

Checklist for choosing safe PSHE education/RSHE home learning resources

PSHE education – including statutory RSHE elements – can play a key role while pupils are being taught remotely. There are many resources now available to support remote teaching but before using them with pupils, it's important to ensure they meet standards of safe and effective practice. Use this checklist to ensure the remote, or home learning, resources you choose are safe.

Is this a safe topic for home/remote learning?

Not all topics in PSHE education are safe for pupils to learn about independently at home. See our '[Guide to teaching PSHE remotely](#)' for more advice. Ask yourself:

- Do we need to cover this now or is it better to wait until it can be taught face to face?
- Will the topic be safe for all of our pupils to discuss or learn about in the home environment?
- Am I confident that the content won't encourage pupils to visit potentially harmful websites or social media sources to find out more? (Some topics such as self-harm are potentially dangerous in this regard.)

Does the resource ensure a safe learning environment?

Principles of safe practice apply just as much at home as they do in the classroom. Ask yourself:

- Does the lesson or activity suitably 'distance the learning' by avoiding real experiences of pupils or people known to them as examples?
- Is the lesson inclusive, avoiding stereotypes and with a balanced, non-judgmental approach?
- Does the lesson or activity stigmatise a particular behaviour, feeling or response? (For example, through explicit or implicit messages about what is 'normal'.)

Does the resource signpost to appropriate sources of support?

Lessons should go beyond teaching pupils to 'tell an adult' and ensure they know why, when, where and how to access the most appropriate advice and support. Ask yourself:

- Does the lesson ensure pupils know why, when, where and how to access appropriate support?
- Is there sufficient signposting to trustworthy, age-appropriate sources of support should pupils wish to discuss the topic further, make a disclosure, or get advice and help?
- Am I confident that factual content contained in the lesson is accurate, from a reliable source and up-to-date?

Could this lesson do harm?

Any resources used in PSHE education should not cause pupils distress, or unwittingly reinforce negative or harmful behaviours. Ask yourself:

- Am I confident that the topic and content won't cause distress or anxiety to any pupil (or re-traumatise a pupil with personal experience of the topic)?
- Am I confident that the content does not normalise unhealthy behaviours? (For example – underage drinking, self-harm, activities on social media, coercive or otherwise unhealthy relationships.)
- Am I confident that the content does not reinforce negative norms? (For example, suggesting knife crime or drug use is more prevalent amongst their age group / community than it is.)

The questions above relate to safe practice. To be safe and effective, ensure the lesson plan you are choosing also:

- includes a baseline assessment activity to gauge pupils' starting point and an end point assessment activity that allows them to demonstrate their progress.
- uses a range of activities
- increases knowledge but also develops skills and attributes to put the knowledge into practice

[Visit the Coronavirus Hub](#) for further guidance on effective practice.