



PSHE EDUCATION - BETTER THAN 'GOOD ENOUGH'

Leicestershire Healthy Schools PSHE education toolkit - February 2015

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INTRODUCTION

The first Leicestershire Healthy Schools PSHE toolkit for schools - Making it work was published in 2008. Since then, a new government has brought in changes to the statutory requirements on schools which have had a significant effect on the infrastructure of PSHE. PSHE education is still acknowledged by the Department of Education to be a key component of children and young people's education, but the emphasis has shifted in the following ways:

- PSHE is now formally PSHE education (Personal, social, health and economic education) at all key stages and in all government communications.
- Many of the government and QCA guidance documents that supported PSHE have been archived, in accord with the governments wish to reduce prescription on schools. All guidance that remains is now statutory guidance.
- Reduction in formal guidance has led to a proliferation of guidance from other sources, including the voluntary sector.
- There is more emphasis on evidence of impact and outcomes of educational initiatives.
- The national PSHE education framework has been archived and not replaced; DfE encourages schools to design their own programmes, which are flexible to meet the needs of the pupils.
- The DfE believes that 'teachers knows best' - the right balance between statutory entitlement and flexibility for schools can be struck. However without much government guidance, teachers want support from expert sources.
- 'Spiritual, moral, social and cultural development (SMSC)', 'wellbeing', 'safeguarding', bullying and discrimination' and 'resilience' are the key words that signify relevance to PSHE education.
- The National Curriculum has been revised to reduce prescription, with new programmes of study; the main impact on PSHE education is revision to science and citizenship, which now includes financial education.
- Ofsted has revised the School Inspection Handbook, and is carrying out a consultation on the inspection process; a new inspection framework will follow, including a judgement on personal development.
- The increase in numbers of academies and free schools reduces the number of maintained schools that follow the National Curriculum and other requirements.
- The support for statutory PSHE education, including sex and relationships education (SRE) is growing from all sectors; the Education Select Committee on PSHE and SRE has recommended that they are made statutory for all schools.

The PSHE education toolkit - what's new?

The toolkit remains a one-stop-shop on good practice in PSHE education for senior leaders, PSHE education subject leaders and teachers, in primary, secondary, special schools. It contains everything a school needs to know, and links to the latest documents and websites for more information. The Appendices collect together archived documents needed for curriculum planning, as well as more information on statutory duties and government guidance. New features include:

- Part 1 devoted to improving PSHE education, based on the characteristics of outstanding PSHE education in Ofsted's recent report, Not yet good enough: PSHE education in schools
- 25 new and revised checklists for planning and reviewing PSHE education provision
- Comprehensive, freely available, up-to-date guidance and resources listed
- New section on the Content of PSHE education: Sex and relationships education, Alcohol and drug education, Financial education, Careers, enterprise and employability, Physical health and wellbeing, Mental health and emotional wellbeing, and Safeguarding, safety and risk education
- Comprehensive, up-to-date data on children's and young people's health and wellbeing
- Guidance on implementing an innovative and creative PSHE education curriculum with high-quality enrichment activities, characteristic of outstanding practice.

Abbreviations

Common abbreviations used throughout the toolkit:

PSHE education	Personal, social, health and economic education
PSD	Personal and social development
SRE	Sex and relationships education
SMSC	Spiritual, moral, social and cultural development
SEAL	Social and Emotional Aspects of Learning
DfE	Department for Education
NC	National Curriculum
KS	Key stage
PoS	Programme of study
CPD	Continuing professional development
FGM	Female genital mutilation

Note: Ofsted 2013

The Ofsted report Not yet good enough: personal, social, health and economic education in schools (2013) is cited frequently through the toolkit, but the reference is not always given in full. It is often just cited as 'Ofsted 2013'.

<http://webarchive.nationalarchives.gov.uk/20141124154759/http://www.ofsted.gov.uk/resources/not-yet-good-enough-personal-social-health-and-economic-education-schools>

Acknowledgements

The Leicestershire Healthy Schools PSHE - Making it work: a toolkit for schools (Feb 2008) and the new toolkit PSHE education - Better than 'good enough' (February 2015) were written and revised by Jane Lees.

Jane Lees is an independent consultant with experience as a teacher, trainer, adviser and inspector, working with schools and LAs to promote pupils' personal and social development. She is a former Chair of NSCoPSE, the National PSE Association, and co-author of PASSPORT - A framework for personal and social development, the source document for the National Curriculum PSHE frameworks and guidance. She is Chair of the Sex Education Forum, the national authority on sex and relationships education.

Thanks to:

Janet Palmer, HMI, National Adviser for PSHE education, Ofsted, for References to PSHE education; citizenship education; and Spiritual, Moral, Social and Cultural development in Ofsted's inspector guidance: School inspection handbook and Inspecting safeguarding in maintained schools and academies.



PART 1 – IMPROVING THE QUALITY OF PSHE EDUCATION

The latest review by Ofsted **Not yet good enough: personal, social, health and economic education in schools** (2013) identifies the characteristics of outstanding PSHE education (Appendix 1). These characteristics provide a basis for a school to review its provision for PSHE education, to identify strengths and weaknesses and to make improvements.

<http://webarchive.nationalarchives.gov.uk/20141124154759/http://www.ofsted.gov.uk/resources/not-yet-good-enough-personal-social-health-and-economic-education-schools>

In the 20% of schools where PSHE education was outstanding, these schools were outstanding overall and they shared the following characteristics:

- PSHE was the priority of the headteacher and was at the heart of the school's work
- teachers and subject leaders were well trained
- the curriculum and the quality of teaching was constantly reviewed by teachers, pupils, parents/carers to ensure it continued to meet needs.

The key factors associated with the effectiveness of the PSHE education programme, as rated by the school and by Ofsted are:

- a coherent progressive curriculum covering all elements
- core curriculum time
- well supported with resources and CPD
- clear support from senior leaders who see PSHE education as core to purpose of schooling
- motivated, rewarded subject leader
- PSHE education seen as supporting pupil learning as well as personal and social development
- PSHE education included in school assessment policy & pupil progress records
- PSHE education discussed at parents' meetings
- pupils, parents/carers and external agencies included in PSHE education evaluation

'If PSHE education is not understood to be integral to the purpose of schooling...then the subject will not be given a high priority.' Personal, Social, Health and Economic (PSHE) Education: A mapping study of the prevalent models of delivery and their effectiveness. DfE research report, Sheffield Hallam University 2011 <http://shura.shu.ac.uk/3849/>

To be effective, these reviews show that PSHE education must be embedded in the school's values, structures, processes and relationships i.e. **a whole school approach to personal and social development, health and wellbeing** with these characteristics:

CULTURE AND ENVIRONMENT	PLANNED PROVISION
<ul style="list-style-type: none"> • Values and principles are explicit in the curriculum and organisation of the school • Stigma and discrimination are actively combated. • Committed to being a Healthy School • Staff and student emotional health and well-being is promoted and supported. • The physical environment is conducive to motivation and learning • A partnership approach to PSD 	<ul style="list-style-type: none"> • Planned PSD opportunities an entitlement for all • Curriculum plans identify learning outcomes, PSD opportunities and assessment • PSD provision has equal status with other subjects • Access to information, advice and one-to-one support and guidance underpins PSD provision • Teaching and learning is active, experiential, participatory, developmental and skills-based • The teacher acts as a facilitator of learning
POLICY	COMMUNITY LINKS
<ul style="list-style-type: none"> • The school has a coherent framework of policies, reflected in practice, supporting PSD provision and contributing to overall ethos/environment • All students have access to PSD entitlement through differentiated provision 	<ul style="list-style-type: none"> • Students, carers/parents, staff and other professionals work in partnership • Parents/carers and other members of the community support and participate in school life. • Local data and priorities inform PSD provision
MANAGEMENT PRACTICE	
<ul style="list-style-type: none"> • Rigorous monitoring, evaluation, review and planning cycles, are established, including pupil feedback • PSD provision is the responsibility of a senior member of staff leading a team of committed specialists • All members of the school community are consulted and participate in decisions about school life • Competent and confident staff teach different aspects of the PSHE education programme • CPD and support are available to all staff. 	

Healthy Schools

A well-trying model for this is the Healthy School approach, as recommended in DfE guidance for schools Mental Health and Behaviour in Schools (June 2014) to help to reduce the risk of mental health problems and promote resilience and safeguarding.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

For more information see Leicestershire Healthy Schools

<http://www.leicestershirehealthyschools.org.uk/>

What schools should do to improve the quality of PSHE education

Ofsted (2013) sets out the main actions that schools must take to ensure that their pupils receive good quality, effective PSHE education.

Schools should:

- ensure that staff teaching PSHE education receive subject-specific training and regular updates, including in the teaching of sensitive issues
- ensure that the school delivers age-appropriate sex and relationships education that meets pupils' needs and contributes to safeguarding them from inappropriate sexual behaviours and sexual exploitation
- ensure timely and appropriate learning about the physical and social effects of alcohol misuse
- implement systems to effectively track pupils' progress in PSHE education and monitor pupils' engagement in extra-curricular activities that develop their personal and social skills
- raise teachers' expectations of the quality of pupils' work in PSHE education to ensure it is commensurate with expectations of pupils' work in other subjects
- ensure that where PSHE education is taught mainly through other subjects in secondary school, students' access to the PSHE education curriculum in Key Stage 4 does not depend on them taking particular GCSEs
- improve the quality of leadership and management in PSHE education by ensuring that subject leaders receive appropriate leadership training; designated time to meet with the PSHE team; and time to monitor and evaluate the quality of teaching and learning in PSHE education.

Reviewing PSHE education

The three key aspects of PSHE education provision to be reviewed are:

- Leadership and management
- The curriculum
- Teaching, learning and assessment

PSHE EDUCATION	GOOD PRACTICE	WEAK, INADEQUATE PRACTICE
Leadership & management	PSHE education at the heart of the school's work; core of whole school approach to PSD and learning	PSHE education fragmented, low status and peripheral; 'bolted-on'
	Championed by senior leaders, with oversight & support	Little senior oversight & support
	PSHE education lead trained, resourced and supported	No consistent PSHE education lead; responsibility given to inexperienced staff member
	Annual development plan well informed by assessment and evaluation	Development not supported; no information on pupil progress or effectiveness to inform future development
	Pupils and parents engaged with PSHE education	Pupils and parents not engaged
	Community/external focus	Inward-looking
The curriculum	Responsive to pupils' health & wellbeing needs	No needs identification; out-of date
	Timetabled PSHE education lesson in core curriculum for all pupils	Not timetabled; provision primarily through termly or occasional focused days and/or NC subjects
	Adequate time for breadth and depth of coverage	Taught through short circle time sessions or tutor periods, fortnightly lessons or combined with citizenship
	All elements covered and up-to-date; spiral progression	Elements variably covered; gaps in provision; lacking relevance; little progression
	Creative curriculum approaches integrate PSHE education with enrichment activities across the curriculum	PSHE education isolated from rest of the curriculum
Teaching, learning & assessment	Taught by trained teachers with specialist expertise; with opportunities for CPD	Teachers allocated to teach PSHE education regardless of expertise; lack of CPD
	High expectations and good teaching lead to pupil's progress reported to parents/carers	Low expectations of pupil learning; quality of teaching not monitored; no formal assessment or reporting
	External contributors add value to the programme	PSHE education dependent on input from external contributors; not evaluated

Rate your school's PSHE education

	Good practice		Inadequate practice
Leadership & management	PSHE education at core of whole school approach to PSD and learning	←————→	PSHE education fragmented, low status and peripheral; 'bolted-on'
	Championed by senior leaders, with oversight & support	←————→	Little senior oversight & support
	PSHE education lead trained, resourced and supported	←————→	No consistent PSHE education lead; responsibility given to inexperienced staff
	Annual development plan well informed by assessment and evaluation	←————→	No information on pupil progress or effectiveness to inform future plan
	Pupils and parents engaged with PSHE education	←————→	Pupils and parents not engaged
	Community/external focus	←————→	Inward-looking
The curriculum	Responsive to pupils' health & wellbeing needs	←————→	No needs identification; lacking relevance; out-of date
	Timetabled PSHE education lesson in core curriculum for all pupils	←————→	Not timetabled; PSHE in termly / occasional days and/or NC subjects
	Adequate time for breadth and depth of coverage	←————→	Short circle time sessions or tutor time, fortnightly lessons or with citizenship
	All elements covered and up-to-date; spiral progression	←————→	Elements variably covered; gaps in provision; little progression
	Creative curriculum integrates PSHE education with enrichment activities	←————→	PSHE education isolated from rest of the curriculum
Teaching & learning	Taught by trained teachers with specialist expertise; opportunities for CPD	←————→	Any teacher allocated to teach PSHE education; lack of CPD
	High expectations and good teaching; pupil's progress reported to parents	←————→	Low expectations; quality of teaching not monitored; no assessment or reporting
	External contributors add value to the programme	←————→	PSHE education dependent on input from external contributors; not evaluated

Section 1 - Reviewing LEADERSHIP AND MANAGEMENT

School leaders - Championing PSHE education

'In the 20% of schools with outstanding PSHE education, the subject was a priority of the headteacher and at the heart of the school's work'.

'Leadership and management of PSHE education required improvement or was inadequate in 44% of schools. All the schools that required improvement in PSHE education overall required improvement in leadership and management.' (Ofsted 2013)

The role of the senior leaders is to give PSHE education a high profile and equivalence to other subjects, and recognise and support its status by:

- Promoting a vision of PSHE education that places the pupils' personal and social development at the centre of school life and work and sees it as central to pupil' success
- Ensuring that time and resources are provided to turn the vision into reality.
- Taking a whole school approach to personal and social development (PSD)/spiritual, moral, social and cultural development (SMSC)

Promoting fundamental British values through SMSC

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

For a definition of **Spiritual, Moral, Social and Cultural Development**, see School Inspection Handbook, (Ofsted Jan 2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/391531/School_inspection_handbook.pdf Also in Appendix 2

See **PART 2 - PSHE EDUCATION AT THE HEART OF THE SCHOOL** for background information on statutory requirements and purposes of PSHE education.

Headteacher's/Senior leader's checklist

CHAMPIONING PSHE EDUCATION	YES/NO
The Headteacher:	
<ul style="list-style-type: none"> • Ensures the school's aims and values make reference to its commitment to promoting the SMSC development, health and wellbeing of all pupils and that these are reflected in the school's approach to PSHE education 	
<ul style="list-style-type: none"> • Has a plan for coherent whole school approach to PSHE education encompasses a wide range of activities and opportunities and can show evidence of its impact on the SMSC development of pupils 	
<ul style="list-style-type: none"> • Links PSHE education to safeguarding policy and practice, and ensures pupils feel safe and know how to keep themselves safe 	
<ul style="list-style-type: none"> • Has shared with staff recent findings on the link between pupils' personal and social development, health and wellbeing and their achievement 	

CHAMPIONING PSHE EDUCATION	YES/NO
<ul style="list-style-type: none"> • Demonstrates commitment to promoting pupils' SMSC, health and wellbeing by ensuring it is reflected in decisions about priorities/resources 	
<ul style="list-style-type: none"> • Has made PSHE education the focus for one or more of the following during the last year: whole staff meeting, new school initiative, staff training, communication with parents/carers, high profile event with pupils. 	
<ul style="list-style-type: none"> • Provides funding for resources and staffing and sufficient, meaningful curriculum time for PSHE education to ensure it has equal status with other curriculum subjects 	
<ul style="list-style-type: none"> • Appoints an experienced teacher to co-ordinate PSHE, with: leadership training; designated time to meet with the PSHE team; and time to monitor and evaluate the quality of teaching and learning in PSHE education. 	
<ul style="list-style-type: none"> • Recruits teachers who value PSHE education, building a core team of subject specialists, supported with opportunities for high-quality subject-specific training 	
<ul style="list-style-type: none"> • Oversees PSHE education by discussing it regularly with the subject leader, ensuring the curriculum continues to be up-to-date and relevant to pupils' lives, and is aware of progress and areas for improvement 	
<ul style="list-style-type: none"> • Ensures PSHE education subject leader has the skills to monitor and review it in line with other subjects including the quality of teaching and learning, through lesson observation, scrutiny of pupils' work 	
<ul style="list-style-type: none"> • Listens to pupils' views and ideas about their PSHE education experience e.g.through the school council, and acts on them 	
<ul style="list-style-type: none"> • Ensures governors understand the aims and aspirations of PSHE education and are up-to-date with development and achievements, and a governor representative has oversight of this area. 	
<ul style="list-style-type: none"> • Disseminates Ofsted's Characteristics of Outstanding PSHE education to staff and uses them as a basis for reviewing the school's provision. 	
<ul style="list-style-type: none"> • Facilitate community links which support PSHE education provision & have identified at least one new opportunity to enhance provision. 	
<ul style="list-style-type: none"> • Discusses with relevant professionals national/local data on the health and wellbeing of the school population, and reviews how PSHE education should respond with PSHE education subject leader 	
<ul style="list-style-type: none"> • Has made parents/carers & the wider community aware that the school values PSHE because it promote their children's SMSC, health & wellbeing, and their learning, and how parents/carers can be involved 	

Subject leaders - Managing PSHE education

The role of the PSHE education subject leader/coordinator is crucial to improving the quality of PSHE education. Ofsted found that 'one third of subject leaders for PSHE were inadequately trained for leadership; they had little time to meet their team, observe teaching or develop their department.' (Ofsted 2013).

The role of the subject leader is to establish a strong PSHE education department and to rigorously monitor the quality of PSHE education provision and take steps to bring it up to the standards expected in other subjects. The job description for this role should include the responsibilities set out in this checklist:

PSHE education subject leader's checklist

REVIEWING PSHE EDUCATION	YES/NO
The PSHE education subject leader ensures that:	
<ul style="list-style-type: none"> Annual evaluation of the PSHE education by staff, pupils and other contributors shows the level of pupil achievement and the degree of satisfaction with the programme, and is fed into the review & revision 	
<ul style="list-style-type: none"> There is a PSHE education subject development plan (including training needs) based on the outcomes of the annual review, which is implemented, and senior team, staff and governors are updated on progress 	
<ul style="list-style-type: none"> The PSHE education plan is costed and the budget is being spent to achieve the targets in the plan 	
<ul style="list-style-type: none"> PSHE education subject leader has the skills to implement the plan and senior leaders support their professional development as a subject leader. 	
<ul style="list-style-type: none"> New national guidance and statutory requirements have been implemented and policies updated. 	
<ul style="list-style-type: none"> Up-to-date national and local data and information on the health and wellbeing of the school population is used to identify new issues & ensure curriculum is relevant to pupils' needs 	
<ul style="list-style-type: none"> All policies contributing to PSHE education (including the SRE policy) have been reviewed by consulting with staff, pupils and parents/carers, and are no more than three years old. 	
<ul style="list-style-type: none"> PSHE education promotes diversity and inclusion and reflects the needs of pupils with protected characteristics (Equality Act 2010) 	
<ul style="list-style-type: none"> PSHE education Handbook is up to date 	
<ul style="list-style-type: none"> All pupils have a designated, timetabled PSHE lesson which, combined with other subjects and enrichment opportunities, provides sufficient time to meet their entitlement to personal and social development 	
<ul style="list-style-type: none"> Pupils are consulted about the PSHE education (including SRE) policies and programme and involved in their development and evaluation 	
<ul style="list-style-type: none"> The PSHE education curriculum has year plans, schemes of work and lesson plans that have been amended in the light of feedback and evaluations from last year, new guidance and relevance to pupils' needs. 	

REVIEWING PSHE EDUCATION	YES/NO
<ul style="list-style-type: none"> The plans and schemes of work address current issues for children and young people, specify intended learning outcomes (skills, knowledge and attitudes/values) and how they will be assessed 	
<ul style="list-style-type: none"> The curriculum reflect all aspects of difference and diversity and is modified for pupils with particular needs, who receive additional support where appropriate 	
<ul style="list-style-type: none"> Pupils take part in a range of interesting and challenging activities in PSHE education lessons, integrated with enrichment activities across the curriculum which constitute a coherent whole school programme 	
<ul style="list-style-type: none"> PSHE education is taught by a stable team of teachers who specialise in PSHE education and its specialist areas 	
<ul style="list-style-type: none"> Professional standards in PSHE education are maintained by reviewing teachers' CPD needs, identifying opportunities for further development and inducting and supporting new staff. 	
<ul style="list-style-type: none"> Staff teaching PSHE education meet regularly with the PSHE education subject leader to review the programme and resources 	
<ul style="list-style-type: none"> Staff feel confident and supported in teaching PSHE education and enjoy it 	
<ul style="list-style-type: none"> All PSHE education teachers have lessons observed to monitor the quality of teaching, and where practice is below standard, CPD is provided 	
<ul style="list-style-type: none"> The external partners are integrated into the PSHE education programme, add value and are of a good standard 	
<ul style="list-style-type: none"> All pupils have access to information and confidential advice and support 	
<ul style="list-style-type: none"> All staff teaching PSHE education are carrying out assessments based in the end of key stage statements set out in the plans and schemes of work, and are keeping up-to-date records of pupil progress of achievement 	
<ul style="list-style-type: none"> Staff plans and records are examined to monitor that the PSHE education programme is being consistently implemented and assessed across the whole school 	
<ul style="list-style-type: none"> Standards are maintained by making regular checks on pupil progress & examining samples of pupils' work to check that pupils are achieving the intended learning outcomes and enjoying the PSHE programme 	
<ul style="list-style-type: none"> Every pupil (and their parents/carers) receives at least one report per year of their progress in PSHE education that is based on the taught programme and refers to the learning outcomes achieved 	
<ul style="list-style-type: none"> Evidence of the implementation of the PSHE education programme, the quality of teaching and learning, and pupil progress and achievement contribute to evidence to meet Ofsted's judgements on the quality of education provided by the school 	
<ul style="list-style-type: none"> The effectiveness of the PSHE programme is reported to senior team, governors, parents/carers and school council 	

See Appendix 3 Role of PSHE education subject leader

See Appendix 4 PSHE education Handbook

See PART 3 - EFFECTIVE DELIVERY OF PSHE EDUCATION for specific guidance on the aspects listed in the checklist.

POLICY DEVELOPMENT

School policy record

PSHE Education encompasses many aspects of school life, underpinned by a range of policies. These should be kept up-to-date, no more than three years old, and briefly reviewed on an annual basis

POLICY DOCUMENT	DATE OF POLICY	DATE OF REVIEW	LEAD STAFF	COMMENT
• PSHE education				
• Sex & relationships education				
• Alcohol & drug education				
• Management of drug-related incidents				
• Behaviour				
• Anti-bullying				
• Safeguarding (including FGM)				
• Equality & inclusion				
• Confidentiality				
• Working with partner agencies				
• Healthy School				
• Enterprise and business				
• Careers guidance				
• School travel plan				
• Assessment				
• Other:				

Appendix 5 PSHE education policy framework
 Appendix 6 Confidentiality

SRE policy guidance The Sex Education Forum (Sept 2014) new guidance commissioned by Leicestershire County Council's Public Health Department to ensure that academies, free schools and maintained schools are all up to speed with best practice.

<http://www.sexeducationforum.org.uk/resources/sre-advice-for-schools.aspx>

PSHE education Policy Development

It is more efficient and effective for a school to develop a single policy for PSHE education, including sex and relationships education, alcohol and drug education, and careers, enterprise and employability, and including specific matters relating to their provision.

PSHE education policy checklist *Does your policy:*

• describe how and when (date) the policy was developed and who was involved?	
• state how and when (date) the policy will be monitored and reviewed?	
• give information about the school and its population, and their particular needs?	
• define PSHE education and relate it to the aims and values of the school, and contribution to pupils' PSD, health and wellbeing, learning and achievement?	
• include both SRE, alcohol & drug education, and careers, enterprise and employability as part of PSHE, with their definitions?	
• reflect statutory requirements and national guidance on PSHE education?	
• show how PSHE education promotes inclusion (Equality Act)	
• show how PSHE education contributes to whole school improvement strategies, including Healthy School status?	
• show how PSHE contributes to school, local and national priorities for pupil health & wellbeing?	
• include the annual budget and link to the PSHE education development plan?	
• have cross-references to other policies relating to pupils' PSD, notably confidentiality and tackling anti-LGBT bullying?	
• give the aims and objectives of the PSHE programme, developing attitudes, values and skills as well as knowledge?	
• say how the programme is organised, including time allocation?	
• say who is responsible for the programme and who teaches it, including contributions from external partners?	
• show a commitment to continuous professional development for those involved in the delivery?	
• set out the main elements to be taught in each year?	
• identify the main teaching approaches and key resources used?	
• describe how pupil learning will be monitored and assessed, recorded and reported, and relate this to the whole school assessment policy?	
• explain how it will meet the needs of all pupils including boys and girls, and those who are vulnerable?	
• offer guidance on specific matters, including answering questions, sensitive issues, parental right of withdrawal from SRE, responses to drug-related incidents, confidentiality?	
• reflect the views of pupils and parents/carers and has it been agreed by the governors?	

Section 2 – Reviewing THE CURRICULUM

In outstanding schools, Ofsted found that 'The PSHE education programme is imaginative and provides pupils with an abundance of enriching opportunities. The programme builds on previous learning and meets the needs of all groups of pupils. It is well balanced between discrete lessons, cross-curricular themes, assemblies, themed days and special events. External speakers make an effective contribution. They bring a wider range of expertise and life experiences and support pupils in raising their aspirations.'

In schools where the PSHE education curriculum was weaker, Ofsted noted that 'subject leaders had not drawn on important data such as local social and health statistics, pupils' previous knowledge or the views of pupils, to inform curriculum planning (Ofsted 2013).

Through PSHE education pupils can learn the personal and social skills which enable them to exercise personal and social responsibility, including inter-personal, teamwork, negotiation and decision-making skills. These skills enhance learning in other curriculum areas and underpin attributes which employers prize highly and so contribute to young people's employability.

All schools must publish on their website details of the curriculum for each subject, including PSHE education in each academic year (Timeline of mandatory information for schools, DfE 2014).

Reviewing the PSHE education curriculum:

- **Is it comprehensive and up to date?**
- **Is it innovative and creative, with enrichment opportunities?**
- **Does it meet the needs of all pupils, including disabled and vulnerable?**

1. Is the curriculum comprehensive and up-to date?

Ofsted (2013) noted the following features found in inadequate PSHE education:

'Plans do not ensure that all aspects of the programme are covered in sufficient depth. Often the physical and emotional changes experienced during puberty are not taught in primary school or are covered at the end of Year 6 when for many it is too late; there is too little emphasis on resisting peer-pressure in relation to drugs, alcohol, and sexual consent; teaching about respect for others, different types of bullying and how to prevent and tackle them is limited; and work on developing pupils' economic well-being and financial capability is insufficient.'

A comprehensive, up-to-date PSHE education curriculum:

- includes the 7 elements of PSHE education
- is relevant and addresses new issues
- gives information about young people's services
- develops personal and social skills

See also:

PART 2	PSHE EDUCATION AT THE HEART OF THE SCHOOL
Section 1	WHAT IS PSHE EDUCATION?
Section 2	PSHE EDUCATION AND CHILDREN'S AND YOUNG PEOPLE'S HEALTH AND WELLBEING
Section 3	CONTENT OF PSHE EDUCATION

Is your PSHE education curriculum up-to-date?

NB Primary schools might not include some of these topics in the curriculum but must ensure that pupils acquire the knowledge, skills and understanding which will underpin later learning.

7 ELEMENTS OF PSHE EDUCATION	DOES YOUR SCHOOL'S PSHE EDUCATION PROGRAMME ADDRESS THE FOLLOWING ISSUES?	YOUNG PEOPLE'S SERVICES
Physical health & wellbeing	• body image	
	• eating disorders	
	• getting enough exercise	
Mental and emotional health	• respect for others, diversity, prejudice and discrimination	
	• tackling different types of bullying: cyber-bullying & sexting; prejudice-based bullying - special educational need, sexual orientation (homophobia), sex, race, religion/belief, gender reassignment (transphobia) disability, domestic violence	
	• stress	
	• anxiety and depression	
	• self-harm, suicide	
Sex and relationships education	• differences between girls and boys, including names for sexual parts of the body taught in early years/KS1	
	• physical/emotional changes of puberty taught before yr 6	
	• sexual health, HIV and AIDS, access to services	
	• gender, sexuality, sexual orientation; LGBT	
	• sexual consent	
	• inappropriate sexual behaviours and sexual exploitation	
	• healthy and unhealthy relationships,	
	• abuse and violence in relationships (including ending violence against women and girls)	
	• impact of pornography on relationships,	
	• the needs of boys and young men	
Alcohol and drug education	• resisting peer pressure	
	• physical and social effects of alcohol misuse	
Staying safe	• e-safety - safe use of the internet and social networking sites; cyber bullying including by text message	
	• risks posed by the local environment eg water, railways	

	<ul style="list-style-type: none"> driving/traffic education, cycling safety 	
Financial education	<ul style="list-style-type: none"> developing pupils' economic well-being and financial capability 	
	<ul style="list-style-type: none"> personal finance and money management 	
Careers, enterprise & employability	<ul style="list-style-type: none"> gender stereotyping 	
	<ul style="list-style-type: none"> experience of the world of work 	
	<ul style="list-style-type: none"> enterprise skills and teamworking 	

For more information see:

PART 2 Section 2 - PSHE EDUCATION AND CHILDREN'S AND YOUNG PEOPLE'S HEALTH AND WELLBEING

PART 3 Section 2 - ANNUAL REVIEW OF PSHE EDUCATION: The process

Does the curriculum develop personal and social skills?

One of the characteristics of outstanding PSHE education is that pupils demonstrate excellent personal and social skills (Ofsted 2014). In 2007 Ofsted identified an overemphasis on knowledge acquisition at the expense of skill development and attitude and value clarification as one of the weaknesses in PSHE provision in schools. However, in the latest review, survey evidence revealed that the development of pupils' personal and social skills, was an area of particular strength, although these were more often the product of extra-curricular activities, rather than specific classroom teaching. Whilst this is an encouragement for schools to develop a rich range of opportunities to enhance core PSHE education provision, the development of these crucial skills should not be left to chance but should be built into the curriculum.

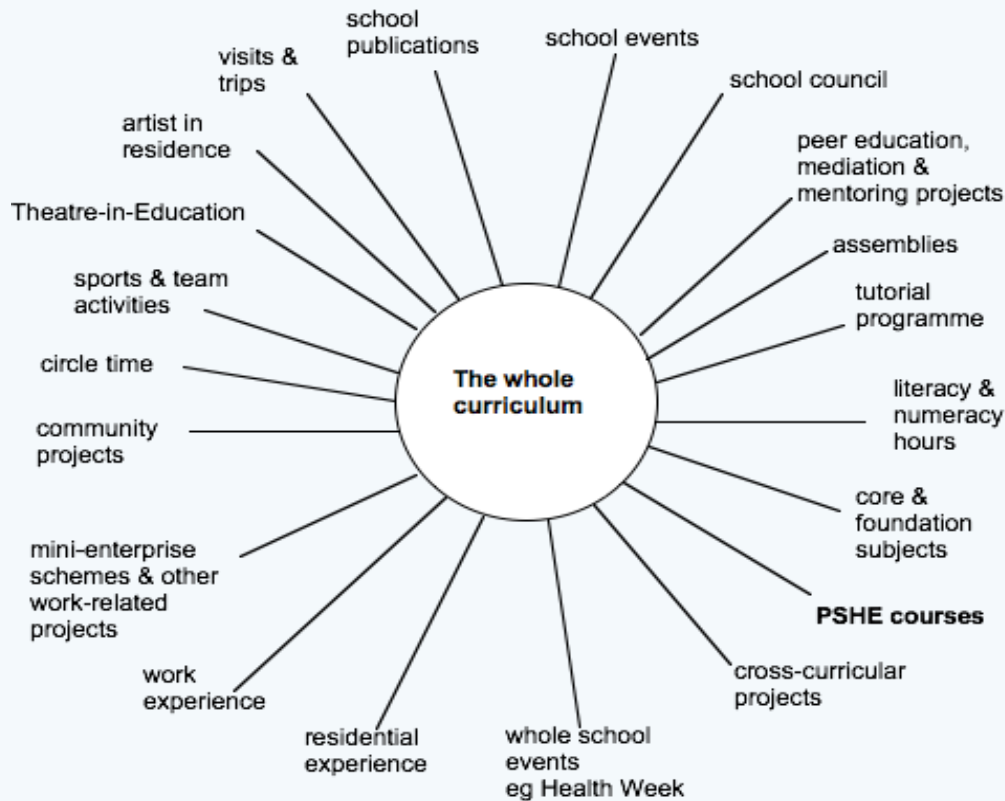
Review your school's teaching of personal and social skills.

PERSONAL AND SOCIAL SKILLS	WHERE TAUGHT IN THE CURRICULUM	TICK
<ul style="list-style-type: none"> Practical skills: healthy cooking, first-aid, sign language, emergency life saving 		
<ul style="list-style-type: none"> Stress management, relaxation 		
<ul style="list-style-type: none"> Emotional skills: ability to deal with, manage, express and control emotions 		
<ul style="list-style-type: none"> Entrepreneurial skills for self-employment, enterprise skills, teamworking 		
<ul style="list-style-type: none"> Calculate and manage risk, e-safety skills 		
<ul style="list-style-type: none"> Collaboration and team work, leadership 		
<ul style="list-style-type: none"> Decision-making, problem solving skills, creative thinking, action planning 		
<ul style="list-style-type: none"> Assertiveness, negotiation, challenging views of others and conflict resolution 		
<ul style="list-style-type: none"> Communication, presentation skills, debate and discussion, expressing opinions, giving & receiving feedback, 		
<ul style="list-style-type: none"> Friendship and relationship building skills, empathy, being inclusive 		
<ul style="list-style-type: none"> Finding reliable information, seeking advice and asking for help 		
<ul style="list-style-type: none"> Reflection, values-clarification, making moral judgements, 		

2. Is the curriculum innovative and creative, with enrichment opportunities?

It can be difficult to cover all aspects of PSHE education to sufficient depth in PSHE lessons alone. Looking for other opportunities in the other aspects of the curriculum extends the time available for children's and young people's personal development, health and wellbeing. Ofsted (2013) recommends a creative curriculum approach in which discrete timetabled PSHE education lessons are combined with subject contributions and wider curriculum opportunities.

Identifying opportunities for PSHE education in the whole curriculum:



Plot these opportunities across the age range in the school:

YEAR	AUTUMN TERM	SPRING TERM	SUMMER TERM

Interesting and challenging learning experiences

Many of these curriculum elements offer children and young people opportunities to participate in a wide range of interesting and challenging learning experiences where they can try new things and develop and demonstrate the personal and social skills that they have learnt. They may offer opportunities to:

- take responsibility
- collaborate with others
- try something new/challenging
- perform or present

Where does the curriculum offer these opportunities?

YEAR	TAKE RESPONSIBILITY	COLLABORATE WITH OTHERS	TRY SOMETHING NEW/CHALLENGING	PERFORM OR PRESENT

Extra-curricular activities

Pupils will also have opportunities to develop personal and social skills outside the classroom through assemblies, taking up roles and responsibilities, visits, projects, competitions and events. A school's programme of extra-curricular activities can make a strong contribution to PSHE education, but it needs to be accessible to all pupils. The take-up of options by the range of pupils needs to be recorded and monitored to ensure that no individuals or groups were being excluded by cost or out-of-school responsibilities, for example.

See PART 3 Section 1 - PLANNING PSHE EDUCATION - A WHOLE CURRICULUM APPROACH

3. Does the curriculum meet the needs of all pupils, including disabled and vulnerable?

In outstanding PSHE education, the curriculum is designed to meet the specific needs of disabled pupils and those with special educational needs, and those in challenging circumstances (Ofsted 2013). In one school the health and social contexts of the local community were analysed and the views of students were listened to carefully to ensure that the school met individual needs.

PSHE education is an entitlement for all pupils. Curriculum arrangements should not disadvantage particular groups. For example, Ofsted (2013) noted that “Where secondary schools taught PSHE education mainly through other subjects, students’ knowledge and understanding in Key Stage 4 depended largely on their GCSE option choices... In some cases, the schools that chose this curriculum model at Key Stage 4 risked failing in their statutory responsibilities to promote children and young people’s personal and economic well-being and provide a broad and balanced curriculum.’

PSHE education subject leaders should also draw on data such as local social and health statistics which identify trends in children’s and young people’s health and wellbeing to ensure the curriculum is relevant to their school population (Ofsted 2013).

(See PART 2 Section 2 - PSHE EDUCATION AND CHILDREN’S AND YOUNG PEOPLE’S HEALTH AND WELLBEING)

IS PSHE EDUCATION AN ENTITLEMENT FOR ALL, MEETING DIVERSE NEEDS?	YES/NO
<ul style="list-style-type: none"> Feedback from pupil evaluations about the PSHE education programme influences future developments 	
<ul style="list-style-type: none"> Pupils are consulted and involved in the development and improvement of the PSHE programme, to ensure it continues to meet their needs 	
<ul style="list-style-type: none"> Important data about pupils’ health and wellbeing such as local social and health statistics is used to inform curriculum planning 	
<ul style="list-style-type: none"> Parents’ views about the PSHE education programme are sought 	
<ul style="list-style-type: none"> The PSHE education programme does not discriminate against pupils because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity (protected characteristics) 	
<ul style="list-style-type: none"> The curriculum caters for the needs of vulnerable groups by ensuring they have opportunities relevant to their needs, access to specialist advice and support and do not miss out through absence 	
<ul style="list-style-type: none"> Access to comprehensive PSHE education does not depend on pupils’ subject choices at key stage 4. 	
<ul style="list-style-type: none"> All pupils can participate in PSHE education enhancement opportunities (including extra-curricular activities) and this is monitored to ensure that some groups do not miss out 	

For guidance to support this review see:

Identifying pupils needs and priorities in PART 3 Section 2 - ANNUAL REVIEW OF PSHE EDUCATION: The process

Inclusive PSHE education in PART 2 - PSHE EDUCATION AT THE HEART OF THE SCHOOL

Section 3 - Reviewing TEACHING, LEARNING AND ASSESSMENT

The Ofsted report (2013) found that 'Teaching was at least good in 58% of primary schools and 62% of secondary schools. In the special schools, teaching was good overall.' However this leaves much room for improvement in many schools. Teachers lacked expertise because they were not trained; 20% of the teachers had received little or no training to teach PSHE education. By far the most widespread weakness of teaching in PSHE education was the assessment of pupils' learning.

The PSHE education curriculum was usually more coherent and comprehensive in schools that offered discrete PSHE education lessons taught by specialists.

One of the characteristics of outstanding PSHE education is that senior and subject leaders and managers rigorously monitor the quality of teaching (Ofsted 2013).

'Accurate self-evaluation is supported by regular checks on pupils' progress; observations and evaluation of teaching, including by external contributors; work scrutiny; and surveys of staff, pupils, parents and carers. This is used to inform plans for improvement and training needs.'

THE PSHE SUBJECT LEADER HAS SYSTEMS TO MONITOR THE FOLLOWING:	YES/NO
• All teachers of PSHE education have had up-to-date subject-specific training/CPD	
• Training needs identification and induction of new staff is in hand	
• Rolling programme of PSHE education lesson observations	
• Contributions by external partners are evaluated, including what pupils learn	
• Teachers' schemes of work and lesson plans include assessment activities linked to end-of-key-stage statements	
• Samples of pupils' work in each class/group are examined in relation to expected learning and standards	
• All PSHE education teachers mark work and keep records of each pupil's progress based on evidence of achievement (not just self-assessment)	
• Teachers monitor pupils whose work is in need of improvement or who miss work through absence and provide support	
• All pupils receive an annual report based on their learning and achievement	
In the classroom: (See PART 3 Section 3 Teaching & learning - good practice checklist)	
• Lesson plans have learning outcomes for PSD and are relevant to pupils' needs	
• Teacher subject knowledge and choice of resources is up-to-date	
• External contributors add value	
• Skills are developed and attitudes explored, as well as facts being taught	
• The lessons are differentiated to meet the needs of all pupils	
• Ground rules are developed by the pupils and used to maintain a safe, positive climate	

THE PSHE SUBJECT LEADER HAS SYSTEMS TO MONITOR THE FOLLOWING:	YES/NO
<ul style="list-style-type: none"> The pupils take part in a variety of interesting and stimulating activities, work in a range of groups and reflect on their learning 	
<ul style="list-style-type: none"> There is more pupil talk than teacher talk; discussion is well-managed 	
<ul style="list-style-type: none"> Pupils know what they are expected to achieve, have opportunities to assess themselves and be assessed, and know how they are progressing 	
<ul style="list-style-type: none"> PSHE lessons are enjoyable and the quality of the work is high/meets high expectations 	

For more information see PART 3 - EFFECTIVE DELIVERY OF PSHE EDUCATION



PART 2 - PSHE EDUCATION AT THE HEART OF THE SCHOOL

The definition, principles, aims and scope of PSHE education have remained constant throughout the educational changes of the last few years. However the national curriculum framework and guidance have been replaced by specialist guidance from many other sources, covering all aspects of PSHE education.

Whilst there is little prescription about the kind of PSHE education to be taught in schools, its role in promoting children and young people's health and wellbeing is increasingly advocated by organisations from both the education and health sectors.

The evidence base for the effectiveness of PSHE education in raising pupils' levels of achievement as well as improving their health and wellbeing is expanding. The role of PSHE education in helping to safeguard pupils is also recognised.

Part 2 provides information on all aspects of PSHE education, including comprehensive coverage of the content areas, with up-to-date links to key documents and sources.

- | | |
|-----------|--|
| Section 1 | WHAT IS PSHE EDUCATION?
So does PSHE education work?
Inclusive PSHE education
PSHE education and Ofsted |
| Section 2 | PSHE EDUCATION AND CHILDREN'S AND YOUNG PEOPLE'S HEALTH AND WELLBEING
Trends in children's and young people's health and wellbeing
Education for resilience |
| Section 3 | CONTENT OF PSHE EDUCATION:
Sex and relationships education
Alcohol and drug education
Financial education
Careers, enterprise and employability
Physical health and wellbeing
Mental health and emotional wellbeing
Safeguarding, safety and risk education |

PART 2 - PSHE EDUCATION AT THE HEART OF THE SCHOOL

Section 1 - What is PSHE education?

Personal, social, health and economic (PSHE) education is the planned provision for pupils' personal and social development (PSD) and their health and wellbeing. It helps to give children and young people the skills, knowledge, attitudes and values they need to lead confident, healthy and independent lives. It helps them understand how they are developing personally and socially, and addresses many of the moral, social and cultural issues that are part of growing up.

It has three main outcomes:

- development of personal and social skills essential to effective communication, working with others, taking responsibility for oneself, learning and achievement, and the management of health and wellbeing
- acquisition of relevant knowledge and understanding of issues affecting personal development, health and wellbeing
- clarification and development of individual and societal attitudes and values including self-esteem, positive health and wellbeing, valuing diversity and encouraging active participation.

Why should schools teach PSHE education?

PSHE education contributes to children's and young people's personal development and health and wellbeing, including economic wellbeing, and underpins the wider social agenda. This is an entitlement for all children and young people. Schools have a statutory duty to provide a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils, and prepares pupils for the opportunities, responsibilities and experiences of later life. Schools must also promote the safety and wellbeing of children and young people (The Children Act 2004). PSHE education makes a unique contribution to these duties.

Is PSHE a compulsory part of education?

Although PSHE education is not a statutory subject in the National Curriculum, all schools are expected to provide it, including academies, as part of a broad and balanced curriculum (2002 Education Act and 2010 Academies Act).

'Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice'
PSHE Government Guidance 2013.

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

The guidance also says that:

- schools should develop their own programmes of PSHE education to meet the needs of their pupils
- PSHE education should include learning about risk, and the knowledge and skills to make safe and informed decisions
- PSHE education should build on the statutory content in the National Curriculum, the basic school curriculum and statutory guidance on:
 - drug education
 - financial education
 - sex and relationships education (SRE) and
 - the importance of physical activity and diet for a healthy lifestyle.

(See Part 2 Section 3 for details of PSHE education content)

Schools must publish on their website details of the curriculum for each subject, including PSHE education in each academic year (Timeline of mandatory information for schools, DfE 2014). Academies and free schools have similar requirements in their funding agreements. Information on the websites of maintained schools must also include a statement of the school's ethos and values (Schedule 4 of the School Information (England) Regulations 2012)

PSHE education also contributes to other statutory duties on schools:

- **Equality Act 2010:** Schools must promote equality of opportunity and avoid all types of discrimination. (See **Inclusive PSHE education** in this section)
- **Community Cohesion:** The Education and Inspections Act 2006 placed a duty on the governing bodies of maintained schools to promote community cohesion.
- **The United Nations Convention on the Rights of the Child (UNCRC)**, ratified by the UK Government in 1991, states that children and young people have a right to information that is important to their health and wellbeing (Article 17) and states that governments should protect children from all forms of sexual exploitation and abuse (Article 34).

For full details see Appendix 14 Statutory duties and government guidance

What does Ofsted say about PSHE education?

Characteristics of outstanding PSHE education are identified in Ofsted's report, Not yet good enough: personal, social, health and economic education in schools (2013). These characteristics provide a basis for a school to review its (See Part I - Improving the quality of PSHE education). The full list of characteristics of outstanding PSHE education are in Appendix 1

Ofsted found that there is a close correlation between the grades that the schools in the survey were awarded for overall effectiveness in their last section 5 inspection, and their grade for PSHE education. All but two of the schools graded outstanding at their last section 5 inspection were also graded outstanding for PSHE education and none were less than good.

<http://webarchive.nationalarchives.gov.uk/20141124154759/http://www.ofsted.gov.uk/resources/not-yet-good-enough-personal-social-health-and-economic-education-schools>

For more information see **PSHE education and OFSTED** at the end of this section.

Section 5 inspections

There are no specific judgements on the quality of PSHE education. However judgements on the schools' provision for pupils' **spiritual, moral, social and cultural development**, and on the **behaviour and safety** of pupils at the school, will reflect the quality of the whole school approach to pupils' personal and social development, health and wellbeing through its planned provision for PSHE education.

Evidence of good practice in relation to behaviour and safety will take into account the schools actions to prevent bullying and discrimination, including cyber- and prejudiced-based bullying such as homophobic and transphobic bullying. Schools must also ensure that pupils understand risk and are aware of the risks of, for example, sexual exploitation, violence in relationships, FGM and radicalisation.

The Ofsted School Inspection Handbook, (Ofsted Jan 2015) also includes a definition of spiritual, moral, social and cultural development (SMSC)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/391531/School_inspection_handbook.pdf See Appendix 2

Safeguarding - guidance to support reviews of a school's safeguarding arrangements: Inspecting safeguarding in maintained schools and academies - a briefing for section 5 inspections (January 2015) <https://www.gov.uk/government/publications/inspecting-safeguarding-in-maintained-schools-and-academies-briefing-for-section-5-inspections>

PSHE grade descriptors (2013)

The pre-existing PSHE grade descriptors (Dec 2013/Sept 2014), although not current, remain a useful guide to good practice.

<http://www.leicestershirehealthyschools.org.uk/en/content/cms/resources/pshe-education/-personal-social-heal/ofsted-grade-descrip/>

New judgement - 'Personal development'

As a result of the 'Better Inspection for All' consultation. Ofsted intend to introduce a new judgement on personal development, behaviour and welfare from September 2015.

<https://www.gov.uk/government/consultations/better-inspection-for-all>

This has been welcomed by the CBI, representing the views of the business sector, which wants greater focus on developing "determination, confidence and responsibility" among primary pupils, and a framework that places more equal weight on this wider personal development, as well as on academic progress and attainment, to make this a priority in all schools and colleges.

Who supports compulsory PSHE education?

Calls for compulsory PSHE education come from all sectors, young people's advocates, teachers, health, faith/belief groups and specialist groups/organisations.

Read their written submissions to the Education Select Committee Inquiry into PSHE and SRE in schools (2014) here:

<http://www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/inquiries/parliament-2010/pshe-and-sre-in-schools/?type=Written#pnlPublicationFilter>

What do they want?

- PSHE to be a statutory entitlement for all school children and young people;
- The implementation of a core judgement of PSHE within Ofsted framework of inspection under section 78 of the Education Act 2002[2];
- The provision of consistent training to PSHE teachers.

Education Select Committee report on PSHE and SRE, **Life Lessons - PSHE and SRE in schools**, February 2015

The Education Select Committee has listened to the overwhelming support for a change to legislation and acknowledged the rights of children and young people to information that keeps them safe and well and recommends that PSHE and SRE should be given statutory status.

"We accept the argument that statutory status is needed for PSHE, with sex and relationships education as a core part of it. We recommend that the DfE develop a workplan for introducing age-appropriate PSHE and SRE as statutory subjects in primary and secondary schools, setting out its strategy for improving the supply of teachers able to deliver this subject and a timetable for achieving this."

See the full Education Select Committee recommendations in Appendix 7

What do young people want?

UK Youth Parliament national campaign 2014 calls for **A curriculum for life**:

'We believe that the place of citizenship education and PSHE in the curriculum should be radically overhauled through a youth-led UK-wide review; they are really important for young people's growth and development as they teach vital life skills and can be the first steps to engaging young people in political life.' <http://www.ukyouthparliament.org.uk/campaign/curriculum-life/>

What do children and young people need?

PSHE education and children's and young people's health and wellbeing: whilst there are improvements in children's and young people's health and wellbeing, they are also subject to new pressures, particularly connected with the digital world, that PSHE education might address. (See Section 2)

What does PSHE education cover?

The PSHE education curriculum

7 KNOWLEDGE DIMENSIONS OF PSHE EDUCATION	KEY CONCEPTS THAT UNDERPIN PSHE EDUCATION	ESSENTIAL SKILLS AND PROCESSES
<ul style="list-style-type: none"> Physical health & wellbeing (nutrition and physical activity) Mental and emotional health Sex and relationships education Alcohol and drug education Staying safe Financial education Careers, enterprise and employability 	<ul style="list-style-type: none"> Personal identities Healthy lifestyles Risk Relationships Diversity Career Capability Economic understanding 	<ul style="list-style-type: none"> Critical reflection Decision-making and managing risk Developing relationships and working with others Self-development Exploration Enterprise Financial capability
For more information Part 2 Section 3 Content of PSHE education	From PSHE Programmes of Study Key Stages 3 & 4 (Appendix 9)	

Different PSHE education frameworks organise the content in different ways. Typically, PSHE education is organised around the main content areas (7 Knowledge dimensions). However, to better reflect the aims of PSHE education, the programmes can be based on the outcomes: this is the approach taken by the PSHE and citizenship – National curriculum framework for Key Stages 1 and 2, which says that pupils should be taught the knowledge, skills and understanding to enable them to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens
- Develop a healthier, safer lifestyle
- Develop good relationships and respect the differences between people.

An approach to planning PSHE education based on the outcomes for personal and social development, health and wellbeing is available in PASSPORT - A Framework for personal and social development <http://gulbenkian.org.uk/publications/publications/46-PASSPORT.html>
 [See Frameworks for PSHE education - Appendix 10]

Although this is well-established as the content and scope of PSHE education, social changes, notably the ubiquitous digital environment in which children and young people now grow up, have contributed to new pressures on children's and young people's health and wellbeing which the curriculum should reflect if it is to meet their needs today.

Effective PSHE education provides pupils with information about reliable sources of advice and support. Many of the specialist organisations providing information about pressures and issues affecting children and young people also give details of support services and may have websites for direct access by young people.

So does PSHE education work?

Evidence is accumulating that PSHE education helps to raise children's and young people's levels of achievement, as well as their health and wellbeing.

Evidence shows that PSHE education can improve the physical and psychosocial wellbeing of pupils. It also provides an opportunity to provide or enhance skills and qualities such as perseverance, self-respect, conflict resolution, team work, time and stress management that play an important part in success at school and in employment. Personal, social, health and economic education: a review of impact and effective practice, DfE, March 2015

<https://www.gov.uk/government/publications/pshe-education-a-review-of-impact-and-effective-practice>

A review of evidence by Public Health England highlights the link between health and wellbeing and educational attainment. It underpins the value of education concerning social and emotional skills, combatting bullying, and physical fitness, particularly when they are part of whole school approaches such as Health Schools programmes. <https://www.gov.uk/government/publications/the-link-between-pupil-health-and-wellbeing-and-attainment>

Well-evaluated local initiatives, and evaluation of individual school programmes provide the best evidence of the effectiveness of planned PSHE education to increase children's and young people's knowledge, skills and understanding, enabling them to take more responsibility for their health and wellbeing.

What kind of evidence for PSHE education's effectiveness do we want?

Calls for evidence that PSHE education 'works' tend to want to prove that it affects specific behaviours related to children's and young people's health and wellbeing. However it is hard to demonstrate that PSHE education alone has produced, for example, reductions in teenage pregnancy or drinking and smoking rates amongst young people. This requires experimental studies involving randomised control trials; in education it is hard to control all the factors which contribute to the differences between schools and classrooms being compared over the period of the study. Although some attempts have been made, there is a lack of longitudinal data from the UK, although a new study, Healthy Minds <http://howtothrive.org/healthy-minds/> is studying how students can be supported to develop emotional resilience and self efficacy alongside their academic development and is tracking 10,000 students from 34 secondary schools over four years.

As everyone knows 'correlation does not imply causation' although where the same findings are observed in a range of studies there is more likelihood of a correlation between the variables. It is more fruitful to regard education as 'necessary but not sufficient' to affect behaviour change, and to identify educational indicators which are likely to underpin changes in behaviour, for example, knowledge of local sexual health and contraceptive services for young people and skills to confidently communicate one's needs to a health professional. It is possible to assess whether or not pupils have learnt these and, if accessible health services are provided locally, there is a greater chance that young people will act on their increased knowledge and skills.

PSHE education increases children's and young people's levels of achievement

Children who experience emotional wellbeing, enjoy school, develop positive friendships and who are not bullied have higher levels of academic achievement (DfE 2012, The impact of pupil behaviour and wellbeing on educational outcomes

<https://www.gov.uk/government/publications/the-impact-of-pupil-behaviour-and-wellbeing-on-educational-outcomes>).

This backs up research by Joseph Rowntree Foundation (2010) which demonstrated that young people are more likely to do well at GCSE if, amongst several factors, they avoid risky behaviour, smoking, cannabis use, anti-social behaviour, truancy, suspension and exclusion, do not experience bullying and find school worthwhile (The importance of attitudes & behaviour for poorer children's educational attainment. Goodman A. Gregg P. Joseph Rowntree Foundation, 2010. www.jrf.org.uk)

Ofsted (2013) shows that there is a close correlation between the grades that the schools were awarded for overall effectiveness in their last section 5 inspection, and their grade for PSHE education. All but two of the schools graded outstanding at their last section 5 inspection were also graded outstanding for PSHE education and none were less than good. (Ofsted Not yet good enough May 2013

<http://webarchive.nationalarchives.gov.uk/20141124154759/http://www.ofsted.gov.uk/resources/not-yet-good-enough-personal-social-health-and-economic-education-schools>

A summary of key evidence highlights the link between health and wellbeing and educational attainment (PHE, 2014). It underlines the value for schools of promoting health and wellbeing as an integral part of a school effectiveness strategy, and highlights the important contribution of a whole-school approach e.g. Healthy Schools programmes.

Key findings include:

- Learning social and emotional skills can have a positive impact on pupil attainment.
- Being bullied during the later years of primary school has a strong association with lower attainment in secondary school.
- Children and young people who are aerobically fit have higher academic scores, and studies show promising associations between diet and academic attainment.
- A systematic review of coordinated school health programmes (that promote health through explicit teaching in the curriculum and broader work to promote a healthier school environment) suggests positive effects on attainment.
- Interventions taking a 'whole school approach' have a positive impact on outcomes including: body mass index (BMI), physical activity, physical fitness, fruit and vegetable intake, tobacco use, and being bullied.

<https://www.gov.uk/government/publications/the-link-between-pupil-health-and-wellbeing-and-attainment>

PSHE education increases children's and young people's knowledge, skills and understanding, enabling them to take more responsibility for their health and wellbeing.

There is some evidence of effectiveness from literature reviews and national surveys. The best evidence comes from well-evaluated local initiatives, and from individual schools.

a) Literature reviews:

Sex and relationships education

National and international research shows that good quality SRE has a protective function as young people who have had good SRE are more likely to choose to have sex for the first time later. There is no evidence that SRE hastens the first experience of sex. These findings are confirmed by several evidence reviews, notably by Kirby (2007), and by a US study of population level national survey data looking at longer-term outcomes associated with having received SRE (Lindberg 2012). Kirby (2007) examined 48 SRE programmes and found that 40 per cent of these had a significant impact in three aspects of behaviour: delaying the initiation of sex; reducing the number of sexual partners; and increasing condom or contraceptive use. None of the studies hastened the first experience of sex. Some SRE programmes have been found to reduce the frequency of sex – none of the programmes reviewed by Kirby (2007) resulted in young people having sex more frequently.

Kirby, D (2007) Emerging Answers 2007: Research Findings on Programs to Reduce Teen Pregnancy and Sexually Transmitted Diseases. Washington, DC: National Campaign to Prevent Teen and Unplanned Pregnancy.

Lindberg, L and Maddow-Zimet, I (2012) Consequences of Sex Education on Teen and Young Adult Sexual Behaviors and Outcomes, in Journal of Adolescent Health, Volume 51, Issue 4, Pages 332-338, October 2012.

See latest national survey findings (NATSAL3) in **SRE - the evidence**, Sex Education Forum (2015)

<http://sexeducationforum.org.uk/evidence.aspx>

Alcohol and drug education

A review of drug education programmes in schools <http://www.mentoruk.org.uk/wp-content/uploads/2011/11/Drug-Prevention-Final.pdf> shows that they have an impact on the most common substances used by young people: alcohol, tobacco and cannabis. A recent literature review (Effectiveness of School-Based Life-Skills and Alcohol Education Programmes: a Review of the Literature. Martin, K., Nelson, J. and Lynch, S. (2013) NFER) found substantial evidence relating to the positive effects of school-based alcohol education and life-skills programmes on pupils' alcohol related-knowledge but only a little evidence of improved attitudes, decision-making skills, confidence and assertiveness. There is a degree of evidence of the effectiveness of alcohol education and life-skills programmes in reducing the frequency of alcohol consumption and episodes of drunkenness among school-aged children.

b) Local programmes

Shropshire Respect Yourself: Improving SRE

Shropshire has developed a comprehensive programme of Relationships and Sex Education which represents best practice identified by the Teenage Pregnancy Strategy. The programme engages the whole school community in joined-up action and has the following features:

- Developing and implementing a whole school approach
- Producing comprehensive lesson plans and teachers guidance year 6 -11
- Improving teachers skills and confidence
- Increasing pupil's skills and confidence
- Supporting a school and home partnership
- Securing support from school governors
- Strengthening links with onsite sexual health service

It has been evaluated using baseline assessment tracking methodology which demonstrates that a planned, sequenced delivery of lessons, for one hour over 5/6 weeks results in significant increased confidence, knowledge and networks of support.

<http://www.sexeducationforum.org.uk/practice/sex-relationships-education/shropshire-respect-yourself-improving-sre.aspx>

Nottingham DrugAware

This is a comprehensive approach to drug prevention, implemented in primary, secondary and special schools. It is a needs-led, whole school programme with the following features:

- Development and implementation of school policies
- Participation of pupils and parents in planning
- Gathering data about pupils' needs and evaluating progress through an online survey
- A needs-based drug education curriculum including targeted programmes where appropriate
- Support and early intervention for vulnerable young people
- Positive, pupil-led health campaigns

The overall findings from the evaluation include:

- 98% of sample students showed some improvement in knowledge, skills and/or positive attitudes to drugs, for example for each of tobacco, alcohol and "drugs", the number of students claiming to be "very" confident in turning them down when offered by somebody they knew increased from a range of 38-39% to 56-59%.
- Referrals to Drug and Alcohol Services increased significantly.
- Permanent exclusions for drugs reduced by 50% over 2 years.
- Reductions in drug-use and frequency/intensity of drug use achieved in all ages and settings

<http://mentor-adepis.org/nottingham-drugaware/>

c) Schools

Stratford High School - PSHE lessons on personal finance

PSHE education and mathematics staff co-planned a financial education project. Students were given fictitious families and a holiday budget. They researched travel and accommodation costs, planned how much to spend on food and entertainment (based on real costs for their destination) and learnt about different currencies. In PSHE they explored the benefits of holidays, the risks attached to lost luggage, cancelled flights and accident or ill health, looked at health issues such as sun safety and explored personal safety and cultural issues. In mathematics they developed and used mathematics skills to calculate exchange rates and insurance costs, exploring the probability of problems occurring and severity of impact if they did. The students enjoyed the link between the subjects and teachers were delighted at the standard of learning.

Students learnt to:

- plan and manage a budget
- explore and manage risks related to personal and financial situations
- show respect for people different from themselves
- find information about financial products
- use mathematical skills in real-life contexts

(All-party parliamentary group on financial education for young people Financial Education & the Curriculum 2011 <http://www.pfeg.org/policy-campaigning/pfeg-and-parliament/appg-primary-and-secondary-schools-strand>)

Inclusive PSHE Education

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. It applies to maintained schools and academies; the DfE has produced guidance for its application in schools:

The Equality Act 2010 and schools May 2014 <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity; these are protected characteristics. The Act does not affect curriculum content but does cover the way the curriculum is delivered. Schools are free to cover a full range of issues, ideas and materials, however challenging or controversial. Schools are also required to deal effectively with prejudice-based bullying i.e. holding negative views about others such as gender, sexuality, appearance, beliefs, abilities or culture.

However the curriculum must not be delivered in a discriminatory way. **PSHE is an entitlement for all pupils, whatever particular needs they bring to it.** In the PSHE education context, examples of this include making assumptions about pupils' gender and sexual orientation, using materials and images which exclude particular groups, for example, do not reflect ethnic diversity or the range of family types including same sex marriages or show stereotyped images of career choices in relation to gender. It also refers to practices which discriminate by, for example, disadvantaging girls in relation to boys when providing opportunities for challenging experiences or work-related opportunities. The DfE has made it clear that all schools should uphold fundamental British values such as tolerance and respect. (DfE Values) Teaching should not indoctrinate pupils into believing particular people, such as people who are LGBT, are inferior or unnatural. "We believe schools should prepare all pupils for life in modern Britain. A broad and balanced curriculum is vital for this" DfE No 2014.

Schools can promote equality and diversity and challenge discrimination by:

- teaching about equality and diversity
- putting inclusion at the heart of all the school's practices.

Teaching about equality and diversity - PSHE education

PSHE education is a good context for specific teaching about the similarities and differences between people, and everybody's right to be treated equally. It can also address specific issues such as homophobia and transphobia, gender and sexual identities, stereotyping, bullying (especially prejudice-based bullying), the similarities in and differences between cultures, races and religions.

More information and free resources for PSHE education can be found at:

Equality and Human Rights Commission (EHRC):

<http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers>

For Primary schools: Equal Choices Equal Chances - KS2 Free downloadable lesson plans and multi media materials to help teachers provide careers advice that challenges stereotypes.

For secondary schools: Equal Rights, Equal Respect - KS3 equality and human rights.

Rainbow education - Free resources for teaching about diversity, including gender identities (LGBT inclusive teaching), different sexualities, different families, domestic abuse, healthy and unhealthy relationships. The website also has a useful section on Basic Definitions explaining LGBT+

www.rainbowteaching.co.uk

Plan UK Because I am a girl KS3 teaching resources, gender inequality: violence against women and girls, forced marriage, FGM

<http://www.plan-uk.org/because-i-am-a-girl/schools/>

Show Racism the Red Card - uses top footballers to educate against racism. Anti-racism education pack, ages 8-adult

<http://www.theredcard.org/education-pack>

Inclusive PSHE education

In an inclusive school, all aspects of PSHE education will exemplify the school's core values which are supported by all members of the school community. Respect for diversity and avoidance of marginalising any groups will be seen not only in what is taught through PSHE education, but also how it is taught.

- challenging homophobic and transphobic language and racial harassment backed by school policy to prevent prejudice-based bullying. Bullying special needs pupils
- making assumptions about gender and sexual orientation eg that that the pupils all identify as heterosexual and the gender they were assigned with at birth. This ignores the feelings and experiences of LGBT young people and if regularly identified by them as what happens when PSHE teaching is poor. typical sex education misses a great many elements of safe practice for sexual acts that don't involve penis-in-vagina, leaving students at a much higher risk. An inclusive school will represent different groups such as LGBT and disabled people positively.
- reinforcing gender differences through: boy/girl groups , uniform etc, Ridiculing students for their gender expression. good practice is to use non-gendered names in teaching resources, activities and case studies.
- modifying the curriculum to give all pupils access to it, whatever their needs, and ensuring that it reflects true diversity amongst them. For example, using the PSHE framework as a resource and adapting it to the age and needs of pupils; using resources that pupils can understand through different senses; representing different groups in displays, resources and roles in the school.

Guidance about inclusive teaching in PSHE education can be found at:

www.rainbowteaching.co.uk

http://webarchive.nationalarchives.gov.uk/20081117141639/http://qca.org.uk/qca_14704.aspx

PSHE education and OFSTED

Characteristics of outstanding PSHE education are identified in Ofsted's report **Not yet good enough: personal, social, health and economic education in schools** (2013). These characteristics provide a basis for a school to review its (See Part I - Improving the quality of PSHE education). The full list of characteristics of outstanding PSHE education are in Appendix 1 <http://webarchive.nationalarchives.gov.uk/20141124154759/http://www.ofsted.gov.uk/resources/not-yet-good-enough-personal-social-health-and-economic-education-schools>

Spiritual, moral, social and cultural development (SMSC)

In Section 5 inspections, judgement of the overall effectiveness and quality of education in a school will take into account inspectors evaluation of 'the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development '. A school may be judged as requiring improvement if there are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development.

The relevant grade descriptors for Overall effectiveness:

- Outstanding: The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables them to thrive in a supportive, highly cohesive learning community
- Inadequate: there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development or their physical well-being, so that pupils are intolerant of others and/or reject any of the core values fundamental to life in modern Britain

The Ofsted School Inspection Handbook, (Ofsted Jan 2015) also includes a definition of spiritual, moral, social and cultural development (SMSC) and its role in values education - Appendix 2

The behaviour and safety of pupils at the school

The evidence collected for this judgement also contributes to inspectors' evaluation of the school's promotion of spiritual, moral, social and cultural development.

When judging behaviour and safety, inspectors should consider:

- types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment; this includes cyber-bullying and prejudice-based bullying related to special educational need, sex, race, religion and belief, disability, sexual orientation or gender reassignment
- the effectiveness of the school's actions to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people, and homophobic and racist language
- the extent to which pupils are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism and are aware of the support available to them
- the school's response to any extremist or discriminatory behaviour shown by pupils

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/391531/School_inspection_handbook.pdf

Safeguarding

Ofsted points out that safeguarding can involve a range of potential issues such as bullying, including cyberbullying and prejudice-based bullying; racist, disability, and homophobic or transphobic abuse; radicalisation and extremist behaviour; child sexual exploitation; sexting; substance misuse; gang activity and youth violence; domestic violence, sexual exploitation, female genital mutilation and forced marriage. PSHE education has a role in combatting all of these.

Points to consider when evaluating the effectiveness of safeguarding arrangements:

- Children are safe and feel safe. They know how to complain and understand the process for doing so.
- Children can identify a trusted adult with whom they can talk about any concerns.

- Children are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and help and support is given to children about how to treat others with respect.
- Adults understand the risks posed by adults or young people who use the internet to bully, groom or abuse children and have well-developed strategies in place to keep children safe and to support them in learning how to keep themselves safe. Leaders oversee the safe use of electronic and social media when the children are on site and take action immediately if they are concerned about bullying or risky behaviours.
- The responsibilities placed on governing bodies and proprietors include: making sure that children are taught about how to keep themselves safe.

The School inspection handbook sets out how Ofsted will report on the way that schools make pupils aware of how they can keep themselves safe and what behaviour towards them is not acceptable. Inspectors should include e-safety in their discussions with pupils (covering topics such as safe use of the internet and social networking sites, cyber bullying, including by text message) and what measures the school takes to promote safe use and combat unsafe use, both proactively (by preparing pupils to engage in e-systems) and reactively (by helping them to deal with a situation when something goes wrong).

Inspecting safeguarding in maintained schools and academies - a briefing for section 5 inspections (January 2015)

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-maintained-schools-and-academies-briefing-for-section-5-inspections>

PSHE grade descriptors (2013)

The pre-existing PSHE grade descriptors (Dec 2013/Sept 2014), although not current, remain a useful guide to good practice.

Outstanding:

- Pupils demonstrate exceptional independence; they think critically, articulate their learning and their views with great confidence and work constructively with others.
- They consistently evaluate, discern and challenge their own and others' views using appropriate evidence from a range of sources.
- Pupils show outstanding understanding of, and commitment to, their own and others' health and well-being.
- Pupils, appropriate to their age and capability, have an excellent understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation.
- They understand extremely well how to keep themselves and others healthy and safe and are very well aware of, for example, the dangers of substance misuse.
- Pupils have a very strong understanding of how to recognise and deal with mental health problems such as stress or eating disorders
- Pupils have developed discernment and resilience and know how to resist peer pressure effectively; they understand very well how to seek further help and advice if they need it.
- All pupils understand very well the impact of bullying on others and actively challenge all forms of bullying including racist, disablist, homophobic and transphobic language.
- Pupils make outstanding progress in developing understanding and skills in relation to business, enterprise, money management, the world of work and employability; they understand well the links with work on personal finance in National Curriculum citizenship lessons.

PSHE grade descriptors <http://www.leicestershirehealthyschools.org.uk/en/content/cms/resources/pshe-education-/personal-social-heal/ofsted-grade-descrip/>

New judgement - 'Personal development'

As a result of the 'Better Inspection for All' consultation. Ofsted intend to introduce a new judgement on personal development, behaviour and welfare from September 2015.

<https://www.gov.uk/government/consultations/better-inspection-for-all>

Section 2 - PSHE education and children's and young people's health and wellbeing

Whilst the government does not provide or recommend a national framework for PSHE education, it says that schools' programmes should meet the needs of their pupils. Every school population is different; schools should identify how broad trends in children's and young people's health and wellbeing relate to their pupils, and use these to prioritise the issues to be covered in the school's PSHE education (See Part 3 Section 2 Needs assessment).

Ofsted (2013) found that subject leaders had not drawn on important data such as local social and health statistics, pupils' previous knowledge or the views of pupils, to inform curriculum planning.

'Trends in children's and young people's health and wellbeing indicate improvements but also new pressures. These pressures are often related to near universal access to digital media and their impact on attitudes to a wide range of issues including body image, relationships, sex, etc. And despite improvements including reductions in drinking, smoking, drug use and teenage pregnancy rates, young people's health compares poorly to their peers in other western European countries.'

(Key trends in children's and young people's health behaviour and outcomes, from written evidence to the Education Select Committee Inquiry into PSHE and SRE in schools, Public Health England 2014).

Trends in children's and young people's health and wellbeing

Many recent studies confirm these trends:

Physical health and safety	Bullying
Body image	Exploitation, violence and abuse
Alcohol, smoking and drug use	Pornography and sexting
Sexual health	Debt
Mental health	Employability
Self harm and suicide	Wellbeing
	FGM, Forced marriage

For more information and data on these trends see **Further information - Trends in children's and young people's health and wellbeing** in this section, and Part 2 Section 3 The Content of PSHE education: Sex and relationships education, Alcohol and drug education, Financial education, Careers, enterprise and employability, Physical health and wellbeing, Mental health and emotional wellbeing, Safeguarding, safety and risk education.

'Children can benefit enormously from high-quality Personal, Social, Health and Economic (PSHE) education. Good PSHE supports individual young people to make safe and informed choices. It can help tackle public health issues such as substance misuse and support young people with the financial decisions they must make.' 2010 Education White Paper.

The Chief Medical Officer's annual report 2012 *Our children deserve better* cites the importance of PSHE education in addressing children's and young people's health and wellbeing.

"Evidence...identifies the benefit that good education about health can have on health behaviours. I believe that successful schools are increasingly showing how improved educational results are achieved by looking holistically at children and young people.... Areas that could be explored would be personal, social, health and economic (PSHE) education, a subject that forms a bridge between health and education by building resilience and wellbeing."

<https://www.gov.uk/government/publications/chief-medical-officers-annual-report-2012-our-children-deserve-better-prevention-pays>

The Royal College of Paediatrics and Child Health, in *Making the UK's child health outcomes comparable to the best in the world A vision for 2015* www.rcpch.ac.uk (November 2014), also supports statutory, comprehensive personal, social and health education (PSHE) programmes across all primary and secondary schools, monitored by OFSTED, which foster social and emotional health and wellbeing and tackle issues around sex and relationships, social inclusion, bullying, drug and alcohol use and mental health. They identify a need to improve outcomes in relation to mental health, nutrition, physical activity and obesity.

Improving young people's health and wellbeing - A framework for public health, PHE 2015

<https://www.gov.uk/government/publications/improving-young-peoples-health-and-wellbeing-a-framework-for-public-health>

In spite of improvements in young people's health, this report points to the following:

- mortality and morbidity for this age group remain largely preventable and rates vary widely across the country
- this is a life stage of significant neural, emotional and physical development and when change is possible
- 9.9 million young people have poorer health outcomes than those in many other developed nations
- inequality has a significant negative effect on health in adolescence
- keeping young people safe from harm is an important priority for all of us
- the consequences of poor health in this age period last a lifetime

The framework sets out 6 core principles that cut across health topics to develop holistic approaches, building on concepts of resilience, to meet young people's needs.

The report poses questions for all education and learning settings to help improve practice:

1. Do you have an accurate assessment of health and wellbeing needs of your population, including identifying those who need extra support? Are schools making use of existing advice, including identifying early mental health problems?
2. How do you influence the commissioning and provision of high quality education setting health services and messages to pupils and students based on your local needs? How is the local authority supporting this work in line with national guidance?
3. How are you ensuring that personal, social and health education (PSHE) and sex and relationships education (SRE) are embedded across the curriculum and culture of the organisation, and is equally about building skills as well as knowledge? Are parents involved as well?
4. How is the school/college helping young people know where to go for health advice and support?
5. Are you making full use of your school, college or university health service both for public health work as well as a first point of contact for young people?
6. How is the school supporting all pupils to meet the recommended levels of physical activity as described by the chief medical officer, and to provide healthy foods on campus?

Resilience, health and wellbeing

Better health and wellbeing amongst children and young people is often linked to their resilience, that is, their capacity to thrive in spite of constraints and setbacks in their lives.

For more information see **Education for Resilience** in this section.

The DfE's guidance *Mental health and behaviour in schools* (June 2014) recognises that poor mental health undermines educational attainment and sees that schools have opportunities to prevent mental health problems by promoting resilience.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Public Health England, responding to the CMO's report, states that '*Building children and young people's resilience in schools*' (PHE/UCL Institute of Health Equity, 2014) can make a significant contribution to reducing inequalities in health, and notes that 'Health-promoting schools take a whole school approach, and have been shown to have a promising positive effect on resilience'.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355770/Briefing2_Resilience_in_schools_health_inequalities.pdf

The potential for resilience to influence adolescent health outcomes is also noted in the Department of Health's *A Framework for Sexual Health Improvement in England* (March 2013)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/142592/9287-2900714-TSO-SexualHealthPolicyNW_ACCESSIBLE.pdf

Lack of resilience was also identified as a reason why young people were not 'work ready'.

British Chambers of Commerce Workforce Survey 2014

<http://www.britishchambers.org.uk/assets/downloads/J4990%20-%20A4%20BCC%20WORKFORCE%20SURVEY%20INFOGRAPHIC%20final.pdf>

Further information: Trends in children's and young people's health and wellbeing

What are the priorities for children's and young people's health and wellbeing in Leicestershire?

Leicestershire Director of Public Health Report 2014

<http://www.lsr-online.org/uploads/n0499-public-health-annual-report-2014.pdf>

Key data on adolescence 2013 Information about the lives and wellbeing of young people in the UK (Association of Young People's Health, 2013)

http://www.ayph.org.uk/publications/457_AYPH_KeyData2013_WebVersion.pdf

Why children die: death in infants, children and young people in the UK (Part A , NCB, May 2014)

www.ncb.org.uk/media/1130496/rcpch_ncb_may_2014_-_why_children_die_part_a.pdf

In childhood, from five to nine years old, the most common causes of death in the UK are injuries and poisoning, cancer, and congenital causes. From 10 to 19 years, the most common causes of death in the UK are injuries and poisoning and cancer (neoplasms). In early adolescence, from 10 to 14 years, these two categories contribute around half of all deaths,

Physical health and safety:

Children who are regularly active have higher well-being compared to children who are not. (Good childhood report, Children's Society 2014

<http://www.childrensociety.org.uk/what-we-do/research/well-being-1/good-childhood-report-2014>)

Only 16% of girls and 21% of boys (5-15) met the Chief Medical Officer's recommendations of one hour moderate activity every day (2011) and only 10% of boys and 7% of girls met the '5-a-day' fruit and vegetable recommendation (2012).

One in five children in reception are overweight or obese rising to one in three children in year 6 (Public Health England national Child measurement programme 2013-14)

Traffic accidents are the leading cause of death for boys aged 5-19 (ONS, Mortality Statistics 2012) Increasing numbers of young people are being admitted to hospital because of eating disorders. 15 was the most common age of admission for girls and 13 for boys, but some were under five. (Health and Social Care Information Centre 2104)

Body image

One in five girls of primary school age say they have been on a diet and 87% of girls aged 11-21 think that they are judged more on looks than ability. (Girlguiding UK, Girls' Attitudes Survey 2013 Equality for girls, www.girlguiding.org.uk).

In 2011–12 in the UK, 8 out of 10 boys (79%) reported being relatively happy with their appearance. Fewer than 7 out of 10 girls (68%) reported the same. (Exploring the wellbeing of children in the UK, ONS, 2014)

Alcohol, smoking and drug use:

In 2013, less than a quarter of pupils aged 11-15 (22%) said that they had smoked at least once - this was the lowest level recorded since 1982, and continues the decline from 42% in 2003. 39% of pupils aged 11 to 15 said that they had had at least one alcoholic drink in their lifetime - a decline from 61% in 2003. 10% reported drinking alcohol in the last week, a decrease from 25% in 2003. The prevalence of illegal drug use in 2013 was at similar levels to 2011 and 2012, though considerably lower than in 2001.

More than half (53%) of pupils thought it was OK for someone of their age to try drinking alcohol, and about a third (31%) thought that it was OK to try smoking. Pupils were much less likely to approve of drug use: 9% thought it was OK for someone to try cannabis, 7% sniffing glue, and just 2% thought that it was OK for someone their age to try cocaine.

(Smoking, Drinking and Drug Use Among Young People in England - 2013, Health and Social Care Information Centre, NatCen/NFER <http://www.natcen.ac.uk/our-expertise/policy-expertise/schools,-education-training/smoking-drinking-and-drugs-animation/>)

One in seven 13 year olds say they have been drunk at least twice.

One in ten 15-16 year olds have had unprotected sex after drinking.
One in five 15 year olds smoked cannabis in the last year (and one in twenty took a Class A drug).
(Smoking drinking & drugs use by young people in England, Mentor-Adepis May 2013 <http://mentor-adepis.org/get-the-facts/young-peoples-smoking-drinking-and-drug-use/>)

British children are more likely to binge drink or get drunk compared to children in most other European countries (Hibell B, Guttormson U, Ahlstrom S, et al (2012) The 2011 ESPAD report: substance use among students in 36 European countries)

Almost 65,000 young people every year need treatment in hospital A&E departments because of alcohol (DCSF, now DfE), Impact of Alcohol Consumption on Young People 2009)

Sexual health:

The median age at first sex with someone of the opposite sex was 17 for both men and women (Health Survey for England, 2010)

The third National Survey of Sexual Attitudes and Lifestyles has found that the age of first sex has not significantly changed in the last decade. Among 16-24 year olds the latest survey found that 31% of men and 29% of women now have first sex before age 16, which is not significantly different from the figures from the previous survey (1999-2001), and so is still a minority. The survey also found that young, single women are at highest risk of unplanned pregnancy and that younger people - especially young women - are at higher risk of experiencing sex against their will (non-volitional sex) (NATSAL3) - Can I include this?

The under 18 conception rate is at its lowest level since 1969, and is continuing to fall (Conceptions in England and Wales 2013, ONS, Feb 2015) but remains twice that of 16 other European countries. The rate of abortion for under-18s has also dropped (Abortion Statistics England and Wales 2013)

The highest rates of STIs are amongst 15-24 age group (Sexually transmitted infections in England. PHE. 2013).

1 in 4 young people learnt nothing about HIV and AIDS at school (Young people's experiences of HIV and AIDS education, Sex Education Forum 2011 www.sexeducationforum.org.uk)

Mental health

One in ten children between the ages of one and 15 has a mental health disorder. (The Office for National Statistics Mental health in children and young people in Great Britain, 2005)

Estimates vary, but research suggests that 20% of children have a mental health problem in any given year, and about 10% at any one time. (Lifetime Impacts: Childhood and Adolescent Mental Health, Understanding The Lifetime Impacts, Mental Health Foundation, 2005)

Rates of mental health problems among children increase as they reach adolescence. Disorders affect 10.4% of boys aged 5-10, rising to 12.8% of boys aged 11-15, and 5.9% of girls aged 5-10, rising to 9.65% of girls aged 11-15. (Mental Disorder More Common In Boys, National Statistics Online, 2004) <http://www.mentalhealth.org.uk/help-information/mental-health-statistics/children-young-people/>

More than half of all adults with mental health problems were diagnosed in childhood. Less than half were treated appropriately at the time

The number of young people aged 15-16 with depression nearly doubled between the 1980s and the 2000s http://www.youngminds.org.uk/training_services/policy/mental_health_statistics

Self harm and suicide:

There has been a threefold increase in the number of teenagers who self-harm in England in the last decade (The Health Behaviour of School-Aged Children Survey (2013/14) <http://www.hbsc.org>)

Half of 12-year-olds who harm themselves were frequently bullied and children with mental health problems were at greater risk of self-harming in later life. (Bullying victimisation and risk of self harm in early adolescence: longitudinal cohort study Helen L Fisher and others. BMJ Online, 26 April 2012 <http://www.anti-bullyingalliance.org.uk/research/key-statistics/>)

The number of children contacting ChildLine about self-harm has risen by 41%, with 15 times more girls than boys contacting the charity with worries about self-injury, 33% rise in the number of young people

contacting them about suicide and an 87% rise in contacts about online bullying. (Can I tell you something? Childline Jan 2014).

NSPCC/Childline also reported (On the Edge, Childline, Oct 2014) a 116% increase in counselling sessions about suicide over the last 3 years. The most common age to contact ChildLine about suicide is 12-15 years, but more and more, younger children are also seeking help about this. Many young people also talked about other mental health problems such as hearing voices, insomnia, eating disorders, depression, not feeling in control of their lives and feeling worthless

Bullying

Around 1 in 8 children (12%) aged 10 to 15 in the UK reported being frequently bullied physically, in other ways, or both in 2011–12. (Office for National Statistics

<http://www.ons.gov.uk/ons/rel/wellbeing/measuring-national-well-being/exploring-the-well-being-of-children-in-the-uk--2014/sty-facts-about-childens-wellbeing-bullying-relationships.html>)

16,000 young people aged 11-15 are absent from school at any one time due to bullying. (National Centre for Social Research, Estimating the prevalence of young people absent from school due to bullying, May 2011 <http://www.anti-bullyingalliance.org.uk/research/key-statistics/>)

Children with special educational needs and disabled children are more likely to be bullied. <http://www.anti-bullyingalliance.org.uk/> Primary school pupils with special educational needs are twice as likely as other children to suffer from persistent bullying. 83% of young people with learning difficulties have suffered bullying. Over 90% of parents of children with Asperger's Syndrome have reported bullying of their children in the previous year. More than half of teachers hear children directing discriminatory language at a disabled child/child with SEN.

Homophobic bullying continues to be widespread in Britain's schools. More than half (55 per cent) of lesbian, gay and bisexual pupils have experienced direct bullying. The use of homophobic language is endemic. (The school report - The experiences of gay young people in Britain's schools 2012)

[www.stonewall.org.uk/documents/school_report_2012\(2\).pdf](http://www.stonewall.org.uk/documents/school_report_2012(2).pdf)

Exploitation, violence and abuse

In 2014 Barnardo's worked with 1,940 children and young people who had been sexually exploited. Younger victims are being targeted. In one month alone, Barnardo's services worked with 126 children aged 10 to 13 who had been subjected to sexual exploitation.

http://www.barnardos.org.uk/what_we_do/our_work/sexual_exploitation.htm

Young women reported expecting to be pressured into having sex if they are in a relationship. Young people tend to perceive rape as forced sex between strangers. For example, if a person was coerced into having sex without wishing to when they were drunk, young people are uncertain as to whether this constitutes rape. 13–14 year olds less likely to recognise non-consensual sex than older age groups. (Office of the Children's Commissioner: "Sex without consent, I suppose that is rape": How young people in England understand sexual consent, 2013)

Nearly three-quarters of girls and half of boys (aged 13-17) reported some form of emotional partner violence, and a quarter of girls reported that they had experienced physical violence from a boyfriend and a third had been pressured into unwanted sexual acts. (Partner exploitation and violence in teenage intimate relationships, NSPCC/Bristol University, 2009). Research published by NSPCC in February 2015 confirms this trend: 40% of teenage girls have been pressured to have sex or other sexual activity. Controlling online behaviour by partners, through constant checking of their social network activity, sending threatening messages or telling them who they could be 'friends' with was closely associated with young people experiencing violence or abuse from their partner offline.

<http://www.nspcc.org.uk/fighting-for-childhood/news-opinion/40-percent-teenage-girls-pressured-into-sex/>

Pornography and sexting:

A significant number of children access pornography; it influences their attitudes towards relationships and sex; it is linked to risky behaviour such as having sex at a younger age; and there is a correlation between holding violent attitudes and accessing more violent media. (Basically...Porn is everywhere, Office of the Children's Commissioner, May 2013

http://www.childrenscommissioner.gov.uk/content/publications/content_667)

Almost 4 in 10 (39%) boys in England aged 14-17 admitted they regularly watched pornography and 1 in 5 harboured extremely negative attitudes towards women. England had the highest rate for children exchanging sexual messages and images with a partner among the countries surveyed (Norway, Italy, Bulgaria and Cyprus). More than 4 in 10 (44%) girls and just under a third (32%) of boys in England had sent them to their boyfriend or girlfriend. Just over 40% of girls who sent them said they had been shared by a partner with others. Just under half of girls and boys in England had received them. Around a quarter (27%) of girls sent messages and images because they felt pressurised by a partner to do so. Young people who reported violence and abuse in their relationships were at least twice as likely to have sent asexual image or text compared to those who had not (NSPCC 2015).

<http://www.nspcc.org.uk/fighting-for-childhood/news-opinion/40-percent-teenage-girls-pressured-into-sex>

40% of education staff say young people they work with have viewed pornography, and half have noticed an increase in sexually explicit conversations among pupils in the last five years. Almost four-in-ten (38%) stated they were aware of pupils sexting. More than 40% said they had seen an increase in the sharing of sexually explicit content among pupils, and 17% stated they have noticed an increase in sexual bullying at their school or college in the last five years. (Association of Teachers and Lecturers, Feb 2014. <http://www.atl.org.uk/media-office/2014/Viewing-pornography-is-leading-to-an-increase-in-sexually-explicit-conversations-among-pupils.asp>)

Female genital mutilation (FGM) and forced marriage

An estimated 103,000 women aged 15-49 with FGM born in countries in which it is practised were living in England and Wales in 2011, compared with the estimated 66,000 in 2001. In addition there were an estimated 24,000 women aged 50 and over with FGM born in FGM practising countries and nearly 10,000 girls aged 0-14 born in FGM practising countries who have undergone or are likely to undergo FGM. Combining the figures for the three age groups, an estimated 137,000 women and girls with FGM, born in countries where FGM is practised, were permanently resident in England and Wales in 2011.

FGM in England and Wales Equality Now/City University July 2014

<http://www.equalitynow.org/sites/default/files/FGM%20EN%20City%20Estimates.pdf>

In 2013 the government's Forced Marriage Unit gave advice or support related to a possible forced marriage in 1302 cases of which, where the age was known, 15% of cases involved victims² below 16 years and 25% involved victims aged 16-17. 82% of cases involved female victims and 18% involved male victims. Forced Marriage guidance <https://www.gov.uk/forced-marriage#guidance-for-professionals>

Debt

2.4 million children live in families with problem debt. Children in families with problem debt are more than twice as likely to be unhappy at school and be bullied because they don't have the same things as their friends. More than half of children aged 10 to 17 said they saw advertising for loans often or all of the time. But only one in five children said that their school had taught them about money management and debt.

(The Debt Trap: The impact of debt on families with children, StepChange/The Children's Society 2014

<http://www.stepchange.org/Mediacentre/Researchandreports/TheDebtTrap.aspx>)

Employability

Many young people are still leaving school and college with serious shortfalls in their employability skills. Over half of employers (55%) experience weaknesses in school leavers' self-management skills and two thirds (69%) believe they have inadequate business and customer awareness. CBI Education & Skills Survey <http://www.cbi.org.uk/business-issues/education-and-skills/in-focus/education-and-skills-survey/>

Employers (33%) are not satisfied with school and college leavers' attitudes to work. More than a third of firms are also not satisfied with....teamworking (36%), literacy/use of English skills (36%), and basic numeracy (38%) of young people entering the world of work. Half report dissatisfaction with young people's ability to analyse problems (50%) and to communicate effectively (52%)....The one area of consistent progress has been school leavers' grasp of IT. Businesses also see it as important for primary schools to help children develop appropriate self-management and personal behaviour (52%), and effective communication skills (44%) Gateway to growth CBI/Pearson education and skills survey 2014 <http://www.cbi.org.uk/media/2807987/gateway-to-growth.pdf>

88% of businesses believe school leavers are unprepared for the world of work, because of a lack of work experience. More than half of businesses (57%) said a lack of soft skills, such as communication, team working and resilience, were reasons why young people were not 'work ready'.

British Chambers of Commerce Workforce Survey 2014

<http://www.britishchambers.org.uk/assets/downloads/J4990%20-%20A4%20BCC%20WORKFORCE%20SURVEY%20INFOGRAPHIC%20final.pdf>

Wellbeing

Children in England ranked ninth out of 11 countries surveyed for subjective well-being, ahead of only South Korea and Uganda. In a separate survey, England also fared slightly worse than Scotland and Wales. (*Good childhood* report Children's Society, 2014 <http://www.childrensociety.org.uk/what-we-do/research/well-being-1/good-childhood-report-2014>)

The United Kingdom does not perform well in Unicef assessments of child wellbeing. *Report Card 7: An overview of child well-being in rich countries* (UNICEF 2007) placed the UK at the bottom of the child wellbeing league table. www.unicef.org/media/files/ChildPovertyReport.pdf

Education for Resilience

Resilience is the capacity of human beings to survive and thrive in the face of adversity. A range of reports call on schools to promote resilience in their pupils as a contribution to their physical, mental and emotional health, their employability and their ability to thrive now and in the future:

- Mental health and behaviour in schools (DfE June 2014)
- Building children and young people's resilience in schools' (PHE/UCL Institute of Health Equity, 2014)
- A Framework for Sexual Health Improvement in England (DH March 2013)
- British Chambers of Commerce Workforce Survey 2014

Building resilience among young people is a shared objective across government, involving the Home Office, the Government Equalities Office, The Department of Education and the Department of Health. Resilience in pupils is also an indicator of outstanding PSHE education (Ofsted PSHE grade descriptors 2013 - <http://www.leicestershirehealthyschools.org.uk/en/content/cms/resources/pshe-education-/personal-social-heal/ofsted-grade-descrip/>)

The characteristics of resilient children

The *Embrace the Future* Resiliency Resource Centre (from Australia) provides a model of resiliency and information and advice about developing pupils' resilience in schools.

<http://www.embracethefuture.org.au/resiliency/> which identifies the characteristics of resilient children:

- **Social competence** - Resilient children tend to be responsive, socially adept, capable of initiating and sustaining close relationships with adults and peers, and able to show appropriate empathy. They have good communication and conflict resolution skills, and possess a healthy sense of humour.
- **Problem-solving skills** - The resilient child is typically able to think creatively and flexibly about problems, to make plans and take action on them. They are able to ask adults for help when needed, and show resourcefulness in dealing with problems.
- **Autonomy** - Resilient children show a healthy degree of independence, are able to think and act autonomously from adults, and are able to reflect critically on their environment. They have a well-developed sense of their own identity and believe in their own ability to effect changes in their environment.
- **Optimism** - Optimism encompasses the sense of having a bright future, a tendency to see challenging situations in positive terms, and a belief in one's ability to deal with whatever life brings.

These characteristics are echoed by the protective factors that enable children to be resilient when they encounter problems and challenges which are identified in the DfE's guidance *Mental health and behaviour in schools* (June 2014) <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

The protective factors include:

- Good communication skills, sociability
- Being a planner and having a belief in control
- Humour
- Problem solving skills and a positive attitude
- Experiences of success and achievement
- Faith or spirituality
- Capacity to reflect

How can schools promote resilience?

There are a number of common features which are found in a range of models for promoting resilience in school, such as Young Minds Resilience Framework and The Resilient Classroom - activities for secondary tutor groups

http://www.youngminds.org.uk/training_services/academic_resilience/what_is_academic_resilience.

The resilient school has the following characteristics:

- building their confidence, helps pupils to identify their strengths by encouraging pupils, provides opportunities for new experiences/developing/fosters their interests and aspirations and to find something they are good at and can succeed at;
- teaches lifeskills including how to solve problems in everyday life;
- promotes healthy lifestyles (readiness to learn) and teaches them how to avoid risky and unhealthy behaviour which increases their vulnerability;
- encourages the building of good relationships with their peers, teachers and other staff, and gives them a sense of security and belonging to a community (positive sense of self/identity)
- enables pupils to express and manage their feelings; empathise with others and recognise boundaries
- adopts a whole school approach.

Resilience and PSHE education

The key features of promoting resilience in schools demonstrate the potential role for PSHE education. Three common elements of resilience models and PSHE education are:

- Personal and social skills training
- Opportunities to participate
- A whole school approach

Personal and social skills

These are the building block of social competence which is a factor in children 's and young people's resilience. These skills include:

- Basic interaction skills (e.g., smiling, making eye contact, listening)
- Entry/approach skills (how to approach an individual socially or join a group)
- Maintenance skills (e.g., how to share, take turns, follow rules, co-operate etc.)
- Friendship skills (e.g., how to show appropriate affection, involve others in decision making, be inclusive, etc.)
- Conflict resolution (how to manage disagreements in a socially acceptable manner)
- Communication of needs and ideas
- Sense of humour
- Assertiveness (how to say no to engaging in dangerous or antisocial behaviour, stand up for oneself, etc.)
- Emotional skills, Empathy
- Problem-solving skills

[Adapted from *Embrace the Future* <http://www.embracethefuture.org.au/resiliency/>]

Opportunities to participate

A wide range of opportunities and experiences offers pupils opportunities for real-life learning and to identify what they are good at. They can develop their lifeskills and learn to take responsibility. If every pupil can find some way of participating meaningfully in school life, this will bolster their resilience. Without including enhancement opportunities in the planned programme, PSHE education may struggle to provide enough time to reinforce what is learnt in individual lessons.

Co-operative learning, consultation about the curriculum, self-assessment, setting classroom rules and contracts, problem-solving through class and school councils, and other opportunities to show that they are responsible, are all ways of increasing participation. These all feature in high quality PSHE education programmes, which are relevant to pupils' needs (- see Needs Assessment), build a supportive classroom climate (- see??), and develop group work and problem-solving skills (- see Teaching methods).

A whole school approach

'The whole-school approach is characterised by a concern for the entirety of school life, and the health and wellbeing of students, staff, parents, and the community. The principles of this approach have been shown to be successful in supporting mental health and resilience. Health-promoting schools take a whole school approach, and have been shown to have a promising positive effect on resilience.'

[PHE / UCL Institute of Health Equity *Building children and young people's resilience in schools* Health equity briefing 2: September 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355770/Briefing2_Resilience_in_schools_health_inequalities.pdf

Healthy Minds <http://howtothrive.org/healthy-minds/> is an example of a curriculum project for years 7-10 which aims to develop emotional resilience and self efficacy alongside their academic development and meet key aspects of PSHE education, including sex and relationships, mental health and illness, alcohol harm reduction and media influences. The programme develops skills including assertiveness and negotiation, decision-making and problem solving, social skills, emotional regulation and relaxation.

Appendix 11 **The SEAL resources (Social and Emotional Aspects of Learning)** provide guidance and activities for teaching social and emotional skills through focused learning opportunities in PSHE education and other subjects. These learning opportunities require learning and teaching approaches, which are also characteristic of good practice in PSHE education:

- warm-ups and energizers;
- collaborative group challenges;
- group enquiry;
- Using lesson plenaries to encourage learners to review what they have learnt and agree how they might apply their learning.
- questions for reflection and enquiry;
- building upon experience and prior learning;
- encouraging independence;

Section 3 - CONTENT OF PSHE EDUCATION

The most **recent government guidance on PSHE education** (2013) says that 'PSHE should build on the statutory content in the National Curriculum, the basic school curriculum and statutory guidance on:

- **drug education**
- **financial education**
- **sex and relationships education (SRE) and**
- **the importance of physical activity and diet for a healthy lifestyle.'**

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

Ofsted in the recent report, **Not yet good enough: personal, social, health and economic education in schools** (2013) found that in schools where PSHE education needed improvement, the curriculum was 'not sufficiently coherent or comprehensive' and not all aspects of the programme were covered in sufficient depth.

<http://webarchive.nationalarchives.gov.uk/20141124154759/http://www.ofsted.gov.uk/resources/not-yet-good-enough-personal-social-health-and-economic-education-schools>

PART 1 Section 2 - **Reviewing THE CURRICULUM** includes checklists for reviewing how far the PSHE education curriculum is comprehensive and up-to-date.

Each of the following sections provides a summary of recent guidance and links to further information and resources about these areas of PSHE education:

- **Sex and relationships education**
- **Alcohol and drug education**
- **Financial education**
- **Careers, enterprise and employability**
- **Physical health and wellbeing**
- **Mental health and emotional wellbeing**
- **Safeguarding, safety and risk education**

Sex and relationships education (SRE)

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

For more information see *Understanding SRE*

http://www.sexeducationforum.org.uk/media/2572/understanding_sre_2010.pdf

The Sex Education Forum is the national authority on sex and relationships education and is campaigning for statutory SRE as part of an entitlement to statutory PSHE education.

What does the government say?

SRE is a component of PSHE education and therefore is an essential part of the broad and balanced curriculum that all state-funded schools must provide; this includes academies. (Guidance – PSHE education, DfE, 2013) <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

'Sex and relationship education (SRE) is an important part of PSHE education and is statutory in maintained secondary schools.'

When any school provides SRE they must have regard to the [Secretary of State's guidance](#); this is a statutory duty. Academies do not have to provide SRE but must also have regard to Secretary of State's guidance when they do.'

There are also specific requirements that relate to SRE:

- All schools that provide SRE have a statutory duty to have 'due regard' to the Secretary of State's Sex and Relationship Education Guidance (DfEE, 2000).
- In maintained schools, it is compulsory for pupils in secondary education to have sex education that includes HIV and AIDS and other sexually transmitted infections.
- Aspects of sex education are included in the National Curriculum science programmes of study for key stages 1-4, which must be taught by all maintained schools.
- The Secretary of State's 2000 guidance states that all schools should have an up-to-date policy for SRE, which must be available for inspection and to parents/carers on request. (This is advised but not mandatory in academies).
- In any school that provides SRE, parents have the right to withdraw their children from all or part of SRE (excluding withdrawal from sex education in National Curriculum science).

SRE in National Curriculum science – see Appendix 12

Sex and relationship education guidance, DfEE 2000

<https://www.gov.uk/government/publications/sex-and-relationship-education>

This statutory guidance states that primary school pupils should learn about physical and emotional changes experienced during puberty, and how a baby is conceived and born. In secondary schools, lessons should prepare young people for adult life by helping them develop positive relationships and an appreciation of the consequences of their choices; an understanding of human sexuality; knowledge of the importance of safe sexual practices, the concept of, and laws relating to, sexual consent, sexual exploitation and abuse; and knowledge of how to access further advice and support. In 2014 the government affirmed that this guidance was a good basis for schools to develop their own SRE programmes.

Sex and relationships education for the 21st century - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000)

Brook, PSHE Association and Sex Education Forum 2014

<http://www.sexeducationforum.org.uk/resources/sre-advice-for-schools.aspx>

This advice should be read alongside the statutory Sex and Relationship Education Guidance (DfEE 0116/2000).

This advice:

- provides a definition of high quality SRE, explains why it is important, and looks at its current status in the curriculum
- answers key questions about SRE: integrating SRE into the PSHE curriculum; addressing issues including healthy relationships, sexual consent, violence, exploitation and abuse, the impact of pornography and sexting; combatting sexualisation; inclusive SRE; resources and external visitors; and confidentiality and safeguarding work in the context of SRE lessons
- and provides information about organisations that can provide advice and support

In October 2014, in a parliamentary debate, Education Minister Nick Gibb said 'I welcome the supplementary advice for schools, "Sex and relationships education (SRE) for the 21st century", which was published recently by the PSHE Association, the Sex Education Forum and Brook. The advice helpfully addresses the changes in technology and legislation since 2000, and equips teachers to help protect children and young people from inappropriate online content and online bullying, harassment and exploitation.'

Education Select Committee report on PSHE and SRE, **Life Lessons - PSHE and SRE in schools** February 2015

<http://www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/inquiries/parliament-2010/pshe-and-sre-in-schools/?type=Written#>

Education Select Committee recommends that PSHE and SRE should be given statutory status. The inquiry has taken on board the overwhelming support from young people, parents and teachers for a change to legislation and acknowledged the rights of children and young people to information that keeps them safe and well.

"We accept the argument that statutory status is needed for PSHE, with sex and relationships education as a core part of it."

See the Education Select Committee recommendations at <http://www.sexeducationforum.org.uk/policy-campaigns/education-select-committee-report.aspx> and in Appendix 7

What does Ofsted say about schools' provision of SRE?

Not yet good enough: personal, social, health and economic education in schools (2013)

<http://webarchive.nationalarchives.gov.uk/20141124154759/http://www.ofsted.gov.uk/resources/not-yet-good-enough-personal-social-health-and-economic-education-schools>

- Sex and relationships education required improvement in over a third of schools.
- In schools where SRE needed to improve, the curriculum was not sufficiently coherent or comprehensive. Plans do not ensure that all aspects of the programme are covered in sufficient depth.
- In primary schools too much emphasis was placed on friendships and relationships, leaving pupils ill-prepared for physical and emotional changes during puberty, which many begin to experience before they reach secondary school. (Puberty was either not taught in primary school or was covered at the end of Year 6 when for many it is too late).
- Younger pupils had not always learnt the correct names for sexual body parts or what kind of physical contact is acceptable and what is unacceptable. 'Stranger danger' is less useful than learning simple rules to help protect them from inappropriate contact by people they know.
- In secondary schools too much emphasis was placed on 'the mechanics' of reproduction and too little on relationships, consent, sexuality, the influence of pornography on students' understanding of healthy sexual relationships, dealing with sexual and emotional feelings, sexual abuse and staying safe.
- In 42% of primary schools and 38% of secondary schools teaching was not good enough. Too many teachers lacked expertise in teaching sensitive and controversial issues, which resulted in some topics such as puberty, sexuality or domestic violence being avoided.
- Lack of high-quality, age-appropriate sex and relationships may leave children and young people vulnerable to inappropriate sexual behaviours and sexual exploitation, because they

have not been taught the appropriate language (i.e. names of sexual parts of the body) or developed the confidence to describe unwanted behaviours, know where to go to for help or understand that sexual exploitation is wrong.

- Lack of information about their human rights and protection in law contributes to the continued failure of girls to resist or report the illegal practice of female genital mutilation which the Home Office estimates as a risk factor for 24,000 girls under the age of 15 in the UK.
- Disabled pupils and those with special educational needs are entitled to high quality SRE. This was best accomplished where schools offered bespoke SRE for these pupils.
- Schools should ensure it delivers age-appropriate sex and relationships education that meets pupils' needs and contributes to safeguarding them from inappropriate sexual behaviours and sexual exploitation.

Inclusive SRE

Schools must adhere to the Equality Act (2010) in the following ways:

- Schools must ensure that all gay, lesbian or bi-sexual pupils, or the children of gay, lesbian or bi-sexual parents are not discriminated against
- Schools must include accurate information about same-sex marriage when teaching about 'the nature of marriage', a legal requirement
- Schools and teachers do not have to endorse or promote same sex marriage; they must have regard to statutory guidance on sex and relationship education, and to meet duties under equality and human rights law
- Religious beliefs, either held by faith schools or by individual teachers, may determine views on sexual orientation/sexual activity. However schools and teachers have a responsibility for the welfare of the children in their care and to adhere to curriculum guidance. They must not discriminate against individual or groups of pupils
- A teacher's ability to express his or her views should not extend to allowing them to discriminate against others.

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Schools also have a duty to actively promote fundamental British values (DfE Nov 2014).

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

In relation to faith schools, pupils must not be indoctrinated into views that, for example, gay people are inferior. Girls should not be discriminated against by, for example, being made to sit separately at the back of the class. "Both are practices which go directly against the fundamental British values of tolerance and respect. We believe schools should prepare all pupils for life in modern Britain. A broad and balanced curriculum is vital for this." Pupils should be made aware of the difference between the law of the land and religious law.

SRE and sexual health

A Framework for Sexual Health Improvement in England, Dept.of Health, March 2013

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/142592/9287-2900714-TSO-SexualHealthPolicyNW_ACCESSIBLE.pdf

The Dept.of Health recognises the place of SRE in improving the sexual health of children and young people. AMBITION:

- Build knowledge and resilience among young people
- All children and young people receive good-quality sex and relationship education at home, at school and in the community.
- All children and young people know how to ask for help, and are able to access confidential advice and support about wellbeing, relationships and sexual health.
- All children and young people understand consent, sexual consent and issues around abusive relationships.
- Young people have the confidence and emotional resilience to understand the benefits of loving, healthy relationships and delaying sex.

The report also makes reminds that the needs of boys and young men are different to that of girls and this should be acknowledged. It is important that issues such as relationships, consent, contraception and infections are considered from a young man's perspective.

NATSAL3

<http://www.natsal.ac.uk/home.aspx>

The third National Survey of Sexual Attitudes and Lifestyles (March 2015) provides new evidence about how young people learn about sex. Gaining information mainly from school was associated with lower reporting of a range of negative sexual health outcomes, particularly among women. Gaining information mainly from a parent was associated with some of these, but fewer cited parents as a primary source. The findings emphasise the benefit of school and parents providing information about sexual matters and argue for a stronger focus on the needs of men.

Other data include:

- that the age of first sex has not significantly changed in the last decade: Among 16-24 year olds the latest survey found that 31% of men and 29% of women now have first sex before age 16, which is not significantly different from the figures from the previous survey (1999-2001), and so is still a minority.
- that young, single women are at highest risk of unplanned pregnancy
- that younger people, especially young women, are at higher risk of experiencing sex against their will.

Young people's experiences of HIV and AIDS education, Sex Education Forum, 2011

http://www.ncb.org.uk/media/333229/young_people_experiences_of_hiv_and_aids.pdf

The survey found that 1 in 4 young people learnt nothing about HIV and AIDS at school.

For information and advice about teaching about HIV and AIDS see The HIV Issue of The Sex Educational Supplement (Sex Education Forum, Nov 2014)

<http://www.sexeducationforum.org.uk/resources/sex-educational-supplement.aspx>

Support from parents to update SRE

National Association of Head Teachers (NAHT) Survey data on parents' views on the teaching of issues surrounding pornography in schools (2013)

The vast majority of parents (88 per cent) said sex education and lessons on adult and peer relationships should be mandatory in schools. More than four in five parents want schools to include issues surrounding the dangers of pornography as part of sex education. 42 per cent felt that even children as young as five or six needed guidance as soon as they were old enough to access the internet.

Sex Education Forum survey of parents' views (Nov 2014) The overwhelming majority of parents of children aged 4-16 want important aspects of sex and relationships education (SRE) to be taught in primary schools with a balanced curriculum that helps primary pupils understand their bodies, appropriate behaviour, and online safety.

More than three-quarters (78%) of the parents surveyed wanted their children to learn about the difference between safe and unwanted touch and how to speak up if someone treats them inappropriately, whilst 72% of parents felt that primary schools should educate children on what to do if they find online pictures showing private body parts or are asked to send them.

Almost two-thirds of parents (64.5%) are clear that they want primary schools to teach basic, medically correct terms for sexual organs such as vagina and penis. With a similar number (65.5%) agreeing that primary pupils should be taught about puberty before they start to experience changes to their body. At least 15% were undecided on these topics.

Parents were very clear that teachers need relevant training, with 80% stating that those teachers that teach SRE should have training in the subject. 7 out of 10 parents would welcome help and support from their child's school about how they can talk to their child about growing up and related issues.

Updating the SRE policy

The Secretary of State's 2000 guidance states that all schools should have an up-to-date policy for SRE, which must be available for inspection and to parents/carers on request. (This is advised but not mandatory in academies).

SRE policy guidance The Sex Education Forum has published (Sept 2014) new guidance advising how parents, teachers and pupils can be involved in the process of reviewing and updating their school's sex and relationships education policy. The guidance has been commissioned by Leicestershire County Council's Public Health Department to ensure that academies, free schools and maintained schools are all up to speed with best practice.

<http://www.sexeducationforum.org.uk/resources/sre-advice-for-schools.aspx>

See also guidance about **Confidentiality** - Appendix 6

Improving SRE

The Sex Education Forum provides other resources to help schools update their SRE provision.

<http://www.sexeducationforum.org.uk/schools>

Checklist - set of key questions and links to useful resources:

- SRE policy in place
- Staff trained and supported by school leaders
- A developmental curriculum
- The best teaching methods and resources
- Young people involved in design and development
- One-to-one help available
- Partnership with parents and carers
- Community engagement

The Curriculum Design Tool is a set of questions to help to understand what children and young people want to learn about in SRE at different ages and a sample scheme of work (based on the 2009 SRE Core Curriculum for London) to support lesson planning.

<http://www.sexeducationforum.org.uk/resources/curriculum-design.aspx>

Teaching about healthy relationships and consent

The Sex Education Forum survey of children and young people (Jan 2014) found that almost one in three say they did not learn about consent at school. Children and young people were even less likely to have learnt 'what is good or bad in a relationship'; with only 43% saying this had been covered in sex and relationships education classes at school, with many describing a complete absence of discussion about real-life relationship situations and what you would do 'should something happen'.

<http://www.sexeducationforum.org.uk/policy-campaigns/the-consent-issue.aspx>

The age of consent is 16; most people wait until they are 16 or older before they have sex, and young people report that the legal framework helps them to resist pressure to have sex at an earlier age. Children under 16 are vulnerable to exploitation and abuse. When teaching sex education in schools, Sex and Relationship Education Guidance (DfE 2000) makes clear that pupils are to be taught how to avoid being exploited or pressured into unwanted or unprotected sex, and how the law applies to sexual relationships. Schools should, therefore, ensure that pupils learn about issues relating to sexual consent.

[The Sexual Offences Act 2003 provides that the age of consent is 16, and that sexual activity involving children under 16 is unlawful. However the Act is designed to protect children not to punish them; young people who are of a similar age should not be prosecuted or reprimanded where sexual activity was mutually agreed and non-exploitative. However any sexual activity with a child aged 12 or under will be subject to the maximum penalties – whatever the age of the perpetrator.]

From: A Framework for Sexual Health Improvement in England, Dept.of Health, 2013

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/142592/9287-2900714-TSO-SexualHealthPolicyNW_ACCESSIBLE.pdf

Office of the Children's Commissioner, **Sex without consent, I suppose that is rape** (Nov 2014)

<http://www.childrenscommissioner.gov.uk/content/publications>

Key findings: How young people understand sexual consent

- Young people understand what is meant by giving consent to sex, but have a very limited sense of what getting consent might involve
- Young people can describe what consent means in theory but real-life contexts make a significant difference to their perceptions of what non-consensual sex looks like

- All young people referred to the sexual double standard which rewards young men for having sex while passing negative judgment on young women who do so
- Many young people rely on visual signals to know whether someone wants to have sex, rather than communication or discussion. These signals are then interpreted through what they expect from young men and women
- A minority of young people were clear that directly asking whether or not someone wanted to have sex was essential
- Young people tend to perceive rape as forced sex between strangers
- 13-14 year olds are less likely to recognise non-consensual sex than older age groups.

Recommendations:

- Local action is required for all schools and education providers to ensure that there are opportunities for young people to explore the meaning of consent in the context of relationships and sex education.
- Five aspects should be core to all discussions in educational or youth work settings:
 - that getting is as important as giving
 - applying ideas about consent to real life situations
 - the gendered double standard
 - positive and active communication that goes beyond expecting partners to 'say no'
 - challenging victim blame.
- Targeted sessions should take place with younger teenagers about the boundaries between consent and coercion to ensure they understand what it means to get and give consent.
- Relationships and sex education should address pornography as an important influence on young people's understandings about expectations of sex and attitudes to women and girls.
- Education and youth settings need to develop policies and practices that enable young people to critically explore gender - what it is to be male and female – and pressures or expectations to act in certain ways that potentially cause harm to others or oneself.
- Guidance on sexting should address not only the behaviours of those who manipulate young women into sending images, but also those that share such images without consent.

Resources for teaching about healthy relationships and consent

- The Sex Education Forum publishes **The Consent Issue** of the e-magazine, the Sex Educational Supplement. It includes information, lesson ideas and resources to integrate learning about consent in high quality SRE at all Key Stages.
<http://www.sexeducationforum.org.uk/policy-campaigns/the-consent-issue.aspx>
- **Expect Respect**, Women's Aid
Abuse in relationships - The Expect Respect Educational Toolkit consists of one easy to use 'Core' lesson for each year group from reception to year 13 and is based on themes that have been found to be effective in tackling domestic abuse.
<http://www.womensaid.org.uk/page.asp?section=00010001001400100004§ionTitle=Education+Toolkit>
- **Healthy & Safe Relationships**, Solihull MBC Nov 2014
 - 6 lessons for 14-16:
 - Healthy, safe relationships
 - Recognising abuse & seeking health
 - Recognising & managing risk
 - Consent in relationships
 - Are you ready? Every time?
 - Grooming & sexual exploitationhttp://solihullscb.proceduresonline.com/pdfs/healthy_safe_relation_learn_unit.pdf

Teaching about pornography

Report of the Children's Commissioner **Basically.....Porn is everywhere** (May 2103) found that:

- A significant proportion of children and young people are exposed to or access pornography
- Children and young people's exposure and access to pornography occurs both online and offline
- Exposure and access to pornography appear to increase with age
- Exposure is more prevalent than (ostensibly) deliberate access

- There are gender differences in exposure and access to pornography
- Access and exposure to pornography are linked to children and young people's engagement in "risky behaviours"
- Exposure to sexualised and violent imagery affects children and young people

http://www.childrenscommissioner.gov.uk/content/publications/content_667

Myth busting about the issue of pornography in Sex and Relationships Education

<http://www.sexeducationforum.org.uk/policy-campaigns/myth-busting-about-pornography-in-sre.aspx>

The Pornography Issue (April 2013) is the first issue of The Sex Educational Supplement, a new termly e-magazine for teachers and other professionals involved in sex and relationships education, published by the Sex Education Forum. Free.

<http://www.sexeducationforum.org.uk/resources/sex-educational-supplement.aspx>

Teaching about sexuality

Rainbow education provide free resources and guidance to support LGBT+ inclusive teaching. Basic definitions - LGBT is commonly used but is far from comprehensive and excludes a number of identities. Some basic terms are explained here:

<http://rainbowteaching.co.uk/index.php/basic-definitions/>

The LGBT Issue

The third issue of the Sex Education Forum e- magazine, The Sex Educational Supplement, (July 2014) Information, including advice on addressing transphobia, lesson ideas and resources to help plan and deliver inclusive SRE at all Key Stages.

<http://www.sexeducationforum.org.uk/resources/sex-educational-supplement.aspx>

LGBTI Rights - An activity pack for teachers of children and young people
Amnesty International 2015

<http://www.amnesty.org.uk/resources/lgbti-rights-activity-pack#>

This resource enables teachers to explore the human rights of sexual and gender minority groups with children and young people (primary, secondary and FE students).

The pack consists of: 6 activities, a list of useful organisations, a summary of the Universal Declaration of Human Rights, an information sheet on sexual orientation and gender identity and a list of curriculum links.

Terrence Higgins Trust: Cross-curricula resources for secondary schools that aim to raise awareness of HIV/Sexual Health and LGBT issues.

- Out in School - lesson plans and ideas for key Stage 4 pupils to gain a better understanding of diversity and sexuality, covering geography, English literature and language, religious education and an assembly.
- Rewriting History - key moments and issues of the last 50 years of LGBT history
- PSHE lesson plans for key stages 3 and 4

<http://www.tht.org.uk/our-charity/Resources/Teachers-resources>

See also **Sex and relationships education for the 21st century - Supplementary advice to the Sex and Relationship Education Guidance** DfEE (0116/2000)

Brook, PSHE Association and Sex Education Forum 2014

<http://www.sexeducationforum.org.uk/resources/sre-advice-for-schools.aspx>

This advice provides information to teachers on topics that are missing from current Guidance published in 2000, including issues about pornography, the safe use of technology, sexual consent, violence and exploitation.

Alcohol and drug education

Statutory requirements

Drug education is a component of PSHE education (Guidance – PSHE education, DfE, 2013). PSHE should build on the statutory content in the National Curriculum, the basic school curriculum and statutory guidance. Drug education is included in National Curriculum science:

Year 6 pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

Key Stage 3 - Biology: the effects of 'recreational' drugs (including substance misuse) on behaviour, health and life processes.

Alcohol and drug education also contributes to schools' statutory duties to promote pupils' wellbeing and safeguard them from harm from drug misuse.

Definition of drugs

The definition of 'drug' includes illegal drugs, alcohol, tobacco, medicines, volatile substances (e.g. aerosols, solvents, glue or petrol) and novel psychoactive substances (legal highs).

FRANK is the national drugs awareness campaign aiming to raise awareness amongst young people of the risks of illegal drugs, and to provide information and advice. It also provides support to parents / carers, helping to give them the skills and confidence to communicate with their children about drugs.

www.talktofrank.com

Young peoples smoking, drinking & drug use

Young people's use of alcohol, tobacco and other drugs is showing a steady decline, although some pupils continue to be at risk of harm (LINK Part 2 - Trends in children's and young people's health and wellbeing).

<http://mentor-adepis.org/get-the-facts/young-peoples-smoking-drinking-and-drug-use/>

Guidance for schools

Ofsted (2013) found that in most schools pupils had learnt about the effects of tobacco, alcohol and other drugs and understood the dangers to health of tobacco and illegal drugs. However they were far less aware of the physical and social damage associated with alcohol misuse, did not know the strength of different alcoholic drinks or make the links between excessive drinking and other risk factors such as heart and liver disease, and personal safety. There was also too little emphasis on resisting peer-pressure in relation to alcohol and drugs.

The most effective drug education programmes in schools are based on social influences and life skills, and have been shown to have an impact on the most common substances used by young people: alcohol, tobacco and cannabis. Drug prevention programmes in schools

<http://www.mentoruk.org.uk/wp-content/uploads/2011/11/Drug-Prevention-Final.pdf>

Resilience programmes in schools (See Part 2) may also help to prevent substance abuse. DfE guidance for schools Mental health and behaviour in schools, June 2014

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Quality standards for effective alcohol and drug education

Mentor-Adepis The Alcohol and Drug Education and Prevention Service

<http://mentor-adepis.org> <http://mentor-adepis.org/quality-standards-effective-alcohol-drug-education/>

The quality standards cover three areas:

- Delivering effective alcohol and drug education in the classroom focuses on what happens in the classroom. This set of standards has specific recommendations to ensure the provision of effective alcohol and drug education.
- School context for effective alcohol and drug education covers the wider context of alcohol and drug issues in the school context.
- Staff policies and safeguarding are standards aimed at external agencies or contributors delivering alcohol and drug education in schools. It outlines essential safeguarding and

confidentiality policies to ensure the protection of school pupils, organisational staff members or volunteers.

Each set of standards is accompanied by a school self-assessment form.

Drug Education Forum - 6 papers for practitioners, March 2012

<http://mentor-adepis.org/resources/adepis/?cat=2>

- The principles of good drug education
- Principles for supporting school drug education (working with external providers)
- Beyond the lesson plan: Drug prevention and early intervention
- Engaging parents in drug education
- Learning from life skills programmes in drug education
- Legal highs

Reviewing your drug and alcohol policy: a toolkit for schools September 2012

<http://mentor-adepis.org/reviewing-your-drug-and-alcohol-policy-a-toolkit-for-schools/>

With practical advice on consulting with teachers, pupils, parents and others in the community. For primary and secondary schools & pupil referral units.

See Part 1 – Identifying pupils' needs and priorities, for methods for consulting pupils, including 'Jugs and herrings' draw and write activity.

The DfES 2004 Drugs: Guidance for schools can also be downloaded from this site.

<http://www.mentoruk.org.uk/wp-content/uploads/2012/12/2004-schools-guidance.pdf>

It includes a framework for drug education – knowledge, skills and attitudes, for key stages 1-4

Alcohol Education Trust Talk About Alcohol - Guidance, lesson plans and hand-outs for 11- 18 year olds

<http://www.alcoholeducationtrust.org/teacher-area/overview-core-resources/>

Drugs advice for schools DfE / ACPO (Association of Chief Police Officers) Sept 2012

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

This guidance does not focus on drug education. It covers broader behaviour and pastoral support, as well as managing drugs and drug-related incidents within schools.

Financial education

Statutory requirements

Ofsted (2013) found that developing pupils' economic well-being and financial capability was improving in many schools. Although financial education is now part of National Curriculum mathematics (all key stages) and citizenship (KS 3 & 4), DfE expects schools PSHE education to continue to build on this statutory content.

Financial education

Primary school: in mathematics money is taught as a unit of measurement and in problem-solving. Financial concepts can be taught in statistics at KS 2. Financial vocabulary can be taught in English spelling e.g. money, finance, commercial, coin.

Secondary school: finance is taught in mathematics through problem solving, ratio, proportion and rates of change. An understanding of probability to the notions of risk and uncertainty can be taught through financial examples. In citizenship, pupils will learn to manage their money, plan for future financial decisions, and understand the link between personal and public money such as income tax.

Personal Finance Education Group (pfeg) National Curriculum Briefing, Sept 2013

http://www.pfeg.org/sites/default/files/Doc_downloads/pfeg%20policy%20briefing%2C%20National%20Curriculum%20September%202013.pdf

National curriculum Citizenship:

KS 3: Pupils should be taught about the functions and uses of money, the importance and practice of budgeting, and managing risk

KS4: income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent

<https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study/national-curriculum-in-england-citizenship-programmes-of-study-for-key-stages-3-and-4>

Guidance and resources for schools

Resources and materials to support the revised National Curriculum for Citizenship 2014 – a digest for teachers: Economy and Financial Education

<http://www.teachingcitizenship.org.uk/sites/teachingcitizenship.org.uk/files/NCguidance2014/Expert%20Group%20Resources%20digest%20for%20teachers%20final.pdf>

My Money Toolkit (primary) - A teacher toolkit about financial capability with lesson planning and activities in PSHE, Maths and Citizenship for KS1 and KS2. <http://www.pfeg.org/resources/details/my-money-primary-toolkit>

A Practical Guide to Financial Education in Citizenship KS3 & 4

<http://www.pfeg.org/resources/details/practical-guide-financial-education-citizenship>

Introducing financial mathematics – a practical guide for KS 3& 4 (pfeg/NatWest, 2013)

<http://www.pfeg.org/resources/details/introducing-financial-mathematics-practical-guide-key-stage-3-4>

Barclays Lifeskills - Money skills <https://www.barclayslifeskills.com/teachers/>

Careers, enterprise and employability

Schools have a statutory duty to provide independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds). Section 42A and section 45A of the Education Act 1997. This duty applies to maintained schools, PRUS, and academies and free school that opened from September 2012; in other academies this will depend on their funding agreement.

Statutory guidance Careers guidance provision for young people in school 'Careers guidance and inspiration in schools' DfE 25 March 2015

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

'Careers guidance plays a vital role in helping individuals make the decisions about learning and work that are right for them, but for it to be effective, young people need to have the knowledge and skills to access and make good use of the information, advice and guidance. They also need the skills of career management to seek out opportunities, make successful applications and manage transitions. This is why schools, colleges and other learning providers need to complement the provision of careers guidance with careers and work-related education planned within the curriculum.' (ACEG, 2012)

'Careers and work-related education (CWRE) describes the planned provision by schools, colleges and their partners to enable young people to learn about careers, learning and work so that they can manage their own development and make life choices and decisions that will benefit their own wellbeing and contribute to the wellbeing of others.'

The ACEG Framework for careers and work-related education (2012)

Careers education has been included in PSHE education non-statutory guidance since 2007. Primary school pupils should learn about the range of familiar jobs and develop skills for future work; learning should also combat gender stereotypes of different occupations. In secondary schools, pupils should understand different types of work, develop and apply skills for enterprise and employability, research progression routes in learning and work, and engage with the business world. However careers education was good or better in only half the schools surveyed by Ofsted (2013).

Careers and work-related education provide enhanced curricular and extra-curricular opportunities for real-life learning, tackling enterprising projects and working with people, employers, from beyond the school. These opportunities, such as work-experience, have always been important extensions of PSHE education lessons. See Part 3 -

The broader CWRE curriculum is supported by employers. Over two thirds of employers want to see the development of employability skills among young people at school and college made a top priority - this does not require a new qualification but rather embedding the skills in the curriculum, as the best schools and colleges already do. CBI Education & Skills Survey 2011

<http://www.cbi.org.uk/business-issues/education-and-skills/in-focus/education-and-skills-survey/>

The British Chambers of Commerce recommend that schools should be measured against the number of times an average pupil experiences quality contact with a business (work experience, work tasters, company visits, visits by an employer to the school etc), and that every young person should receive basic business and financial education during Key Stage 3, culminating in a business project (setting up and running a business as part of a team, studying a local business or completing a project to benefit a local business). BCC Skills and employability manifesto Jan 2014

http://www.britishchambers.org.uk/J4108_Skills%20Manifesto_v4.pdf

The CBI education campaign, CBI - First steps - a new approach for our schools (Nov 2012)

http://www.cbi.org.uk/media/1845483/cbi_education_report_191112.pdf identifies characteristics, skills and values that schools need to develop in young people, including determination, optimism and emotional intelligence.

Guidance and resources for schools

The government's latest guidance 'Careers guidance and inspiration in schools' (DfE 2014) tells schools they should prepare pupils for work by focusing on the enterprise skills, experience and qualifications that employers want. The guidance states that schools should:

- offer pupils the opportunity to develop entrepreneurial skills for self-employment

- create a learning environment which allows and encourages pupils to tackle real life challenges which require them to manage risk and to develop their decision making, team building and problem solving skills
- facilitate access to a range of inspirational role models to instil resilience, goal setting, hard work and social confidence in pupils
- increase pupils contact with employers
- recognise the value of work experience for post-16 pupils.

A case study: Small Heath School, Birmingham, develops employability skills by offering opportunities for students to undertake a 'real' project with a business partner. Benefits to the students included the development of team working skills, the ability to communicate with people they had never met before and the ability to work to deadlines. They also began to understand the importance of business and customer awareness.

Guidance (departmental advice) Careers guidance: advice for schools April 2014 DfE 'Careers guidance and inspiration in schools'

<https://www.gov.uk/government/publications/careers-guidance-advice-for-schools>

The ACEG Framework is a new framework and guidance for careers and work-related education (CWRE) in England. At its heart is a set of recommended learning outcomes for key stage 2, key stage 3, key stage 4 and post-16 education and training. The guidance includes advice on the organisation, leadership and management of CWRE.

The framework is constructed around the 3 main areas of CWRE:

- Self-development through careers and work-related education
- Finding out about careers and the world of work
- Developing skills for career wellbeing and employability

http://www.thecdi.net/write/CWRE_User_Guide.pdf

Equal Choices Equal Chances Free downloadable lesson plans and multi media materials to help teachers provide careers advice that challenges stereotypes.

<http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/primary-education-resources>

Barclays Lifeskills <https://www.barclayslifeskills.com/teachers/> is designed to equip young people with the key money, people and work skills, careers support and work experience they need to get ready for the world of work.

Employability skills exercise <http://www.kent.ac.uk/careers/sk/skillstest.html>

Physical health and wellbeing

Nutrition and physical activity - obesity

Practical cookery and food education is compulsory in the National Curriculum for pupils up to the end of key stage 3. **New standards for all food served in schools** are mandatory in all maintained schools, new academies and free schools from January 2015 (DfE). These standards are set out in the **School Food Plan** <http://www.schoolfoodplan.com/>, which also supports teachers to deliver effective cookery lessons for KS 1-3. A checklist for headteachers to identify how to improve food culture in school <http://www.schoolfoodplan.com/checklist/>

Although the evidence is complex, and not clear cut, **Public Health England** sees close links between education and health and suggests that obesity may lead to lower levels of educational attainment. To combat this, schools should:

- Implement the school food plan, to transform what children eat at school, and how they learn about food.
- Participate in the local Healthy Schools and the Eat Better, Do Better programmes.
- Participate in initiatives to improve children's wellbeing and self esteem through physical activity and healthy eating.
- Participate in the National Child Measurement Programme to monitor trends in child weight <http://www.noo.org.uk/news.php?nid=1319>

Physical activity guidelines for children and young people (5-18 years)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/213739/dh_128144.pdf

- All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.
- Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week.
- All children and young people should minimise the amount of time spent being sedentary (sitting) for extended periods.

NICE Guidelines – Promoting physical activity for children and young people (2009)

<https://www.nice.org.uk/guidance/ph17> Schools and colleges should:

- Provide suitable facilities and equipment
- Provide a range of daily indoor & outdoor activities
- Implement school travel plans
- Consult children & young people and involve them in planning, especially girls/young women
- Ensure trained staff lead physical activity sessions
- Work with families and the community

Cancer – resources for schools

Teenage Cancer Trust **What is Cancer?** KS 3 & 4 lesson plans are designed to increase pupils' understanding of cancer, help them to identify its most common signs in teenagers and also to feel more comfortable about discussing the topic while challenging some common misconceptions.

https://teenagecancertrust.myresourcecloud.net/learning-resources/what-is-cancer?dm_i=HSS,2TO1S,B2P281,A97FS,1

Your Privates Schools Pack, Orchid <http://www.yourprivates.org.uk/> Testicular cancer is most common among men between the ages 15-45. This pack of lesson plans teaches year 10 students about the risks of testicular cancer and why testicular self-examination is important.

Mental health and emotional wellbeing

Mental health and behaviour in schools (DfE June 2014) lists the main types of mental health needs of children and young people including:

anxiety, depression, hyperkinetic disorders, attachment disorders, eating disorders, substance misuse, deliberate self-harm and post-traumatic stress.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

The DfE advises schools to intervene early and strengthen resilience, before serious mental health problems arise. It identifies risk and protective factors and stresses that poor mental health undermines educational attainment. It recommends strategies to promote positive mental health including:

- Adopting a whole school, healthy school approach to promoting the health and wellbeing of all its pupils (see Case study: The St Marylebone CE School in Westminster in Part 3)
- Personal, social, health and economic (PSHE) education which focuses on building resilience and confidence
- Positive classroom management and small group work to promote positive behaviour, self-esteem and identify coping strategies
- Developing social skills

Case study: PSHE and mental health

Hardenhuish School uses the PSHE curriculum to address many of the issues related to mental health. The school gives a particular focus to issues impacting upon teenage boys which, experience suggests, they are sometimes unwilling to speak up about. The PSHE lessons are also used to explore sensitive topics without making the discussion personal to particular pupils. The topics include rape, self-harm, bereavement, anxiety and the expectations placed upon pupils. PSHE lessons are mixed and seating is organised boy/girl to encourage conversation and the sharing of different perspectives. From these discussions school staff are often able to identify at risk pupils and those identifications are then fed back to the pastoral team for follow-up. The PSHE curriculum is highly regarded by pupils throughout the school as shown through externally verified questionnaires. Ofsted also noted that pupils 'feel safe and can explain in detail issues around their own safety'.

Emotional wellbeing

Young Minds suggest that schools can support pupils' emotional wellbeing by:

- Nurturing resilience – See Part 2 and Young Minds Resilience briefing
http://www.youngminds.org.uk/assets/0000/1399/Resilience_handout.pdf
- Addressing stress
- Focusing on equality
- Listening to pupil voice.

http://www.youngminds.org.uk/training_services/young_minds_in_schools/wellbeing/pupils_emotional_wellbeing

Young Minds in schools – resources for teachers:

http://www.youngminds.org.uk/training_services/young_minds_in_schools/resources

Body image

The government's **Body confidence** campaign was introduced in 2010 to raise awareness of body image and its impact on confidence and aspirations, particularly in girls and women.

<https://www.gov.uk/government/policies/creating-a-fairer-and-more-equal-society/supporting-pages/body-confidence-campaign>

The campaign includes the Media Smart Body Image teaching pack for primary schools, with accompanying parent pack, to provide an introduction to the role of the media and advertising in influencing young people's perceptions of body image

<http://www.mediasmart.org.uk/resources/bodyimage>

All Party Parliamentary Group on **Body Image** (APPG on Body image/Central YMCA 2012) identified positive body image as an important element of emotional wellbeing and that there is a need to equip children and young people with the knowledge and skills to deal with the social and cultural pressures to conform to unrealistic beauty ideals.

http://www.ncb.org.uk/media/861233/appg_body_image_final.pdf

Promoting positive body image in primary schools: Oak Cottage Primary School

This good practice example shows how Oak Cottage Primary School developed a body image programme with the support of the local authority PSHE team and put it into place following the analysis of pupils' responses. The aim was to increase teachers', parents', carers' and pupils' awareness of body image and to focus on how images portrayed within the media can impact on how pupils view themselves and others. (Ofsted 2015)

<https://www.gov.uk/government/publications/promoting-positive-body-image-within-primary-schools>

The Dove **Be Real** campaign is also campaigning to change attitudes to body image <http://www.berealcampaign.co.uk/>. It supplements the Dove Self-Esteem Project which has resources for teachers <http://selfesteem.dove.co.uk/teachers>

The campaign is supported by GirlguidingUK where young people can sign a pledge #BeBodyConfident http://www.girlguiding.org.uk/campaigns/be_body_confident.aspx

Eating disorders

When including topics in PSHE education, such as eating disorders, which may affect particular pupils in a class, a useful starting point is 'Dos and don'ts when teaching about eating disorders', Pooky Knightsmith https://www.pshe-association.org.uk/blogs_entry.aspx?id=18, also 'Common misconceptions about eating disorders'

https://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=523

Self harm and suicide

Samaritans DEAL Developing emotional awareness and listening <http://www.samaritans.org/deal-teaching-resources> Step by step how to prepare & respond to suicide in schools.

Bullying

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

DfE has a series of documents on advice on preventing and responding to bullying:

- Preventing & tackling bullying - Advice for headteachers, staff and governing bodies Oct 2014
- School support for children and young people who are bullied March 2014
- Cyberbullying: Advice for headteachers and school staff Nov 2014
- Advice for parents and carers on cyberbullying Nov 2014

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

ABA – The Anti-Bullying Alliance provides resources including a school assessment tool, and resources to support Anti-Bullying Week, as well as access to comprehensive guidance (DCSF) **Safe to Learn – Embedding anti-bullying work in schools:**

- Cyberbullying
- Homophobic bullying
- Bullying related to race, religion and culture
- Bullying involving children with special educational needs and disabilities
- Sexist, sexual and transphobic bullying

<http://www.anti-bullyingalliance.org.uk/>

STOP Stigma Cornwall Healthy Schools resources for secondary schools to explore and challenge stigma and prejudice towards those with mental health problems.

<http://www.cornwallhealthyschools.org/stop-stigma/>

Guidance on Combating Transphobic Bullying in Schools Gender identity research and education

<http://www.gires.org.uk/transbullying.php>

Education for All Stonewall's campaign to end homophobic bullying in schools and colleges

http://www.stonewall.org.uk/at_school/education_for_all/

LGBTI RIGHTS Amnesty International 2015

An activity pack for teachers of children and young people to explore the human rights of sexual and gender minority groups with children and young people (primary, secondary, FE)

<http://www.amnesty.org.uk/resources/lgbti-rights-activity-pack>

Safeguarding, safety and risk education

The most common cause of accidental deaths in under 15s is transport accidents involving road, rail, pedestrians and cycles. Children and young people are also at risk of harm from other sources notably the internet, exploitation and abuse. PSHE education makes an essential contribution to a school's policy and approach to safeguarding its pupils.

Keeping children safe in education (March 2015), the DfE's statutory guidance for schools and colleges, identifies specific safeguarding issues that schools must be aware of, and may need to address in the curriculum, including child sexual exploitation (CSE), bullying including cyberbullying, domestic violence, drugs, fabricated or induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender-based violence / violence against women and girls (VAWG), mental health, private fostering, radicalisation, sexting, teenage relationship abuse, and trafficking. Schools can access guidance on these issues via the GOV.UK website, and in *SRE for the 21st century – Supplementary Advice* (below).

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Inspecting safeguarding Ofsted will report on the way that schools make pupils aware of how they can keep themselves safe and what behaviour towards them is not acceptable. (Ofsted Jan 2015)

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-maintained-schools-and-academies-briefing-for-section-5-inspections>

The PSHE education curriculum should also include effective **safety education**. (Ofsted 2013):

In **primary schools** safety education should include :

- how to maintain personal hygiene and how some diseases are spread
- information that household products including medicines can be harmful
- road and water safety
- basic emergency aid
- legal and illegal drugs, their effects and risks
- judging what kind of physical contact is acceptable or unacceptable
- internet safety
- how to resist peer-pressure and how to ask for help.

In **secondary schools**, safety education should build on these messages but may also include:

- how high-risk behaviours, including some sexual activities and substance misuse may affect individuals, families and communities
- recognising and reducing risk, minimising harm and getting help in emergency/risky situations
- coping with relationship breakdown, bereavement, emotional and mental health
- how the media portrays young people, body image and health issues
- exploitation in relationships, and organisations that support relationships in crisis.

In some schools, pupils may also be taught about the risk factors associated with extremism, forced marriage, female genital mutilation, anorexia websites or gang culture. The school environment may also indicate the focus for safety education e.g. schools near water or railways must teach the relevant safety rules.

Skills for managing risk

There is a trend away from a negative, prescriptive approach to safety – 'things you shouldn't do' – to learning about living with risk through developing skills for informed decision-making, assertiveness and negotiation. In half the schools surveyed by Ofsted (2013) pupils were not taught these skills nor given opportunities to practise how to use them in difficult, risky situations or how to apply security settings to social networking sites.

Schools have a statutory duty to safeguard pupils but need to do more to help them to protect themselves from unwanted physical/sexual contact or from sexual exploitation. Younger pupils need to learn the correct names for sexual parts of the body and also what kind of physical contact is acceptable/unacceptable.

ROSPA (Royal Society for the Prevention of Accidents) leads on the principles of **high quality practical safety education** (HQPSE) that goes beyond the delivery of knowledge, understanding and skills to help children to develop risk competence and resilience as part of their overall wellbeing. Teaching methods for HQPSE should be active, interactive and, where appropriate, experiential, providing pupils with opportunities to experience challenge in a controlled environment.

10 principles for effective safety education:

<http://www.rosipa.com/schoolandcollegesafety/teachingsafety/ten-principles.aspx>

1. Encourage the adoption of, or reinforce, a whole school approach, within the wider community
2. Use active approaches to teaching and learning (including interactive and experiential learning)
3. Involve young people in real decisions to help them stay safe
4. Assess children and young people's learning needs
5. Teach safety as part of a comprehensive personal social and health curriculum
6. Use realistic and relevant settings and resources
7. Work in partnership
8. Address known risk and protective factors
9. Address psychosocial aspects of safety e.g. confidence, resilience, self esteem, self efficacy
10. Adopt positive approaches which model and reward safe behaviour, within a safe, supportive environment

ROSPA also produces useful resources for schools and teachers, including:

- Risk assessment activity for pupils aged 9-13 years
<http://www.rosipa.com/schoolandcollegesafety/teachingsafety/why-safety-and-risk-education.aspx>
- Case study - Vale of Evesham School, Worcestershire: Involving young people in real decisions to help them stay safe
http://www.lasersafety.org.uk/background/casestudies/vale_of_evesham_school.htm
- It's a bit risky is this! Draw & write to explore how children and young people develop their understanding of risk
<http://www.rosipa.com/schoolandcollegesafety/teachingsafety/its-a-bit-risky.aspx>

Safety and first aid education

Life. Live it. - Primary school resources by the Red Cross A free web-based teaching resource for primary schools which focuses on safety and first aid education for pupils.

<http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children>

Road safety education

Think! A guide for early years settings & schools teaching children aged 3-11 Dept. of Transport 2009

http://think.direct.gov.uk/education/early-years-and-primary/docs/booklet_senior_managers.pdf

Driving

Driving is statistically the most likely thing to cause a 16-24 year old harm. Drive iQ is a FREE, e-learning platform to develop skills for hazard perception, danger anticipation, eye scanning, risk assessment and more. <http://www.driveiq.co.uk/>

Safety on the railways

Educational resources for KS1-4 <http://www.networkrail.co.uk/safety-education/>

Internet safety

Ofsted (2013) highlighted that online safety was not covered in enough detail in schools where PSHE education needed improvement. PSHE education and SRE provide opportunities for teaching about a range of key internet safety issues such as cyberbullying, safe social networking, healthy digital behaviours, pornography, sexting, privacy and online reputation. Schools need to help pupils to adopt e-safety measures and also to help them when things go wrong.

UK Safer Internet centre - e-safety advice and resources to help children and young people stay safe on the internet. <http://www.saferinternet.org.uk/>

Guides to planning a progressive internet safety curriculum, in the context of a whole school approach to e-safety, embedded across Computing/ICT, PSHE, SRE and citizenship, as well as touching on e-safety

issues across the curriculum whenever and wherever children are using technology. Also details about **Safer Internet Day** and access to other useful sites including:

- **Digital literacy curriculum** South West Grid for Learning (SWGfL) <http://www.digital-literacy.org.uk/Home.aspx>
- **Computing curriculum** - New programmes of study for primary & secondary (DfE, 2014)
- **Childnet e-safety in the computing curriculum** – Guides for KS 1-4 <http://www.childnet.com/resources/esafety-and-computing>

Stonewall Staying Safe Online

http://www.stonewall.org.uk/at_school/education_for_all/quick_links/9460.asp

For many lesbian, gay and bisexual young people the internet is a vital source of support and information on gay issues that they aren't getting at school or at home. However, the internet can also pose real risks for young people, from cyberbullying to grooming and sexual exploitation. Staying Safe Online looks at some of the risks young people face when they go online and provides teachers and parents with straightforward, practical ways to help young people stay safe.

Tootoot! www.tootoot.co.uk - an online anti-bullying tool for schools - allows students to report bullying anonymously and safely, directly to their school. <http://www.anti-bullyingalliance.org.uk/latest-news/tootoot-helps-schools-report-cyberbullying-online/>

NSPCC Keeping Children Safe - Website for parents

<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/>

Includes advice on: Share aware - social networks, Online safety, Sexting: advice for parents, and Healthy sexual behaviour in children & young people (recognising sexualised behaviour)

CEOP Think you know

<https://www.thinkuknow.co.uk/teachers/>

Keeping children safe online and protecting them from sexual abuse and exploitation

Exploited is a resource based around an 18-minute film to help young people learn to stay safe from sexual exploitation by recognising the signs: to identify features of an exploitative friendship or relationship in contrast with the development of a healthy relationship, and clear information about how to report abuse and access support.

Safeguarding: exploitation and abuse

Home Office This is abuse campaign is aimed at 13- to 18-year-old boys and girls and encourages teens to rethink their views of violence, abuse, controlling behaviour and sexual abuse and what consent means within their relationships. The campaign website www.thisisabuse.co.uk provides support and advice, as well as moderated forums where teens can discuss the issues with their peers. Resources to support the campaign can be found at <https://www.gov.uk/government/collections/this-is-abuse-campaign>.

This link also provides access to:

- **Expect Respect** – a toolkit for addressing teenage relationship abuse in KS 3, 4 & 5
- **Teenage relationship abuse** – a teacher's guide to violence and abuse in teenage relationships. <https://www.gov.uk/government/publications/teenage-relationship-abuse>

Sex and relationships education for the 21st century - Supplementary advice to the Sex and Relationship Education Guidance, Brook, PSHE Association & Sex Education Forum 2014

<http://www.sexeducationforum.org.uk/resources/sre-advice-for-schools.aspx> This advice for schools covers issues including healthy relationships, sexual consent, violence, exploitation and abuse, the impact of pornography and sexting, and provides information about organisations that can provide advice and support.

PANTS – The Underwear Rule (NSPCC) How to talk to children about inappropriate touching:

- Privates are private
- Always remember your body belongs to you
- No means no
- Talk about secrets that upset you

- Speak up, someone can help
<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

The Office of the Children's Commissioner (OCC) reports into exploitation and abuse

<http://www.childrenscommissioner.gov.uk/content/publications>

- **If only someone had listened** (2014) – Child sexual exploitation in gangs and groups
- **It's wrong but you get used to it** (2013) – Gang-associated sexual violence and exploitation of young people
- **Sex without consent, I suppose that's rape** (2013) – How young people understand sexual consent. Its recommendations include:
 - Guidance on sexting should address not only the behaviours of those who manipulate young women into sending images, but also those that share such images without consent.
 - Targeted sessions should take place with younger teenagers about the boundaries between consent and coercion to ensure they understand what it means to get and give consent.

More information on Consent and Pornography in **Sex and relationships education**

Challenging violence, changing lives – Womankind

Lesson plans for KS 3 & 4 for teaching about gender stereotypes, sexual bullying and healthy non-violent relationships. <http://www.womankind.org.uk/what-we-do/our-impact/legacy/>

Female genital mutilation (FGM) and forced marriage

Safeguarding begins with teaching children the correct names for the sexual parts of the body and ensuring that they understand that their bodies belong to them, that some forms of physical contact are wrong and that they should ask for help. However girls at risk of FGM may be very young and unaware of what will happen to them. It is the safeguarding responsibility of the school to be aware that some girls or groups may be at risk and be vigilant in looking for signs. Girls may be at risk of FGM when they transfer to a new school, particularly over the summer holiday period.

Further information on Child Sexual Exploitation and Female Genital Mutilation (FGM) in **Keeping children safe in education: information for all school and college staff**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Ofsted will expect schools to be vigilant about the risk of FGM, to have included it in the safeguarding policy and taken appropriate action. (Dec 2014)

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-maintained-schools-and-academies-briefing-for-section-5-inspections>

Female genital mutilation: guidelines to protect children and women Home Office, DfE, Lynne Featherstone MP July 2014

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

FGM at a glance (NSPCC) <http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/>

Integrate Bristol leads an anti-FGM campaign. <http://integratebristol.org.uk/>

Multi-agency practice guidelines on handling cases of **forced marriage**. <https://www.gov.uk/forced-marriage#guidance-for-professionals>

ATL Safer Schools network www.saferschools.org.uk Partners - one-stop shop for resources on a range of issues that affect children and young people in schools, including FGM and sexting.

ATL Safeguarding advice <http://www.atl.org.uk/help-and-advice/safeguarding/safeguarding-introduction.asp>



PART 3 - EFFECTIVE DELIVERY OF PSHE EDUCATION

The effective delivery of PSHE education depends on best practice in:

1. Curriculum planning
2. The annual review of PSHE education
3. Teaching and learning
4. Assessment, recording and reporting
5. Training and CPD
6. Monitoring and evaluation

[PART 1 - Improving the quality of PSHE education provides templates for reviewing:

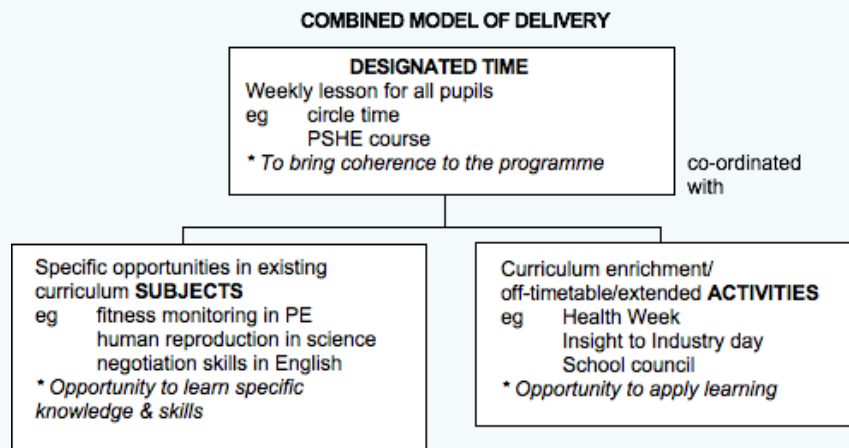
- Leadership and management
- The curriculum
- Teaching, learning and assessment]

SECTION 1 - PLANNING PSHE EDUCATION - A WHOLE CURRICULUM APPROACH

PSHE education is an entitlement for all pupils at all ages - it contributes to the broad and balanced curriculum that all schools, including academies and free schools, must provide. How it is organised is crucial. There must be sufficient curriculum time to cover all aspects in sufficient depth and it should be a feature in curriculum plans right across the age range.

Ofsted (2013) has noted deficiencies in PSHE education where it is confined to particular curriculum slots including tutor periods, circle time and 'drop-down days'. Pupils may also miss out because of their subject choices; some pupils receive no PSHE education at key stage 4 unless they choose GCSE options such as sports science, business and enterprise, or health and social care.

The PSHE education lesson, whilst essential, does not provide sufficient time to meet all the objectives for pupils' personal and social development, health and wellbeing. Other planned curriculum experiences across the whole curriculum should be identified to complement and extend the PSHE programme. In a whole curriculum approach **designated time** for PSHE education lessons is combined with specific opportunities in other curriculum **subjects** and **enrichment** through planned experiences beyond the classroom.



Creating a learning environment which enables pupils to tackle real life challenges will teach them about risk and develop their decision making, team building and problem solving skills.

The business community, for example, expects education to provide young people with opportunities to develop the skills and qualities which will prepare them for work. The British Chambers of Commerce recommend that schools should be measured against the number of times an average pupil experiences quality contact with a business (work experience, work tasters, company visits, visits by an employer to the school etc). (Skills & employment manifesto BCC, Jan 2014 http://www.britishchambers.org.uk/J4108_Skills%20Manifesto_v4.pdf)

Active citizenship and social action projects provide pupils with opportunities to research and tackle issues in their local community and act to make a difference. Through participation in the project they can develop transferable skills in planning teamwork, enterprise, fundraising and advocacy. The Citizenship Foundation offers Go Givers (primary schools <http://www.gogivers.org/getting-started/>) and G Nation (secondary schools <http://www.g-nation.org.uk/>).

The following examples show that learning opportunities to develop personal and social skills, attitudes and values, in different contexts can contribute to PSHE education:

Circle Time - Reception Class

DESIGNATED TIME

PSD Learning outcomes:	<ul style="list-style-type: none"> • To show respect by listening and waiting a turn (values) • To be able to say something positive about another pupil (skills)
------------------------	---

In this 20 minute weekly circle time session, pupils sat in a large circle with the teacher and classroom assistant and participated in the following sequence of activities:

- Song - 'This is circle time'.
- There's an empty chair next to me and I'd like to sit next to me because.....'
- About five pupils took turns to choose someone to sit next to them.
- Round: I am wonderful! followed by a song and a smile.

Tackling bullying - Key stage 1

SUBJECT

PSD Learning outcomes:	<ul style="list-style-type: none"> • To be able to identify feelings associated with bullying (skills) • To know that bullying is unacceptable and what to do about it (knowledge) • To share responsibility for an anti-bullying action plan (attitudes & values)
------------------------	---

After reading the book 'Beryl's Box' by Lisa Taylor, the Year 1/2 class discussed the events in the story and identified feelings and responses to specific actions. The children identified bullying as the main issue. They completed a questionnaire, asking what they think bullying is, where they feel safest in school, where they think that they might get bullied and whom they would tell if they were being bullied. They drew what they think a bully would look like. The results of the questionnaire were tabulated in bar charts. The children developed an action plan and displayed it in the classroom. The work was then shared with the whole school at an assembly.

Residential experience - Key Stage 2

EXTENDED ACTIVITY

PSD Learning outcomes:	<ul style="list-style-type: none"> • To co-operate and work as part of a team (skills) • To take responsibility for the needs of the group (skills, knowledge; values) • To be willing to try new activities and challenges (attitudes)
------------------------	--

At this school for pupils with moderate learning difficulties, Year 6 participate in a three day, two night camp on the school field. The aim is to experience an outdoor adventure as part of a group, to take responsibility for the basic needs of a group, and to develop caring and sharing attitudes. The pupils formulate guidelines for conduct, agreeing rotas for duties and menus, train to how to look after their personal possessions and erect tents. Day trips are tied in to the term's topic and include adventurous, demanding physical activities. All pupils have this opportunity regardless of ability to pay through sponsorship from local and national companies.

Opportunities to develop personal and social skills, attitudes and values

Where PSHE teaching was inadequate, Ofsted (2013) found that pupils were set mundane tasks, such as 'the completion of worksheets that pupils knew would not be checked or marked.' This is PSHE education - Death by worksheets! PSHE education should be lively and challenging if it is to engage children and young people. The PSHE education subject leader misses a trick if they ignore the opportunities and experiences which are presented in the wider curriculum and which enable pupils to develop personal and social skills, attitudes and values. These opportunities can be recognised by a combination of the following characteristics.

RECOGNISE PSD CURRICULUM OPPORTUNITIES/EXPERIENCES BY THESE CHARACTERISTICS:	√
• building a climate encouraging participation at the start: fun, enthusiasm, motivation	
• negotiating codes or rules for behaviour for safety and security	
• learning actively from first-hand experience	
• taking time for reflection on learning	
• developing relationships with one another	
• trying out new roles and taking responsibility (individually & in a group)	
• making real choices and decisions and solving real problems	
• undertaking challenging activities, extending personal limits and boundaries	
• participating in open ended tasks with potential for different kinds of success	
• experiencing a variety of activities to tap into different learning styles	
• working individually and in a variety of groups	
• co-operating in groups and teams	
• working with people from the wider community	
• engaging with different perspectives, attitudes and values	
• experiencing moral or ethical dilemmas	
• forming opinions and expressing viewpoints	
• developing communication skills	
• acknowledging and exploring feelings	
• working at their own level, starting with their own experience	
• sharing what they know and demonstrating their learning and understanding	
• asking for help, finding information and providing support to others	
• giving and receiving feedback	
• being included and achieving	
• having a teacher who is a facilitator, trainer, supporter, monitor and assessor.	

Extra-curricular activities also offer these kinds of opportunities for pupils to achieve the outcomes of PSHE education. Ofsted notes that pupils also develop personal and social skills outside the classroom through assemblies, roles and responsibilities, visits, projects, competitions and events. However schools should monitor pupil take-up of these to check that all pupils are involved and benefitting.

A whole curriculum approach to PSHE education in practice

Ofsted (2013) found that where PSHE education is outstanding, the curriculum is innovative and creative, and high-quality enrichment activities contribute to the development of essential personal and social skills. Activities drawn from across the curriculum can extend and enrich designated PSHE education lessons by giving opportunities for pupils to:

- take responsibility
- collaborate with others
- try something new/challenging
- perform or present.

A mix of short courses, tutor programmes, circle time, cross-subject projects, themed days, special events, theatre groups, in-house volunteering, surveys, assemblies may be combined with discrete lessons to produce a coherent, comprehensive PSHE education programme.

Marylebone CE School, Westminster

A Whole curriculum approach to promoting positive mental health and well-being. Students explore the idea of 'being healthy' and are taught that mental health is as important as physical health. The PSHE curriculum includes the promotion of self-esteem, independence and personal responsibility and looks at topics such as work-life balance, stress management and healthy relationships. The PSHE curriculum is also delivered through off timetable 'well-being days' and a cross curricular week with specific sessions to raise awareness of mental health. Teachers are supported to deliver practical sessions about mental health issues, the importance of sleep and practical relaxation techniques such as Yoga and Boxercise. The school also has a 'thought for the day' in which students are read anecdotes, news items and parables to encourage contemplation on issues of morality and their own personal growth. Mental health and behaviour in schools, DfE June 2014 <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Walton High School, Milton Keynes

The school's multi-faceted approach to personal, social, health and enterprise education is central to the school's vision and ethos, and has high status; staff are well-trained and supported in teaching the subject; the curriculum programme is continually evaluated by stakeholders to ensure that it is meeting the needs of all students including disabled students and those who have special educational needs; and teaching and learning are robustly evaluated and assessed. PSHE education is delivered through all areas of the curriculum:

- Advanced Learning Days eg Year 7 healthy living event. Year 8 Fair Trade event, year 10 leadership day (with the Army)
- tutor programme has two 35 minute sessions per week
- compulsory and optional short courses one afternoon a week e.g. First Aid
- subjects such as science, economics, philosophy and ethics, food technology and physical education take a lead role in PSHE education
- Business and enterprise education e.g. students leading as enterprise ambassadors supporting the delivery of termly events in feeder primary schools and building a culture for enterprise education, and business development day
- Student Voice: students are regularly consulted about the content and method of delivery of the PSHE education programme; the school's online surveys and forums are also used to gather student opinions.

Read the full case study here: Providing an outstanding PSHE curriculum: Walton High (120358), Ofsted, 2012; www.ofsted.gov.uk/resources/120358.

Stoke Damarel Community College, Plymouth

To improve students' confidence, social skills, self-awareness and leadership skills the college places greater emphasis on personal development in lessons, collaborations between subjects and out-of-school activities:

- tutor time focuses on teaching and developing a specific skill each week
- a collaboration between citizenship, RE and PSHE education gives key stage 3 pupils the opportunity to investigate ethics and values through participation in active projects
- A joint project between English and PE to invite local footballers into school aims to raise boys' aspirations, improve their social and emotional skills and develop their ideas of masculinity
- all students have opportunities to take on leadership roles each year e.g. the school's junior management team organises events and takes a role in expressing the student voice
- Students act as observers and share a responsibility with teachers for monitoring and giving feedback on the curriculum
- The school promotes out-of-school activities with a personal development focus e.g. a project that involved students raising funds for a multicultural city festival.

Schools with Soul: A new approach to Spiritual, Moral, Social and Cultural Education (SMSC) provides a model to design a coherent whole curriculum which puts SMSC at the heart of the school, and avoid the 'scattergun approach' to provision which lacks an underpinning rationale. (RSA, 2014)

http://www.thersa.org/_data/assets/pdf_file/0007/1540762/RSA_Schools_Executive_Summary_11_3_14.pdf

Is everything part of PSHE education?

The potential to teach knowledge, skills, attitudes and values contributing to pupils' personal and social development can be found across the curriculum. However not every subject's or activity's main purpose is to promote the pupils' personal and social development; to be part of the whole curriculum approach to PSHE education, a lesson should focus specifically on an element of PSHE education and identify specific PSHE education **learning outcomes**.

Learning outcomes: knowledge, skills, attitudes and values

The PSHE education programme should identify what the pupils should learn and achieve i.e. **learning outcomes**:

- **Knowledge:** of self, of other people, of groups and societies, and the factors affecting them
- **Skills:** for personal development and social interaction eg distinguishing strengths & weaknesses, communication and working with others
- **Attitudes & values** such as self-esteem, responsibility, respect

St Hardulph's School PSHE: Year 1 Week 1 - Making and keeping friends

Hello Time: *Loud and soft*

Explain that they are going to take turns to say hello to each other, and everyone can choose whether the group says hello in a soft or loud voice. Choose some one to start and ask them what kind of voice they'd like. The group says Hello, how are you today? The child responds in a loud or soft voice & then chooses the next pupil to be greeted.

Introduce the topic of making and keeping friends and remind the class about previous activities in which they thought about special people and feelings. Ask them what they think is most important about friends and why. Record their replies on the board.

Ask the children to close their eyes and to think hard about a special friend and then talk about their friends.

What sort of people are they? What are they like?

Ask each child to draw a picture of themselves and to draw their friends around them.

On a separate piece of paper ask children to write underneath I am a good friend because....

Also think about the qualities that a good friend needs to have i.e. a friend needs to be....

Ask a few children to share their pictures and to talk about the qualities a friend should have.

The intended **learning outcomes** for this lesson are:

Knowledge:

- the characteristics of a good friend
- that friends have needs and that they have responsibilities to meet them

Skills:

- to listen and respond sensitively to another's emotional state

Attitudes and values;

- to respect other people's wishes
- to value friends and want to be a good friend
- to reflect on what friendship means to them

Setting learning outcomes

The PSHE education Year Plans for each year group (**See Part 3 Section 2**) identify what the pupils should have learnt by the end of the year. Each aim for the year's PSHE education needs to be linked to learning outcomes for **skills, knowledge, attitudes and values**

eg: Aim: to form an effective class group & build relationships with one another

Learning outcomes:

- to be a good listener and to communicate assertively
- to identify and show respect for other people's views & feelings
- to demonstrate behaviour that helps a small group work together effectively
- to negotiate decisions in a group and demonstrate how to resolve conflicts
- to know what they offer and look for in making new friends
- to know what forms bullying can take and how to combat it using the school's anti-bullying strategy

Each of these outcomes should be able to be **assessed**. (**See Part 3 Section 4**)

Sources of PSHE education learning outcomes:

- PSHE end of key stage statements (Appendices 8 & 9)
- *PASSPORT – a framework for personal and social development* (Gulbenkian Foundation 2000) includes learning outcomes for key stages 1–4
<http://gulbenkian.org.uk/publications/publications/46-PASSPORT.html>
- SEAL – Social and emotional aspects of learning is supported by a comprehensive framework of learning outcomes – See Appendix 11

SECTION 2 - ANNUAL REVIEW OF PSHE EDUCATION: The process

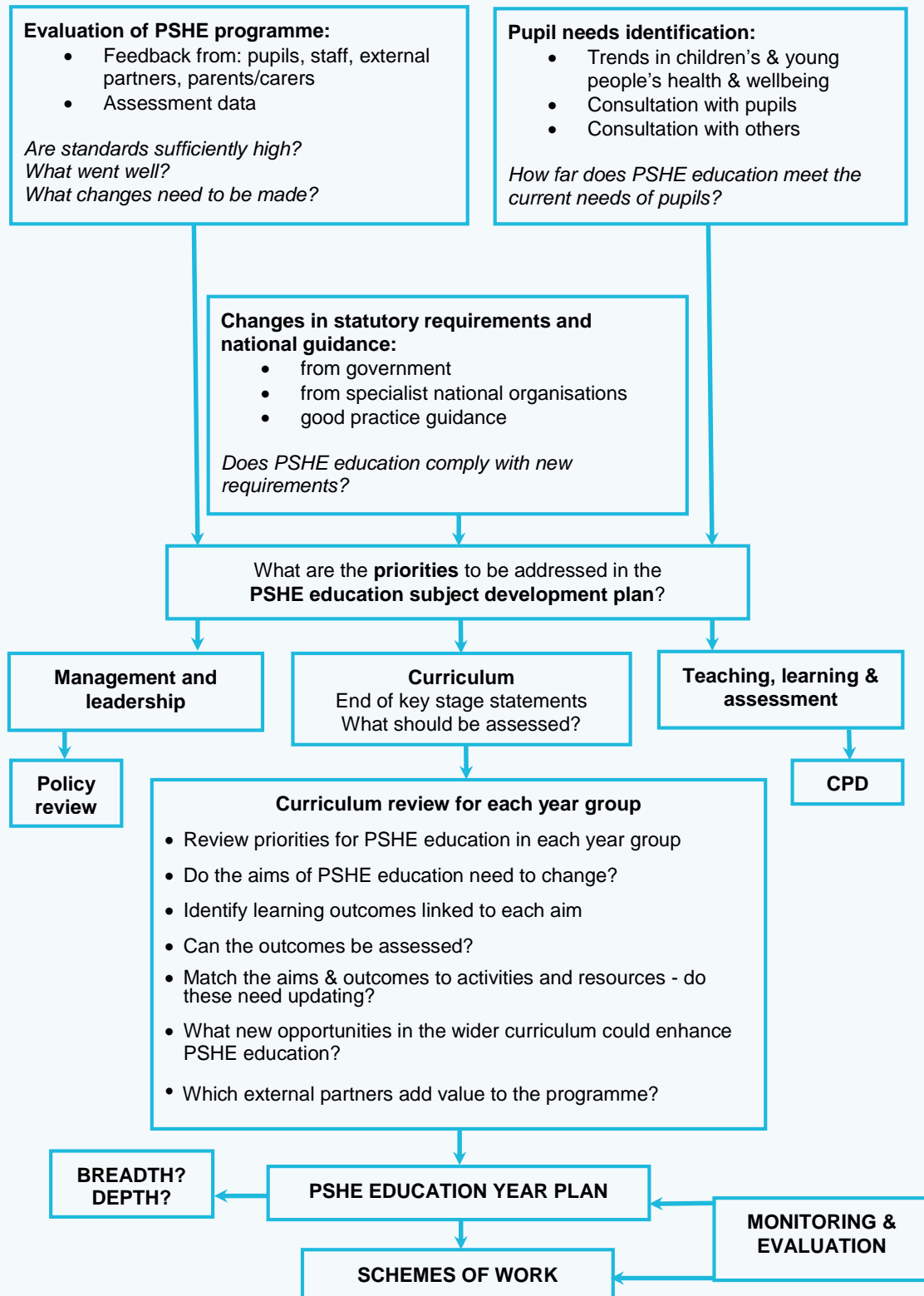
Rarely does the PSHE curriculum have to be constructed from scratch; all but brand new schools will have some curriculum opportunities that are designed to help pupils to develop personally and socially. However there is an ongoing need to update the curriculum in the light of changes in the pupil population, new curriculum guidance, shifts in priorities for pupils' health and wellbeing, and the evaluation of the programme and the standards achieved.

The review of the curriculum should take into account the needs of the pupils and their views on the relevance of the programme of PSHE education. For details about how to do this, see **Identifying pupils' needs and priorities** at the end of this section.

Successful PSHE education programmes have the support and involvement of parents and carers - see **Building the confidence of parents and carers in the school's PSHE education programme** in this section.

Local agencies and organisations also have a valuable contribution to make to PSHE education - see **Working in partnership with other professionals** in this section.

Annual review of PSHE education - the process



End-of-key-stage statements (Appendices 8 & 9)

Use the end of key stage statements to decide what pupils should know, be able to do and understand by the end of the year and identify what should be assessed.

The Year Plan - An **Example: Year 7 PSHE Education Year Plan**

Key stage 3 End-of-key-stage statements relevant to Year 7 include the following:

Learners are able to:

- Personal identities - reflect on and evaluate their achievements and strengths in different areas of their lives
- Healthy lifestyles - identify characteristics of good health and how to stay physically, emotionally and mentally healthy
- Risk - assess and manage risks associated with personal lifestyle choices and situation, try new ideas and face challenges safely
- Relationships - identify the importance of having a variety of social and personal relationships and how these can impact on their lives and well-being
- Diversity - describe differences and diversity and demonstrate respect and empathy towards others who live their lives differently from them

AIMS Year 7:

- help them feel part of their new school community
- form an effective class group and build relationships with one another
- engage them in school life and give them some responsibility
- enable them to understand physical changes at puberty and how to stay healthy & safe
- build their confidence and self-esteem through new experiences and achievements

PRIORITIES	LEARNING OUTCOMES*	MAIN ACTIVITIES & RESOURCES	CURRICULUM CONTEXT & EXTERNAL CONTRIBUTORS
1 Form an effective class group & build relationships with one another	<ul style="list-style-type: none"> • to be a good listener and to communicate assertively • to identify and show respect for other people's views & feelings • to demonstrate behaviour that helps a small group work together effectively • to negotiate decisions in a group and demonstrate how to resolve conflicts • to know what they offer and look for in making new friends • to know what forms bullying can take and how to combat it using the school's anti-bullying strategy 	<ul style="list-style-type: none"> • Establishing good class agreement • Communication skill practice: listening, assertiveness; negotiation; conflict resolution • Group work skills and exercises from <i>Your Choice: Groups; Making Decisions</i> • Group tasks: year assembly (autumn); fundraising (spring); catering at camp (summer) • Unit on Friendship • Unit on Bullying; feedback on anti-bullying policy 	PSHE education lessons - all activities except: English: listening and assertiveness skills Form period: group tasks - assembly; fundraising Input from local charities: NSPCC, Friends of the Earth Year group overnight camp [PE dept. & form tutors]: Group tasks involving effective co-operation in small group; negotiation & conflict resolution
2			
3			
4			

*Are all the learning outcomes capable of being assessed? Baseline assessment?

Year group:		Date:		
PSHE EDUCATION THEMES	AIMS AND PRIORITIES FOR THE YEAR	LEARNING OUTCOMES: SKILLS, KNOWLEDGE, & ATTITUDES/VALUES	MAIN ACTIVITIES, RESOURCES & EXTERNAL CONTRIBUTORS	CURRICULUM CONTEXT
1				
2				
3				
4				
5				

Possible Themes:
 Physical Health & Wellbeing
 (nutrition and physical activity)
 Mental and emotional health
 Sex and relationships
 education

Alcohol & Drug Education
 Keeping Safe
 Financial Education
 Careers, enterprise & employability

OR
 Personal Identities
 Healthy Lifestyle
 Risk
 Relationships

Diversity
 Career
 Capability
 Economic Understanding

Curriculum planning and review - The schemes of work

The year plan is not a scheme of work. Where there are specific learning outcomes for personal and social development within a particular curriculum context ie PSHE education courses, other subjects, enrichment activities, staff responsible for that context will need to develop new or amend existing schemes of work to reflect the focus on pupils' personal and social development.

The co-ordinator should keep a record of the following schemes of work:

Designated time for PSHE:	Schemes of work for each unit.
Subjects:	Extracts from subject schemes of work showing PSD outcomes, and mode of assessment.
Other activities:	A plan, equivalent to a scheme of work, describing what the pupils will do, what they should learn and how it will be assessed.

A scheme of work for PSD

A scheme of work should answer the questions: who? what? when? where? and how? Each school has its own format in which to display this information.

Who is it for?	Pupils in a year group or class.
What is it about?	Aims and objectives of the unit of work <ul style="list-style-type: none"> - what are the main activities and opportunities provided? - what are the pupils expected to learn (learning outcomes)?
When is it taught?	Term; duration of the activity or unit.
Where is it taught?	Curriculum context: PSHE education course; subject; other activity.
How is it taught?	What teaching methods are used? What resources are needed: people, materials? How will it be differentiated for pupils with different needs?
How will it be assessed?	How will the pupils' learning and achievement be assessed? <ul style="list-style-type: none"> - has baseline assessment been carried out? - how will each learning outcome be assessed? - who will assess the pupils: pupils themselves; peers; teachers; others? - what are the success criteria? - what methods will be used? - what evidence of progress will be collected?

For detailed information about developing a whole curriculum approach, see *PASSPORT - A framework for personal and social development*.
 Free download from <http://gulbenkian.org.uk/publications/publications/46-PASSPORT.html>

Details of the PSHE education curriculum in each academic year must appear on the school's website (DfE 2014).

PSHE education Scheme of Work Proforma

PSHE education Theme or unit of work:			Year group:	Term:	
Aims and objectives:			Curriculum context:		
WEEK/ LESSON	LESSON TITLE	LEARNING OUTCOMES	METHODS, MAIN ACTIVITIES, RESOURCES, EXTERNAL CONTRIBUTORS	DIFFERENTIATION	ASSESSMENT STRATEGIES
1					
2					
3					
4					
5					

Identifying pupils' needs and priorities

In schools with outstanding PSHE education *'The health and social contexts of the local community and of individuals in the school are well analysed to ensure that the programme meets pupils' needs. Regular and informed pupil, teacher, and parent and carer evaluations are used to review and improve provision.'* (Ofsted 2013)

Establishing priorities for PSHE education

To identify pupils' needs & priorities for the PSHE education programme, information about the following characteristics of their pupils at each age should be sought:

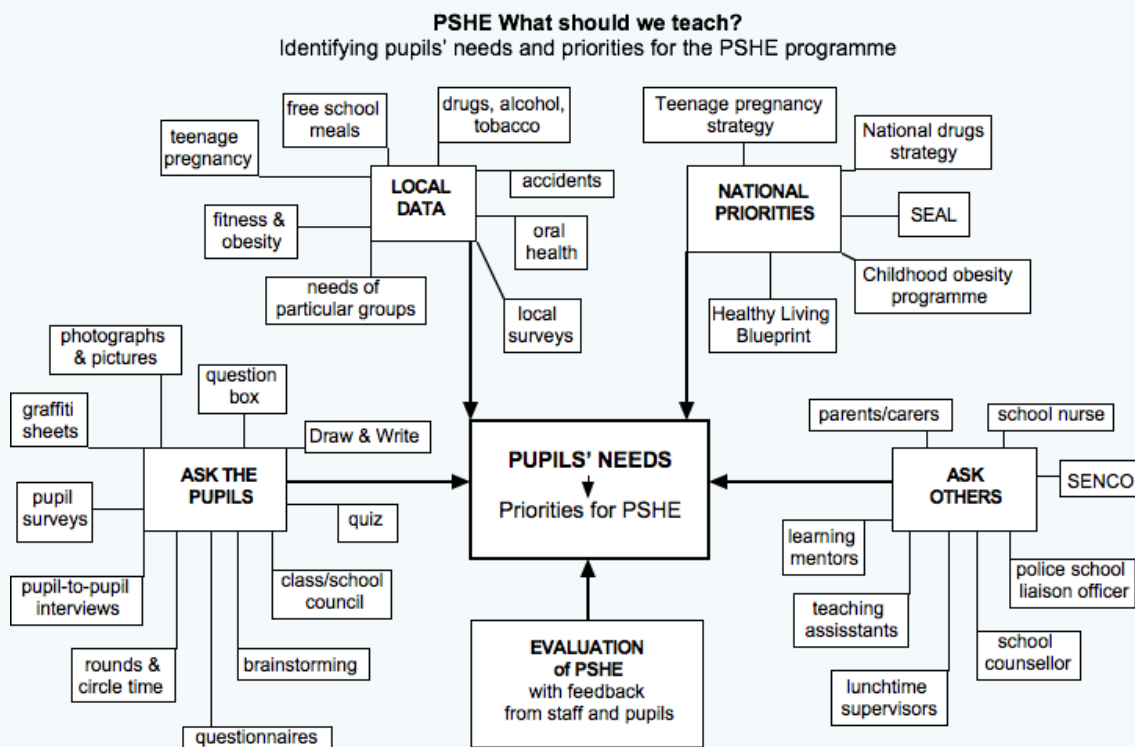
- Physical development
- Emotional development
- Relationships
- Level of PSHE skills, knowledge & understanding
- Social, cultural and religious background
- Annual milestones & events
- Health and lifestyle
- Feedback on PSHE programme

The PASSPORT Needs & Priorities table identifies some main trends as pupils grow up.

<http://gulbenkian.org.uk/publications/publications/46-PASSPORT.html>

Activities which can be used for establishing pupils' needs include;

- group/class brainstorm and record of all responses
- 'draw and write' activities which invite pupils to display their ideas
- graffiti sheets to which pupils add their knowledge or beliefs about a topic
- using photographs, pictures or objects to stimulate discussion
- pupil-to-pupil interviews and surveys
- a round where each pupil contributes something they think they know
- short quizzes
- self-assessment tasks
- question/comment boxes
- lesson feedback
- surveys
- class/school councils



Pupils' NEEDS and PRIORITIES

	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Physical development	Need to let off steam with physical activity eg walking, running, swimming. Have a range of physical skills eg cycling, ball handling. Have a heightened awareness of difference between sexes.	Pubertal changes begin. Girls stronger and bigger than boys. Have good appetites - need less fat and sugar. Dental, body and foot hygiene important.	Wide range of body shape, size etc. Hormonal effects on mood. Personal hygiene more important. Body needs exercise, rest, healthy diet, regular hygiene.	Neither child nor adult. Much concern about body image especially in girls - anorexia and bulimia more prevalent. Skin complaints - acne is common. Physical activity less regular for girls.
Social development	Understand rules for play, work and life, but cannot always stick to them. May not yet have team spirit. Have one or more friends but need help with social skills. Vulnerable to media messages.	Becoming sensible and sensitive to others. Know rules of the games but not always good losers. Sense of fairness developing. Being part of a group is important, normally led by a key individual. Groups tend to be unisex. Vulnerable to trends and fashion. Often lack independence. Acute awareness of fairness and injustice.	Pre-adolescent rebellion against authority starts. Anti-social behaviour can lead to exclusion. New relationships with both sexes. Influenced by the media messages. Perceptions of gender roles tend to be stereotyped. Friendships increasingly important especially in Y9. Many have paid jobs and have savings accounts.	Shift of interest from family to the group, which provides a backdrop to developing self-identity. Causes intense self-preoccupation that can be interpreted as selfishness. Crime rate peaks for girls. Homophobic bullying.
Emotional development	Developing sense of self and sexual identity. Becoming more independent. A range of egocentric behaviours shown. Understand simple cause and effect of behaviour. Antisocial behaviour seen in the context of powerful infantile emotions still dominating.	Need a language of feelings through which social skills can be developed. Possible mood swings. Defiant and difficult tendencies.	Interest in the range of sexualities - developing own sexual identity. Volatile adolescent emotions. Capable of abstract thinking. Understanding of moral reasoning. Move towards independence from parents. High incidence of attempted suicide. Bullying an issue in Y8. Peer pressure highest in Y9	Pressures (social, sexual, academic, relationships) can cause depression - increase in teenage suicide rate. A high proportion has at least one personal worry. Parental values and support continue to be important to the adolescent.
School Career	Starting full time school can cause stress. Beginning to apply past learning to new situations. Eager to take responsibility in simple ways Developing awareness of, and need to care for, the environment.	Exposed to more complex learning and more formal teaching and learning practices. Preparing for SATs & secondary school. Growing awareness of potential career opportunities.	Change from primary to secondary school - need to feel settled and cared for in the new environment- bullying is an issue. Making choices for KS4 courses. Starting to think about the future. KS3 SATS. Some have part-time jobs.	Future plans are important - what to do post 16. Examinations, coursework and balancing part time jobs can promote pressures and stress. Work experience takes place.
Health Career	Accidents still a hazard. Need to be aware of dangers and how to cope with them - including personal safety. Hygiene procedures established - washing hands, cleaning teeth.	Developing interest in sexuality & human reproduction. High accident rate - re cycles. Significant numbers do not wear safety cycle helmets. Experimentation with smoking starts. High incidence of deaths in relation to solvent abuse. Increasing knowledge of drugs. Boys developing strong links with computers.	Road accidents prevalent at the KS2-3 change. Pressure from "friends" to conform in smoking, drinking, trying drugs etc. Girls more likely to smoke than boys. Excessive use of over the counter drugs. Exposure to illegal drugs 13-14yrs. A minority of pupils sexually active. Downward trend in the number of parents who talk with their children about sexual issues.	Risk-taking an important part of teenage development. Health behaviour often associated with peer group norms - smoking habits become regular for girls, drinking for boys. Eating patterns may change - "snacking" contributes to obesity. Experimentation with drugs esp. cannabis. Alcohol consumption linked to motorcycle accidents and unintended pregnancy. Coming to terms with a sexually active body - many become sexually active during this period; masturbation is common. Have sufficient knowledge about mechanics of sex and contraception - want a greater emphasis on relationships and social skills. Insecure knowledge about HIV transmission. Lack of knowledge about local contraceptive advice and support agencies.

From *PASSPORT – A framework for personal and social development* Lees, J. & Plant, S. Gulbenkian Foundation 2000

Consulting with pupils – some examples of methods

Draw & Write

'Draw and Write' is classroom technique for discovering pupils' knowledge of and attitudes to different aspects of health. Although originally developed as part of the Health Education Authority's Primary School Project (1989), it can be adapted for all ages. It identifies the level at which the topic should be pitched, and establishes a baseline for assessment and evaluation. As a consultation method, it elicits fairly open-ended responses through annotated drawings, making it ideal for younger pupils and those who have difficulty writing. *Health For Life* (Nelson, 1989) includes ideas for using this technique.

Pupils are told that they are going to take part in a survey, that it is not a test and there are no right or wrong answers, and that the teacher is interested in what they think, not what their neighbour thinks. They are invited to draw and write in response to questions or instructions, relating to a situation or story. Analysis of the responses will indicate the appropriate starting point for the work, any specific issues or attitudes that need to be addressed, and also the type of language used by the pupils.

Leicestershire Healthy School Programme (<http://www.leicestershirehealthyschools.org.uk/>) has used 'draw and write' to assess pupils' prior knowledge and attitudes to drugs and drug taking. The story is known as 'Jugs and herrings' and has five stages:

THE STORY	THE INSTRUCTIONS:
1. One day some children were walking home from school. Their names were Joshua and Terri. As they were walking along the road Terri suddenly noticed a bag lying in the middle of the pavement. She bent down and picked it up and opened it. Inside the bag were some drugs.	Draw the bag and what is inside it. Write beside their drawing what they have drawn.
2. Terri asked Joshua "Who do you think has lost the bag?"	Draw the person they think has lost the bag. Describe in words the type of person they are eg their name age, what they do etc.
3. Joshua thought to himself "I wonder what they were going to do with the bag before they dropped it?"	Draw what the person was going to do with the bag before they dropped it, and add some words to describe it too.
4. Joshua asked Terri "What do you think we should do with the drugs?"	Draw a picture of what the children might do with the bag of drugs & describe it in words.
5. Answer the following questions on your paper: Can a drug be good for you or help you? If you answer 'yes', say when? Can a drug be bad for you or hurt you? If you answer 'yes', say when?	

Draw & Write - Interpreting the results

Younger children (KS1) - Points to consider:

- They tend to think that only medicines are drugs; they need to understand that these should only be provided by a qualified or assured adult;
- They may be confused about drugs that help you and drugs that can be harmful, but it is important that they understand that any type of drug can be dangerous;
- Whereas they may have had direct experience of medications, ideas about illegal drugs may have been picked up from TV and other sources; apparent knowledge about drugs does not usually indicate that they may have been in contact with them;
- They must know what to do with any substance, pill etc that they may find i.e. take it to a responsible adult; not taste it or give it to other children.

Older children (KS2) – Points to consider:

- Their drawings tend to focus on illegal drugs: they are less likely to identify alcohol and tobacco as drugs even though they will probably have more experience of them;
- They need to learn that legal drugs such as alcohol and tobacco can also affect health, as can misuse of over-the-counter medicines;

- They think that (illegal) drugs come from a recognisable drug dealer, who is young, male and involved in illegal or dangerous activity; they do not understand that offers of illegal drugs are most likely to come from people they know such as friends and family;
- Some children may include more detailed information about illegal drugs; they may know people who are drug users, including parents and siblings, and may live in area where drug use is part of the culture; in these cases it may be appropriate to provide additional support, one-to-one or in a small group;
- Sometimes pupils' responses indicate attitudes which should be challenged as part of drug education, such as belief that illegal drug use is normal or that it is fun to take risks;
- Occasionally a child's drawings indicate experience of drugs, alcohol or solvents that may be cause for concern.

Consulting with pupils

These activities can be used to consult with, for example, year 9 pupils about the relevance of the PSHE programme to their needs and to check if the programme for younger pupils needs revising.

1 Drawing

Draw yourself as a new year 7 and yourself now or a year 7 pupil and a year 9 pupil

What are the main differences? Label them on your drawing.

- What were the important issues for Year 7 students?
- How did the school help?
- What else should school have provided?
- What are the important issues for Year 9s now?
- Does the school help with these?
- What would you like the school to offer?
- What should the school be aware of about students in year 8?

2 Trigger pictures

Any pictures of younger (year 7) and older (year 9) boys and girls

- Who are these young people?
- What are they like?
- What are the big issues in their lives?
- Does school help with these issues: when you are younger? Now?
- What could the school do to help?

3 Questionnaire

Think back to what it was like being a new year 7 student and then year 8.

- What things helped you and other students settle in and do well at school?
- What problems did you or other students have to cope with?
- What were the other big issues in your lives?
- Did the PSHE programme help to prepare you for any of this?
- Do you remember any part of the PSHE programme which was useful or interesting?
- If we change the programme, what should we do - less of? - more of?
- Now you are in year 9 what would you like to see included in the programme?

The Sex Education Forum has two **toolkits** with methods for consulting with pupils about sex and relationships education that are also relevant to wider PSHE education:

Let's get it right (primary) and *Are you getting it right?* (secondary)

<http://www.sexeducationforum.org.uk/schools/young-people-involved-in-design-and-development.aspx>

Example: Pupil Questionnaire: Key stage 3 & 4 - What kind of place is our school?

We would like to know how you feel about the school. Please fill in this questionnaire.

Which year are you in?

Are you: male/female?

Please circle a * on each line to show how much you agree or disagree with each statement.

	Strongly agree	Agree	Disagree	Strongly disagree
1 The atmosphere in the school				
• Pupils are encouraged to be healthy	*	*	*	*
• Pupils are encouraged to try new things	*	*	*	*
• Teachers treat pupils with respect	*	*	*	*
• Pupils treat teachers with respect	*	*	*	*
• All pupils are given equal chances to succeed	*	*	*	*
• Pupils' successes are recognised	*	*	*	*
• The school acts to prevent bullying	*	*	*	*
• Pupils' opinions are listened to	*	*	*	*
• Teachers don't understand pupils' problems	*	*	*	*
• We can get access to advice and help	*	*	*	*
2 The surroundings				
• Healthy food choices are available	*	*	*	*
• The school is kept clean and tidy	*	*	*	*
• The toilets are clean and safe	*	*	*	*
• There are places for play and sport	*	*	*	*
• There are places to be quiet	*	*	*	*
• The school is a safe place to be	*	*	*	*
3 The curriculum				
• Pupils learn interesting and useful things about health and growing up	*	*	*	*
• PSHE teaching is of a high standard	*	*	*	*
• We learn PSHE in different ways eg through discussion, group activities, drama, video	*	*	*	*
• We get plenty of opportunities to take part in interesting activities during and after school	*	*	*	*
4 Family and community				
• Parents are regularly involved in the life of the school	*	*	*	*
• The school feels part of the community	*	*	*	*
5 What do you like best about the school?				
6 What don't you like about the school?				

Thank you

Building the confidence of parents and carers in the school's PSHE education programme

In providing PSHE education, schools are not replacing parents but attempting to work with them. The effectiveness of the programme will be enhanced if teachers and parents/carers can agree on the purpose of PSHE education, its aims and the policies that underpin it. As an alternative to the traditional parents' meeting, schools can engage parental support by other means such as:

- Posting information on the school's website eg drafts of policies, examples of pupils' work; using the website to canvas parents' views on specific issues
- Providing termly details of the PSHE education programme and what the pupils will be learning
- Eyecatching displays of resources, pupils' work and activities in areas frequented by parents
- Using 'waiting time' at parents' evenings for simple questionnaires or relevant displays
- Pupil surveys of parental views, perhaps carried out via the school council
- Involving parents in PSHE activities and events eg Theatre-in-Education, school visits,
- Including a regular item on PSHE in the newsletter for parents/carers
- Including some PSHE input into other meetings with parents/carers
- Inviting parents/carers to join (or contribute via the school website to) working groups eg for drafting/reviewing policies or developing Healthy Schools plans
- Inviting parents/carers to contribute to the PSHE programme as 'visitors', giving small groups of pupils' the opportunity for an in-depth discussion with an adult about their life experiences, their work, changes in everyday life etc.

Parent's/carer's questionnaire - Year 10 Parents' Meeting

We aim to help students to be more successful at school by improving their health and wellbeing. We would like your views on the most important issues for your son or daughter and his/her peers. Please would you spend a few minutes completing this questionnaire? Please rate **how important the following issues are to: your son or daughter** at the moment, **and to you** as his/her parent or carer.

Choose from: very important, neutral and not important. Tick the appropriate box.

	YOUR SON or DAUGHTER			YOU		
	VERY IMPORTANT	NEUTRAL	NOT IMPORTANT	VERY IMPORTANT	NEUTRAL	NOT IMPORTANT
1 Being fit						
2 Personal appearance						
3 Relationships with boys						
4 Relationships with girls						
5 Relationships with adults						
6 Bullying						
7 Healthy eating						
8 Smoking						
9 Drinking alcohol						
10 Internet safety						
11 HIV & AIDS						
12 Managing money						
Other:						

A final question: What one change do you think would make this a more healthy school? Thank you

See *Let's work together: A practical guide for schools to involve parents in SRE*, Sex Education Forum
<http://www.sexeducationforum.org.uk/schools/partnership-with-parents-and-carers.aspx>

Working in partnership with other professionals

In over half of the schools reviewed by Ofsted (2013) there was no formal evaluation of the impact of external contributors to PSHE education on pupils' learning or follow-up of activities, so teachers did not know whether they were effective, contributed to pupils' learning and added value.

Visitors should complement but never substitute or replace planned provision. It is the PSHE coordinator and teacher's responsibility to plan the curriculum and lessons.
(Sex and Relationship Guidance DfEE 2000)

External contributors have an important role to play in supporting a school's PSHE programme. The PSHE subject leader should keep up-to-date details of the range of local agencies in the handbook, and integrate their contributions into year plans and schemes of work.

The responsibility for the delivery of PSHE rests with the school. However, outside support can bring in new perspectives and approaches, specialised knowledge and resources that can add greater realism to the classroom setting and contribute to teachers' professional development. Visitors should not be used as substitute teachers, a role for which many have not been trained, but should work in partnership with the teacher to complement and add value to the lessons.

Schools should have a **code of practice** for working with external partners that sets out the roles and responsibilities of the teacher and visitor respectively, how the session will be evaluated and discussed with the visitor. In the classroom, visitors should work in accordance with the school's policies; these may be different from their own protocols for working with pupils on an individual basis. All visitors should take note of the school's child protection and safeguarding policies.

To make most effective use of visitors, teachers should:

- Establish the intended learning outcomes before choosing which external contributors are best able to help achieve them
- Liaise with the visitor to agree the content and approach to be used in the session and ensure it meets the needs of the pupils and is consistent with the aims of the programme
- Brief the visitor on school policies, particularly on the school's approach to sex and relationships and alcohol and drugs, as appropriate, and on confidentiality and disclosure
- Integrate the visitor's contribution into the programme, planning preparation and follow-up
- Work in partnership with the visitor during the session, taking responsibility for behaviour management; never leave the visitor alone with the class
- Assess how far the visitor's contribution adds value to the programme, taking pupil feedback and evaluation into account, and feedback to the visitor

See http://www.sexeducationforum.org.uk/media/6336/external_visitors_and_sre_10.pdf

Receiving a visitor

Giving pupils responsibility for the visitor can be more effective than inviting a speaker to address the class. Pupils have opportunities to demonstrate organisational and communication skills and ability to work together. Most pupil groups rise to the occasion when given real responsibility for a visitor, not just welcoming them to the class but managing the whole session from beginning to end, and making contact with them as a person. The room should be arranged so that the visitor can sit with the pupils, for example, in a circle or a fishbowl. Visitors should be briefed about the nature of the session so that they are prepared to put themselves in the pupils' hands.

In preparing for a visitor the group should consider the following:

- who do we invite and for what purpose?
- who will make the invitation and how?
- what do we want to know – about the person, about their special experience?
- what questions shall we ask, in what order?
- how is everybody going to be involved?
- how do we stop some people taking over?
- who will meet, greet the visitor?
- how do we make him/her comfortable?
- who will draw the session to a close?

After the visitor, debriefing will identify what the pupils have learnt about the visitor and about their performance as a group.

SECTION 3 - TEACHING AND LEARNING

Who should teach PSHE? A specialist PSHE team

In 2005 Ofsted recommended that 'All secondary schools should consider the benefits of specialist PSHE teams with a view to raising the quality, consistency and coherence of their teaching of PSHE.' In 2013 Ofsted found that the PSHE education curriculum was usually more coherent and comprehensive in schools that offered discrete PSHE education lessons taught by specialists.

PSHE education was below standard in primary schools where it was taught through 'circle-time' by untrained teachers or higher level teaching assistants (Ofsted 2013). In secondary schools, where PSHE is taught by the form tutors, Ofsted have found that teaching and learning is of less consistent quality, with more emphasis on information-giving to the detriment of the development of skills and values.

SPECIALIST PSHE EDUCATION TEAM	PSHE EDUCATION TAUGHT BY FORM TUTORS
<ul style="list-style-type: none"> • Enthusiasm and commitment to teaching PSHE education • Plan the programme as a team • Well-defined scheme of work responsibility of the team, • Share review & selection of up-to-date resources • Assessment more likely to be carried out effectively, recorded and reported to parents • Possess skills and experience of appropriate methods and teaching & learning styles • Constitute a department equivalent to other subjects, with budget, meeting time etc. • Raises status of PSHE education • All teachers trained & updated regularly • Team trained to teach specialist aspects including SRE and alcohol & drug education • Confident to deal with issues arising from teaching & signpost pupils to services • Subject lead able to monitor quality of teaching and learning of the team • Annual programme evaluation used to review & amend schemes of work 	<ul style="list-style-type: none"> • Variable interest in and experience of PSHE education • Lack of confidence in teaching specialist aspects eg SRE, alcohol & drug education • Limited opportunities for training & CPD • Co-ordinator unable to observe and monitor quality of teaching by large number of tutors • Limited/nil involvement in planning and ownership of the PSHE education programme • Lack of planning/preparation time leads to over-reliance on worksheets & other non-active methods • Lack of familiarity with PSHE education outcomes hinders effective assessment of pupil learning • Limited time if PSHE education conflicts with other form tutor business • Can be unsustainably dependent on contributions from outside agencies • Rated as unsatisfactory by Ofsted in comparison with specialist teams

Most teachers will only have received very limited input on teaching PSHE education in their initial training; very few will specialise in it. Primary schools can also benefit from having teachers who have been trained to lead on the provision of sex and relationship education, alcohol and drug education, and economic wellbeing and financial education, as well as a trained PSHE education subject leader. (See Part 3 Section 5)

External contributors or speakers can add value to the planned PSHE education programme, but are not substitutes for the teacher, who should work with the visitor to plan, evaluate and follow up their contribution. See **Working in partnership with other professionals** in Section 2.

Good practice in PSHE education teaching

Where PSHE teaching was good (Ofsted 2013), it had these characteristics: teachers had good subject knowledge; tasks set were stimulating, motivated pupils and challenged them, according to ability; pupils' thinking was challenged through questioning that helped them to reflect; learning was assessed regularly and assessment used to identify where pupils needed help to improve
 In weaker lessons, pupils were given mundane tasks that were too easy, e.g. filling in worksheets, and the pace was too slow to maintain interest.

In contrast, evidence about drug education programmes (<http://mentor-adepis.org/quality-standards-effective-alcohol-drug-education/>) indicates that the following are associated with no or negative outcomes for young people: non-interactive methods, such as lecturing, as a primary delivery strategy; information-giving alone, particularly fear arousal. based on unstructured dialogue sessions; focus only on the building of self-esteem and emotional education; address only ethical/ moral decision making or values; use ex-drug users as testimonials; using police officers to deliver the programme.
 These features of **good practice in teaching PSHE education** have been consistently identified in recent Ofsted reports.

TEACHING PSHE EDUCATION - GOOD PRACTICE CHECKLIST	
• The teacher has an appropriate level of up-to-date subject knowledge and teaches with confidence	
• The lesson or unit has clear learning outcomes in terms of improved knowledge, opportunities to reflect on their values and attitudes, and the development of personal and social skills, which are shared with the pupils	
• The plan is based on evidence of the pupils' existing knowledge, attitudes & skills, as well as data about their health & wellbeing, and is relevant, addressing their identified needs	
• The teacher's expectations of the pupils' behaviour, participation & learning are high, and this is reflected in the lesson which challenges pupils of different abilities appropriately	
• There is a positive and safe climate in the classroom that encourages pupils to express their views and feelings and to participate fully	
• Pupils have established their own agreement (ground rules) for working together safely and effectively and operate within clear boundaries	
• The ground rules include avoiding personal disclosure and the teacher uses distancing methods to protect pupils' and others' privacy	
• Pupils listen to one another and show respect for one another's opinions and feelings	
• The lesson is well planned, with a clear structure that conveys to pupils how to participate effectively	
• Any input from an external partner adds value to the pupils' learning and is integrated into the plan, with preparation and follow-up by the teacher	
• The lesson includes a range of teaching strategies and activities that promote the active involvement of the pupils and accommodate different learning styles	
• Pupils work in pairs, trios, and small groups, as well as a whole class as appropriate for achieving the lesson outcomes	
• The methods and resources are selected to achieve the intended learning outcomes	
• The lesson is inclusive with opportunities for all pupils to participate and to achieve, with different tasks designed to meet the needs of different groups and individuals	
• The teacher sets interesting and challenging tasks, and the pace of the lesson motivates the pupils	
• The teacher models positive and open responses demonstrating that all contributions are valued	
• The teacher manages discussion, encouraging all pupils to contribute without the teacher dominating the talk	
• The lesson provides time and space for pupils to reflect on and assimilate their learning	
• Each pupil's leaning and achievement of the intended outcomes is assessed and recorded, and the teacher has a system to track pupil progress	
• The development of skills, and attitudes and values is assessed as well as the pupil's knowledge gain	
• The teacher acts as facilitator by planning lessons that offer pupils new opportunities participate and enabling them to reflect on and learn from their experiences.	

This checklist can be used: to identify teacher's PSHE education training/CPD needs (Part 3 Section 5) and as a basis for lesson observation and feedback (details later in this section).

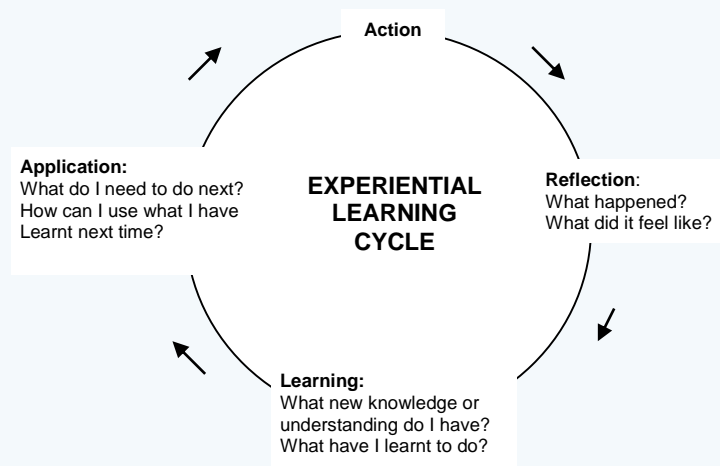
The PSHE education approach: Teaching to promote personal & social development

Ofsted (2013) found that 'where pupils' personal and social skills had not developed sufficiently well, they lacked the ability to work independently and too many were passive in lessons. They had too few opportunities to develop the communication skills and confidence they needed to challenge their own and others' views and in some classes pupils did not listen to each other.'

Experiential learning (learning through experience) is the key approach in PSHE education. This subject aims to develop pupils' skills, values and other qualities as well as improving their knowledge and understanding of themselves, others and the world around them. An active approach that encourages participation and reflection is needed for pupils' personal and social development. PSHE education based on this approach will:

- provide pupils with opportunities to work together in different ways and in different groups
- be task focused, with both open-ended tasks and tasks with clear goals and outcomes
- give pupils responsibility for planning and carrying out tasks and activities, with teacher support
- enable pupils to reflect on the experience, making observations and identifying their feelings
- enable pupils to identify what they have learned and how it could be applied in future situations

This is a cyclical process encompassing **action, reflection, learning and application** and is known as **the Experiential Learning Cycle**. This was developed by Kolb who incorporated the idea that people learn from past and present experiences into a theory of learning (Kolb, D. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice-Hall).



The theory of experiential learning underpins some of the features of the best practice in PSHE education:

- It is active and participatory
- It acknowledges the importance of feelings in the learning process
- It makes time for the pupil to think about and learn from their experience
- It is developmental, promoting improvement
- It gives pupils an opportunity to put their new learning into practice
- The teacher becomes a facilitator of learning.

Most pupils enjoy doing things; some prefer thinking and how they feel is more important to others. The experiential learning cycle accommodates all of these and enables pupils to progressively improve their skills, knowledge and understanding.

Time for **reflection**, learning and application should be built into all PSHE education lessons, using the questions indicated in the diagram as prompts.

Working together – an example of an effective PSHE education lesson

Example: KS2 PSHE Lesson Plan Number in class: 30 Time: 40 minutes

Unit Title and Aims: Working together

- To build relationships in the class and enable it to function more effectively as a whole
- To learn how to work together more effectively in small groups and to be able to work in different groups in the class

Lesson learning outcomes:

- To use simple group skills: taking turns, paying attention to others, sharing and agreeing
- To understand the importance of trust and responsibility when people work together
- To know how to be an effective group member

Resources: 6 large sheets of newspaper
 Clear space for movement around the classroom

ACTIVITY	TIME	GROUPING
Group forming: Birthday line-up Class silently arranges themselves in birthday order (day, month) across the room. Check by numbering off. Count off groups of 5.	5 mins	Whole class
Opening activity: Trust trains – line up in 5s with hands on shoulders of person in front. Driver at back controls engine at front by squeezes passed through the ‘train’: 2 squeezes = start, 1 = stop, right squeeze = turn right, left = turn left. Engine keeps going until they receive another signal. Trains move around the room avoiding train crashes. After a few minutes the engine goes to the back of the line and becomes the new driver, and a new engine takes over. Repeat until everyone has had a go. Encourage them to go a little faster as they become more confident.	10 mins	Whole class in 5s
Debrief: How did it feel to be the driver? [responsible] How did it feel to be the engine? [depends on how far you trust the driver]		
Main activity: Working as a group Groups sit down each forming a mini-circle <u>Round</u> in the small group - If this group was an animal it would be..... Choose an animal.	10 mins	Groups of 5
Group task: Tear-a-dactyl (1 large newspaper sheet per group) Give each group a large sheet of newspaper. Their task is to tear out the shape of the animal in the paper. They can only make one tear each in turn, and they must not speak, point or make signs. They continue to tear in turn around the group until their animal is complete. At the end each group holds up their animal and the other groups try to guess it. [Source: <i>Co-operation in the classroom</i> , Global Co-operation for a Better World]	10 mins	5s feedback to whole group
Debrief: Discuss questions in turn in groups of 5; feedback <ul style="list-style-type: none"> • How well did you follow the instructions? • What went wrong? • How did you feel when someone tore off the wrong part? • How did you overcome difficulties and complete your animal? • What would help you to make or do something together next time? [check everyone has a clear idea of what you are going to do, take turns, pay attention to what is going on, be flexible and build on other people’s contributions] Each group – decide what sound your animal would make. Hear each group’s animal sound in turn.	5 mins	Whole class in circle
Closing activity: <u>Rounds:</u> Whole class in a circle (one round or both if time) I enjoyed Next time I’m in a group I will		

Use the following questions to analyse the lesson plan.

1. Can you identify the 4 steps in the **Experiential Learning Cycle**?

- Action What did the pupils do?
- Reflection When did the pupils think about what happened?
 When did the pupils consider how it made them feel?
- Learning What did the pupils learn? Knowledge, skills, attitudes and values?
- Application How does it help the pupils to improve?
 What might their next lesson offer to enable them to make use of their learning?

2. Does it show the characteristics of a **good PSHE education lesson**?

- Active, participatory, 'real-life' learning
- Climate of safety & support
- Skills, attitudes & values developed
- Working with others
- Teacher as facilitator
- Reflection & learning from experience

3. **Inclusion** and **differentiation**

- In what ways does the lesson encourage all pupils to participate and achieve?
- Does it cater for visual, auditory and kinaesthetic learning?
- How would you modify the lesson to ensure access and achievement for pupils in your class with particular needs?

Planning a PSHE education lesson

A good PSHE education lessons will:

- be relevant to the needs' of the pupils and take into account what they already know and have learnt, feedback from previous years and consultations with pupils about the programme
- identify the intended learning outcomes, share them with the pupils, and include activities designed to meet those outcomes and to assess them at some point in the unit of work
- be accessible to all pupils, and encourage participation through variety in activities and groups
- build a positive climate by involving the pupils in developing **ground rules** or a **working agreement** which identifies how they want to behave to one another and what behaviour should be avoided, including personal disclosures
- have a setting conducive to a positive working relationships, with flexible seating so that pupils can move from working in a large circle, emphasising equal relationships, to small group work
- have a balance between: oral work e.g. discussion in pairs, debates, interviews; practical work e.g. surveys, group exercises, displays; and written work e.g. letters, group records, stories
- vary the pace and the mood, with pupils working on their own, in small groups and as a class
- ensure pupils have skills to underpin their learning, eg listening, decision-making, group skills, by teaching the skills and giving the pupils opportunities to practise and apply them
- ensure pupils know what they are expected to learn and have time to reflect on their experience
- provide information, where relevant, so that children and young people can access further information, advice and support

A well-planned lesson will set out:

- Pupil **groupings** for each activity: size - pairs, trios, whole group etc.; composition - friendship or random groups; and method for sorting pupils into groups
- **Timing** for each lesson stage with the lesson brought to a satisfactory conclusion in the time
- What kind of **record** will be made of the lesson by individuals or groups
- What resources are needed
- **Four main stages:**
 1. **The introduction** sets the scene and:
 - shares the aims & intended outcomes of the lesson with the pupils
 - makes a link to the previous lesson or the unit as a whole
 - interests and motivate the pupils with an opening activity, focusing on the topic
 2. **The development stage** - the main activity or task, including feedback and recording.
This stage may also include any assessment activities that generate evidence of achievement of the intended learning outcomes.
 3. **The reflection** Pupils reflect on:
 - what they have done & what they have achieved,
 - how they feel
 - what they have learned
 - how they can apply this
 4. **The ending:**
 - a whole group activity e.g. a round
 - setting the agenda for the next lesson, follow-up or preparatory work

The teacher as facilitator

The facilitative role involves being supportive, enabling pupils to take some control over their own learning, and acknowledging the value of the pupils' experiences and contributions. The teacher needs to plan, organise and manage the learning effectively. This entails:

- arranging the room to create a flexible space for movement, different activities and groups;
- creating a positive climate to promote the development of supportive relationships and trust, and encouraging pupils to be responsible for their behaviour;
- varying the types of working groups: friendship, interest and random groups;
- managing discussion, encouraging all pupils to contribute without dominating the talk.

A good facilitator: gives clear instructions, moves around the room, keeps an eye on the time, monitors whether groups are on task, listens to and accepts all contributions without re-interpreting them, judges the climate and the need for a change of pace or activity, is sensitive to emotional undertones, curtails unhelpful talk, refers the group to the ground rules to share responsibility for behaviour, and has a sense of humour.

Methods and activities for PSHE education

Good teaching relies on the selection of appropriate methods for the aims of the lesson or unit of work, which are designed to meet the intended learning outcomes. All PSHE education teachers should have a repertoire of active learning methods for different purposes. Worksheets and videos, whilst useful for specific purposes, do not promote participation or interaction and should be kept to a minimum. (See **PSHE education: Methods for different purposes** at the end of this section)

A wide repertoire exists of active learning methods that enable pupils to develop personally and socially, enabling pupils to:

- interact with one another
- solve problems and make decisions together
- share experiences in small groups
- reflect on their own experiences
- clarify their values and attitudes
- express feelings in a constructive way
- develop inter-personal skills
- assess themselves, their learning and development

Group work Pupils feel more comfortable about sharing ideas, views and feelings, and take more responsibility for tasks in a small group, learning about the way groups function in the process. Group skills, including listening, drawing others out, negotiating and decision-making, must be taught.

Evaluating the lesson The teacher will reflect on and evaluate the lesson, and consider how their conclusions will affect future teaching.

PSHE education LESSON EVALUATION

Name:

School:

Lesson title:

Learning outcomes:

Class:

Lesson Date:

1. What went well, and why?

- To which part of the lesson did the pupils respond best?
- Was there anything unexpected?

2. How far were the intended learning outcomes met?

- What did you think the pupils learned from the lesson?
- How did you assess this?

LEARNING OUTCOME	HOW DO YOU KNOW? HOW DID YOU ASSESS THIS?

What do the pupils need to do next?

3. What did you learn from teaching the lesson:

about planning and managing the lesson?

- about the effectiveness of your approach?
- about the topic?

What aspect of your teaching do you feel good about?

How do you measure up to the checklist of good practice in PSHE teaching?

4 How will this improve your future teaching?

- What changes will you make to the lesson plan, scheme of work or policy?
- What do you need to do next?
- What strategies would you like to develop?
- What will make you a better PSHE education teacher?

Lesson observation

One of the main ways in which a subject lead in the school can vouchsafe the quality of teaching and learning in their subject area is through observing lessons. It is a mark of the equal status of PSHE education that it is also monitored in this way. It is also a powerful developmental and supportive process that can have a significant impact on delivery of PSHE education. Ofsted (2013) found that 'Typically, classroom observations by leaders are infrequent and consist of little more than 'learning walks' where the observers stay for a short time and comment on pupils' engagement with, and enjoyment of, the lesson but not on the quality of the learning in the PSHE education topic.'

One of the most effective ways for a teacher to develop their practice is to receive helpful feedback from a trusted colleague. Having an opportunity to reflect on and review one's teaching and to discuss this with a 'critical friend' is of value to all teachers. Most PSHE education teachers have not received much initial training in the subject and so on-the-job opportunities are most important. The observer is an extra pair of eyes in the room who can gain a view of what is going on, including how the pupils experience the lesson, its pace, and any points where teacher or pupil actions changed the outcome.

Observations may be carried out by members of the senior team and/or by the PSHE education subject lead. One of the benefits of developing a specialist team in the secondary school is that it becomes possible for the co-ordinator to observe all members of the team. It is much harder to arrange this when PSHE is taught by all the form tutors, no doubt contributing to the variability in quality of teaching in such situations as identified by Ofsted. Peer observation is also valuable for sharing practice.

Senior leaders must make sure that the PSHE education subject leader has the skills to monitor the quality of teaching in their team, including observation. Whoever carries out observations must have good understanding of what constitutes good practice in PSHE education

What to observe

- Evidence of good practice in PSHE education teaching using the good practice checklist
- The national standards for the PSHE CPD programme for teachers – see Appendix 13
- Questions identified by the teacher such as
 - Are my expectations of this group high enough?
 - Am I meeting the needs of all the students?
 - How can I improve the behaviour of the group and increase their participation and motivation?

How to observe

Before:

- Teacher and observer agree the focus of the observation
- Teacher provides lesson plan, including learning outcomes and information on pupils with special needs
- Set mutually convenient time for feedback and discussion following the lesson

During

- Introduce the observer to the class, saying that they are interested in their lesson
- The observer should not interrupt the lesson but may speak with pupils and observe the work of individuals and small groups, providing that this does not hold up their work
- The observer should make a record of the lesson (A). Keeping a timed record of what the teacher and the pupils do during the lesson and what happens is the easiest way to do this
- Thank the teacher and the class at the end of the lesson

After

- Initially the observer should ask the teacher for their own reflection on the lesson, what went well and what could be improved
- Use evidence from the lesson record to consider how far the aims and outcomes of the lesson were met, and to discuss the issues identified as the focus of the observation
- Agree areas of good practice and points for development
- Complete and date the lesson observation form (B); both teacher and observer sign it
- The observation form is the teacher's property; the observer should agree with the teacher before it is shared with anyone else; teacher and observer each retain a copy

Lesson observation forms

A Lesson record

Name of teacher:
 School:
 Lesson:
 Date:
 Focus of the observation/learning outcomes:

Name of observer:

Class:
 Time:

TIME	WHAT IS THE TEACHER DOING?	WHAT ARE THE PUPILS DOING?

B Lesson observation form

Name of teacher:
 School:
 Lesson:
 Date:

Name of observer:

Class:
 Time:

FOCUS OF OBSERVATION	TEACHER'S COMMENTS	EVIDENCE FROM OBSERVER

Strengths:

Points for development:

Signature of teacher:

Signature of observer:

Job title:

Managing sensitive and controversial issues

Issues which are sometimes thought to be sensitive or controversial are bound to arise in the PSHE education. Issues related to, for example, sexual behaviour and sexuality, family values, race, gender and bullying may have a personal impact, arouse strong feelings and cause disagreements but this is not a reason to avoid them. Pupils want to explore these issues; PSHE education provides an opportunity to consider issues from different standpoints and to develop skills such as accepting other points of view and dealing with conflict.

- Pupils must feel free to contribute, knowing that they will be listened to and their views respected. **Ground rules** or a **working agreement** to which all pupils sign up are essential. They should set out what people agree to do. For example, to 'respect one another' we might agree to listen to one another and not interrupt; for 'confidentiality' we might agree to only share those things about ourselves we don't mind being passed on to others.
- Issues can be depersonalised by using **distancing techniques**: activities using characters to explore situations include role play, and use of case studies, cartoons, photographs and puppets
- Breaking into **small groups** can help discussion of sensitive issues, as views do not have to be aired in front of the whole class. Composition and choice of group are important; pupils may feel more comfortable working with someone they know. Pupils should always have the option of passing or not contributing.
- Teachers have a responsibility to **avoid bias** in the treatment of controversial issues. Pupils should be able to develop their own opinions in relation to a balanced presentation of differing viewpoints and information. This is particularly important where lessons include visitors representing a particular interest group. Learning the difference between facts, opinions and beliefs will help pupils to be able to recognise bias themselves.
- Teachers' views can influence pupils so care must be taken to ensure pupils have an opportunity to think for themselves. Teachers may express **personal opinions** in the interests of balance, to introduce a new idea or promote discussion. This is not the same as promoting a particular view, which should be avoided. In an active and experiential approach to PSHE education, the teacher facilitates the interaction between pupils and their views, rather than making didactic statements.
- Teachers are sometimes concerned about challenging views expressed by pupils. In these circumstances, the teacher should turn to the **statement of the school's values**. This statement, which is usually expressed in their school aims or mission statement, will set out the key values which underpin all aspects of school life. These usually refer to the value of all pupils, their right to equal treatment and freedom from oppression, the belief that they can all reach their potential and that education should be relevant to their lives now and in the future. When faced with challenging views, a teacher can respond "In this school we believe...". All teachers and all visitors engaged with pupils must work within the school's values framework; this is a requirement for sex and relationships education.
- Any aspect of PSHE can prompt pupils to ask **questions** that are tricky to answer in front of the whole class. The PSHE team should anticipate the kind of questions that might come up and agree how they will be answered. Teachers can always defer such questions to be answered another time, possibly speaking to the pupil individually. Providing a question box so that pupils can ask questions anonymously enables the teacher to sort them and decide how to address them in advance. Sometimes a question will alert the teacher to the possibility of abuse or exploitation, in which case they should follow the school's child protection/safeguarding procedures.
- Some issues will be known to be sensitive for some pupils; they should be given prior warning and have access to support afterwards. **Sources of confidential help** should be available to all pupils.

PSHE education: Methods for different purposes

1. Starting and warm up Whole group activities, often in a circle, mark the beginning and ending of sessions, encourage participation, and emphasise the importance of working together.

The initial game In a circle, each person introduces him or herself in turn eg "I'm Jane". In the next round, each person says their name and the name of an animal beginning with the same initial letter eg I'm Jane the jaguar". In the third round each person adds an adjective beginning with the same initial letter eg I'm Jane the jolly jaguar". At the end, the whole group go round and try to remember everyone's name.

Human Bingo - Human Bingo grid with 6-9 questions related to the topic eg. *find someone who likes brussels sprouts; find someone who has taken a drug today..* Pupils move around and meet as many people as possible, asking each person one of the questions on the grid. If they answer yes, write their name in the box; if not, move on to someone else. The game ends when someone fills all the boxes and shouts 'Bingo!'.

People to people Everyone stands and finds a partner, with a caller in the centre. The caller shouts instruction such as 'Hand to hand!' "Back to back!" "Hand to knee!" etc. The pairs follow the instructions. When the caller shouts "People to people!" everyone finds a new partner, including the caller, leaving a new caller in the middle.

2. Group forming and mixing Pupils benefit from working in a variety of groups; group-forming activities can mix pupils in new ways.

Forming random groups

- Numbers: Number each pupil 1,2,3,4,5,1,2,3,4,5, and so on. group together all the 1s, 2s, 3s, etc.
- Jigsaws - Cut up old cards or calendar pictures into 4 (or other number of people for the small group). Give each person a part of a card. The group is formed when the picture is complete.
- Line-ups eg Non-verbal birthday line-up - Pupils get into chronological line according to their birthdays i.e. January 1st to December 31st without using words. Divide the line into the required number of groups.

Find the pair Give each person a card that has a picture on it. Each picture is one of a pair that goes together eg needle and cotton, dog and bone. The object of the game is to find your partner, without talking. The pairs can also be the names of people who go together eg Marks & Spencer, Jack & Jill.

All change People sit in a circle with the leader in the middle. The leader asks people to get up and change places according to different categories eg "change places if you are wearing black shoes", "change places if you ride a bicycle", "change places if you are a smoker". The leader tries to take a chair when everyone is changing places, leaving someone else without a chair as the new leader.

3. Climate building In a positive climate of trust and support, pupils can share their experiences, listen carefully to one another and acknowledge one another's' feelings. Activities encouraging mixing with their peers set the tone for what will follow. Agreeing ground rules for how they would like to be treated when working together is also essential.

Ground rules or working agreement

Ask the group what they need to make everyone feel comfortable working together, eg How would they like to be treated? Write all suggestions up, discuss them with the group and agree to use them. Try to include:

- only one person talking at once
- listening
- no 'putting people down'
- give everyone a chance to speak
- respecting people's views
- everyone's right to privacy ie It is OK to 'pass'

Confidentiality - explain that confidentiality on some issues cannot be promised – that the classroom is not the place to make disclosures, but that there are people to whom they can talk on a one-to-one basis. Encourage people to take responsibility for what they choose to share in the group. Privacy can be ensured by depersonalising comments by not using names of people, eg saying: A person I know..."

4. Learning more about each other This is an important contribution to building relationships in the class and developing a comfortable atmosphere.

What's in a name? In a circle, each person takes turns to say "My name is,,,,,and what it means to me is....." In a small group, each person can write their name on a sheet of paper in the centre of the group and say a little about it, including where it comes from, how they feel about it, what they prefer to be called etc.

Personal shield Each person draws a shield or badge, and draws or writes something about him or herself in each section They can be completed with a personal motto.

- My favourite pastime
- My greatest success
- My happiest day
- What I like about myself
- I am good at....
- I wish I could....

People may share their shields with a partner or they can be displayed around the room.

Friendship circles Introduce the topic by discussing different kinds of friendship, and what characterises a close friend. Demonstrate on a flip chart by drawing two concentric circles representing close friends (centre circle) and other friends (outer circle) and placing 2 or 3 of your own friends in each circle. Ask pupils, individually, to list their friends, by initials if they prefer, and to draw their own friendship circles. When they have done this, ask them to join up with someone else and to talk about what they have realised about their own pattern of friendship. They do not have to show their circles if they do not want to. Review in the whole group by asking if everyone has the same pattern of friendship. Go on to discuss what helps and hinders friendship making.

5. Working together as a class: circle activities Classes can enjoy games and activities in which everyone participates; these also help to build a cohesive group. Circle activities can promote inclusion, listening and concentration.

There is a space on my right... Pupils sit in a circle with one extra empty chair. The person who has the chair on their right says "There's a space on my right and I would like (name) to sit in it because....The chosen person moves into the space. The person who now has the empty chair on their right repeats the exercise, and so on.

This is my ear In a circle, one person points to one part of their body eg their foot, and says "This is my ear!" The person next to them points to their ear and says a different part of the body eg "This is my arm!" and so on.

Rounds In a circle, give an unfinished sentence such as "My favourite pastime is...", "I feel good when someone...". Each person in the circle finishes the sentence in turn.

Rules: only speak when it is your turn; do not comment on others' contributions; you may 'pass'.

6. Discussion Pupils may be reluctant to speak out in front of the whole class; often a discussion can involve just a few vocal or confident pupils speaking to the teacher. Strategies for involving all pupils in a discussion through small groups will give more pupils confidence to contribute.

Snowballing Pupils first talk with a partner and then move into fours to share what they have discussed. Fours can then be asked to join up to form groups of eight to identify general points for feedback.

Fishbowl Discussion Pupils work initially in small groups in a circle round the room. Chairs, one per sub-group, are arranged in an inner circle. A representative from each sub-group sits in the inner circle, where the discussion is continued. Each representative contributes points made by their sub-group to the discussion. The representative can return to their group to gain further ideas and may be replaced by another pupil.

Trigger pictures The use of appropriate pictures or photos can provide a stimulus for discussion - they can help to distance some of the more sensitive areas. For example, in discussing families, small groups could be given a different picture of a family situation and asked to discuss questions such as:

- What is happening in your picture?
- Is this a happy/sad family?
- What things make them sad/happy?

Each group can then introduce their "family". It may bring up discussion of stereotypes that can be challenged, or the fact that many families have similar problems, which can then be discussed.

7. Values clarification These methods enable pupils to explore how their views compare with others and to see the spread of opinion in a group. For example, pupils can form an attitude continuum according to how strongly they hold a particular attitude or literally show where they stand on controversial issues (standpoint-taking).

Attitude continuum Post signs for 'Agree' and 'Disagree' at opposite ends of the room. Give a statement of opinion eg 'girls value relationships more than boys' and ask pupils to position themselves on an imaginary line according to how much they agree or disagree with the statement. They share their reason with the people around them and can move if their view shifts. Discuss responses as a whole group. Repeat with another statement. Ask pupils to join up with someone from the opposite position and compare views. The activity can also be done using corners - Strongly agree, Agree, Disagree, Strongly disagree, with Don't knows in the middle.

Standpoint-taking (Double circles) This technique enables students to explore both sides of an issue. Pupils form pairs and sit opposite one another in two concentric circles. Give a statement eg school uniform should be abolished, and ask the pupil on the inside to argue for it and their partner on the outside to argue against it. Pupils do not have to believe the particular stance they are being asked to take, but they have to find as many arguments as possible. Allow 2 minutes discussion, and move the outer circle on two places. Repeat the process. Move again but this time change stances, thus arguing the opposite viewpoint.

Debrief: How did it feel to argue a case with which you disagreed? How easy was it to change viewpoints?

8. Information gathering and sharing Gathering and sharing information from different sources can be done in an active way. A carousel can also be used to share feedback or outcomes from an activity instead of hearing each group individually. It can also be used to teach something to another group.

Carousel Organise the whole group into a series of small groups arranged in a circle. Give each group an extract about the topic to read and discuss, or an object eg food, contraceptive, to investigate. Ask each group to choose one person to go and tell the other groups what they have learnt. This person moves to the next group for a few minutes to make a short presentation. They then move on to the next group in the circle and repeat until they have been round all the groups. When they return to their own group, ask all the groups to review all the information they have received and debrief as a whole group.

9. Consensus building Through activities that facilitate agreement about a view or course of action, pupils consider ideas and concepts in a progressive way, refining their views and negotiating until consensus is reached. Pupils learn to listen, interpret ideas, clarify language, justify different positions, compromise and take collective ownership of ideas and decisions. Card sorting exercises help pupils to prioritise and agree.

Diamond 9s A prioritising activity, where the discussion is the most important element.

Groups are given nine statements about an issue and are asked to put them in a diamond shape according to importance, 1 being the most and 5 being the least important

1
2 2
3 3 3
4 4
5

This can be carried out as in snowballing: each person makes the diamond individually, then joins up with someone else. In pairs they negotiate a joint diamond. These pairs form fours and make one agreed diamond.

Consensus building - Card sort In small groups: give each group member four slips of paper. Individually, each pupil writes 4 statements (1 on each slip) that you believe or think are important about the topic eg the family eg "A family is not complete without children"; "Family meals are not so important nowadays as long as people do other things together". Put all the statements, face up, in centre of group. In turn, each person picks up a statement they agree with, but not their own statement. Go round in turn until each person has picked up a maximum of 3 statements (pupils can pass if there is no statement they agree with). Look at the statements; note which have not been picked up. Put them aside. Spread out the selected statements - can you group them in any way? Explore what they really mean - is this real or apparent consensus?

10. Problem solving and decision-making involve distinct steps which pupils need to learn and practise, including clarifying the problem, generating different solutions through brainstorming, justifying an opinion, evaluating and selecting the best solution.

Brainstorming is a method of gathering ideas as quickly as possible. It can be done as a whole group or in small groups and needs a scribe with a large piece of paper and felt-tip pen. All contributions are accepted without comment or discussion within the time limit.

Rating continuum eg risk continuum. Each small group has a set of cards identifying different activities or situations such as crossing the road, smoking your first cigarette, rock climbing, standing up to a bully. The cards are dealt out round the group and each person takes a turn to place one card on a line from 'most risky' to 'least risky' and justifies their opinion. Discussion can identify what makes some activities risky, the different types of risk and how to minimise them.

11. Working with feelings and imagination Rounds in a circle invite people to say how they feel at a particular moment, and guided fantasies can help groups to explore feelings in a personal and creative way, as can making a collage.

Lucky dip Each person writes an anonymous comment, feeling or concern about the chosen issue on a slip of paper, folds it & puts it into a hat which is passed around the circle. The slips are jumbled up and each person takes out a new slip. All the statements are read out and the main concerns discussed.

12. Understanding another point of view The development of empathy is an essential component of personal and social development. Pupils can put themselves in someone else's shoes through considering case studies, scenarios or taking part in role play. Receiving a visitor, when the group is given responsibility for arranging the visit and looking after the visitor, is another way of enabling a group to find out what makes other people "tick".

Role play can give pupils an opportunity to experience an issue or situation from a different perspective; for example, a girl can experience how a boy might feel or react in a situation. It is not about acting but exploring another person's thoughts and feelings and the impact people have on one another. Some general principles will help role play to be a successful learning experience:

- Give pupils time to build up their characters by thinking about their background i.e. name, age, where they live etc, and how they feel;
- To increase identification, pupils can choose a person involved in the situation and construct their own character for them
- Use role play in small groups eg, in trios, where each person in role answers questions put by the other two; this helps to avoid acting out stereotypes
- Always give pupils an opportunity to 'de-role', separate themselves from their character at the end by saying their own name and something about themselves such as their favourite leisure activity

13. Positive affirmation helps to build a positive self-concept and a positive feeling in the group.

Pat on the back Pupils draw round their hand on a piece of A4 paper and help each other to stick the hands on each other's back. They go round and write a positive comment or word about each person on their back.

Badges Each person makes a badge for their partner, affirming a quality or ability in them that is valued by the badge maker. Thank you badges – People use badges to express thanks to each other for kindnesses

14. Reflecting, reviewing, evaluating Reflecting is the process of looking back over an activity; reviewing can identify what has been learnt and look forward to how this can be applied to future experience; evaluation enables a judgment to be made about the value of the experience to the individual and the group.

Card rounds In small groups, use cards with unfinished sentences or prompts eg 'One thing I learnt today is...' 'You helped the group when you...' 'My contribution was...' Ask students to turn up a card in turn and respond. Either everyone can then respond to this card or the next person can take the next card.

Group sculpture Each group plans a group sculpture or tableau that represents how they are feeling. Other groups suggest a title. This is a way of reviewing an experience non-verbally.

Graffiti wall Headings can be written on large sheets of paper and each student writes a personal comment on them or on a sticky note that they place on the 'wall'.

Headings might include: I have enjoyed ... I have learned... I would have liked... Now I need to...

Evaluation voting Statements about the lesson or unit of work (such as those suggested by graffiti sheets) are read out in turn. People vote accordingly: Strongly agree = wave hand in the air, agree = put hand up, don't know/neutral = fold arms, disagree = thumbs down, strongly disagree = thumbs down vigorously.

15. Ending Coming back together as a whole group brings a session to a purposeful conclusion.

Tangle Everyone stands in a circle with their arms stretched out in front of them. With eyes closed, they slowly walk towards the centre and find two other hands and hold them. When everyone is linked, they open their eyes and then untangle themselves without letting go of the hands, ending up in one or more circles.

Rounds can be a good way to end a lesson. Sitting in a circle, someone starts a sentence such as 'I enjoyed...' which everyone is invited to complete in turn.

SECTION 4 - ASSESSMENT, RECORDING AND REPORTING PUPIL ACHIEVEMENT

Assessment in PSHE Education

For PSHE Education to have equal status with other curriculum subjects, it must be assessed rigorously. Pupils have a right to know about their progress in the subject, to have feedback on their strengths and weaknesses and to know how to improve their performance. Parents and carers have a right to information on their child's progress and achievements in all their subjects. PSHE is a subject like any other, in which assessment is a fundamental part of the learning process; it does not require a different approach or special methods. PSHE education teachers can draw on what they know about effective practice in assessment in other subjects.

Assessment has been one of the weaknesses in PSHE provision consistently identified by Ofsted in recent years. In its most recent report (Ofsted 2013) it found that the most widespread weakness of teaching was assessment of pupils' learning. In schools where this was below standard 'teachers failed to formally identify attainment and progress, rarely provided feedback on how to improve and did not plan lessons that accounted for pupils' current levels of knowledge and understanding'. As a result, teachers did not expect much of pupils and set unchallenging tasks and repeated topics. Nor were systems to track pupils' progress in place.

Ofsted had previously identified why assessment of PSHE was poor: "One of the reasons for the lack of even simple assessment strategies is schools' belief that pupils' enjoyment of the subject is due, in part, to the absence of any assessment framework. This is misguided: teachers need to know if pupils have acquired the knowledge, understanding and skills they intended them to learn. In turn, this should influence planning to ensure that pupils continue to make progress.....Few schools have valid data which might be used to inform planning and, where the data are available, they are not used.' (From *Time for change? Personal, social and health education Ofsted 2007*)

To raise standards in PSHE education, schools must assess it as robustly as they do other subjects. If pupils are learning and making progress, it demonstrates the effectiveness of the PSHE programme. A lack of formal assessment means that pupils do not have anything to show for what they have achieved, compared to other subjects and do not take it seriously.

When teachers assess learning rigorously:

- Assessment tasks are built into schemes of work
- Pupils have a clear idea of what is expected of them and their progress.
- Work is marked regularly and includes helpful comments about how to improve.
- Pupils who may benefit from additional support or intervention are identified.
- A wide range of methods are used to assess skill development and application of learning as well as knowledge acquisition. The process is ongoing, diagnostic and informs progression, and future teaching and learning.
- Learning is assessed in a variety of ways including project work, tests, written assignments, accredited courses, pupils' pre- and post-unit self-evaluations, and reflective logbooks

Changes to the curriculum and assessment

Although PSHE education is not a National Curriculum subject, as part of the school curriculum it should be treated in the same way as these subjects to emphasise that it warrants equal status. All schools have to put details of the PSHE education curriculum on their website, and maintained schools must keep records of every pupil's academic achievements, skills, abilities and progress. These records must be updated annually and reported to parents.

PSHE education should mirror the new National Curriculum programmes of study which set out expectations at the end of each key stage. Levels of assessment have been removed, giving schools more flexibility to develop their curricula and assessment. The assessment system should enable schools to check what pupils have learned, whether they will meet the end of key stage expectations, and to report regularly to parents. Ofsted (2013) recommended that one key improvement schools could make to raise the quality of PSHE education would be to implement an effective system to track pupil progress.

PSHE education end-of key-stage statements

PSHE education, as with NC subjects, has clear end of key stage expectations for learning which provide a foundation for assessment. These can be found in the archives, along with the non-statutory frameworks and programmes of study:

Key stages 1 & 2:

<http://webarchive.nationalarchives.gov.uk/20130904083946/https://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199209/pshe>

Key stages 3 & 4:

<http://webarchive.nationalarchives.gov.uk/20130904083946/https://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00198880/pshe>

The PSHE and citizenship end of key stage statements are included in Appendices 8 & 9

This guidance on assessing PSHE is also useful - *PSHE at key stages 1-4: Guidance on assessment recording & reporting*

http://webarchive.nationalarchives.gov.uk/20081117141639/http://www.qca.org.uk/qca_7187.aspx

Financial education is now part of National Curriculum citizenship and will be assessed in accordance with NC requirements. A curriculum guide *Assessment and Progression in Citizenship* can be downloaded at <http://www.teachingcitizenship.org.uk/resource/act-curriculum-briefing-assessing-citizenship>

Assessment, monitoring and evaluation - the difference

Assessment of PSHE outcomes can also be confused with evaluation of PSHE education. Whilst it is valuable to collect pupils' views about the PSHE education programme, what they had liked and enjoyed, this does not give any information about their progress in the subject.

ASSESSMENT

Assessment is the process by which an **individual pupil's** achievements are measured against the lesson objectives. It is an essential component of the learning process ('assessment for learning'), providing a learner with information about their strengths and weaknesses, and so enabling them to identify what they need to learn next. Teachers will have records for each pupil of how far they have achieved the intended learning outcomes of the lesson or unit. These records should form the basis of the teacher's report on each pupil's progress and achievement.

Assessment answers these questions, **for each pupil**:

- How am I doing?
- How is this pupil doing? (in relation to the intended learning outcomes)

MONITORING

Monitoring is an ongoing process that checks the degree to which a **programme, course or scheme of work** is being effectively implemented. These aspects of implementation can be monitored: management, planning, teaching and learning, and assessment.

Monitoring answers the questions:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

EVALUATION

Evaluation is the process that measures whether the **lesson or unit of work** is effective and worthwhile. The assessment of pupil learning will contribute to the lesson/unit evaluation.

Evaluation answers the questions:

- Has this lesson or unit enabled the pupils to learn what was intended?
- Does it meet the needs of the pupils?
- What do we think of it? (teachers and pupils)
- What are its good and bad points?
- Do we need to modify it in any way to improve it?

Assessment methods and process

The Sheffield Hallam research into PSHE education (DfE 2011 <http://shura.shu.ac.uk/3849/>) found that immediate, informal teacher assessment i.e. observation with verbal feedback, was used in nearly all the primary and secondary schools in the survey. However, in primary schools, these observations were often based on how well the pupils participated in the lesson. Pupil self- and peer-assessment were also used in the majority of secondary schools; Ofsted (2013) confirmed this. Whereas each of these methods has its place, to improve standards in PSHE education schools need to use a more rigorous system of assessment which combines these more subjective approaches with evidence of what pupils have learnt from other sources.

Assessment - 3 stages in the learning process

1 Baseline assessment

The PSHE education teacher needs to know about the class's prior learning to ensure the programme is relevant to their needs. A record of each pupil's achievements is the basis for planning differentiated lessons and to provide a baseline against which future progress can be assessed.

Evidence of existing levels of pupils' knowledge, skills and understanding can be gathered using a combination of the following methods: questionnaires, tests and quizzes, Draw & Write activities, mind maps, standpoint taking, self-assessment checklists and previous tests and assessments.

2 Improving learning and achievement: Assessment FOR learning/Formative assessment

Assessment FOR learning enables pupils to understand what they might learn, how well they are doing and what they must do to improve. This is at the heart of the experiential learning cycle (Part 3 Section 3), the 'plan, do, review' approach which gives pupils opportunities to participate and take some responsibility for their learning, supporting their personal and social development.

Self assessment gives pupils the opportunity to reflect on their own performance before they are judged by others, and to identify strengths and weaknesses and ways of improving themselves. Checklists, questions for reflection and discussion, and activities in which pupils have to indicate what they think, feel or understand are ways of doing this.

Pupils as well as teachers can give feedback and assess each other in relation to agreed criteria. Pupils should learn and practise the skills of giving and receiving **feedback** in preparation for **peer assessment**, and ground rules are needed to establish a good climate for learning.

When pupils are carrying out tasks, individually and in a group, or demonstrating skills, it can be effective to appoint other **pupils as observers** with responsibility for noting and recording what the pupils do using, a checklist of actions or skills. Pupils should have an opportunity to rate themselves using the same checklist before they receive the observer's feedback.

3 Judging pupils' progress & achievement: Assessment OF learning/Summative assessment

At the end of a piece of work or at the end of a term or year, pupils expect to know how well they have done. Summative assessment judges the pupils' performance against agreed criteria, the learning outcomes of the programme or unit of work, using a variety of evidence, written, verbal, visual and observed. The evidence can contribute to the pupil's record of achievement and should also be the basis of reports to parents/carers.

Assessment methods can be built into PSHE teaching and learning activities, and used before and after a PSHE unit to demonstrate what has been learnt. Different methods assess knowledge, skills and attitudes and values.

See **Assessment methods** at the end of this section for more information and examples.

ASSESSMENT - LESSON PLANNING CHECKLIST	
BASELINE ASSESSMENT	
<ul style="list-style-type: none"> Use previous tests and assessments to provide a baseline against which future progress can be assessed 	
<ul style="list-style-type: none"> Use baseline assessment methods at the start of assessed units to find out what pupils already know or can do 	
<ul style="list-style-type: none"> Remind pupils of their progress so far and help them identify what they must do to improve 	
FORMATIVE ASSESSMENT - ASSESSMENT FOR LEARNING	
<ul style="list-style-type: none"> Share the aims, objectives and learning outcomes of the unit/lesson with the pupils 	
<ul style="list-style-type: none"> Plan activities designed to achieve the unit's learning outcomes and that allow pupils to demonstrate or apply their learning and generate evidence of achievement 	
<ul style="list-style-type: none"> Set the learning steps according to the experiential learning cycle: action, reflection, learning, application (assessment for learning) 	
<ul style="list-style-type: none"> Provide opportunities for pupils to practise skills before they are assessed 	
<ul style="list-style-type: none"> Teach pupils to give and receive constructive feedback (peer assessment) 	
<ul style="list-style-type: none"> Enable pupils to assess their performance in relation to agreed criteria, using feedback and objective evidence of their knowledge, skills and understanding (self-assessment) 	
<ul style="list-style-type: none"> Enable pupils to consider how make use of what they have learnt to improve their performance 	
SUMMATIVE ASSESSMENT - ASSESSMENT OF LEARNING	
<ul style="list-style-type: none"> Share information with the pupils on what will be assessed, how and when, and the criteria to be used 	
<ul style="list-style-type: none"> Provide opportunities for pupils to demonstrate their learning and be assessed in a variety of ways against the agreed criteria: self-, peer-, and teacher assessment, and objective tests 	
<ul style="list-style-type: none"> Where external partners have contributed to the lesson, identify what pupils have learnt as a result of their input 	
<ul style="list-style-type: none"> Enable both pupils and staff to collect and record evidence of achievement 	
<ul style="list-style-type: none"> Use the records of achievement to produce summative assessments at end of unit, term, year, and key stage and agree these with pupils 	
<ul style="list-style-type: none"> Base annual report on each pupil's progress and achievement in PSHE education on what has been taught, using evidence of their learning 	
<ul style="list-style-type: none"> Celebrate all pupils' achievements and help them to set their own future learning goals 	

What should be assessed in PSHE?

Learning outcomes: Knowledge, skills, attitudes and values

'Most schools focus narrowly only on pupils' progress in developing their subject knowledge and understanding. Relatively few schools attempt to assess changes in pupils' attitudes or their developing skills.' (Time for change? PSHE, Ofsted 2007)

Assessment should encompass the full range of learning outcomes for PSHE education and related to the end of key stage statements. PSHE schemes of work and lesson plans should include learning outcomes, including opportunities for their assessment with the appropriate methods. Learning outcomes should be achievable and capable of being assessed in the PSHE education context, distinguishing them from behavioural outcomes, to which they may contribute. For example:

Learning outcomes:

- Knowledge: How HIV is and is not transmitted, and how to protect against infection.
- Skill: Ability to negotiate less risky alternatives to intercourse.
- Attitude: Demonstration of empathy and concern toward people affected by HIV.

Behavioural outcome: Students use condoms each time they have intercourse.

Success criteria, based on each learning outcome, determine the most appropriate tool for assessment. For example, in a unit on HIV and AIDS, the following means of assessment can be planned to measure the different success criteria:

LEARNING OUTCOME	SUCCESS CRITERION	ASSESSMENT METHOD
Knowledge: Students will learn how HIV is and is not transmitted.	When presented with a list of ways that HIV is and is not transmitted, students will place each item on the list into its correct category.	Set of pictures to sort, showing ways HIV is and is not transmitted. List of descriptions of possible means of transmission; students circle those that describe ways HIV is spread.
Attitude: Students will demonstrate care and concern toward persons affected by HIV.	When presented with a description of a situation involving a person with HIV/AIDS, students will express emotions that indicate caring.	Description of the daily life of a person living with HIV/AIDS; students circle words, from a page of "feelings" words, that describe their reaction to the description.
Skill: Students will be able to negotiate less risky alternatives to intercourse.	When faced with pressure to have unsafe sex, students will suggest at least one safer alternative, will demonstrate confidence in proposing that alternative, and will not give in to pressure.	Role play scenario in which first student pressures second student to have sex, and second student demonstrates the ability to negotiate. Written scenario involving pressure to have unsafe sex; students write a sample dialogue in response.

Adapted from Assessment Strategies for Skills-based Health Education with a focus on HIV prevention and related issues Draft, 2003 UNICEF Education Section, New York, Susan Fountain & Amaya Gillespie.

Pupils should know what criteria will be used to assess their work so that they can understand what is expected of them, set their own targets and plan how they will achieve them, and collect a range of evidence to show what they have learnt.

Assessing progress in PSHE education

When pupils take a test to find out how much they know or have learnt about a topic, such as the constituents of a healthy diet or the characteristics of STIs, their answers can be marked right or wrong and each pupil given a score. The class scores show each pupil's learning in relation to others in the class. The test is an example of a **quantitative** (norm-referenced) assessment method, particularly suitable for assessing knowledge outcomes.

The assessment of skills and attitudes requires a different approach that identifies the degree to which an outcome has been achieved rather than whether it is right or wrong. The appropriate assessment methods use **qualitative** measures to ascertain what the pupil has learnt in relation to set criteria (criterion-referenced). Success is not based on the number of right answers but on whether or not the pupil has demonstrated the required level of competence.

Pupils may be scored simply on the basis of whether or not they can carry out a procedure such as handling a condom correctly. More information can be gathered if a few success criteria are set for an outcome to give a measure of the pupil's progress. Assessment can indicate whether the pupil is: working towards the expected outcome, achieving the expected outcome or working beyond the expected outcome. Assessing PSHE education in this way provides a simple way of checking what pupils have learned and whether they are on track to meet expectations at the end of the key stage. This is all that is required of national curriculum subjects now that they do not specify levels,

For example:

OUTCOME	WORKING TOWARDS	ACHIEVING	WORKING BEYOND
To demonstrate effective behaviour in a group	<ul style="list-style-type: none"> participate as a member of a group in school and/or community activities listen to others in group discussion and comply with positive suggestions in group activity 	<ul style="list-style-type: none"> demonstrate personal and group responsibility in their attitudes to themselves and others accept the values of others articulate their own point of view 	<ul style="list-style-type: none"> organise and prioritise tasks, taking increasing responsibility when participating handle conflict appropriately accept different roles justify personal opinions demonstrate a variety of group skills

Adapted from Citizenship at key stages 1–4 Guidance on assessment, recording and reporting. QCA 2002

Evidence of achievement

Pupils should have a variety of opportunities to demonstrate their achievements in PSHE education. Different types of assessment provide the pupil with evidence of their progress and achievements.

The evidence might include:

Pupil record eg self assessment checklist, reflective diary, logbook or portfolio	provides evidence of the pupil's own assessment which may or may not be substantiated by other evidence
Presentations - oral, visual, written eg interview, assembly, talk, poster, letter, newspaper article, display, website, photo, video, animation	assessed against predetermined criteria (what makes a good piece of work, poster, account, presentation etc) by self, peers, teacher, others
Test of knowledge eg quiz, board or card game, resource for younger pupils	assessed against correct answers (norms)
Test of skill eg role play, skill demonstration	assessed against competence criteria (eg correct use of condom)
Observation record - application of skills and knowledge eg role play, simulation, discussion, debate, planning visit or event, arranging a visitor	by peers and/or teacher using an observer checklist
Awards for specific achievements eg first aid certificates, ASDAN awards	Externally validated evidence

MANAGING ASSESSMENT

Assessment of PSHE education should be part of the whole school assessment policy and strategy, overseen by the senior team. The PSHE education subject leader is responsible for monitoring the standards achieved in the subject and ensuring that all PSHE education teachers mark work and keep records of each pupil's progress based on evidence of achievement. The PSHE education assessment policy and guidance should be set out in the subject handbook.

Plan and manage the assessment process in your school using **Assessing PSHE education – planning checklist**

Recording

Schools should develop systems for pupils to collect evidence of their learning in PSHE education and for teachers to track pupils' progress and achievements.

Pupils should expect to have their work in PSHE education regularly marked by teachers but they can also evidence of what they have learned and achieved. All types of evidence can be kept in an electronic portfolio, which should include self-, peer- and teacher assessments to indicate their progress towards the intended outcomes.

Inclusion of success criteria in the portfolio enables the pupil to:

- see what has been achieved so far and what they need to strive for next
- think about what kind of evidence they might need to collect
- review how they are getting on against the criteria
- choose the best pieces of evidence that show that they have met the criteria

Some schools already give pupils the responsibility of collecting evidence to meet the agreed PSHE education criteria from across the curriculum, and sometimes from extra-curricular and out-of-school activities.

Using the PSHE education portfolio to set personal goals and develop an action planning is a key means to raise levels of achievement and encourage pupils to take more responsibility for their own learning. In this way the portfolio contributes to both assessment for learning and to summative assessment at the end of a unit or year. Teachers can use the portfolios to evaluate PSHE provision and consider the standards being achieved. They help in establishing progression and can be used for moderation.

Teachers should keep a record of each pupil's progress towards the learning outcomes of each unit of work, in terms of marks, levels (working towards, achieving, working beyond) and comments. All of this will prove invaluable when it comes to writing pupils' reports.

Reporting

Pupils and their parents/carers can expect to receive an annual report on their progress in all curriculum subjects including PSHE education. Sometimes this report has been not much more than a testimonial to the pupil's character and behaviour. If PSHE is to rank equally with other subjects then the report should reflect what has been taught and indicate how well the pupil has done in relation to the intended learning outcomes.

Schools must decide who is responsible for writing the PSHE reports on pupils. In secondary schools it often falls to the form tutor who may or may not have information about the pupils' progress and achievements. The trend to forming specialist PSHE departments should lead to improvements in assessment, recording and reporting in PSHE. Implementation of PSHE education will require a review of these processes as evidence of pupil achievement may arise through different activities and in different parts of the curriculum. An overall strategy for co-ordinating this will be needed.

Assessing PSHE education – planning checklist

WHOLE SCHOOL	
<ul style="list-style-type: none"> • Ensure assessment in PSHE education has parity with other subjects and is in line with the whole school assessment and reporting policy 	
<ul style="list-style-type: none"> • Plan how assessment will be monitored, evaluated, recorded, reported to parents, celebrated and rewarded, and who will be responsible for these 	
YEAR PLAN	
<ul style="list-style-type: none"> • Use assessment and evaluation data from previous years and the results of any needs assessment to review whether standards and expectations are sufficiently high 	
<ul style="list-style-type: none"> • Use the end of key stage statements to establish what pupils should know, be able to do and understand by the end of the year and identify what should be assessed 	
<ul style="list-style-type: none"> • Identify the aims, priorities and learning outcomes in the PSHE year plan 	
SCHEME OF WORK / UNIT PLAN	
<ul style="list-style-type: none"> • Identify what pupils are expected to learn (skills, knowledge and attitudes/values) and that there are opportunities in the unit for all pupils to achieve the intended outcomes 	
<ul style="list-style-type: none"> • Where external partners are integrated into the scheme, identify what pupils are expected to learn from them and how this will be assessed 	
<ul style="list-style-type: none"> • Identify what will be assessed at the end of the unit (summative assessment) 	
<ul style="list-style-type: none"> • Agree assessment criteria for each outcome, including progression statements (working towards, achieving, working beyond) 	
<ul style="list-style-type: none"> • Plan regular assessment opportunities into the PSHE education scheme of work using different kinds of activities 	
<ul style="list-style-type: none"> • Consider what types of evidence pupils will have of their learning and how it will be kept and recorded 	
REPORTS	
<ul style="list-style-type: none"> • Provide a report to parents/carers that reflects what has been taught and what the pupil has learnt. 	
<ul style="list-style-type: none"> • Consider how pupils' achievements in PSHE education will be celebrated and shared with the whole school 	
<ul style="list-style-type: none"> • Include pupils' progress and successes in PSHE education in the annual reports to parents/carers and governors 	

Assessment methods

Assessment methods can be built into PSHE teaching and learning activities, and be used before and after a PSHE education unit to demonstrate what has been learnt

Self assessment is at the core of learning in PSHE. It transfers the responsibility for judging their performance and learning to the pupil and is an essential component of assessment FOR learning. Self assessment methods include:

- Checklists of learning objectives or success criteria against which pupils can rate themselves
- Questions for reflection and discussion
- e.g. What went well? What do you like about this piece of work?
 - What could you do to improve it? How would you change it if you did it again?
- Activities in which pupils have to indicate what they think, feel or understand
 - e.g. standpoint taking or values continua

Peer assessment - giving and receiving feedback

Pupils should learn and practise the skills of giving and receiving feedback in preparation for peer assessment

Feedback

Good quality feedback has the following characteristics:

- It is specific rather than general e.g. "I like the way you....." rather than "That was good"
- It is owned by the person giving feedback who uses "I" rather than "you"
- It describes what has been accomplished rather than labels it
- It is positive and identifies strengths
- It is constructive i.e. it identifies what could be changed or improved

Help pupils to value feedback and to learn how to receive it:

- Listen to and accept what is said
- Do not explain, argue or become defensive
- Ask for clarification if you do not understand fully
- Value the feedback as helpful information about yourself and the speaker

Different methods used to assess knowledge, skills and attitudes and values:

Assessing knowledge

Knowledge can be assessed by tests and written assignments, and by exercises that require the application of knowledge.

- Quiz
A quiz may be in true/false or multiple-choice format or ask the pupil to fill in blanks in incomplete sentences.
- Picture sort or sequencing
Sets of pictures can be sorted according to various criteria eg foods which are bad for our teeth, ways in which HIV is or is not transmitted, or arranged in a correct sequence eg taking our medicine, using a condom correctly.
- Problem page letters
Pupils respond to a letter from a peer who is concerned about an issue or has taken a risk of some sort. Alternatively the letters can be sorted according to whether the behaviours described in the letters carry a high risk, low risk, or no risk. The response can also indicate the pupil's knowledge of sources of information and support and their ability to advise another.

Examples of problem page letters:

One of my friends has offered to pierce my ears. She has needles and she has pierced a lot of other girls' ears with them. Is it dangerous to let her do this?

My friend John is 14. He's in my class at school but he gets teased a lot because he's small for his age. He tries to show that it doesn't upset him but I think it might. How can I help him?

- Matching lists
 eg words and definitions such as names and functions of body organs, types of drugs and their effects, contraceptive methods and their definitions.
- 'Draw & Write' (See Consulting with pupils in Part 3 Section 2 for an example)
 This method can be used to identify existing knowledge about a topic such as growing up, as well as the pupils' attitudes to it. A simpler approach is to ask pupils to make a drawing in response to a question such as 'draw pictures of people who help us'.
- Instruction manual
 Pupils prepare an instruction manual on a selected topic such as how to be a good friend, how to use a condom or how to find out about local services. In a variation on this approach each pupil or small group is given an object such as one of a range of types of sanitary protection or contraceptives and asked to evaluate it in relation to specific criteria such as ease of use, impact on the environment etc. and to prepare to present this to another pupil or small group, who assess the accuracy and effectiveness of the presentation.

Assessing skills

Skills are best assessed when demonstrated by the pupil in a real or simulated situation. Pupils should have had opportunities to practice skills before being assessed. It is good practice for pupils to assess themselves before being assessed by others. Pupils can work in pairs or in groups and assess themselves and each other using a checklist.

- Self assessment checklist

Example: **Pupil rating scale: Managing feelings**

SEAL LEARNING OUTCOME	CIRCLE THE NUMBER THAT FITS WITH YOUR VIEW ABOUT YOURSELF									
	Not at all					Very much				
I can express my feelings clearly and openly and appropriately in different situations.	1	2	3	4	5	6	7	8	9	10
I know that how I express my feelings makes a difference to other people and what happens to me.	1	2	3	4	5	6	7	8	9	10
I know some ways to manage strong feelings so that I do not hurt myself and other people.	1	2	3	4	5	6	7	8	9	10
I know what makes me feel good and how to help have a good time in ways that don't hurt myself or other people.	1	2	3	4	5	6	7	8	9	10
I know that how I feel makes a difference to my health and know how to keep myself well and happy.	1	2	3	4	5	6	7	8	9	10
I can reduce, manage or change strong and uncomfortable feelings such as anger, anxiety, stress and jealousy.	1	2	3	4	5	6	7	8	9	10

From; Social and Emotional Aspects of Learning for secondary schools (SEAL) Tools for profiling, monitoring and evaluation, DfES Crown copyright 2007

- Role play
 Pupils can demonstrate skills in role play situations, for example, they can demonstrate refusal skills that are effective in enabling them to resist pressure to engage in risky behaviour. Peers then assess whether the response would be effective, partially effective, or not effective according to whether the pupil can:
 - distinguish between passive, assertive and aggressive responses
 - use all the parts of an assertive response: explaining your feelings and the problem, making your request, and asking how the other person feels about your request
 - make 'I' statements
 - respond in a non-confrontational manner

Being assertive/Saying 'No': role-play scenarios

- A man who lives in your street offers you a lift home in his car
- A school mate suggests taking a short cut home across the railway line
- A boy/girl you like as a friend asks you out on a date
- A friend says everyone else at the party is using drugs, so you should too
- A boy tries to convince a girl to have sexual intercourse, accusing her of being afraid
- A friend argues that if you do not want to drink alcohol, you are a boring person
- A boy tries to convince a girl that he can't use a condom because it would spoil his pleasure

• Observer checklist

Example: **Identifying individual contributions to group tasks**

These statements can be copied onto card and cut up. Groups use the cards as a guide and discuss what helped them complete the group task/activity. Individuals allocate cards to group members as part of assessing individual contributions to group tasks

Asked useful questions to clarify what we had learnt	Challenged someone's opinion appropriately	Helped another member of the group to develop new skills	Used verbal/reporting skills effectively
Helped to organise and allocate the tasks in the group	Identified risks in a situation	Helped to resolve a conflict in the group	Supported another member of the group, explaining things he or she did not understand
Helped the group to review its work by posing review questions	Used imagination to consider another person's experiences	Helped to identify the skills used and the way the group worked	Summarised and recorded the results of discussion
Used research skills effectively to provide group with accurate information	Identified new sources of information to enable the group to gain a balanced view of a situation	Contacted someone who could provide expert information to the group	Led the presentation of results of group enquiry
Gave technical support on developing a presentation using ICT	Involved members of the wider community in the group's activities	Suggested how learning could be applied in another situation	Expressed and explained another person's views, even though they were not his or her own

Adapted from Examples of materials for teachers assessing citizenship QCA 2003

Assessing attitudes and values

It is sometimes felt that pupils' values are too personal to be assessed. However PSHE programmes are not value free: one of their expressed aims is to promote attitudes such as a positive self-concept, tolerance and respect for difference etc. Enabling pupils to reflect on their own values and attitudes and to understand that others may challenge them is a key aim of PSHE. Assessment of attitudes and values begins with pupil self-assessment as a precursor to the pupils' ability to present their own views and to understand their impact on self and others. A range of methods can assess attitudes and values, and changes in them.

• Standpoint taking or values continuum

Teachers can gauge the range of attitudes in the class by using an activity in which a series of statements is presented to the pupils, who are asked to decide how far they agree or disagree with each statement. One end of the class is labelled 'Agree', the other end 'Disagree'; pupils move to either end of the room according to their response to the statement; they may position themselves on a continuum from 'strongly agree', to 'strongly disagree' according to the strength of their response. This approach allows the pupils to assess themselves as well as seeing how their views compare with their peers. Statements from self assessment checklists, eg. Attitudes to Drugs and Drug Users (above), can be used for this exercise.

• Self assessment questionnaire or checklist

Example: **Self assessment checklist**

ATTITUDES AND BELIEFS ABOUT DRUGS AND DRUG USERS	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
1. I am a drug user					
2. Alcohol and tobacco aren't real drugs					
3. The only drugs we need to worry about are "hard" drugs.					
4. Getting drunk every now and again is alright					
5. People should be taught to use drugs safely					
6. Drug use can be fun					
7. Cannabis should be made legal to use					
8. Young men and young women need different information about illegal drugs					
9. It is safer for drivers to smoke cannabis and drive than to drink alcohol and drive					
10. All drug use is problematic					

- **Poster design** - A poster can display a pupil's attitude to or belief in the importance of an issue or message. For example, pupils can design a poster to demonstrate the benefits of condom use. The posters can be rated from 1 = not effective, 2 = partially effective, 3 = effective, or 4 = highly effective.

Criteria for assessing a poster

1) How accurate is the information?	1	2	3	4
2) How easy are the images to understand?	1	2	3	4
3) How appealing is the poster to the target group?	1	2	3	4
4) How strong is the poster's impact?	1	2	3	4
5) How persuasive is the poster?	1	2	3	4
6) How well does it convey important message/s?*	1	2	3	4

What do we like about the poster? How could the poster be improved?

* Eg. Does it emphasise the importance of using a condom every time if sexually active?

Does it help inform about where to get condoms?

Does it challenge myths about condom use

Does it promote the idea that talking about and using condoms is part of a healthy, loving relationship?

Adapted from Assessment Strategies for Skills-based Health Education, UNICEF 2003

Assessment methods using a stimulus - knowledge skills and attitudes

There are many possibilities for assessing knowledge, skills and attitudes where pupils demonstrate what they know, can do and think about in response to a stimulus such as a scenario, a photo, a picture or a cartoon. The pupil can, for example, identify risky behaviours, or degrees of risk (knowledge), describe what a character might have done differently (skills) or describe how they feel about the actions of a character (attitudes).

For example, pupils can:

- Look at a scenario and answer "What would you do in this situation?"
- Write a caption for a photo or picture
- Fill in an empty speech bubble in a cartoon

Example: Assessing Risk Scenario

Tracey, who is 15, has been invited to a party by a 20 year old man. She has only known him for a week, but she really likes him. The day before the party, Tracey finds out that she doesn't know anyone else who is going. Her friend has told her that there will be alcohol at the party, and she has also heard that people get drunk at these parties and end up having sex. Tracey thinks this young man is interested in her, but she does not feel ready to have sex with him.

1. What are the potential risks for Tracey in this scenario?
eg going to a party with someone she doesn't know well
2. Write an ending for the scenario in which Tracey negotiates with the young man and reduces the risks.
eg Tracey suggests to her boyfriend that they find something else to do together that night, like go to see a film

Section 5 - PSHE education training & continuous professional development (CPD)

In schools with outstanding PSHE education the subject leaders and teachers are well trained (Ofsted 2013). However, overall, 40% of the teaching required improvement or was inadequate and 20% of the teachers had received little or no training to teach PSHE education:

'Teachers have received little or no subject-specific training. As a result, they have limited subject knowledge and are unskilled in teaching sensitive and controversial issues; lessons are poorly planned because the teachers are unsure about what they want the pupils to learn, and the work is too easy. In the worst-case scenarios teachers' lack of subject expertise leads to them imparting inaccurate information or compromising the emotional well-being of pupils.'

Lack of training also meant that some key issues were avoided, including puberty, sexuality and domestic violence and teaching about diversity and discrimination was weak.

Staff teaching PSHE education must receive subject-specific training and regular updates. Ofsted found that the quality of teaching by specialist teachers is considerably better than that of non-specialist form tutors (Ofsted 2005), who were given insufficient training to help them improve their subject knowledge and the teaching skills needed in the subject.

The Education Select Committee report on PSHE and SRE (Feb 2015) recommends:

*'That the DfE restores funding for the **National PSHE CPD programme**, with the aim of ensuring that all primary and secondary schools have at least one teacher who has received specialist training in PSHE, and monitor progress towards this'.*

Appendix 7 Education Select Committee report on PSHE and SRE recommendations
Appendix 13 The national standards for the PSHE CPD programme for teachers

Who should be trained?

1. Training for all teachers

Training and continuous professional development are essential to develop and maintain teams of specialist PSHE teachers, but, given the increasing whole school emphasis on the pupils' personal development and well-being, they are also an issue for all teachers who need to:

- understand their role in raising levels of self awareness and self esteem
- know how to enable pupils to take more responsibility for their behaviour and learning
- know how to act as facilitator of, for example, class discussions and group projects
- understand the importance of reflection and review to the learning process

Core competencies for all teachers include the ability to:

- create a suitable climate which fosters trust and mutual respect between adults and pupils in the school and community; and which makes a positive contribution to the ethos of the school
- set and maintain boundaries for pupils which provide security but not constraints; maintaining a professional distance from pupils; being clear about personal privacy and the boundaries of confidentiality
- plan developmentally appropriate, structured learning experiences, based on a knowledge and understanding of the pupils' needs and experiences
- understand and accept emotions, recognising and responding to individual needs; avoiding confrontation; and maintaining the teacher's and pupils' dignity
- listen to pupils and to promote effective communication between pupils and others
- promote social and moral responsibility: interpreting and putting into practice the school's values framework and being able to handle controversial and sensitive issues within it
- select and use a variety of teaching methods to teach skills, develop values and attitudes, and to provide access to knowledge and understanding.
- enable pupils to learn from all kinds of experience, including failure, and to use what they have learned (adapted from *PASSPORT*, Gulkbenkian Foundation 2000)

2. Training PSHE education subject leaders

A key action schools can take to improve the quality of leadership and management in PSHE education is to ensure that subject leaders receive appropriate leadership training. In a third of primary and secondary schools the subject leader was inadequately trained for a leadership role (Ofsted 2013). PSHE education subject leaders need the skills to manage a broad subject, to lead and develop a specialist team, and to understand how to draw on data such as local social and health statistics, pupils' previous knowledge and views to inform curriculum planning.

3. Training PSHE education specialists

The PSHE education curriculum was usually more coherent and comprehensive in schools that offered discrete PSHE education lessons taught by specialists (Ofsted 2013). Where teaching was poor, teachers lacked up-to-date-subject knowledge and expertise in teaching sensitive or controversial issues.

Confident PSHE education teachers understand how skills such as decision-making can be developed, how their attitudes and values may have an impact on their teaching, as well as acquiring up-to-date, specialist knowledge. PSHE teachers should experience and reflect on all these aspects of PSHE, and have access to ongoing support. This requires time; however the impact on classroom practice can be profound. Some teachers can be trained as specialists in SRE, drugs education or financial capability etc., providing support for other teachers in the team.

PSHE education teacher's self assessment checklist can help teachers to identify their training needs and track their progress. **(Part 1 Section 3)**

Sources of training

- Leicestershire Healthy Schools programme <http://www.leicestershirehealthyschools.org.uk/> offers training.
- The National PSHE CPD Programme <http://www.babcock-education.co.uk/4S/PSHE-CPD>
- This is a university accredited training programme for teachers and other professionals.
- Specialist organisations offer training in their area of expertise. (See PART 2 Section

The essential elements of a CPD programme for PSHE teaching

PSHE education CPD should have the characteristics that are effective in improving teachers' performance and in raising standards (Teacher Training Agency 2005):

- a clear vision of what effective teaching looks like
- opportunities to develop further experience in subject content and teaching strategies,
- continuous inquiry and problem-solving embedded in the daily life of schools;
- driven by a sustainable, coherent long-term plan;
- support in the form of coaching and mentoring from experienced colleagues;
- and evaluation of impact on teaching and learning.

A teacher can develop their practice through a range of CPD activities including:

- mentoring by a more experienced colleague
- being observed by a critical friend
- in-school workshops and training days
- discussion of good practice
- team teaching
- exchanging good practice with other schools
- involvement in working parties.
- subject network meetings
- exploring issues on the internet
- attending courses and conferences

Some of these methods listed are better than others at changing and improving a teacher's classroom practice: feedback from an experienced colleague is more likely to have an impact on this than finding materials on the internet. Only limited development is likely to occur after a one-day course, whereas as a series of training experiences spread over time will provide opportunities for teachers to try out new approaches, and reflect on their practice with the help of a mentor.

To help PSHE teachers to transfer their training to the classroom, a CPD programme for PSHE teaching should include these five elements:

1. Build the CPD programme on the **key concepts** of the personal and social development process that underpins effective PSHE education
2. Model PSHE education through **experiential learning**, demonstrating good practice in planning and facilitation, so teachers understand the process first-hand and reflect on how they can implement it
3. Enable participants to **practise** the core competencies of teaching PSHE and **apply** their learning immediately through a series of school-based action research tasks
4. Build in structured opportunities for participants to give and receive **feedback** on their mastery of the approach to PSHE education
5. Provide teachers with ongoing **school-based support, feedback and coaching** from their colleagues and local advisers and consultants to develop their practice.

Choosing effective CPD for PSHE education

GOOD PRACTICE	RATE THE CPD PROGRAMME	INEFFECTIVE PRACTICE
Extended, developmental programme, with several contact events over time	←————→	One-off session
First-hand experience of how to promote personal & social development through PSHE education	←————→	Didactic, mainly through presentations and powerpoints
Opportunity to experience group membership and make relationships	←————→	No, or cursory, group work
Work-based tasks so that participants can apply learning and give feedback	←————→	Self-contained; no tasks set
Models good practice in PSHE education	←————→	Describes good practice in PSHE education
Develops core approach to apply to different aspects of PSHE education	←————→	Tips for teachers
Balance between developing personal and social skills & acquiring knowledge	←————→	Information-based
Tutor is facilitator	←————→	Tutor is lecturer/presenter
Participants develop a wide repertoire of PSHE education methods / activities	←————→	Not focused on classroom practice
Focus on accessing reliable sources of specialist information & resources	←————→	Either no up-to-date information on specialist topics or information-heavy
Opportunities to practise new teaching strategies & receive feedback	←————→	No practical or practice sessions
Coaching, feedback, guidance & support built in over the programme	←————→	No coaching, feedback, guidance or support beyond the session
Support material sufficiently detailed to enable transfer to the classroom	←————→	No supporting materials
Reflective practice with time to analyse experience and apply learning	←————→	No time for reflection

Section 6 - MONITORING and EVALUATION

'Few departments scrutinise pupils' work or undertake departmental reviews as they would routinely do for other subjects.' (Ofsted 2103)

The need to manage all the curriculum elements of PSHE Education, the numbers of staff involved in most schools and the tendency to higher levels of staff turnover make monitoring, evaluation and review central to effective management. Regular scrutiny can ensure that standards are maintained and pupil entitlement is ensured.

Ofsted will expect the PSHE education subject leader to provide evidence of the implementation of the programme, the quality of teaching and learning, and pupil progress and achievement. The subject leader's job description should include these responsibilities, as well as time allocated to carry them out, to bring PSHE education in line with other subjects, and to prepare for inspection. See the **PSHE education subject leaders checklist: Reviewing PSHE education** (Part 1 Section 1).

Monitoring, evaluation and review should be carried out at the level of the whole school, the subject and the classroom. Although the PSHE subject leader will generally have specific responsibility for it, in association with the senior team, it should be a collaborative process involving PSHE education teachers and pupils working together to improve the programme. Governors, parents/carers, other partners and the wider community can also make a contribution. Regular monitoring, evaluation and review provide information for the school improvement plan, identifying areas for development and training needs.

Monitoring

Monitoring is the ongoing process that checks the degree to which the PSHE education programme is being effectively implemented, and standards achieved. It answers these questions:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?
- Is pupils' learning, progress and achievement assessed, recorded and reported?

Monitoring involves:

- looking at the organisation of PSHE education including timetabling, staffing, resources
- checking that PSHE education policies and curriculum plans are up to date, have been amended as a result of feedback, and reflect current good practice guidance
- consulting pupils about the relevance of the planned programme
- regularly reviewing the programme with the PSHE education teachers and pupils
- observing PSHE education teaching
- examining staff records and samples of pupils' work

THE TOOLKIT INCLUDES CHECKLISTS AND FORMATS FOR MONITORING PSHE EDUCATION	PART/SECTION
• Rate your school's PSHE education	Part 1
• Senior leader's checklist - Championing PSHE education	Part 1 Sect 1
• PSHE education subject leaders checklist: Reviewing PSHE education	Part 1 Sect 1
• The contents of the PSHE education handbook	Appendix 4
• School policy record	Part 1 Sect 1
• PSHE education policy checklist	Part 1 Sect 1
• Is your PSHE education curriculum up-to-date?	Part 1 Sect 2
• Review your school's teaching of personal and social skills	Part 1 Sect 2
• Recognise PSHE education opportunities and experiences	Part 3 Sect 1
• Enrichment opportunities across the curriculum/age range	Part 1 Sect 2
• Is PSHE education an entitlement for all, meeting diverse needs?	Part 1 Sect 2
• PSHE education subject leader's monitoring checklist	Part 1 Sect 3
• PSHE education teacher's self assessment checklist	Part 1 Sect 3
• Teaching PSHE education - good practice checklist	Part 3 Sect 3
• Lesson observation	Part 3 Sect 3
• Annual review of PSHE education	Part 3 Sect 2
• Curriculum planning - year plan and scheme of work	Part 3 Sect 2
• Planning a PSHE education lesson	Part 3 Sect 3
• PSHE education lesson evaluation	Part 3 Sect 3
• Assessing PSHE education – planning checklist	Part 3 Sect 4
• Assessment - Lesson planning checklist	Part 3 Sect 4
• Evaluation checklist	Part 3 Sect 6
• Pupil questionnaire	Part 3 Sect 2
• Parent's/carer's questionnaire	Part 3 Sect 2
• Choosing effective CPD for PSHE education	Part 3 Sect 5

Evaluation

Evaluation is the process that gauges whether the lesson, unit or scheme of work is effective and worthwhile. It is not an end in itself but a means to improving provision and raising standards. The review process identifies issues for development arising from the evaluation. It may lead to changes in the PSHE education policy and curriculum, and may contribute to further targets for wider school improvement.

A programme is effective if pupils learn what is intended, and that this is relevant and meets their needs. Assessment of pupil learning is essential to the evaluation of PSHE education; it is also important to find out if both staff and pupils have enjoyed the programme.

Evaluation can answer these questions:

- Has this lesson or unit enabled the pupils to learn what was intended?
- Does it meet the needs of the pupils?
- What do teachers and pupils think of it?
- What are its good and bad points?
- Does it need to be modified in anyway to improve it?
-

Evaluation involves:

- teacher evaluation of lessons and units
- teacher feedback on the overall programme
- evidence from lesson observations
- evaluation of contributions of external partners
- feedback and evaluation by pupils
- scrutiny of assessment records
- sampling pupils' work and portfolios
- review of subject plan and targets achieved

Evaluation methods

Information and feedback about the programme can be obtained using these methods:

- Lesson observations
- Evaluation forms for teachers and for pupils
- Structured conversations, interviews and focus groups
- Questionnaires and surveys
- Active methods eg evaluation voting, graffiti wall

Example: Pupil evaluation form

ASKING YOUR OPINION Year 6 Sex and relationships education

1 Think of three things you have learnt from this topic. Write them below, using sentences.

(1)

(2)

(3)

2 Which part of the topic did you most enjoy? Give reasons for your choice. Use sentences.

3 Which part of the topic did you least enjoy? Give reasons for your choice. Use sentences.

4 In what ways could the sessions have been better? Use sentences.

5 What would you have liked to learn about that we didn't cover? Use sentences.

6 Why is it important that year 6 study this topic on 'Growth and Change'? Use sentences.

Courtesy of Broadwater School, Wandsworth

PSHE education Evaluation checklist

IN THE CLASSROOM	
• Have the pupils had an opportunity to evaluate and give feedback on the lesson, unit or programme?	
• Were the aims and objectives met?	
• Did pupils learn what was intended ie new knowledge, concepts, skills, attitudes and values?	
• Are expectations sufficiently high, and do all pupils achieve success?	
• What went well and what should be changed next time?	
• What aspects would pupils like more of or less of?	
• Was the input from external contributors worthwhile, adding value to the programme?	
• What additional training, resources or information are needed?	
AT THE SUBJECT LEVEL	
• Does the end of unit, term or year evaluation include feedback from all partners: pupils, teachers, external contributors and parents/carers?	
• How satisfied are the partners with the programme and what are their recommendations for the future?	
• Have any new needs or priorities been identified?	
• Do any changes need to be made to the sequence of learning and progression?	
• Are there sufficient planned opportunities across the curriculum for community involvement & 'real life' learning from experience to extend PSHE education lessons?	
• Have parents/carers had opportunities to support and be involved in the programme?	
• How good are the standards of teaching and learning?	
• What has been achieved over the past year, and what were the highlights of the programme?	
• What needs to be changed and what targets should be set in the subject development plan?	
• What are the implications for professional development, external contributors and resources?	
WHOLE SCHOOL APPROACH	
• Is PSHE education being effectively managed, resourced, taught, assessed, monitored and evaluated?	
• How effective and coherent is the whole school personal and social development programme?	
• Are standards of pupil achievement being maintained or exceeded?	
• What targets for development have been identified, and how will PSHE education contribute to whole school improvement	
• Is the most recent evaluation of PSHE education ready to contribute to the evidence to meet Ofsted's judgements on the quality of education provided by the school	

Ofsted and the inspection of PSHE education - See Part 2 Section 1

APPENDICES

- Appendix 1 The characteristics of outstanding PSHE education
- Appendix 2 Definition of SMSC
- Appendix 3 The role of PSHE education subject leader
- Appendix 4 PSHE education Handbook
- Appendix 5 PSHE education policy framework
- Appendix 6 Confidentiality
- Appendix 7 Education Select Committee report on PSHE and SRE recommendations
- Appendix 8 Key Stages 1 & 2 PSHE & citizenship frameworks and end of key stage statements
- Appendix 9 Key Stages 3 & 4 PSHE education frameworks and end of key stage statements
- Appendix 10 Frameworks for PSHE education
- Appendix 11 SEAL
- Appendix 12 SRE in National Curriculum science
- Appendix 13 The national standards for the PSHE CPD programme for teachers
- Appendix 14 Statutory duties and government guidance

Appendix 1 The characteristics of outstanding PSHE education

Pupils demonstrate excellent personal and social skills

They form open, harmonious and trusting relationships that enable them to express their feelings and opinions. Typically, pupils would listen well to each other in PSHE education lessons, ask thoughtful questions of their teacher and each other and use sound evidence to justify their own views.

All pupils share a sense of pride in the contribution they make in school

For example, as school and eco-council representatives and playground leaders. Older pupils may plan and deliver PSHE education lessons for younger pupils, become involved in the local youth parliament and help with environmental planning around the school. Through effective monitoring, schools ensure that *all* pupils are encouraged and have an opportunity to make a genuine, valued and recognised contribution to school life.

Pupils can describe what they have learnt in PSHE with maturity and enthusiasm

They are keen to express their own views, are analytical and reflective and ask challenging questions. They have the confidence to discuss and debate sensitive and controversial issues in PSHE education lessons, socially around the school, and with visitors. They have the self-assurance to disagree, while respecting the differing views of others.

Pupils are independent learners and take responsibility

PSHE education lessons and extra-curricular activities enable pupils to work without supervision and use their initiative to set up related projects, surveys and other activities. This includes, for example, setting up a website to raise awareness and gather opinions about social and environmental issues affecting young people in the local area; researching and delivering assemblies during LGBT or Black History month; and setting up pupil focus groups to inform school leaders and governors on curriculum and wider school matters.

Teachers have excellent subject knowledge and skills

They use a range of well-chosen and imaginative resources to support learning, such as case studies, scenarios, visual images and video clips with thought-provoking messages. For example, the use of photographs depicting young people in potentially risky situations as a stimulus to discussion about ways to maintain personal safety. Teachers draw on current regional and national research and statistical data to illustrate and exemplify lesson content. They communicate to pupils their high expectations, and excellent, trusting relationships ensure that pupils enjoy a challenging learning environment.

Teaching activities meet the needs of different groups and individuals

Extension tasks are assigned to challenge the more able, and appropriate support is put in place for those with literacy needs. An example from an outstanding primary school was a Year 3 class working in different ability groups with various levels of teaching support to explore how they could ensure that a new child joining the school could make friends. Some focused on how they might themselves feel, using emotion cards and pictures; others explored a range of scenarios, including how they could befriend a non-English speaker, or a deaf or disabled child.

Teachers are skillful in teaching sensitive and controversial topics

They command the respect and trust of pupils by their ability to promote emotionally safe and secure learning environments that enable pupils to discuss sensitive issues comfortably. The classroom ethos is understood, valued and applied to all class members including the teacher. Simple rules such as not asking personal questions or deliberately causing offence protect both pupils and teacher and facilitate wide-ranging and open-ended discussion.

Teachers use questioning effectively

They use questioning to challenge pupils' views, deepen thinking and support pupils of different abilities. Teachers encourage pupils to hone their thinking and strengthen or reconsider their responses; for example, by posing controversial debating motions such as: 'Teenage pregnancy is natural', or 'If alcohol is legal why ban drugs?' Effective questioning provides good opportunities for pupils and teachers to reflect on what the class has learnt and how to build on their knowledge and understanding.

Teachers assess learning rigorously

Assessment tasks are built into schemes of work and pupils have a clear idea of their progress. Work is marked regularly and includes helpful comments about how to improve. This monitoring of progress is appropriate to the activity and used to identify pupils who may benefit from additional support or intervention. An example of outstanding practice in assessment is a secondary school that uses a wide range of methods, including project work; tests; written assignments; accredited courses; students' pre- and post-unit self-evaluations; and reflective logbooks to record progress in students' community activities.

The curriculum is innovative and creative

The PSHE education programme is imaginative and provides pupils with an abundance of enriching opportunities. The programme builds on previous learning and meets the needs of all groups of pupils. It is well balanced between discrete lessons, cross-curricular themes, assemblies, themed days and special events. External speakers make an effective contribution. They bring a wider range of expertise and life experiences and support pupils in raising their aspirations.

The curriculum is regularly reviewed and revised

The health and social contexts of the local community and of individuals in the school are well analysed to ensure that the programme meets pupils' needs. Regular and informed pupil, teacher, and parent and carer evaluations are used to review and improve provision.

The curriculum is designed to meet the specific needs of disabled pupils and those with special educational needs, and those in challenging circumstances

Pupils with special educational needs can access, with their parents and carers, bespoke support for sex and relationships education, and pupils in challenging circumstances are offered tailored programmes on issues such as anger management, drug and alcohol education, sexual exploitation and teenage pregnancy.

High-quality enrichment activities make an outstanding contribution to the development of PSHE education skills

The enrichment programme is broad, varied and accessible to all pupils who may wish to engage with the activities. Schools monitor and analyse the take-up of extra-curricular options to ensure that they impact positively on pupils' personal and social skills, so that no groups or individuals are missing out and pupils' needs, interests and aspirations are met.

School leaders champion PSHE education

The subject has high status and is central to the vision and ethos of the school. Leaders and managers believe that pupils' success in PSHE education is central to their overall success. As a result, the subject is high profile, well-resourced and supported by a governing body that understand the aims and aspirations of PSHE education. Subject leaders are trained in leadership and the high expectations of teachers and support staff are supported by regular, high-quality subject-specific training and the provision of good-quality resources.

Leaders and managers rigorously monitor the quality of teaching

Accurate self-evaluation is supported by regular checks on pupils' progress; observations and evaluation of teaching, including by external contributors; work scrutiny; and surveys of staff, pupils, parents and carers. This is used to inform plans for improvement and training needs.

Not yet good enough: personal, social, health and economic education in schools (Ofsted, 2013)
<http://webarchive.nationalarchives.gov.uk/20141124154759/http://www.ofsted.gov.uk/resources/not-yet-good-enough-personal-social-health-and-economic-education-schools>

Appendix 2 Definition of SMSC

Defining spiritual, moral, social and cultural development

The **spiritual** development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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.

The **moral** development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, 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 being able to understand and appreciate the viewpoints of others on these issues.

The **social** development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils 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 and engagement with the fundamental British values⁴¹ of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The **cultural** development of pupils is shown by 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 within school and further afield as an essential element of their preparation for life in modern Britain
- 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, 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, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

School Inspection Handbook, (Ofsted Jan 2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/391531/School_inspection_handbook.pdf

See also Promoting fundamental British values through SMSC

www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc

See Appendix 14 Statutory duties and government guidance

References to PSHE education; citizenship education; and Spiritual, Moral, Social and Cultural development in Ofsted's inspector guidance: School inspection handbook and Inspecting safeguarding in maintained schools and academies.

Appendix 3 The role of PSHE education subject leader

1. Leadership and management

- Have clear understanding of the aims and purposes of PSHE education, how it contributes to school improvement and the achievement of pupils
- Maintain the profile of PSHE education in the school and in school decision-making, ensuring that it has equal status with other curriculum subjects
- Develop a budgeted annual PSHE education plan, in line with the school improvement plan
- Be a good practitioner, willing to share with, support and motivate colleagues
- Keep abreast of local and national developments in PSHE education and the wider personal development/ECM agenda
- Disseminate information relating to local & national priorities to inform PSHE education planning & delivery eg teenage pregnancy data
- Develop and lead a PSHE education team of committed teachers with the expertise to provide a high quality programme, with regular meetings and delegation of roles, responsibilities and tasks
- Produce a comprehensive PSHE education handbook with aims, policies and schemes of work

2. Policy development:

- Lead development of PSHE education policies covering SRE, alcohol and drug education and the management of drug-related incidents; and link to policies for confidentiality and safeguarding; behaviour; inclusion and equal opportunities; anti-bullying; and the Healthy Schools policy
- Manage appropriate consultations about policy with staff, pupils, parents, community stakeholders and governors
- Set and implement timetable for review and amendment of policy
- Ensure PSHE education conforms with other whole school policies including inclusion, teaching & learning and assessment

3. Curriculum planning

- Ensure that PSHE education is appropriately timetabled and staffed, with sufficient curriculum time
- Lead the drawing up of a scheme of work for PSHE education that is in line with statutory requirements, including the national curriculum, the aims of the school, addresses local and national priorities and meets the needs of the pupils
- Ensure specific teaching objectives and intended learning outcomes are set for each year or class, reflecting a balance between the development of personal and social skills, knowledge and understanding and exploring attitudes and values
- Agree which outcomes will be assessed, recorded and reported.
- Identify learning opportunities for PSHE education in other subjects
- Identify enrichment activities that supplement PSHE education
- Ensure the programme is supported by appropriate and accessible resources
- Provide a differentiated programme to meet the needs of different learners

4. Managing teaching & learning

- Teach PSHE education, and be recognised as a good practitioner
- Create a safe and supportive classroom environment through the development of ground rules with each group of pupils
- Discuss and disseminate best practice in teaching & learning, which is active and developmental, and encourages pupil participation
- Ensure the programme includes a wide range of approaches and activities for pupils and that staff have the skills and experience to lead them effectively
- Help staff to select activities and resources that meet the intended learning outcomes of the programme and the needs of the pupils
- Ensure lessons reflect all aspects of difference and diversity within the classroom and community.
- Provide a range of assessment activities that teachers can use to assess achievement of different outcomes, taking account of skills development, as well as gaining knowledge.

- Place an emphasis on pupil reflection and self–assessment as the foundation of learning in PSHE education

5. Partnership working and communication

- Liaise with other contributors to the whole school approach to PSD, including the Healthy School co-ordinator
- Ensure parents/carers and governors are consulted and informed about the development of the PSHE education programme
- Use the school’s processes for involvement of pupils in the development and evaluation of the curriculum, including circle time, school council, Pupil Voice etc
- Identify specialist agencies that can add value to the PSHE education programme, and use the school’s protocols to negotiate their input, including discussion of mutual expectations, preparation and follow-up; and ensure that they are aware of relevant school policies
- Provide information to pupils, staff and parents/carers about appropriate agencies and services offering information, advice and support
- Liaise with other local schools to ensure consistency and continuity at transition

6. Training & support

- Liaise with the CPD coordinator to develop a plan to support PSHE education; negotiate a budget to support this
- Attend to their own training and development needs, including subject leadership skills
- Enable staff to identify their own CPD needs and meet them
- Ensure staff are aware of the systems of support for pupils
- Support staff through meetings, workshops, team-teaching, mutual observation and be prepared to provide and accept constructive feedback

7. Monitoring and evaluation

- Monitor that the PSHE education programme is being effectively implemented, in line with the school’s policy for subject monitoring; monitor budget expenditure
- Monitor the quality of teaching and learning, including external partners, through a planned programme of classroom observations, and disseminate good practice
- Monitor consistency and validity of assessment of pupil learning
- Monitor pupil progress and achievement, identifying pupils who may need additional support
- Evaluate the effectiveness of the programme in terms of qualitative and quantitative outcomes, including pupil achievement, and satisfaction of staff, pupils and other contributors, and amend the programme accordingly
- Contribute outcomes achieved through PSHE education to evidence to meet Ofsted’s judgements on the quality of education provided by the school
- Report on the effectiveness of the PSHE programme to senior leaders, governors, parents/carers and student council

Appendix 4 The PSHE education Handbook

A subject handbook is essential for a well-managed subject. The subject leader/coordinator should work with others to prepare and develop the handbook, but the final responsibility lies with the subject leader. It should inform new members of the PSHE education team, and provide a record of working practices for staff taking over leadership of the area.

The contents of the PSHE Handbook:

- PSHE education aims & objectives
- Entry in school prospectus/on school website
- Key policies (dated): PSHE education, SRE, Alcohol & drug education, SMSC; Healthy Schools
- Cross-references to associated policies: safeguarding & confidentiality; behaviour; equality & inclusion; anti-bullying; assessment
- Contribution to Healthy School status
- Inclusion statement
- Management responsibilities for PSHE education
- Membership of PSHE education team
- Budget and resources
- Annual subject development plan
- Annual CPD plan & programme
- Dates, agendas & minutes of departmental/team meetings
- Organisation of teaching groups; staffing; staff timetables
- Programmes of study, year overviews, units of work, key resources
- Schemes of work for each year group/class
- Classroom management: rewards, awards, sanctions
- Guidance on teaching methods/approaches
- Guidance on differentiation
- Policy & guidance for assessment, recording & reporting, including external awards
- Programme of monitoring, evaluating and reviewing PSHE education
- Guidance on observing teaching & learning in PSHE education
- Directory of key external agencies supporting PSHE education
- Guidelines and code of practice for working with external partners
- List of contact details of agencies for pupil referral

Appendix 5 PSHE education Policy Framework

(including sex & relationships education (SRE), alcohol & drugs education)

Name of school:

Date of policy:

Name of PSHE co-ordinator:

1 Introduction

a) School is (*background details of school: type, location, population served etc*)

b) This policy sets out the arrangements for PSHE education, including sex and relationships education, and drugs, alcohol and tobacco education, across the whole school curriculum. All staff, pupils, parents/carers and other members of the school community have had an opportunity to contribute towards this policy, the programme and schemes of work.

- School is part of the Leicestershire Healthy Schools Programme

d) Parents/carers are provided with a summary policy/information about the policy and programme in the school prospectus. To inspect the full policy, view resources, receive reports on their child's progress in this area parents should contact.....

2 Other policies contributing to PSHE education

Economic wellbeing (careers & guidance, work-related learning, enterprise; financial capability); safeguarding & confidentiality; behaviour; inclusion and equal opportunities; anti-bullying; anti-racism; teaching and learning, assessment; school travel plan; code of practice for visitors and external partners in school.

3 Purpose of policy

- to state the importance the school places on the pupils' personal and social development;
- to set out the whole school framework within which the taught curriculum and wider opportunities contribute to this;
- to identify where responsibility for each aspect of whole curriculum provision lies;
- to inform all members of the school community and the individuals and organisations which support it;
- to set curriculum provision in the wider context of school improvement and Healthy School development
- to ensure that statutory requirements are met, including arrangements for sex and relationships education, drug education and the management of drug-related incidents.

4 Aims of PSHE education

a) Aims and objectives/definition of PSHE education – skills, knowledge, attitudes and values

b) How PSHE education supports the aims of the school and reflects the school values

c) The school's provision for PSHE education contributes to:

- school improvement/raising achievement strategy by
- Healthy School status by
- whole school approach to SMSC by

d) The PSHE education policy and programme meet the statutory requirements and reflect national guidance including:

- PSHE education - Government guidance 2013
- Ofsted characteristics of outstanding PSHE education 2013
- DfES Sex and Relationship Education Guidance 2000
- The School Information (England) (Amendment) Regulations 2012.
- Children Act 2004 - Safeguarding and promotion of wellbeing
- The Equality Act 2010 - Equality of opportunity and prevention of discrimination

5 Priorities for pupils' health and wellbeing

The PSHE provision aims to meet the needs of all pupils, including:

- Vulnerable groups and their needs - *specify*
- Pupils with special needs - *specify*

and address the following priorities for their health and wellbeing e.g.:

- Fitness and health: body image, obesity, oral health,
- Emotional health & wellbeing: self-esteem, relationships, bullying, self-harm
- Safety: safety on-line, accidents
- Sexual health, teenage pregnancy
- Alcohol or drugs issues
- Financial capability
- Careers, enterprise & employability

Cite sources of information:

- national and local data
- consultation with school community

6 Responsibilities

a) All practitioners in the school including (*specify*): *eg teachers, N.N.E.B.'s, L.S.A 's, Learning mentors etc.*, are responsible for the implementation of this policy.

- PSHE education subject leader: _____
Additional point(s): _____
Reports to: _____ (SMT)

c) The subject leader is responsible for:

- ensuring this policy is implemented
- leading the development of the programme across the curriculum
- providing support to staff in terms of advice, staff development and appropriate resources
- managing and accounting for the budget
- monitoring the agreed provision and
- leading the evaluation of the quality of the provision and the evaluation of the annual programme in association with other staff, taking into account pupils' views.

The co-ordinator's full responsibilities are set out in the job description.

d) The annual budget is £_____ and the annual PSHE education development plan is agreed on _____ (date) and reviewed on _____ (date).

7 Organisation and staffing

PSHE education has an established department, in common with other curriculum subjects. It has a co-ordinator leading a *team of staff/discrete department*, plans and schemes of work, designated curriculum time, regular team/departmental meetings, opportunities for staff training and a budget allocated for resources.

PSHE education is taught from year _____ to year _____

Provision of PSHE education is across the whole curriculum and comprises: (*specify*):

- A weekly designated lesson of _____ minutes
- Subject links: see *named* subject schemes of work
- Enrichment activities: *eg health week, school council, environmental and community activities, mini-enterprise, work experience, residential trip etc*

PSHE education is taught by (*specify*): *the class teacher/ specialist team of teachers.*

All teaching staff are trained to deliver PSHE education;

Planned contributions to the programme are made by: (specify) subject teachers/co-ordinators/heads of department; organisers of enrichment activities eg residential trip, work experience; school nurses; specialist agencies; peer educators

8 Content, teaching approaches and resources

Plans and schemes of work specify, for each year group, what the pupils should learn.

a) Main elements of PSHE taught in each year

The full programme and schemes of work are kept in/by.....

b) Teaching approaches and key resources.

A wide range of teaching and learning strategies are employed to provide opportunities for personal and social development based on good practice in PSHE education.

c) Differentiation and additional provision for boys and girls, pupils with particular needs and vulnerable groups of pupils.

9 Assessment, recording and reporting

Pupils' progress and achievement in PSHE education are assessed regularly, in relation to the national end-of-key-stage statements for PSHE. The assessment programme is based on pupil self-assessment for learning in line with the school's assessment policy. Termly plans identify aspects of PSHE education to be assessed by the teacher, who will keep a record of each pupil's achievements/marks. Unit/lesson plans show learning outcomes to be assessed and include assessment activities. The end of year report will inform parents about their child's progress in PSHE education.

10 Monitoring and Evaluation

a) Monitoring:

- Teachers will be responsible for reporting to the PSHE education subject leader and senior management team termly, on progress with delivery of the agreed programme and learning outcomes, and pupil progress and achievement.
- A regular programme of observation of PSHE education teaching will be carried out by *the PSHE education subject leader/senior team*

b) Evaluation – Teachers will carry out an end of year evaluation of programme for each year group to give feedback to PSHE education subject leader to allow for modifications for the next years programme. This will also include feedback from pupils.

11 Professional development

- PSHE education professional development budget for the year
- Agreed priorities for CPD and link to CPD plan for PSHE education
- Training for others: support staff, governors
- Planned contributions to whole school INSET/staff meetings for the year

12 Specific matters

a) External contributors supporting the programme.

External contributors add value to the PSHE education programme. We will agree the role of the visitor and how their contribution relates to the agreed programme. We will highlight the necessary policies and protocols with all external contributors.

b) Answering questions; dealing with disclosures; confidentiality; sensitive/controversial issues.

c) Sex and relationships education - Specific notes on:

- outline programme showing NC science and non-statutory content
- resources and external contributors
- the school's approach to key issues eg families, sexuality, contraception etc
- the right of parents to withdraw children
- how pupils can access confidential support and sexual health advice
- the role of the school nurse

d) Alcohol and drug education - Specific notes on:

- outline programme, resources and external contributors
- managing drug-related incidents:
- medications in school.

13 Policy development, dissemination and review

a) This policy was *developed/reviewed* in consultation with: *pupils (school council?), governors, staff, school nurse, parents/carers, others.*

b) The policy is available in: staff handbook, PSHE education handbook and on school website.

c) This policy will be reviewed by..... (date)

This policy was agreed on.....(date) by the governing body ofSchool.

Appendix 6 Confidentiality

Pupils may make personal disclosures, either in class or to individual teachers. They may disclose that they are engaging in under-age sexual activity, that they, or friends or relatives are using drugs or that they have been abused. Teachers may come to possess sensitive information about pupils, some of it about illegal activity. All parties need to be clear about the rules of confidentiality that apply in these circumstances. Not everything that a pupil discloses has to be passed on; teachers can make reasonable professional judgements. However pupils must always know whether or not their confidentiality can be respected.

A school **confidentiality policy** should provide guidance about what to do and who to tell in particular instances. Information about pupils should not be passed on indiscriminately. The head teacher may wish to be informed in all or some circumstances; staff have a contractual obligation to comply.

In cases of disclosure by a pupil, the following general principles should be considered:

- consider and act in the best interests and welfare of the pupil
- ensure that pupils know that teachers cannot offer unconditional confidentiality but that if information has to be passed on, the pupil will be informed and supported
- encourage pupils to talk to parents/carers and give them support to do so
- ensure pupils are informed of sources of confidential help eg school nurse, counsellor, GP, local young people's advice service
- where abuse is suspected, follow the school's safeguarding and child protection procedures.

Ground rules or a class agreement can establish that it may be inappropriate or unwise to disclose personal information during lessons, as well as to ask personal questions.

Teachers are not obliged to inform the police about pupils or others acting illegally, if this is not in the best interests of the pupil.

Teachers are not obliged to pass on information about pupils to their parents, unless the policy requires this. Where a pupil may be at risk, they must be made aware of the dangers and encouraged to seek support from their parents. Always act in the pupil's best interests and give them support.

Teachers can give information about contraception and where to obtain it to under 16s who ask but cannot recommend particular methods: this is the province of health professionals who operate under a different code of patient confidentiality.

Schools should make other partners supporting PSHE in the classroom aware of the confidentiality policy. Health professionals can provide confidential medical advice, treatment and examination, including emergency contraception and abortion, to young people aged under 16. Health professionals have a duty to assess the young person's competence to discuss issues around consent, and in particular to encourage them to talk to their parents. For the minority of young people aged under 16 who are sexually active, it is important that they have confidence to attend sexual health services and have early access to professional advice, support and treatment to prevent pregnancy and STIs. In addition, all sexual health service providers must be aware of child protection and safeguarding issues and take very seriously the possibility of abuse and/or exploitation

A confidentiality case study – What would you do?

A 15 year old pupil confides that she has had sex with her boyfriend. She asks whether she should go on the pill.

You can:

- Establish whether the relationship is possibly abusive and if so follow the school's child protection guidelines
- Inform her that as she is under 16 her boyfriend is acting illegally
- Encourage her to talk to her parents and support her if necessary
- If she is unwilling to consider this, provide her with information about where she can get local contraceptive advice and treatment
- If the school policy allows, make or help her make an appointment and accompany her if necessary
- Make sure she has information, and understands about sexual health, included unwanted pregnancy and sexually transmitted infections
- Maintain confidentiality if the school policy allows

You cannot:

- Promise absolute confidentiality
- Provide advice about which contraceptive method the pupil should use
- Maintain confidentiality if the head teacher's instructions forbid it

From: Sex Education in Secondary Schools, by Jennifer Harrison OUP 2000

Appendix 7 Education Select Committee report on PSHE and SRE

February 2015

The Education Select Committee report **Life Lessons - PSHE and SRE in schools** recommends that PSHE and SRE should be given statutory status. The inquiry has taken on board the overwhelming support from young people, parents and teachers for a change to legislation and acknowledged the rights of children and young people to information that keeps them safe and well.

“We accept the argument that statutory status is needed for PSHE, with sex and relationships education as a core part of it. We recommend that the DfE develop a workplan for introducing age-appropriate PSHE and SRE as statutory subjects in primary and secondary schools, setting out its strategy for improving the supply of teachers able to deliver this subject and a timetable for achieving this.”

Other key recommendations from the report include:

- That the Government formally endorses and issues the 2014 advice produced by the voluntary sector, and promotes this advice more actively to schools and governors
- That the Government monitors schools' compliance with the requirement to publish information about their PSHE and SRE curriculum on their websites
- That the DfE restores funding for the National PSHE CPD programme, with the aim of ensuring that all primary and secondary schools have at least one teacher who has received specialist training in PSHE, and monitor progress towards this
- That all schools be required to run a regular consultation with parents on the school's SRE provision, in a way that allows all parents to participate
- That Ofsted inspects schools' engagement with parents on Sex and Relationships Education
- That Ofsted sets out clearly in the school inspection handbook the way in which a school's PSHE provision relates to Ofsted's judgements on safeguarding and pupils' "spiritual, moral, social and cultural development"
- That the Government commissions Ofsted to produce regular subject survey reports on the quality of PSHE and SRE
- That the DfE clarifies that children in primary schools should be taught the proper names for genitalia as part of the National Curriculum
- That the parental right to withdraw their children from elements of SRE should be retained.

<http://www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/inquiries/parliament-2010/pshe-and-sre-in-schools/>

Appendix 8 Key Stages 1 & 2 PSHE and citizenship frameworks and end of key stage statements

<http://webarchive.nationalarchives.gov.uk/20130904083946/https://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199209/pshe>

KEY STAGE 1

National curriculum framework - PSHE and citizenship Key Stage 1

During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

Pupils should be taught:

1. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
2. to share their opinions on things that matter to them and explain their views
3. to recognise, name and deal with their feelings in a positive way
4. to think about themselves, learn from their experiences and recognise what they are good at
5. how to set simple goals.

Preparing to play an active role as citizens

Pupils should be taught:

1. to take part in discussions with one other person and the whole class
2. to take part in a simple debate about topical issues
3. to recognise choices they can make, and recognise the difference between right and wrong
4. to agree and follow rules for their group and classroom, and understand how rules help them
5. to realise that people and other living things have needs, and that they have responsibilities to meet them
6. that they belong to various groups and communities, such as family and school
7. what improves and harms their local, natural and built environments and about some of the ways people look after them
8. to contribute to the life of the class and school
9. to realise that money comes from different sources and can be used for different purposes.

Developing a healthy, safer lifestyle

Pupils should be taught:

1. how to make simple choices that improve their health and well-being
2. to maintain personal hygiene
3. how some diseases spread and can be controlled
4. about the process of growing from young to old and how people's needs change
5. the names of the main parts of the body
6. that all household products, including medicines, can be harmful if not used properly
7. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

Developing good relationships and respecting the differences between people

Pupils should be taught:

1. to recognise how their behaviour affects other people

2. to listen to other people, and play and work cooperatively
3. to identify and respect the differences and similarities between people
4. that family and friends should care for each other
5. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Breadth of study

During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:

1. take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well]
2. feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves]
3. take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from']
4. make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly]
5. meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse]
6. develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]
7. consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues]
8. ask for help [for example, from family and friends, midday supervisors, older pupils, the police].

PSHE and citizenship end of key stage statements Key Stage 1 (QCA 2005)

PSHE - Key stage 1

Children can identify and name some feelings (*for example through interpreting facial expressions*) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (*for example talking about fairness*). They can set themselves simple goals (*for example sharing toys*).

Children can make simple choices about some aspects of their health and well-being (*for example by choosing between different foods and between physical activities, knowing that they need sun protection*) and know what keeps them healthy (*for example exercise and rest*). They can explain ways of keeping clean (*for example by washing their hands and keeping their hair tidy*) and they can name the main parts of the body. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (*for example knowing how and where to cross the road safely*). They can explain that people grow from young to old.

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (*for example by playing and working with friends or classmates*). They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (*for example telling a friend that they like them, showing concern for a family member who is unwell*).

Citizenship - Key stage 1

By the end of key stage 1, most children have knowledge and understanding about becoming informed citizens. They:

- talk about and consider topics and issues, including moral and social dilemmas with others
- begin to show understanding of simple citizenship concepts, for example right and wrong, fairness and rules
- begin to show understanding of values, for example honesty, tolerance, respect and concern for others.

Most children demonstrate skills of enquiry and communication. They:

- respond to simple questions and explain their own views and ideas in pairs and to the class

- listen to the views of others.

Most children demonstrate skills of participation and responsible action. They:

- take part in class and school citizenship activities, demonstrating they can play and work cooperatively and take and share responsibility
- make real choices and know how to ask for help.

KEY STAGE 2

National curriculum framework - PSHE and citizenship Key Stage 2

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

Pupils should be taught:

1. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
2. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
3. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
4. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
5. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
6. to look after their money and realise that future wants and needs may be met through saving.

Preparing to play an active role as citizens

Pupils should be taught:

1. to research, discuss and debate topical issues, problems and events
2. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
3. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
4. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
5. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
6. to resolve differences by looking at alternatives, making decisions and explaining choices
7. what democracy is, and about the basic institutions that support it locally and nationally
8. to recognise the role of voluntary, community and pressure groups
9. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
10. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
11. to explore how the media present information.

Developing a healthy, safer lifestyle

Pupils should be taught:

1. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices

2. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
3. about how the body changes as they approach puberty
4. which commonly available substances and drugs are legal and illegal, their effects and risks
5. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
6. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
7. school rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people

Pupils should be taught:

1. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
2. to think about the lives of people living in other places and times, and people with different values and customs
3. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
4. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours,
5. to recognise and challenge stereotypes
6. that differences and similarities between people arise from a number of factors, including cultural, where individuals, families and groups can get help and support.

Breadth of study

During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:

1. take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]
2. feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]
3. participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]
4. make real choices and decisions [for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]
5. meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]
6. develop relationships through work and play [for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, e-mail or letters]
7. consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]
8. find information and advice [for example, through helplines; by understanding about welfare systems in society]
9. prepare for change [for example, transferring to secondary school].

PSHE and citizenship end of key stage statements - Key stage 2 (QCA 2005)

Children can demonstrate that they recognise their own worth and that of others (*for example by making positive comments about themselves and classmates*). They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges (*for example the transition to secondary school*). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.

Children can make choices about how to develop healthy lifestyles (*for example by knowing the importance of a healthy diet and regular exercise*). They can identify some factors that affect emotional health and well-being (*for example exercise or dealing with emotions*). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations (*for example discussing issues connected to personal safety*).

Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (*for example marriage or friendships*), and can show ways to maintain good relationships (*for example listening, supporting, caring*). They can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Citizenship - Key stage 2

By the end of key stage 2, most children have knowledge and understanding about becoming informed citizens. They:

- investigate topical issues and problems using a range of sources, including the media, to find answers to simple questions or information and advice
- show understanding of some citizenship concepts, for example rights, responsibilities, rules, right and wrong and fairness
- show understanding of values, for example honesty, tolerance, respect and concern for others.

Most children demonstrate skills of enquiry and communication. They:

- take part in simple discussions and debates on topical issues that affect themselves and others
- talk and write about their opinions explaining their views
- ask and respond to questions and listen to the view of others
- understand that people may have different views on issues and use imagination to understand other people's experiences.

Most children demonstrate skills of participation and responsible action. They:

- take part responsibly in group, class and school citizenship activities such as resolving differences by exploring alternatives and making choices
- meet and talk with different adults from the community, for example nurse, police officer, councillor
- begin to recognise that their actions affect themselves and others around them.

Appendix 9 Key Stages 3 & 4 PSHE education non-statutory programmes of study and end of key stage statements:

- **Personal Wellbeing**
- **Economic wellbeing and financial capability**

<http://webarchive.nationalarchives.gov.uk/20130904083946/https://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00198880/pshee>

KEY STAGE 3

PSHE: Personal Wellbeing – Programme of study (non-statutory) for Key Stage 3

Curriculum aims

Learning and undertaking activities in personal wellbeing contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

The importance of personal wellbeing

Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. As pupils learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. Personal wellbeing helps pupils explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major contribution to the promotion of personal development.

1 Key concepts

There are a number of key concepts that underpin the study of personal wellbeing. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

1.1 Personal identities

- a) Understanding that identity is affected by a range of factors, including a positive sense of self.
- b) Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem.
- c) Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.

1.2 Healthy lifestyles

- a) Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.
- b) Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened.
- c) Dealing with growth and change as normal parts of growing up.

1.3 Risk

- a) Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations.
- b) Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.
- c) Developing the confidence to try new ideas and face challenges safely, individually and in groups.

1.4 Relationships

- a) Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practiced.
- b) Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important.
- c) Understanding that relationships can cause strong feelings and emotions.

1.5 Diversity

- a) Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.
- b) Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.

2 Key processes

These are the essential skills and processes in personal wellbeing that pupils need to learn to make progress.

2.1 Critical reflection

Pupils should be able to:

- a) reflect critically on their own and others' values
- b) reflect on personal strengths, achievements and areas for development
- c) recognise how others see them and give and receive feedback
- d) identify and use strategies for setting and meeting personal targets in order to increase motivation
- e) reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour
- f) develop self-awareness by reflecting critically on their behaviour and its impact on others.

2.2 Decision-making and managing risk

Pupils should be able to:

- a) use knowledge and understanding to make informed choices about safety, health and wellbeing
- b) find information and support from a variety of sources
- c) assess and manage the element of risk in personal choices and situations
- d) use strategies for resisting unhelpful peer influence and pressure
- e) know when and how to get help
- f) identify how managing feelings and emotions effectively supports decision-making and risk management.

2.3 Developing relationships and working with others

Pupils should be able to:

- a) use social skills to build and maintain a range of positive relationships
- b) use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences
- c) use the social skills of communication, negotiation, assertiveness and collaboration
- d) value differences between people and demonstrate empathy and a willingness to learn about people different from themselves
- e) challenge prejudice and discrimination assertively.

3 Range and content

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes.

The study of personal wellbeing should include:

- a) examples of diverse values encountered in society and the clarification of personal values
- b) the knowledge and skills needed for setting realistic targets and personal goals
- c) physical and emotional change and puberty
- d) sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities
- e) facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others
- f) how a balanced diet and making choices for being healthy contribute to personal wellbeing, and

- the importance of balance between work, leisure and exercise
- g) ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations
 - h) a knowledge of basic first aid
 - i) the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement
 - j) different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships
 - k) the nature and importance of marriage and of stable relationships for family life and bringing up children
 - l) the roles and responsibilities of parents, carers and children in families
 - m) the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities.

4 Curriculum opportunities

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for pupils to:

- a) make real choices and decisions based on accurate information obtained through their own research using a range of sources, including the internet, other media sources and visits/visitors to and from the wider community
- b) meet and work with people from the wider community both in school and through external visits
- c) use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour
- d) take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them
- e) work as members of groups and teams, taking on different roles and responsibilities
- f) evaluate their own personal development and learning, set realistic targets and goals for future life choices and develop strategies for meeting them
- g) identify sources of help and support and take responsibility for providing accurate information to others
- h) make links between personal wellbeing and work in other subjects and areas of the curriculum and out-of-school activities.

Personal wellbeing - Key Stage 3 End of key stage statements

Personal identities Learners are able to:

- reflect on and evaluate their achievements and strengths in different areas of their lives
- recognise strong emotions and identify ways of managing these positively
- recognise that external factors, such as relationships, achievements and setbacks, can affect emotional well-being, and identify how they can take this into account.

Healthy lifestyles Learners are able to:

- identify characteristics of good health and how to stay physically, emotionally and mentally healthy
- make informed choices about their health and well-being and explain reasons for their choices
- demonstrate effective ways of resisting negative pressure, including peer pressure
- describe the main effects of, and laws relating to, alcohol, tobacco and other legal and illegal drugs.

Risk Learners are able to:

- describe the positive and negative impacts of risk-taking on their health and well-being
- assess and manage risks associated with personal lifestyle choices and situation, try new ideas and face challenges safely.

Relationships Learners are able to:

- identify the importance of having a variety of social and personal relationships and how these can impact on their lives and well-being

- understand the nature and importance of marriage and stable relationships to parenthood and family life
- discuss ways that relationships might change over time and demonstrate how to negotiate within relationships.

Diversity Learners are able to:

- describe differences and diversity and demonstrate respect and empathy towards others who live their lives differently from them
- challenge prejudice and discrimination in an appropriate manner
- demonstrate recognition of the achievements, strengths and worth of others.

PSHE: Economic wellbeing and financial capability Programme of study (non-statutory) for key stage 3

Curriculum aims

Learning and undertaking activities in economic wellbeing and financial capability contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

The importance of economic wellbeing and financial capability

Education for economic wellbeing and financial capability aims to equip pupils with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, pupils begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

Education for economic wellbeing and financial capability improves motivation and progression by helping pupils see the relevance of what they learn in school to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps pupils to aim high. Pupils build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

Pupils learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change, and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.

1 Key concepts

There are a number of key concepts that underpin the study of economic wellbeing and financial capability. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

1.1 Career

Understanding that everyone has a 'career'.

Developing a sense of personal identity for career progression.

Understanding the qualities, attitudes and skills needed for employability.

1.2 Capability

- a) Exploring what it means to be enterprising.
- b) Learning how to manage money and personal finances.
- c) Understanding how to make creative and realistic plans for transition.
- d) Becoming critical consumers of goods and services.

1.3 Risk

- a) Understanding risk in both positive and negative terms.
- b) Understanding the need to manage risk in the context of financial and career choices.

- c) Taking risks and learning from mistakes.

1.4 Economic understanding

- a) Understanding the economic and business environment.
- b) Understanding the functions and uses of money. and work.

2 Key processes

These are the essential skills and processes in economic wellbeing and financial capability that pupils need to learn to make progress.

2.1 Self-development

Pupils should be able to:

- a) develop and maintain their self-esteem and envisage a positive future for themselves in work
- b) identify major life roles and ways of managing the relationships between them
- c) assess their needs, interests, values, skills, abilities and attitudes in relation to options in learning, work and enterprise
- d) review their experiences and achievements.

2.2 Exploration

Pupils should be able to:

- a) use a variety of information sources to explore options and choices in career and financial contexts
- b) recognise bias and inaccuracies in information about learning pathways, work and enterprise
- c) investigate the main trends in employment and relate these to their career plans.

2.3 Enterprise

Pupils should be able to:

- a) identify the main qualities and skills needed to enter and thrive in the working world
- b) assess, undertake and manage risk
- c) take action to improve their chances in their career
- d) manage change and transition
- e) use approaches to working with others, problem-solving and action planning
- f) understand and apply skills and qualities for enterprise
- g) demonstrate and apply understanding of economic ideas.

2.4 Financial capability

Pupils should be able to:

- a) manage their money
- b) understand financial risk and reward
- c) explain financial terms and products
- d) identify how finance will play an important part in their lives and in achieving their aspirations.

3 Range and content

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes.

The study of economic wellbeing and financial capability should include:

- a) different types of work, including employment, self-employment and voluntary work
- b) work roles and identities
- c) the range of opportunities in learning and work and changing patterns of employment (local, national, European and global)
- d) the personal review and planning process
- e) skills and qualities in relation to employers' needs
- f) a range of economic and business terms, including the effect of competition on product and price
- g) personal budgeting, money management and a range of financial products and services
- h) risk and reward, and how money can make money through savings, investment and trade
- i) how businesses use finance
- j) social and moral dilemmas about the use of money.

4 Curriculum opportunities

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for pupils to:

- a) use case studies, simulations, scenarios, role play and drama to explore work and enterprise issues
- b) recognise, develop and apply their skills for enterprise and employability
- c) have direct and indirect contact with people from business
- d) explore options and progression routes in learning
- e) have contact with information, advice and guidance specialists
- f) engage with ideas, challenges and applications from the business world
- g) explore sources of information and ideas about work and enterprise
- h) discuss contemporary issues in work
- i) write a personal statement and make an individual learning and career plan for their transition into the 14–19 phase
- j) make links between economic wellbeing and financial capability and other subjects and areas of the curriculum.

Economic wellbeing - Key Stage 3 End of key stage statements

Career Learners are able to:

- demonstrate an understanding of the concept of 'career' in relation to examples of people that they know
- recognise their strengths, achievements and weaknesses and evaluate how these might inform future choices in learning and work
- describe some of the qualities, attitudes and skills needed for employability.

Capability Learners are able to:

- demonstrate a range of enterprise skills, attitudes and qualities
- explain a range of financial terms and products and describe different ways to manage their money and personal finances
- assess their needs, interests, skills, attitudes and aspirations in relation to options for learning and work and make creative and realistic plans for transition into Key Stage 4
- use information sources to explore options and choices for learning and work
- demonstrate capability as critical consumers of goods and services.

Risk Learners are able to:

- explain the positive and negative aspects of risk-taking in relation to economic issues and financial and career choices
- assess and manage risks relating to financial, enterprise and career choices, and learn from mistakes.

Economic understanding Learners are able to:

- demonstrate an understanding of the economic and business environment, including how and why different businesses operate, and of different types of work, including employment, self-employment and voluntary work
- demonstrate and apply understanding of economic ideas
- explain a range of basic economic and business terms.

KEY STAGE 4

PSHE: Personal Wellbeing – Programme of study (non-statutory) for Key Stage 4

Curriculum aims

Learning and undertaking activities in personal wellbeing contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

The importance of personal wellbeing

Personal wellbeing helps young people to embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make

positive contributions to their families, schools and communities. As students learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. Personal wellbeing helps students explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major contribution to the promotion of personal development.

1 Key concepts

There are a number of key concepts that underpin the study of personal wellbeing. Students need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

1.1 Personal identities

- a) Understanding that identity is affected by a range of factors, including a positive sense of self.
- b) Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem.
- c) Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievement and employment.

1.2 Healthy lifestyles

- a) Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.
- b) Understanding that our physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened.
- c) Dealing with growth and change as normal parts of growing up.

1.3 Risk

- a) Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of personal and social situations.
- b) Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.
- c) Developing the confidence to try new ideas and face challenges safely, individually and in groups.

1.4 Relationships

- a) Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.
- b) Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important.
- c) Understanding that relationships can cause strong feelings and emotions.

1.5 Diversity

- a) Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.
- b) Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.

2 Key processes

These are the essential skills and processes in personal wellbeing that students need to learn to make progress.

2.1 Critical reflection

Students should be able to:

- a) reflect critically on their own and others' values and change their behaviour accordingly
- b) reflect on their own and others' strengths and achievements, give and receive constructive praise and criticism, and learn from success and failure
- c) identify and use strategies for setting and meeting personal targets and challenges in order to increase motivation, reflect on their effectiveness and implement and monitor strategies for achieving goals

- d) reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour, acting positively on them
- e) develop self-awareness by reflecting critically on their behaviour and its impact on others.

2.2 Decision-making and managing risk

Students should be able to:

- a) use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary
- b) find and evaluate information, advice and support from a variety of sources and be able to support others in doing so
- c) assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others do so
- d) use strategies for resisting unhelpful peer influence and pressure, assessing when to use them and when and how to get help
- e) identify how managing feelings and emotions effectively supports decision-making and risk management.

2.3 Developing relationships and working with others

Students should be able to:

- a) use social skills to build and maintain a range of positive relationships, reflect upon what makes these successful and apply this to new situations
- b) use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences
- c) work individually, together and in teams for specific purposes, making use of the social skills of communication, negotiation, assertiveness and collaboration
- d) demonstrate respect for and acceptance of the differences between people, and challenge offensive behaviour, prejudice and discrimination assertively and safely
- e) explore feelings and emotions related to changing relationships and develop skills to cope with loss and bereavement.

3 Range and content

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes. The study of personal wellbeing should include:

- a) the effect of diverse and conflicting values on individuals, families and communities and ways of responding to them
- b) how the media portrays young people, body image and health issues
- c) the characteristics of emotional and mental health, and the causes, symptoms and treatments of some mental and emotional health disorders
- d) the benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short- and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities
- e) where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid
- f) characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis
- g) the roles and responsibilities of parents, carers, children and other family members
- h) parenting skills and qualities and their central importance to family life
- i) the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances
- j) the diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse.

4 Curriculum opportunities

During the key stage students should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for students to:

- a) make real choices and decisions based on accurate information obtained through their own research using a range of sources, including national and local/ward data, the internet, other media sources and visits and visitors to or from the wider community

- b) form opinions and express viewpoints confidently to a range of audiences
- c) meet and work with people from the wider community both in school and through external visits
- d) use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour
- e) take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them
- f) work as members of groups and teams for specific purposes, taking on different roles and responsibilities and identifying the range of skills and attributes needed for teamwork
- g) evaluate their own personal development and learning, set realistic targets and goals for future life choices and develop strategies for meeting them
- h) identify sources of help, support and accurate information and take responsibility for providing accurate information to others in a range
- i) of situations
- j) make links between personal wellbeing and work in other subjects and areas of the curriculum and out-of-school activities.

Personal wellbeing - Key Stage 4 End of key stage statements

Personal identities Learners are able to:

- make judgements about their personal qualities, skills and achievements and use these to set future goals.
- present themselves confidently and respond positively to praise and criticism.
- explain how changes in personal circumstances may affect their feelings and behaviour, and how they can manage such situations effectively.

Healthy lifestyles Learners are able to:

- describe the short and long-term consequences of personal health choices, including choices relating to sexual activity and substance use and misuse and make decisions based on this knowledge.
- identify some of the causes and symptoms of mental and emotional ill health, and identify strategies for recognising, preventing and addressing these in themselves and others.
- demonstrate confidence in finding professional health advice and help others to do so.
- identify reasons why people might use illegal drugs and explain how drug use can impact on physical, mental and economic aspects of people's lives, relationships and the wider community.

Risk Learners are able to:

- evaluate the potential risks and benefits of personal lifestyle choices including their impact on relationships.
- recognise that risk assessment and management are part of life and give examples of how to manage and reduce risk in different circumstances.

Relationships Learners are able to:

- develop appropriate relationships with a widening range of adults in a variety of contexts.
- explain the importance of different relationships and associated responsibilities, including the significance of marriage, stable relationships, civil partnerships, and long term commitments.
- describe some of the possible effects of family and other significant events on feelings, emotions and personal wellbeing, and the impact these may have on relationships.

Diversity Learners are able to:

- explain how differing cultures, faiths and beliefs may influence lifestyle choices, and demonstrate respect for these differences.
- take the initiative in challenging or giving support in connection with offensive or abusive behaviour

PSHE: Economic wellbeing and financial capability Programme of study (non-statutory) for key stage 4

Curriculum aims

Learning and undertaking activities in economic wellbeing and financial capability contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

The importance of economic wellbeing and financial capability

Education for economic wellbeing and financial capability aims to equip pupils with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, pupils begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

Education for economic wellbeing and financial capability improves motivation and progression by helping pupils see the relevance of what they learn in school to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps pupils to aim high. Pupils build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

Pupils learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change, and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.

1 Key concepts

There are a number of key concepts that underpin the study of economic wellbeing and financial capability. Students need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

1.1 Career

- a) Understanding that everyone has a 'career'.
- b) Developing a sense of personal identity for career progression.
- c) Understanding the qualities, attitudes and skills needed for employability.

1.2 Capability

- a) Exploring what it means to be enterprising.
- b) Learning how to manage money and personal finances.
- c) Understanding how to make creative and realistic plans for transition.
- d) Becoming critical consumers of goods and services.

1.3 Risk

- a) Understanding risk in both positive and negative terms.
- b) Understanding the need to manage risk in the context of financial and career choices.
- c) Taking risks and learning from mistakes.

1.4 Economic understanding

- a) Understanding the economic and business environment.
- b) Understanding the functions and uses of money and work.

2 Key processes

These are the essential skills and processes in economic wellbeing and financial capability that students need to learn to make progress.

2.1 Self-development

Students should be able to:

- a) develop and maintain their self-esteem and envisage a positive future for themselves in work
- b) identify major life roles and ways of managing the relationship between them
- c) assess their needs, interests, values, skills, abilities and attitudes in relation to options in learning, work and enterprise
- d) assess the importance of their experiences and achievements in relation to their future plans.

2.2 Exploration

Students should be able to:

- a) identify, select and use a range of information sources to research, clarify and review options and choices in career and financial contexts relevant to their needs
- b) recognise bias and inaccuracies in information about learning pathways, work and enterprise
- c) investigate the main trends in employment and relate these to their career plans.

2.3 Enterprise

Students should be able to:

- a) identify the main qualities and skills needed to enter and thrive in the working world
- b) assess, undertake and manage risk
- c) take action to improve their chances in their career
- d) manage change and transition
- e) show drive and self-reliance when working on work-related tasks
- f) develop approaches to working with others, problem-solving and action planning
- g) understand the key attitudes for enterprise, including self-reliance, open-mindedness, respect for evidence, pragmatism and commitment to making a difference
- h) develop and apply skills and qualities for enterprise
- i) demonstrate and apply understanding of economic ideas.

2.4 Financial capability

Students should be able to:

- a) manage their money
- b) understand financial risk and reward
- c) explain financial terms and products
- d) identify how finance will play an important part in their lives and in achieving their aspirations.

3 Range and content

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes.

The study of economic wellbeing and financial capability should include:

- a) different types of work, including employment, self-employment and voluntary work
- b) the organisation and structure of different types of businesses, and work roles and identities
- c) rights and responsibilities at work and attitudes and values in relation to work and enterprise
- d) the range of opportunities in learning and work and changing patterns of employment (local, national, European and global)
- e) the personal review and planning process
- f) skills and qualities in relation to employers' needs
- g) a range of economic and business terms, including the connections between markets, competition, price and profit
- h) personal budgeting, wages, taxes, money management, credit, debt and a range of financial products and services
- i) risk and reward, and how money can make money through savings, investment and trade
- j) how and why businesses use finance
- k) social and moral dilemmas about the use of money.

4 Curriculum opportunities

During the key stage students should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for students to:

- a) use case studies, simulations, scenarios, role play and drama to explore work and enterprise issues
- b) use their experiences of work to extend their understanding of work
- c) recognise, develop and apply their skills for enterprise and employability
- d) have direct and indirect contact with people from business

- e) research options and progression routes in learning and work
- f) have contact with information, advice and guidance specialists
- g) engage with ideas, challenges and applications from the business world
- h) explore sources of information and ideas about work and enterprise
- i) discuss contemporary issues in work
- j) review and update a personal statement and make an individual learning and career plan for their transition into the post-16 phase
- k) make links between economic wellbeing and financial capability and other subjects and areas of the curriculum.

Economic wellbeing - Key Stage 4 End of key stage statements

Career Learners are able to:

- identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways
- relate their abilities, attributes and achievements to career plans, setting personal targets and evaluating choices
- complete application procedures, including CVs and personal statements, and prepare for interviews.

Capability Learners are able to:

- demonstrate a range of enterprise skills when working independently and with others
- explain some of the financial products and services that will help them manage their current and future personal finances
- demonstrate how to seek out and secure opportunities for learning and work and develop, review and adapt plans for transition from Key Stage 4
- critically evaluate a wide range of goods and services from the consumer's point of view.

Risk Learners are able to:

- calculate and balance the element of positive and negative risk when making decisions related to economic issues and financial and career choices
- recognise that risk assessment and risk management are part of life and give examples of ways to manage and reduce risk in different circumstances.

Economic understanding Learners are able to:

- explain the structure and function of different businesses across the public, private and voluntary sectors and show how some of these could be relevant to their future lives and careers
- explain how employment trends and opportunities are influenced by economic forces and relate these to their own career plans
- explain how finance will play an important part in their lives and in achieving aspirations, and how changes in the economic environment may impact upon these.

Appendix 10 Frameworks for PSHE education

It is helpful to have a comprehensive framework on which to base a school programme. The latest government guidance on PSHE education (2013) says that schools should develop their own programmes of PSHE education to meet the needs of their pupils. Much of the guidance related to PSHE education, including the programmes of study, has been archived but may still be accessed; the programmes of study are also included in the Appendices.

National Curriculum non-statutory programmes of study for PSHE (Personal, social and health education - primary) and PSHE education (Personal, social, health and economic education - secondary)

These are the national programmes of study for PSHE/PSHE education for key stages 1-4 which were archived in 2014 but are still useful and relevant for curriculum planning. Each programme of study is accompanied by end of key stage statements that indicate what pupils may be expected to achieve, and what can be assessed and reported on. (Appendices 8 and 9)

Key stages 1 & 2: Non-statutory frameworks for PSHE & citizenship & end of key stage statements

<http://webarchive.nationalarchives.gov.uk/20130904083946/https://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199209/pshe>

Key stages 3 & 4: Non-statutory programmes of study and end of key stage statements for Personal Wellbeing, and Economic Wellbeing and Financial Capability

<http://webarchive.nationalarchives.gov.uk/20130904083946/https://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00198880/pshee>

PASSPORT - A framework for personal and social development

The PASSPORT framework was the foundation resource from which the National Curriculum PSHE programmes of study were produced. PASSPORT was a national project, commissioned in 1997 by the Calouste Gulbenkian Foundation, with support from the Department for Education and Employment (DfEE) in order to raise the profile, status and quality of PSE in schools. The project team consulted widely with professionals across the UK and reviewed many local schemes and initiatives. The resulting framework achieved a high level of consensus amongst the 150 schools consulted as it enables teachers to integrate a wide range of initiatives into a comprehensive and coherent programme. It draws together the common elements of the different aspects of pupils' personal and social development: health, citizenship, sex and relationships, drugs, parenthood, financial capability, safety, sustainability, work and careers. A key feature is the detailed tables of key stages 1-4 learning outcomes for skills, knowledge, and attitudes and values which constitute the pupils' basic entitlement to personal and social development. Find the framework and supporting materials for implementing PSHE education

programme at: <http://gulbenkian.org.uk/publications/publications/46-PASSPORT.html>

PSHE Education Programme of Study (Key Stages 1-4) Oct 2014) PSHE Association

<https://www.pshe-association.org.uk/uploads/media/27/8004.pdf>

- Health and Wellbeing
- Relationships
- Living in the Wider World – Economic wellbeing and being a responsible citizen (KS1/2) / economic wellbeing, careers and the world of work (KS3/4)

Units of work developed by QCA can be downloaded from the archive. They cover some key dimensions of PSHE education for key stages 1-4: Sex and relationship education, healthy lifestyles; financial capability, Drug alcohol & tobacco education. The accompanying Teacher's Handbook gives guidance on development of the PSHE programme.

http://webarchive.nationalarchives.gov.uk/20081117141639/http://qca.org.uk/qca_7202.aspx

Citizenship units of work with teacher's guides for key stages 1-4 are also available.

<http://webarchive.nationalarchives.gov.uk/20100612050234/http://www.standards.dfes.gov.uk/schemes3/subjects/?view=get>

The Cambridgeshire Primary Personal Development Programme

<https://www.pshe-association.org.uk/uploads/media/27/7921.pdf>

For more information, contact Leicestershire Healthy Schools

<http://www.leicestershirehealthyschools.org.uk/>

Appendix 11 SEAL - Social and emotional aspects of learning

SEAL was a national initiative to help children and young people to develop the underpinning qualities and skills that help to manage life and learning effectively.

<http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/87009>

There are five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy, and social skills. Each of these aspects and their associated universal learning outcomes provide the essential starting point when planning the SEAL programme.

How does SEAL contribute to PSHE education?

SEAL can make a contribution to schools' planning and delivery of the PSHE education programme because the development of social and emotional skills is a key component of personal and social development. SEAL does not, however, cover the whole of PSHE education.

Primary SEAL provides an explicit, structured whole-curriculum framework for developing all children's social, emotional and behavioural skills. It includes guidance and resources to deliver seven whole-school themes, each consisting of an assembly to launch the theme and teaching ideas and materials for class-based follow-up in each year group (Foundation Stage, KS1 and KS2), as well as additional resources for small groups, for staff development and for families.

The Seal themes are:

Theme 1: New beginnings	Theme 5: Good to be me
Theme 2: Getting on and falling out	Theme 6: Relationships
Theme 3: Say no to bullying	Theme 7: Changes
Theme 4: Going for Goals!	

SEAL for secondary schools, like its counterpart for primary schools, is a comprehensive approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools. It proposes that the skills will be most effectively developed through:

- using a whole-school approach to create the climate and conditions that implicitly promote the skills and allow these to be practised and consolidated
- direct and focused learning opportunities for whole classes (during tutor time, across the curriculum and outside formal lessons) and as part of focus group work
- using learning and teaching approaches that support pupils to learn social and emotional skills and consolidate those already learnt
- continuing professional development for the whole staff of a school.

http://webarchive.nationalarchives.gov.uk/20110809101133/http://nsonline.org.uk/node/66386?uc=force_uj

The Secondary SEAL materials include a guidance booklet and a wide range of additional resources, including staff development activities, case studies, further readings and the Year 7 resource. This is designed to build on learning from primary school and to introduce SEAL to those pupils who are unfamiliar with the approach. It has four themes:

- Theme 1: A place to learn (setting the context for learning; self-awareness)
- Theme 2: Learning to be together (social skills and empathy).
- Theme 3: Keep on learning (motivation).
- Theme 4: Learning about me (understanding and managing feelings)

Each theme includes materials for discrete SEAL sessions and ideas for learning across the curriculum and the school day.

SEAL LEARNING OUTCOMES

PRIMARY: The knowledge, skills and understanding developed by the SEAL resource

Self-awareness

Self-awareness enables children to have some understanding of themselves. They know how they learn, how they relate to others, what they are thinking and what they are feeling. They use this understanding to organise themselves and plan their learning.

Knowing myself

- I know when and how I learn most effectively.
- I can take responsibility for my actions and learning.
- I feel good about the things I do well, and accept myself for who and what I am.
- I can recognise when I find something hard to achieve.

Understanding my feelings

- I can identify, recognise and express a range of feelings.
- I know that feelings, thoughts and behaviour are linked.
- I can recognise when I am becoming overwhelmed by my feelings.
- I know that it is OK to have any feeling, but not OK to behave in any way I feel like.

Managing feelings

In managing feelings, children use a range of strategies to recognise and accept their feelings. They can use this to regulate their learning and behaviour – for example managing anxiety or anger, or demonstrating resilience in the face of difficulty.

Managing how I express my feelings

- I can stop and think before acting.
- I can express a range of feelings in ways that do not hurt myself or other people.
- I understand that the way I express my feelings can change the way other people feel.
- I can adapt the way I express my feelings to suit particular situations or people.

Managing the way I am feeling

- I can calm myself down when I choose to.
- I have a range of strategies for managing my worries and other uncomfortable feelings.
- I have a range of strategies for managing my anger.
- I understand that changing the way I think about people and events changes the way I feel about them.
- I can change the way I feel by reflecting on my experiences and reviewing the way I think about them.
- I know that I can seek support from other people when I feel angry, worried or sad.
- I know what makes me feel good and know how to enhance these comfortable feelings.

Motivation

Motivation enables learners to take an active and enthusiastic part in learning. Intrinsically motivated learners recognise and derive pleasure from learning. Motivation enables learners to set themselves goals and work towards them, to focus and concentrate on learning, to persist when learning is difficult and to develop independence, resourcefulness and personal organisation.

Setting goals and planning to meet them

- I can set a challenge or goal, thinking ahead and considering the consequences for others and myself.
- I can break a long-term plan into smaller achievable steps, plan to overcome obstacles, set success criteria and celebrate when I achieve them.

Persistence and resilience

- I can choose when and where to direct my attention, concentrate and resist distractions for increasing periods of time.
- I know and can overcome some barriers to my learning such as feelings of boredom and frustration and know when to keep trying or try something different.

- I can bounce back after a disappointment or when I have made a mistake or been unsuccessful.

Evaluation and review

I know how to evaluate my learning and use this to improve future performance.

Empathy

Being able to empathise involves understanding others; anticipating and predicting their likely thoughts, feelings and perceptions. It involves seeing things from another's point of view and modifying one's own response, if appropriate, in the light of this understanding.

Understanding the feelings of others

- I can recognise the feelings of others.
- I know that all people have feelings but understand that they might experience and show their feelings in different ways or in different circumstances.
- I can understand another person's point of view and understand how they might be feeling.

Valuing and supporting others

- I value and respect the thoughts, feelings, beliefs and values of other people.
- I can be supportive to others and try to help them when they want it.
- I know that my actions affect other people and can make them feel better or worse.

Social skills

Social skills enable children to relate to others, take an active part in a group, communicate with different audiences, negotiate, resolve differences and support the learning of others.

Belonging to a community

I feel that I belong to and am valued in my class, school and community.

I understand and accept my rights and responsibilities in school, and know how I can take responsibility for making the school a safe and fair place for everyone.

Friendships and other relationships

- I know how to be friendly – I can look and sound friendly, be a good listener, give and receive compliments and do kind things for other people.
- I recognise 'put-downs' and know how they affect people, so I try not to use them.
- I can make, sustain and break friendships without hurting others.

Working together

- I can work well in a group, cooperating with others to achieve a joint outcome.
- I can tell you what helps a group to work well together.

Resolving conflicts

- I can resolve conflicts to ensure that everyone feels positive about the outcome.

Standing up for myself

- I can be assertive when appropriate.

Making wise choices

- I can solve problems by thinking of all the options, identifying advantages and disadvantages, choosing a solution and evaluating it later on.
- I can make a wise choice with work or behaviour.

Social and emotional aspects of learning: guidance Social and emotional aspects of learning: guidance
DfES 1378-2005 © Crown copyright 2005 Primary National Strategy

SECONDARY SEAL LEARNING OUTCOMES

Self-awareness

Knowing myself

1. I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.).
2. I can identify my strengths and feel positive about them.
3. I can identify my current limitations and try to overcome them.
4. I recognise when I should feel pleased with, and proud of, myself and am able to accept praise from others.
5. I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g. friends, family, school staff) have of me.
6. I can reflect on my actions and identify lessons to be learned from them.
7. I can make sense of what has happened to me in my life and understand that things that come from my own history can make me prone to being upset or angry for reasons that others may find difficult to understand.

Understanding my feelings

8. I know and accept what I am feeling, and can label my feelings.
9. I understand why feelings sometimes “take over” or get out of control and know what makes me angry or upset.
10. I understand that the way I think affects the way I feel, and that the way I feel can affect the way I think, and know that my thoughts and feelings influence my behaviour.
11. I can recognise conflicting emotions and manage them in ways that are appropriate.
12. I can use my knowledge and experience of how I think, feel, and respond to choose my own behaviour, plan my learning, and build positive relationships with others.

Managing my feelings

Managing my expression of emotions

13. I can express my emotions clearly and openly to others and in ways appropriate to situations.
14. I understand that how I express my feelings can have a significant impact both on other people and on what happens to me.
15. I have a range of strategies for managing impulses and strong emotions so they do not lead me to behave in ways that would have negative consequences for me or for other people.

Changing uncomfortable feelings and increasing pleasant feelings

16. I know what makes me feel good and know how to help myself have a good time (e.g. to feel calm, elated, energised, focused, engaged, have fun, etc.) - in ways that are not damaging to myself and others.
17. I understand how health can be affected by emotions and know a range of ways to keep myself well and happy.
18. I have a range of strategies to reduce, manage or change strong and uncomfortable feelings such as anger, anxiety, stress and jealousy.

Motivation

Working towards goals

19. I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them.
20. I can break a long-term goal into small, achievable steps.
21. I can anticipate and plan to work around or overcome potential obstacles.
22. I can monitor and evaluate my own performance.
23. I can look to long-term not short-term benefits and can delay gratification (for example working hard for a test or examination now to get a good job or go into further/higher education later).
24. I know how to bring about change in myself and others.

Persistence, resilience and optimism

25. I can view errors as part of the normal learning process, and bounce back from disappointment or failure.
26. I can identify barriers to achieving a goal and identify how I am going to overcome them.
27. I can choose when and where to direct my attention, resisting distractions, and can concentrate for increasing periods of time.

Evaluation and review

28. I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour.
29. I have a range of strategies for helping me to feel and remain optimistic, approaching new tasks in a positive frame of mind.
30. I can take responsibility for my life, believe that I can influence what happens to me and make wise choices.

Empathy

Understanding the thoughts and feelings of others

31. I can work out how people are feeling through their words, body language, gestures and tone, and pay attention to them.
32. I understand that people can all feel the same range of emotions, but that people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways.
33. I can see the world from other people's points of view, can feel the same emotion as they are feeling and take account of their intentions, preferences and beliefs.

Valuing and supporting others

34. I can listen empathically to others, and have a range of strategies for responding effectively in ways that can help others feel better.
35. I can show respect for people from diverse cultures and backgrounds, and for people with diverse interests, attainments, attitudes and values, and I am interested in, enjoy and celebrate differences.
36. I understand the impact of bullying, prejudice and discrimination on all those involved, am moved to want to make things better for them and can use appropriate strategies to do so.
37. I can support others who are experiencing personal problems.
38. I recognise and take account of my feelings of empathy and act on them by considering the needs and feelings of others.

Social skills

Building and maintaining relationships

39. I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings.
40. I can take others' thoughts and feelings into account in how I manage my relationships.
41. I can assess risks and consider the issues involved before making decisions about my personal relationships.
42. I can make, sustain and break friendships without hurting others.

Belonging to groups

43. I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome.
44. I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school, family and community.
45. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others.
46. I can give and receive feedback and use it to improve mine and other people's achievements.

Solving problems, including interpersonal ones

47. I can use a range of strategies to solve problems and know how to resolve conflicts with other people, such as mediation and conflict resolution.
48. I can monitor the effectiveness of different problem-solving strategies and use my experiences to help me choose my behaviour and make decisions.
49. I have strategies for repairing damaged relationships.
50. I can be assertive when appropriate.

Social and emotional aspects of learning: guidance

Social and Emotional Aspects of Learning for secondary schools (SEAL): Guidance booklet 00043-2007BKT-EN © Crown copyright 2007 Secondary National Strategy

Appendix 12 SRE in National Curriculum Science

Updated 2 December 2014

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

Key stage 1 - Year 1 PoS

Statutory programme of study	Notes & guidance (non-statutory)
Animals, including humans identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	[Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.]

Year 2 PoS

Animals, including humans notice that animals, including humans, have offspring which grow into adults	[Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.]
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Key Stage 2 - Year 4 PoS

Living things & their habitats recognise that living things can be grouped in a variety of ways	[Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.]
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Year 5 PoS

Living things & their habitats describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals.	[Pupils ... should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world ... asking pertinent questions and suggesting reasons for similarities and differences. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.]
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<p>Animals, including humans describe the changes as humans develop to old age.</p>	<p>[Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.]</p>
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Year 6 PoS

<p>Living things & their habitats describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro- organisms, plants and animals</p>	<p>[Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.]</p>
<p>Animals including humans recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>[Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.]</p>
<p>Evolution and inheritance recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>	<p>[They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles.]</p>

Key Stage 3 - Biology

Structure and function of living organisms: Reproduction

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Health

- the effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

Genetics and evolution: Inheritance, chromosomes, DNA and genes

- heredity as the process by which genetic information is transmitted from one generation to the next

Key Stage 4 - Biology

Health, disease and the development of medicines

- the relationship between health and disease
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- non-communicable diseases
- bacteria, viruses and fungi as pathogens in animals and plants
- body defences against pathogens and the role of the immune system against disease
- reducing and preventing the spread of infectious diseases in animals and plants
- the process of discovery and development of new medicines
- the impact of lifestyle factors on the incidence of non-communicable diseases.

Coordination and control

- principles of hormonal coordination and control in humans
- hormones in human reproduction, hormonal and non-hormonal methods of contraception

Evolution, inheritance and variation

- sex determination in humans

Appendix 13 National standards for the PSHE CPD programme for teachers

DCSF 2007

These national standards have been adapted from the Teachers' Standards Framework. They are organised in two sections, referred to as Dimension A and Dimension B. Dimension A refers to the context and the core skills of teaching and managing pupil learning in PSHE. Dimension B covers knowledge and understanding and their application in the teaching of SRE, Drug Education or Emotional Health and Well Being. These standards are intended for use by all who teach PSHE, whether in primary, middle or secondary schools, PRUs or special schools.

You can only choose one extension module for Dimension B, either SRE, Drug Education or Emotional Health and Well Being.

The process is not cumulative: it is intended that a teacher who has gained certification will be of sufficient standard in all aspects of PSHE teaching, irrespective of the extension module for which s/he opted.

Dimension A: The context and the core skills of teaching and managing pupil learning in PSHE

You must provide valid and sufficient evidence for each of the standards in Dimension A. You should aim to use evidence from aspects of PSHE other than your extension module (such as healthy eating, personal safety, SRE/drug education/ emotional health and wellbeing) so that your portfolio reflects the breadth of your teaching in PSHE.

A1: The context for PSHE

- A1.1 National policies, statutory and non-statutory guidance appropriate to PSHE and how these are reflected in the school's policies
- A1.2 The law in relation to aspects of PSHE such as confidentiality, child protection, sexual activity, drug use and drug incident management
- A1.3 An awareness of the national and local context, eg. patterns of drug use and teenage pregnancies
- A1.4 Reflect on your personal values and their potential impact on classroom practice

Evidence for the standards in A1 will arise out of the local CPD network meetings. You will also need to demonstrate how they are reflected in your classroom practice.

A2: Establishing a safe learning environment

- A2.1 Consult with pupils to determine their needs, identify levels of knowledge and understanding, attitudes, language and misconceptions, and plan your teaching so that it is relevant to their lives
- A2.2 Plan lessons that include strategies to meet the needs of all pupils
- A2.3 Develop clear ground rules with classes and use them to maintain a climate of trust and mutual respect between yourself, pupils and visitors, and to maintain professional boundaries
- A2.4 Have strategies to respond appropriately to spontaneous issues raised by pupils while working within the planned programme
- A2.5 Recognise prejudice and have consistent strategies to challenge it
- A2.6 Manage discussions of sensitive and controversial issues

A3: Effective teaching and learning

- A3.1 Plan well-structured lessons with clear intended learning outcomes, within a planned programme of PSHE
- A3.2 Use a range of teaching styles in which active learning plays a major part, maximising pupil participation
- A3.3 Use a range of groupings, including working in pairs, small groups and with the whole class

- A3.4 Reflect on and use a range of resources sensitive to age, gender, ability, faith, sexuality, ethnicity and culture as appropriate
- A3.5 Use a range of strategies, including pupil self-assessment, to assess the development of skills, knowledge and understanding
- A3.6 Evaluate teaching and learning, including with pupils, and use this to inform future planning

A4: Effective partnerships

- A4.1 Plan, deliver and evaluate lessons in conjunction with a visitor such as a community health professional
- A4.2 Teach about the range of national and local support services, the support they offer to children, young people and parents, and referral procedures
- A4.3 Contribute to the work of your school's Healthy School task group
- A4.4 Liaise with external agencies regarding PSHE and/or pupil welfare in order to inform practice

Dimension B: Knowledge and understanding and their application in the teaching of SRE (extension module)

Teachers must provide valid and sufficient evidence for all the standards in *one* Dimension B module (SRE, drug education or emotional health and well-being) depending on their choice of extension module.

B1: Development of a healthy, safer lifestyle

- B1.1 Keeping safe and assessing and managing risk, including how to ask for help
- B1.2 How to support pupils through physical and emotional changes, including promoting positive sexual health
- B1.3 Relationship between emotional health and wellbeing, and sex and relationships
- B1.4 Human development and reproduction
- B1.5 The facts and myths regarding HIV and AIDS and how to challenge the associated prejudice
- B1.6 Safer sex and its negotiation
- B1.7 Planned and unplanned pregnancy, methods of contraception, abortion and fertility treatment
- B1.8 Sexually transmitted infections, including chlamydia

B2: Development of positive relationships and respect for difference and diversity

- B2.1 Cultural and moral viewpoints within different faiths and their influence on SRE
- B2.2 Issues within family life such as parenthood, loss and change
- B2.3 Rights and responsibilities of the individual and others within relationships
- B2.4 Nature and importance of mutually supportive relationships, including marriage, and their importance for family life
- B2.5 Role of the media in relation to aspects of sex and relationships
- B2.6 Personal identity, gender roles, sexuality, sexual orientation and their influence on sex and relationships

Dimension B: Knowledge and understanding and their application in the teaching of drug education (extension module)

Teachers must provide valid and sufficient evidence for all the standards in *one* Dimension B module (SRE, drug education or emotional health and well-being) depending on their choice of extension module.

B1: Development of a healthy, safer lifestyle

- B1.1 Keeping safe and assessing and managing drug-related risk, including how to ask for help
- B1.2 Effects and risks of drugs on people's lives, including physical, emotional and social
- B1.3 Relationship between emotional health and wellbeing and drug use
- B1.4 Basic emergency first-aid procedures, including the recovery position and calling for emergency help
- B1.5 How to identify and support pupils with drug-related needs, including those whose parents/carers use or misuse drugs
- B1.6 Links between drug use, sexual activity and sexual health
- B1.7 Effects of drug use on crime and antisocial behaviour
- B1.8 Drugs that have particular significance to children and young people, which may include medicines, alcohol, tobacco, cannabis, volatile substances and Class A drugs, depending on pupils' needs

B2: Development of positive relationships and respecting difference and diversity

- B2.1 A range of attitudes and values, including cultural and religious viewpoints, in relation to drug issues
- B2.2 Role of drugs in society
- B2.3 Rights and responsibilities to yourself and others
- B2.4 Range of influences and pressures on children and young people and how these affect their decisions to use or not use drugs
- B2.5 Role of the media and its portrayal of drug issues

DIMENSION B: Knowledge and understanding and their application in the teaching of emotional health and well-being (extension module)

Teachers must provide valid and sufficient evidence for all the standards in *one* Dimension B module (SRE, drug education or emotional health and well-being) depending on their choice of extension module.

B1: Development of a healthy, safer lifestyle

- B1.1 How to support pupils through emotional changes and promote the skills that allow children and young people to understand and manage strong feelings associated with change such as loss, bereavement and transition
- B1.2 Relationship between self-esteem and promoting positive body image eg. covering issues such as the impact of obesity and eating disorders on self esteem
- B1.3 The importance of self esteem in personal and social development and how to encourage self-awareness – including understanding strengths and weaknesses whilst maintaining positive self esteem in children and young people
- B1.4 Help pupils to recognise and manage stress, including how to ask for help
- B1.5 The emotional impact of financial hardship and how to promote good finance management
- B1.6 The nature and importance of emotions in all aspects of life inside and outside of school and how to help children and young people to learn how to manage their emotions and impulses.
- B1.7 Awareness of SEAL and the contribution it can make to emotional health and well being.
- B1.8 How to promote the skills associated with assertiveness, conflict resolution and the ability to resist peer pressure.

B2 Development of positive relationships and respect for difference and diversity

- B2.1 The impact of cultural identity and its effects on personal well being and relationships
- B2.2 Rights and responsibilities to oneself and others
- B2.3 Role of the media in relation to attitudes towards mental health eg advertising and body image
- B2.4 The impact of bullying or abusive behaviour on emotional health and well being and how to teach the skills of empathy, social skills and assertiveness as preventative strategies against bullying
- B2.5 How to use a range of learning and teaching styles to explore social and emotional skills.

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Appendix 14 Statutory duties and government guidance

National curriculum in England - framework for key stages 1-4

2 December 2014

The school curriculum in England

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

Section 78 of the 2002 Education Act which applies to all maintained schools. Academies are also required to offer a broad and balanced curriculum in accordance with Section 1 of the 2010 Academies Act.

All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

PSHE education - Government Guidance 2013

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

What maintained schools must publish online

Every maintained school must publish specific information on its website to comply with The School Information (England) (Amendment) Regulations 2012.

Schools must publish the following information about the school's curriculum:

the content of the curriculum your school follows in each academic year for every subject.

The academy or free school funding agreement will state what the school should publish on its website.

Children Act 2004 - Safeguarding and promotion of wellbeing

Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004

All people working in education and schools contribute to the safeguarding and promoting of children's welfare. All schools and further education institutions have a statutory duty to safeguard and promote the welfare of children. Consequently, staff in these establishments play an important part in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm and by educating children, about managing risks and improving their resilience through the curriculum. All schools and further education institutions should create and maintain a safe environment for children and young people, and should be able to manage situations where there are child welfare concerns.

Section 10 Cooperation to improve well-being requires each Local Authority to make arrangements to promote co-operation between the authority, each of the authority's relevant partners and such other persons or bodies, working with children in the local authority's area, as the authority consider appropriate. The arrangements are to be made with a view to improving the wellbeing of children in the authority's area including physical and mental health and emotional well-being, protection from harm and neglect, education, training and recreation, the contribution made by them to society and social and economic well-being.

<http://www.legislation.gov.uk/ukpga/2004/31/section/10>

The Equality Act 2010 - Equality of opportunity and prevention of discrimination

The Act applies to all maintained and independent schools, as well as academies and free schools. It covers all aspects of school life to do with how a school treats pupils and prospective pupils, parents and carers, employees, and members of the community. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage.

It outlaws the treatment of people unfairly because of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

- **Equality Act 2010: advice for schools**, DfE (May 2014)
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- **The Equality Act - What schools need to know**, SecEd (Jan 2013) <http://www.sec-ed.co.uk/best-practice/the-equality-act-what-schools-need-to-know#sthash.RNWSxoxu.dpufj>
- **Public Sector Equality Duty Guidance for Schools in England**, Equality & Human Rights Commission (Sept 2014) <http://www.equalityhumanrights.com/publication/public-sector-equality-duty-guidance-schools-england>

The Equality Act and inclusive SRE

The Equality Act 2010 and schools May 2014

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Sexual orientation and marriage and civil partnership

- Schools need to make sure that all gay, lesbian or bi-sexual pupils, or the children of gay, lesbian or bi-sexual parents, are not singled out for different and less favourable treatment from that given to other pupils.
- Maintained secondary schools have a legal requirement to teach about the 'nature of marriage' when they are delivering sex education. Many academies (including free schools) also teach about this topic, and when they do so, they must have regard to the Secretary of State's guidance on sex and relationship education. Schools must accurately state the facts about marriage of same sex couples under the law of England and Wales, in a way that is appropriate to the age and level of understanding and awareness of the pupils.
- No school, or individual teacher, is under a duty to support, promote or endorse marriage of same sex couples. Teaching should be based on facts and should enable pupils to develop an understanding of how the law applies to different relationships. Teachers must have regard to statutory guidance on sex and relationship education, and to meet duties under equality and human rights law.

Sexual orientation and religion or belief

- Many people's views on sexual orientation/sexual activity are themselves grounded in religious belief. Some schools with a religious character have concerns that they may be prevented from teaching in line with their religious ethos. Teachers have expressed concerns that they may be subject to legal action if they do not voice positive views on same sex relationships, whether or not this view accords with their faith. There are also concerns that schools with a religious character may teach and act in ways unacceptable to lesbian, gay and bisexual pupils and parents when same sex relationships are discussed because there are no express provisions to prevent this occurring.
- Schools with a religious character, like all schools, have a responsibility for the welfare of the children in their care and to adhere to curriculum guidance. It is not the intention of the Equality Act to undermine their position as long as they continue to uphold their responsibilities in these

areas. If their beliefs are explained in an appropriate way in an educational context that takes into account existing guidance on the delivery of Sex and Relationships Education (SRE) and Religious Education (RE), then schools should not be acting unlawfully.

- However, if a school conveyed its belief in a way that involved haranguing, harassing or berating a particular pupil or group of pupils then this would be unacceptable in any circumstances and is likely to constitute unlawful discrimination.
- Where individual teachers are concerned, having a view about something does not amount to discrimination. So it should not be unlawful for a teacher in any school to express personal views on sexual orientation provided that it is done in an appropriate manner and context (for example when responding to questions from pupils, or in an RE or Personal, Social, Health and Economic education (PSHE) lesson). However, it should be remembered that school teachers are in a very influential position and their actions and responsibilities are bound by much wider duties than this legislation. A teacher's ability to express his or her views should not extend to allowing them to discriminate against others.

The United Nations Convention on the Rights of the Child

<http://www.unicef.org.uk/UNICEFs-Work/UN-Convention/>

The UK Government ratified the United Nations Convention on the Rights of the Child (UNCRC) in 1991. This is the most widely ratified international human rights treaty, setting out what all children and young people need to be happy and healthy. While the Convention is not incorporated into national law, it still has the status of a binding international treaty. By agreeing to the UNCRC the Government has committed itself to promoting and protecting children's rights by all means available to it.

The articles of the Convention which are most relevant to childrens' and young people's personal and social development, health and wellbeing are:

- Article 17: Children and young people have a right to information that is important to their health and wellbeing.
- Article 28: Children and young people have a right to primary education.
- Article 29: Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.
- Article 34: Governments should protect children from all forms of sexual exploitation and abuse. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

The impact of pupil behaviour and wellbeing on educational outcomes, DfE 2012

<https://www.gov.uk/government/publications/the-impact-of-pupil-behaviour-and-wellbeing-on-educational-outcomes>

- Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.
- Children with better emotional wellbeing make more progress in primary school and are more engaged in secondary school.
- Children with better attention skills experience greater progress across the four key stages of schooling in England. Those who are engaged in less troublesome behaviour also make more progress and are more engaged in secondary school.
- Children who are bullied are less engaged in primary school, whereas those with positive friendships are more engaged in secondary school.
- As children move through the school system, emotional and behavioural wellbeing become more important in explaining school engagement, while demographic and other characteristics become less important.
- Relationships between emotional, behavioural, social, and school wellbeing and later educational outcomes are generally similar for children and adolescents, regardless of their gender and parents' educational level.

References to PSHE education; citizenship education; and Spiritual, Moral, Social and Cultural development in Ofsted's inspector guidance: School inspection handbook and Inspecting safeguarding in maintained schools and academies.

From: School inspection handbook (19 December 2014):

Overall Effectiveness

Para 128. Before making the final judgement on the overall effectiveness, inspectors must also evaluate:

- the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development

(see Appendix 2 - Definition of SMSC)

Leadership and management

Para 152. Inspectors should consider how well leadership and management ensure that the curriculum:

- is broad and balanced, complies with legislation and provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of later life in modern Britain; inspectors should not expect to see a particular range of subjects but should be alert to any unexplained narrowness in the breadth of curriculum being offered by the school
- actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs
- promotes tolerance and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics)¹ through the effective spiritual, moral, social and cultural development of pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community
- includes a rounded programme of assemblies that help to promote pupils' spiritual, moral, social and cultural development, providing clear guidance on what is right and what is wrong

Para 154. Inspectors should explore:

- the extent to which the school has developed and implemented a strategy for ensuring that all pupils in Years 8 to 13 receive effective careers guidance
- the impact of this guidance in helping young people to make informed choices about their next steps

Para 157. Inspectors should consider the effectiveness of safeguarding arrangements to ensure that there is safe recruitment and that all pupils are safe. This includes the:

- approach to keeping pupils safe from the dangers of radicalisation and extremism, and what is done when it is suspected that pupils are vulnerable to these
- promotion of safe practices and a culture of safety, including e-safety.

Para 165. Inspectors should consider whether governors:

- ensure that they and the school promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics)² and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain

Behaviour and safety

Para 174. When judging behaviour and safety, inspectors should consider:

- the extent to which pupils are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism³ and are aware of the support available to them.

1 As defined by the Equality Act 2010

2 As defined by the Equality Act 2010

3 This includes risks associated with e-safety, substance misuse, knives and gangs, relationships (including sexual relationships), water, fire, roads and railways

Early years provision

Para 208. Inspectors must consider:

- how well children behave, cooperate and share with each other, make friends, respect each other's differences and build their understanding and respect for different families, people and communities beyond their immediate experience
- the extent to which children behave in ways that are safe, understand how to stay safe and show that they feel safe.

Sixth form provision

Para 211. Inspectors will additionally consider:

- how well students' personal, social and employability skills are developed and how well this prepares them for their next steps in education or at work, including the contribution of 'non-qualification' activity and/or work experience and appreciation of how to approach life in modern Britain positively

Grade descriptors – effectiveness of sixth form provision: the quality of education provided in the post-16 study programmes: The quality of education in the sixth form is likely to be inadequate if any of the following apply:

- students are uninformed and ill-equipped to deal with potential risks to their health and well-being and/or learning and progress.

From: Inspecting safeguarding in maintained schools and academies: briefing for Section 5 inspectors (December 2014)

Para 10 Safeguarding can involve a range of potential issues such as:

- bullying, including cyberbullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- racist, disability, and homophobic or transphobic abuse
- radicalisation and extremist behaviour
- child sexual exploitation
- sexting
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage.

Para 20 Children are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and help and support is given to children about how to treat others with respect.

Para 21 Adults understand the risks posed by adults or young people who use the internet to bully, groom or abuse children and have well-developed strategies in place to keep children safe and to support them in learning how to keep themselves safe. Leaders oversee the safe use of electronic and social media when the children are on site and take action immediately if they are concerned about bullying or risky behaviours.

Para 30 The responsibilities placed on governing bodies and proprietors include:

- making sure that children are taught about how to keep themselves safe.

Para 50 The designated safeguarding lead should be aware of the guidance that is available in respect of female genital mutilation (FGM) and should be vigilant to the risk of it being practised. Inspectors should be also alert to this when considering a school's safeguarding arrangements and, where appropriate, ask questions of designated staff such as:

- how alert are staff to the possible signs that a child has been subject to female genital mutilation or is at risk of being abused through it; what sort of training have they had?
- has the school taken timely and appropriate action in respect of concerns about particular children?

Para 51 The School inspection handbook sets out how Ofsted will report on the way that schools make pupils aware of how they can keep themselves safe and what behaviour towards them is not acceptable. Inspectors should include e-safety in their discussions with pupils (covering topics such as safe use of the internet and social networking sites, cyber bullying, including by text message) and what measures the school takes to promote safe use and combat unsafe use, both proactively (by preparing pupils to engage in e-systems) and reactively (by helping them to deal with a situation when something goes wrong).