

RECENT DEVELOPMENTS AND BEST PRACTICE IN PSHE PROVISION

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She was a secondary school teacher, a PSHE local authority adviser, and worked for seventeen years in higher education responsible for teacher training in the social sciences, PSHE and citizenship.

As adviser to the DfES on the 'Certification of the Teaching of PSHE' she worked with the PSHE curriculum team and Health Development Agency to agree the Standards for Certification in all 151 LAs and write the supporting handbook and materials.



NEVER HAS PSHE BEEN MORE IMPORTANT

- New Ofsted Framework
- New Statutory Subjects
 - *Relationships Education*
 - *Relationships & Sex Education*
 - *Health Education*

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

Personal, social and health education in English schools in 2012

This report evaluates the strengths and weaknesses of personal, social, health and economic (PSHE) education in primary and secondary schools in England. It is based on evidence from inspections of PSHE education carried out between January 2012 and July 2012 in 50 maintained schools and on evidence from an online survey of 178 young people conducted on behalf of Ofsted between October and November 2012.

Part A focuses on the key inspection and survey findings. Part B describes the characteristics of PSHE education that are outstanding and those aspects that require improvement or are inadequate. Part B can be used as training material for subject leaders and their teams to evaluate the quality of PSHE education in their own school.

Age group: 5 to 18

Published: May 2013

Reference no: 130065

FINDINGS OF OFSTED'S PSHE SURVEY

There is a close correlation between the grades that the schools in Ofsted's PSHE survey were awarded for overall effectiveness in their last section 5 inspection, and their grade for PSHE.

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.

Not Yet Good Enough: PSHE education in schools Ofsted 2013

SO WHY IS PSHE AN IMPORTANT PART OF SCHOOLING?

The Education Reform act states schools should prepare young people for the ‘...responsibilities and opportunities of life’.

We expect most of today’s five year olds to:

- Stay in education or training until 2030 or longer
- Be part of the workforce till 2080
- Live long enough to see in the next century

ACTIVITY

What changes do you predict will take place between now and the end of the century?

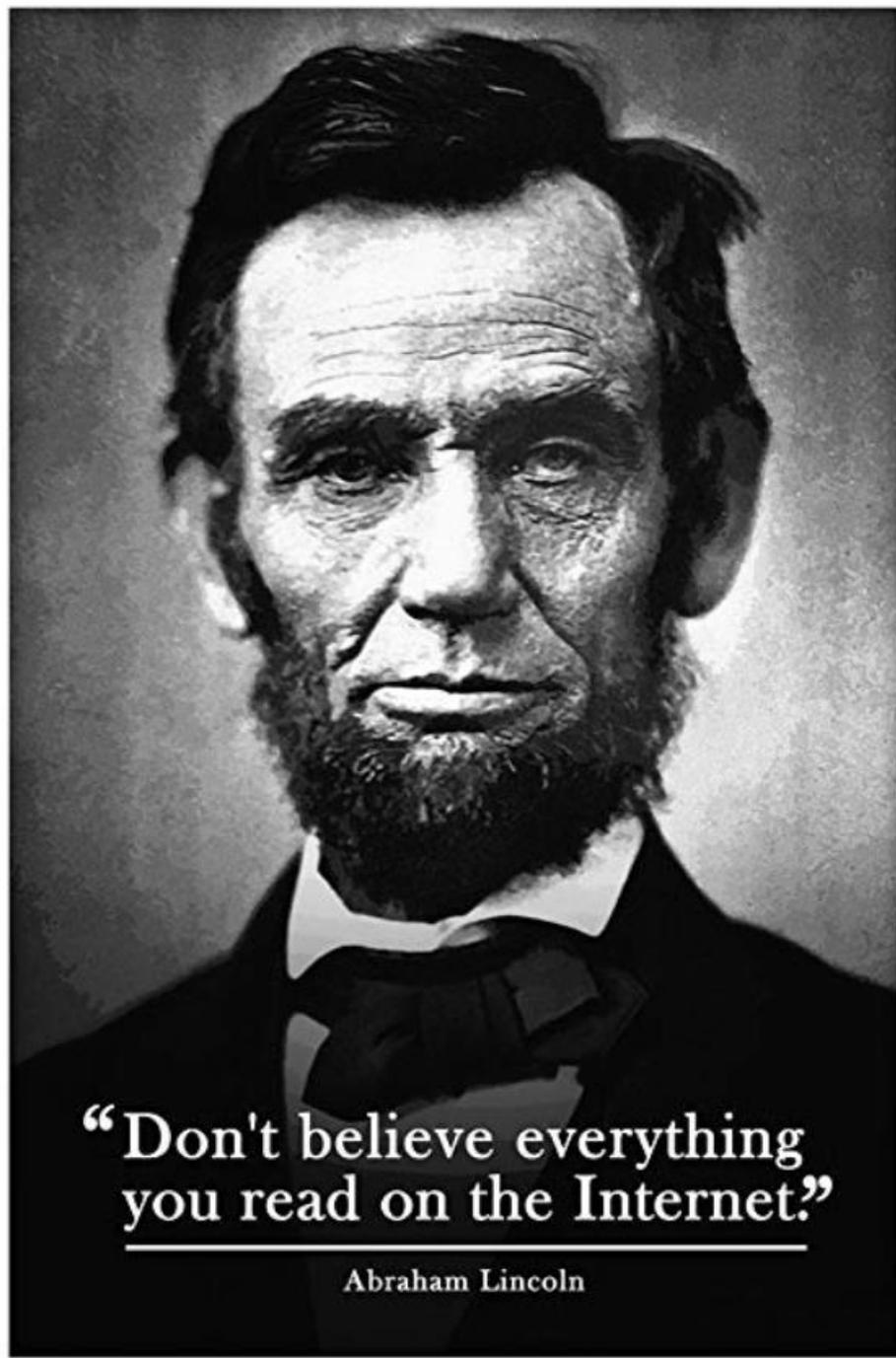
- Technologically
- Socially
- Politically
- Economically

ACTIVITY

Which aspects of:

- Knowledge and understanding
- Skills
- Attitudes and values

are important to help prepare young people to **cope** with, and **contribute positively** to their futures?



“Don't believe everything
you read on the Internet.”

Abraham Lincoln

KEY MOMENTS IN LIFE

- Cross my first busy road without someone to watch over me
- Travel to school on my own for the first time
- Have my first 'sleep over' at a friend's home
- Travel into town on my own for the first time
- Experience my first 'dare'
- Make my first decision to spend my own money
- Question if my body looks okay. Make my first independent decision about my diet and exercise
- Begin to use social media
- Witness or experience my first incident of bullying
- Experience the start of puberty

MORE KEY MOMENTS ...

- Experience my first bereavement
- Witness or experience my first incident of racism, sexism, homophobia or transphobia
- Live my first day when I am responsible in law for my own actions (aged 10 in UK)
- Be exposed to pornography for the first time
- Be offered a cigarette, drugs or alcohol for the first time
- Go on my first date
- Fall in love (or lust) for the first time
- Meet my first boyfriend or girlfriend
- Have my first sexual experience

MORE KEY MOMENTS ...

- Have my first opportunity to become a member of different groups, perhaps a gang
- Make a choice about my career path
- Sign my first legally binding contract
- Take on my first financial debt
- Attend my first interview
- Have my first day at college or at my first job
- Live my first day on my own

[Adapted from www.pshe-association.org.uk](http://www.pshe-association.org.uk)

WHO ARE SCHOOLS PREPARING TODAY'S PUPILS TO BE?

- Friend
- Neighbour
- Sibling
- Daughter/son
- Lover
- Partner
- Parent
- Carer
- Learner
- Teacher of others
- Citizen
- Tourist
- Voter
- Advocate
- Confidant
- Leader
- Community member
- Employee
- Employer
- Volunteer
- Hobbyist
- Traveller
- Other?

THE NEW FRAMEWORK FOR INSPECTION 2019

Replaces the personal development, behaviour and welfare judgement with two judgments:

- Behaviour and attitudes
- Personal development

WHEN PSHE IS GOOD OR OUTSTANDING ...

- 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.
- They are skilful in teaching sensitive and controversial topics and use questioning effectively.

UNFORTUNATELY THE OFSTED SURVEY FOUND THAT ...

- Teaching required improvement in 42% of primary and 38% of secondary schools.
- Too many teachers lacked expertise in teaching sensitive and controversial issues, which resulted in some topics such as sexuality, mental health and domestic violence being omitted from the curriculum.

ACTIVITY

Discuss what you think constitutes safeguarding through the curriculum

SOME SAFEGUARDING ISSUES

- Germs, personal hygiene and hand washing
- Harmful household products and medicines
- Road, water and electrical safety
- Basic emergency aid
- Legal and illegal drugs, their effects and risks
- Judging what kind of physical contact is acceptable and e-safety
- How to resist peer-pressure and how to ask for help

WHAT ABOUT THESE?

- 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 and 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
- gang and knife culture
- religious and political extremism

OFSTED'S DEFINITIONS OF SAFEGUARDING ...

- bullying, including cyberbullying and prejudiced-based bullying
- racist, disablist, 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, FGM and forced marriage

Inspecting safeguarding in early years, education and skills settings, Ofsted

HOWEVER, SRE (RSE) FINDINGS SHOW THAT:

‘Lack of high-quality, age-appropriate sex and relationships education in more than a third of schools is a concern as it may leave children and young people vulnerable to inappropriate sexual behaviours and sexual exploitation’.

‘This is because they have not been taught the appropriate language or developed the confidence to describe unwanted behaviours or know where to go to for help’.

CHANGES TO LEGISLATION AFFECTING RELATIONSHIPS AND HEALTH EDUCATION

... sections 34 and 35 of **the Children and Social Work Act 2017**, make **Relationship Education** compulsory for all pupils receiving primary education and **Relationship and Sex Education (RSE)** compulsory for all pupils receiving secondary education

.... they also make **Health Education** compulsory in all schools except independent schools. PSHE continues to be compulsory in independent schools.

Relationships Education, Relationships and Sex Education (RSE) and Health Education – guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. Draft consultation: February 2019

THE THINKING BEHIND THE RSE GUIDANCE

Given the increasing concerns around child sexual abuse and exploitation and the growing risks associated with growing up in a digital world, there is a particularly compelling case to act in relation to pupil safety.

That is why the amendment places a duty now on the Secretary of State to make Relationships Education and RSE statutory through regulations.

SOME GUIDING PRINCIPLES

- Young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.
- The government wants pupils to leave school prepared, in the widest sense, for adult life.
- The content of the regulations and guidance should reflect an effective balance between ensuring that children are taught the knowledge they require to thrive in a modern world, and ensuring that schools have the flexibility to design and plan subject content
- The curriculum should complement, and be supported by, the school's wider policies on behaviour, bullying and safeguarding.
- All schools must comply with the relevant provisions of the Equality Act 2010.

EQUALITIES AND RSE

- This is particularly important when planning teaching for pupils with special educational needs and disabilities ... high quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.
- Schools are free to determine how they address LGBT specific content, but the Department recommends that it is integral throughout the programme of study.

Relationships Education, Relationships and Sex Education (RSE) and Health Education – guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. Draft consultation: July 2018

WHAT IS IN THE HEALTH EDUCATION GUIDANCE?

Parity for physical health and mental wellbeing – includes:

- ✓ Understanding range of emotions with a varied vocabulary to describe them
- ✓ Judging appropriate behaviour including understanding the impact of bullying
- ✓ Understanding the benefits of physical exercise, hobbies and interests
- ✓ Knowing where to go to for help
- ✓ Internet safety and the impact of social media and negative online content on wellbeing
- ✓ Benefits of a healthy diet, sufficient sleep, dental hygiene, handwashing and immunisation
- ✓ Consequences of substance misuse, sun exposure, lack of physical activity etc.
- ✓ Basic first aid
- ✓ The physical and emotional changes associated with puberty & menstruation

AND PSHE IN MAINTAINED SCHOOLS?

For PSHE, we are giving a power to the Secretary of State to make it statutory via regulations ... it is evident that wider concerns about child safety and wellbeing relate to the types of life skills this subject can cover ... We therefore think it is important that we have the ability to make PSHE statutory as well.

WHEN PSHE IS GOOD OR OUTSTANDING ...

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.

IN CONCLUSION ...

- It should come as no surprise that the key features of good and outstanding practice in PSHE mirror good and outstanding practice in any subject in the curriculum
- Research and Ofsted's own PSHE survey show that the knowledge, skills, qualities and attitudes that pupils develop through a good PSHE education can help to:
 - safeguard them
 - enhance their SMSC development
 - enhance their achievement in all areas of school life and beyond.

IN CONCLUSION ...

- Good PSHE teaching will help schools:
 - Meet the requirements of the new Ofsted Framework
 - Fulfil the obligations of the new statutory subjects
- PSHE has never been more important than today!