











PSHE FACTSHEET

Personal, Social, Health and Economic Education

What should your school be doing? (incorporating Healthy Schools Guidance)

- Develop policies and guidance in consultation with the whole school community to support and guide teachers in teaching and pupils in their learning. Regularly review these policies and ensure that they reflect the school's commitment to high achievement and effective teaching and learning 
- Have a named Co-ordinator and a named Governor responsible for PSHE Education within the school 
- Regularly monitor and evaluate PSHE education through a variety of opportunities including self-evaluation, and have identified key areas for development for PSHE education within the school 
- Have a curriculum and scheme of work for PSHE throughout the school which provides continuity and progression in the subject for all pupils taking into account their needs, ability and maturity and reflects cultural social and ethnic diversity 
- Assessment of pupil progress (knowledge, skills attitudes and values) uses a variety of approaches and is built into the teaching and learning of the scheme of work to reflect best practice 
- Teaching and learning should include a wide range of active approaches that meet the needs of all pupils / students, and include appropriate use of external agencies to support the curriculum 
- Opportunities for monitoring and reviewing PSHE education are seen as part of the role and responsibility of the named Co-ordinator 
- Identify and address the CPD needs of staff delivering PSHE, as appropriate 
- Develop effective links with the local community in order to extend the subject, enhance teaching, and develop teachers' and pupils' wider understanding of national and local support services 
- Create and maintain a climate which enables all staff to develop and maintain positive attitudes towards the subject and confidence in teaching it 

What should be taught?

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.

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**.

Key Stage 3 & 4:

Personal, social, health and economic education brings together personal, social and health education, work-related learning, careers, enterprise, and financial capability. There are two new non-statutory programmes of study at Key Stages 3 and 4: personal well-being, and economic well-being and financial capability. The programmes of study are based on the Every Child Matters outcomes and build on the existing frameworks and guidelines in these areas.

Personal well-being

This non-statutory programme of study provides a context for schools to fulfil their legal responsibilities to promote the well-being of pupils and provide a programme of **sex and relationships education and drugs education**. It also provides schools with an opportunity to focus on delivery of the skills identified in the framework for Social and Emotional Aspects of Learning (SEAL).

Economic well-being and financial capability

This non-statutory programme of study brings together **careers education, work-related learning, enterprise and financial capability**. It also provides a context for schools to fulfil their legal responsibility to provide opportunities for careers education at Key Stage 3, and for careers education and work-related learning at Key Stage 4.

Frequently Asked Questions

Q: I work in a secondary school and my Head is keen on off timetable days for PSHE. Can you offer any guidance on the benefit of these Theme Days in PSHE?

A: Theme Days are good opportunities to supplement and reinforce the regular timetabled lessons / sessions, but should not replace them. Pupils do not respond well to such days, they need time to reflect on their learning, they need to be able to follow up such days with access to further information and learning opportunities. Teachers need to be able to assess pupils' progress, which cannot be assessed from a single Theme Day.

Q: I am looking for timetable models in PSHE?

A: QCA's review of the secondary curriculum is asking schools to look creatively at timetabling for all areas of the curriculum. The PSHE subject association is working with QCA to develop materials, including case studies, for its website.

Q: How many hours of PSHE should we be teaching a week?

A: There are great pressures on the curriculum so schools will need to allocate curriculum time on the basis of pupil need. Many schools are looking to bring 'subjects' together and offer a more creative approach to learning. What is important is that pupils have regular access to high quality PSHE experiences

Q: Can you help me with developing assessment of PSHE? Are there any resources, level descriptions, assessment activities that would help?

A: Non-statutory end of Key Stage statements and related assessment guidance were produced by QCA in November 2005. Since then they have been extensively used by schools and local authorities to develop and improve planned assessment opportunities for PSHE. In the light of the secondary review, there is a clear need for a review of assessment opportunities to reflect the new curriculum, in particular the division of the new PSHE education framework into two programmes of study. This is currently under review by QCA. There are an increasing number of opportunities to provide accreditation for work done in PSHE at Key Stages 3 and 4. More details are available on the ASK web pages.

Q: What are the statutory requirements for sex education in Key Stage 3?

A: Within National Curriculum Science there is an element of 'sex education' which is statutory. The focus here is on the biological aspects. At Key Stage 3 this relates mostly to human reproduction and foetal development. Sex and Relationships Education is recommended to be taught by all schools within PSHE. This is not a statutory requirement. All schools are required to have a policy about Sex and Relationships Education. The most up-to-date government guidance is still DfEE 2000 'Sex and Relationship Education Guidance'.

Q: I have recently been employed at a primary school and been given responsibility for PSHE and Healthy Schools. Until recently the school nurse delivered the sex education but now we don't have a school nurse. I have agreed to do it but don't really know where to start?

A: School nurses are deployed through Local Children's Services Partnerships (LCSPs). They are available to support teachers and schools with SRE development, and to work with individuals and groups of vulnerable young people. Ask your Headteacher to contact the LCSP manager.

Resources and Support

Advisory Service Kent

Allan Foster, Lead Curriculum Adviser, Adviser for PSHE
Advisory Service Kent - CFE,
Oxford Road, Maidstone, ME15 8AW
Tel: 01622 203800 Mobile: 07786191711
E-mail: allan.foster@kent.gov.uk
[http://www.kenttrustweb.org.uk/ask/
curriculumsubjects/ask_cs_pshehome.cfm](http://www.kenttrustweb.org.uk/ask/curriculumsubjects/ask_cs_pshehome.cfm)

DCSF: Teachernet

A comprehensive portal with guidance, resources and useful links to other sites

<http://www.teachernet.gov.uk/pshe/>

PSHE Association

The recognised PSHE subject association. Lots of guidance, resources and links.

The PSHE Association, 8 Wakley Street, London, EC1V 7QE
Tel: +44 (0)20 7843 1916
www.pshe-association.org.uk

QCA

The site for National Curriculum frameworks, programmes of study

<http://curriculum.qca.org.uk/>

For Units of work and assessment guidance etc.

http://www.qca.org.uk/qca_7202.aspx

Kent Healthy Schools

For details for achieving Healthy Schools' Status plus guidance, resources and contact details.

Carol Healy, Programme Manager
Email: carol.healy@kent.gov.uk
<http://www.clusterweb.org.uk/Children/healthyschools2.cfm>

The National Healthy Schools Programme website provides links and resources for NHSP.

<http://www.healthyschools.gov.uk/>

Kent Teenage Pregnancy Partnership

Contact for CPD etc:

www.kentteenagepregnancy.nhs.uk

School Drug Education Advisers

For contact details, guidance documents, policy frameworks, and CPD opportunities:

<http://www.kenttrustweb.org.uk/Children/drugs.cfm>

SEAL

For access to Primary and Secondary SEAL resources, support materials and guidance:

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

Careers Education

- For curriculum guidance for Careers Education see the national framework:
- Quality Standards for Young People's Information, Advice and Guidance (IAG)
- See the Teaching and Learning section for CEG Scheme of Work and lesson ideas.

http://www.teachernet.gov.uk/_doc/6009/DFES-0163-2003.pdf
<http://www.cegnet.co.uk/site/cegnet/home>

[http://www.connexionskentandmedway.co.uk/pages/
home/index.aspx](http://www.connexionskentandmedway.co.uk/pages/home/index.aspx)

Personal Financial Education

- For support, guidance, resources and scheme of work ideas for Personal Financial Capability this well respected charity site is your first stop shop.
- DCSF guidance papers:

<http://www.pfeg.org/pfeg.asp>

[http://www.teachernet.gov.uk/management/atoz/p/
personalfinancialcapability/index.cfm?code=keyd](http://www.teachernet.gov.uk/management/atoz/p/personalfinancialcapability/index.cfm?code=keyd)

Safety Education

- Effective safety education: a briefing paper for all those involved in helping children and young people to stay safe.
- DCSF guidance paper:

<http://www.pshe-association.org.uk/pdf/A%20review%20of%20safety%20education-%20briefing%20paper.pdf>
<http://www.teachernet.gov.uk/docbank/index.cfm?id=1314>