

# RSE Deep dive question examples

A deep dive is an in-depth look by Ofsted inspectors at specific subjects in a school, based on the most recent Ofsted framework. It helps inspectors to get a feel for whether a broad and balanced curriculum is being offered, the quality of education the children are receiving, progression and sequencing, retention of prior learning, and whether the curriculum at the school is doing what is intended. Ofsted can choose any subject area for their “deep dive” (though they will always choose reading as one of them. This may not necessarily be related to guided reading/reading lessons but more to what reading opportunities there are within a subject. For example in PSHE, what texts are used to support the subject?) during an inspection, including the subjects we offer here at Kapow Primary. A deep dive means looking at:-

- **Curriculum Intent** – what knowledge and skills do we intend the children to gain from our curriculum?
- **Implementation** – how is the curriculum implemented?
- **Impact** – what progress do children make?

There are 6 key parts to the inspection that schools can expect to happen in order for the inspectors to assess the 3 I's:

- Discussing the curriculum.
- Meeting subject leaders.
- Observing learning.
- Talking to teachers.
- Work scrutiny.
- Talking to children.

## What is curriculum intent?

Your school or subject's PSHE/RSE curriculum intent is what you want children to learn, and the skills you want them to acquire. Be clear on exactly what this is so you don't go off on a tangent. Subject leaders should be able to explain the sequence of their lessons and the rationale behind their decisions. If teachers can explain why they have chosen to teach something as well as why it is taught in the way that is, this will show a good understanding of what the learning intentions are.

Subject leaders should also be able to explain the sequencing and progression through which children will access the curriculum and the rationale there.

## What is curriculum implementation?

Curriculum implementation is how you put your plans into practice, how you ensure that your intent is being carried out. How likely is it that the teaching methods used will deliver the teacher's objectives for that subject?

# RSE Deep dive question examples *continued.*

## What is curriculum impact?

Curriculum impact is whether the children have learnt what they are supposed to have learnt. Has the intent and implementation worked? What is the potential impact on the subject teaching on the pupils? Has the intent and implementation done what it is supposed to have done? Have the children gained the knowledge and skills that they need and what does the school do if they find out the children haven't learnt what was intended?

## How are deep dives carried out?

According to Ofsted, the deep dive includes the following elements:

- Evaluation of senior leaders' intent for the curriculum in this subject or area, and their understanding of its implementation and impact.
- Evaluation of curriculum leaders' long- and medium-term thinking and planning, including the rationale for content choices and curriculum sequencing
- Visits to a deliberately and explicitly connected sample of lessons.
- Work scrutiny of books or other kinds of work produced by pupils who are part of classes that have also been (or will also be) observed by inspectors.
- Discussion with teachers to understand how the curriculum informs their choices about content and sequencing to support effective learning.
- Discussions with a group of pupils from the lessons observed.

The reason for this is to give Ofsted inspectors a full picture as to what is going on in your school in terms of subject coverage.

## What is expected of RSE & PSHE subject leaders?

RSE & PSHE subject leaders should:

- Have a clear idea of their role and responsibility
- Have good subject knowledge
- Research and provide CPD opportunities for other staff
- Have an understanding of the RSE & PSHE resources available in school, and whether they are effectively utilised
- Regularly review the efficacy of their subject across the school
- Ensure the RSE & PSHE National Curriculum is being covered
- Ensure the curriculum is delivered according to the curriculum intent
- Be an advocate and champion of their subject.

## Typical RSE and PSHE Ofsted deep dive questions

Of course Ofsted will ask whatever questions they see fit, but here are some examples of previous Ofsted deep dive questions from other subjects (since RSE is a new subject and there have been relatively few deep dives to date we have drawn from other areas of the curriculum).

- How do you evidence progress in RSE & PSHE?
- Who teaches RSE & PSHE?
- How do you challenge your higher ability children?
- How can you assess and demonstrate progression across key stages? How is this monitored?
- How do you ensure the National Curriculum is being covered? What are children learning?
- Why do you teach what you do?
- How do you communicate and consult with parents to ensure they are aware of what their child is being taught?
- How is the RSE & PSHE curriculum you teach particularly relevant to your children?
- How do you ensure there is a sequence of learning?
- How do you address online safety in this school?
- How do you assess children's prior knowledge?
- How do you ensure that staff have good RSE & PSHE subject knowledge?
- How do you support staff that need it?
- Are you well aware of your school's safeguarding policy?
- What is the school policy relating to recent changes for example, upskirting and peer on peer abuse? Are all staff aware of these changes?
- What provision is there for RSE & PSHE across the curriculum? What scheme do you follow (if any) and why?
- What are the strengths and weaknesses in RSE & PSHE?
- How is RSE & PSHE taught?
- Do you have enough time to deliver the RSE & PSHE curriculum?
- What staff CPD do you have planned?
- What is your long term vision for RSE & PSHE in your school?
- What changes have been made to RSE & PSHE since the last inspection? What is the progression of knowledge and skills like in RSE & PSHE? How is this monitored?
- How have you implemented the new statutory requirements? Do staff know what is statutory and non-statutory.
- Show me an example of a skill children learn in RSE & PSHE and how it progresses from year 1 to year 6.
- How do you ensure correct use of vocabulary, and progression of vocabulary across the age ranges?
- In what way does the learning environment support learning?
- How is your RSE & PSHE curriculum tailored to the needs of the children in your school?
- How do you support children who need extra support with RSE & PSHE, as well as the children who are exceeding age related expectations?

## RSE Deep dive question examples *continued.*

- Do your RSE & PSHE lessons provide Cultural Capital?
- What opportunities do children have to link their learning to other subjects?
- What is it like to be a pupil at this school?
- What barriers and challenges do you face at your school?
- How do pupils remember what you've taught them?
- What did you think of the observed lesson/s?
- What do you want children to be able to do with their RSE & PSHE knowledge once they leave school?
- Do you feel like RSE & PSHE is one of your strongest subjects?
- What is behaviour like in RSE & PSHE lessons?

## What is expected in RSE & PSHE lessons?

When observing RSE & PSHE lessons, inspectors are looking for:

- RSE & PSHE lessons with pace that build on prior learning and knowledge
- Clear objectives using age related RSE & PSHE vocabulary.
- Peer learning and peer assessment of learning.
- What do you want your pupils to know about RSE & PSHE before they leave this school?