • A teacher is undertaking the PSHE CPD certificate. • Citizenship links made with PSHE. • Numeracy links made with PSHE • Cross-curricular links made with PSHE • Resources to deliver the agreed programme of work are in place. • School information point • PSHE subject leader identified with job description in place and forms part of performance management. • Good working relationships with outside agencies • Business links set up • Work experience opportunities planned • Opportunities for pupils to experience the use of money in 'real' situations, e.g. school shop • School involved in community activities • Valuing local community - free from violence - social disadvantage • High expectations • Relativity • Responsibility 	<ul style="list-style-type: none"> • Enterprise activities successfully taking place • Positive work experience outcomes • Examples of school working with local community • Healthy Schools and PSHE information in school prospectus 	<ul style="list-style-type: none"> • Connexions • Citizenship adviser • QCA • Personal Finance Educational Group - www.pfeg.org • See NHSP's 'Forming Links with Careers Education' and 'Managing Links with Careers Education' at www.wiredforhealth.gov.uk/publications

<p>adequate and used well?</p> <ul style="list-style-type: none"> • How do pupils acquire workplace skills? • Are pupils learning how to stay safe? What skills do they have? • To what extent do enrichment activities/extended opportunities enhance enjoyment and achievement for learners? • What information, advice and guidance are offered to pupils about courses, programmes and careers advice? What is the quality of this like? 	<ul style="list-style-type: none"> • Role of school council in decisions, votes etc • Developing basic skills of Literacy, ICT, PSHE • Children's work and behaviour • Teacher assessments • Results - value added • Budget, evaluate purchases • Listening to children • Assessments • Observations • Cross curricula links - alongside - listening skills, decision making, problem solving, teamwork, communicating socially and emotionally • Relationships - involving the wider community • Aspirations • Adults modelling • Industry links • Role play (money) • Relevant curriculum • Curriculum planning • Prioritise • Focussed use of school budget • Extending curriculum/experiences • Coffee mornings • Managing dinner money • Preparation for work • Regular/punctual attendance • Develop work ethic • Balance sufficient resources • Visits/journeys • Groups in theatre, music, sports • Older children take responsibility for own money 		
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Every Child Matters - Ofsted and PSHE Links cont'd

5 Make a Positive Contribution - for example ensuring that learners understand their rights and responsibilities, are listened to, and participate in the life of the community.

Healthy School status means that schools:

- *involve pupils in decision-making, and promotes participation AND that their opinions are acted upon.*
- *have achieved national standards in Emotional Health and Well-Being including measures to prevent and deal with bullying*
- *have a comprehensive PSHE programme, including appropriate SRE and bereavement*
- *have involvement in the wider community*

Ofsted 2005	PSHE/Healthy School Links	Impact indicators	Services and support
<ul style="list-style-type: none"> • Does the curriculum meet the needs of learners in this area? Is it responsive to the local circumstances? • Is teaching consistently effective? • Are pupils learning how to make a positive contribution to the community? • Are resources adequate and used well? • How good is the spiritual, moral, 	<ul style="list-style-type: none"> • PSHE scheme of work, including SRE and Drugs in place that is in line with national guidance. • Equal opportunities policy/inclusion/difference and diversity • Healthy School Status • A teacher is undertaking the PSHE CPD certificate. • Citizenship links made with PSHE. • Numeracy links made with PSHE • Cross-curricular links made with PSHE • Resources to deliver the agreed programme of work are in place. • School information point • PSHE subject leader identified with job description in place and forms part of performance management. • Good working relationships with outside agencies • School assemblies cover a broad and wide subject area • Cross-curricular links to RE • Extended school provision 	<ul style="list-style-type: none"> • School council has influenced School Improvement Plan positively • Number of racial incidents decreasing • Number of bullying incidents decreasing • Examples of extended schools provision • Healthy Schools and PSHE information in school prospectus 	<ul style="list-style-type: none"> • School Council UK • Children and Young People's Rights team • PSHE Adviser • PSHE Lead • Healthy Schools co-ordinator • Healthy Schools Nurse • Citizenship adviser • KS3 Behaviour and Attendance • SEAL/SEBS strategy • DfES Don't Suffer in Silence • Police • Extended schools • See NHSP's 'Promoting Children's and Young People's Participation'. • See the NHSP's 'Managing and Teaching Citizenship through the National Healthy School Standard' at www.wiredforhealth.gov.uk/publications

<p>social and cultural development of pupils?</p> <ul style="list-style-type: none"> • Is relevant staff CPD taking place and having an impact in the classroom? • How do pupils acquire workplace skills? • To what extent do enrichment activities/extended opportunities enhance enjoyment and achievement for learners? 	<ul style="list-style-type: none"> • Workforce remodelling enhancing curriculum opportunities • School council meets regularly • Circle time taking place • Peer buddying/counselling • Transition activities taking place • Loss, bereavement and separation activities • Personal achievement files/awards • Charity activities • Events (sporting, got, inset) • Making decisions • Developing self-confidence • 'Welcome' monitors/phone answering • Looking after the environment - compost bins, recycling • Global education -impact on others • Street care • Positive comment book in class • Children's diary of life of the school • Parental support of school activities 		<ul style="list-style-type: none"> • Also see the NHSP's 'Addressing the education and health needs of Black and Minority Ethnic Pupils' and 'Stand Up For Us' • See NHSP's 'Promoting emotional health and well-being through the National Healthy School Standard'.
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How PSHE and Healthy Schools may contribute to other sections of the Ofsted SEF

Ofsted SEF	Statement	PSHE/Healthy Schools involvement
PART A		
1b	Distinctive aims and features of your school	National Healthy School Status or working towards national healthy school status and significant partner agencies/health provision
1d	Additional characteristics of your school	Accredited Healthy School (explain how this is different from above)
2a	Gathering views of learners, parents/carers and other stakeholders	Pupil involvement - needs assessment, peer education, questionnaires, anti-bullying working groups, school and class council, parental questionnaires, parental involvement in policy and practice development in PSHE
2c	How views of the above tell you about the learning standards, personal development and well-being and quality of provision	Information from 2a informs support provided for learning and personal development/well-being - needs analysis
2d	Examples of action taken based on learners/carers views with evaluation of effectiveness	Planning, development and implementation of PSHE programme HS annual case study and monitoring/evaluation process
3a	Learners' achievement and standards in their work	PSHE programme of work with clear links to other curriculum areas and balance between knowledge, skills and attitudes - end of key stage assessments

How PSHE and Healthy Schools may contribute to other sections of the Ofsted SEF cont'd

Ofsted SEF	Statement	PSHE/Healthy Schools involvement
PART A	CONTINUED	
5a	Quality of teaching and learning	KSA (?) development of PSHE scheme of work, support in T/L in PSHE - DfES/HS CPD certification for the teaching of PSHE, Quality Assurance Framework - QAF, planning, implementing and evaluating between schools and external agencies
5b	Curriculum and other activities meet the range of needs and interests of learners	Evidence of needs analysis of the school community. Active learning for PSHE - accelerated learning, development of health services and breakfast clubs, Drop-In centres
5c	Guidance and support for learners	Peer mentoring, support for Learning Mentors, development of school meals . Pastoral/academic support system
6a	Effectiveness and efficiency of leadership and management	JD for PSHE co-ordinator, support in monitoring PSHE teaching and learning, governors role/training in responsibilities for SRE
7a/b/c	<i>Overall effectiveness of provision, steps taken and capacity for further improvement</i>	<i>Work relating to HS status/accreditation</i>

How PSHE and Healthy Schools may contribute to other sections of the Ofsted SEF cont'd

PART B		
A 17	Specialist categories of school	Other - Healthy School accredited
A 20	Additional Services	Health Drop-in centres
B2-11	Information about the learners	HS support in developing specific programmes of work to address inequalities and social inclusion
E2	Curriculum description	PSHE provision

PART C		
Curriculum 4 and 5	The Governing body - Sex and Relationship Education	Support on legal requirements and good practice re SRE policy

Many thanks to the Southwark Healthy Schools Programme and Colin Noble from the National Healthy Schools programme for sharing their work on this subject so freely.