



# Personal, Social, Health & Economic Education



Teacher's Handbook

2010





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## Section 1 What is PSHE Education?

### 1.1 The Importance of PSHE

**Personal, Social, Health and Economic education (PSHE) is the planned provision for pupils' personal and social development, and their health and wellbeing. It helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It includes three key elements:**

- Acquisition of accessible, relevant information on a range of topics including emotional health and wellbeing, relationships, healthy eating and exercise, bullying, sexual health and substance misuse including tobacco and alcohol
- Clarification and development of attitudes and values that support self-esteem, which are positive to health and wellbeing, and ensure active participation
- Development of emotional and social skills to enable social interaction, effective learning, achievement and enjoyment and management of health and wellbeing

**The Children Act (2004) requires all those who work with children and young people, including schools, to work together to contribute to the five national outcomes for children and young people:**

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic wellbeing

The Office for Standards in Education (Ofsted) now inspects schools' achievement on meeting these national outcomes for children and young people. Effective PSHE supports these outcomes as well as national and local targets regarding inclusion, health and wellbeing, behaviour and academic achievement.

**PSHE has a significant part to play in preparing children and young people to deal effectively with the pressures and challenges that growing up in the 21st century presents:**

- Britain continues to have higher rates of teenage conceptions than its Western European neighbours, Teenage Pregnancy Next Steps, DfES, 2006
- There is a continuing problem with smoking in young people, particularly amongst girls Smoking, Drinking and Drug Use among Young People in England, The Information Centre for Health and Social Care, 2006

- Rates of alcohol consumption amongst young people are of concern, and there is continuing misuse of illegal drugs Smoking, Drinking and Drug Use among Young People in England, The Information Centre for Health and Social Care, 2006
- The last ten years have seen increasing levels of childhood obesity “Obesity: the prevention, identification, assessment and management of overweight and obesity in adults and children”, NICE, 2006
- A recent UNICEF report Innocenti Report Card 7: Child Poverty in Perspective: An Overview of Child Wellbeing in Rich Countries, UNICEF, 2007 showed that children and young people’s emotional, physical and material wellbeing is worse in the UK than in any of the twenty other wealthy countries that were assessed.

PSHE thus makes a significant contribution to several national strategies aimed at promoting better health and wellbeing, such as the Teenage Pregnancy Strategy, the National Drugs Strategy and the National Childhood Obesity Programme.

Children and young people need PSHE to be relevant and appropriate to them, their lives and their future. As well as having access to useful information, they want the opportunity to talk about the personal and social aspects of the issues covered. Above all they need to learn and develop a range of life skills which will stand them in good stead, not just while they are young, but throughout their lives.

Crucial to achieving this is having the time to learn about relationships and how to manage them effectively. This requires practice – by learning in and from various groups – which the PSHE teacher can facilitate during lessons.

Children and young people want to learn about sensitive issues – including sexual, drug-related or alcohol related issues – which arise in relationships, so that they have a good chance of managing those situations for the best possible outcomes.

In order for this to happen in the classroom, PSHE teachers must feel comfortable with what they do. Above all, this requires a relationship with the young people based on mutual respect, within an environment which is safe and non-judgemental. This will enable children and young people to grow and take control of their lives in many different ways. When viewed in these terms it is not hard to see why PSHE now receives particular attention from DfE, QCDA and Ofsted - Although it is not a statutory subject, PSHE is fundamentally important and worthy of significant status within the curriculum.

**The National Curriculum recognises that explicit and coherent provision of PSHE will contribute to a school achieving two broad aims:**

1. To provide opportunities for all pupils to learn and achieve
2. To prepare all pupils for the opportunities, responsibilities and experiences of adult life.

**The National Curriculum also provides a non-statutory framework for PSHE. From September 2008 the non-statutory framework for PSHE has been replaced at Key Stages 3 and 4 by two programmes of study for Personal, Social, Health and Economic Education – Personal Wellbeing and Economic Wellbeing.**

**PSHE is delivered through four strands across Key Stages 1 and 2. These strands are:**

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens
- Developing a healthier, safer lifestyle
- Developing good relationships and respecting the differences between people

At Foundation Stage, Personal, Social and Emotional Development is one of the six areas of learning and as such is a large part of the Foundation Stage Curriculum.

The PSHE Subject Association aims to raise the status, quality and impact of PSHE. The Association will provide access to current and developing PSHE knowledge and expertise, examples of effective practice, regular updates, and opportunities to network with other PSHE professionals.

For further information visit their website, [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

**The following guidance documents give more advice regarding aspects of PSHE. Schools can use these to tailor their curriculum to meet the needs of their pupils, school and community.**

- National Curriculum Handbooks Primary and Secondary, QCDA, 1999
- Passport: A framework for personal and social development, Lees and Plant, 2000
- Personal, Social and Health Education and Citizenship at Key Stages 1 and 2: Initial Guidance for Schools, QCDA, 2000
- Personal, Social and Health Education at Key Stages 3 and 4: Initial Guidance for Schools, QCDA, 2000
- PSHE units of work: Sex and relationship education, healthy lifestyles, and financial capability, QCDA, 2005
- Drug, alcohol and tobacco education: curriculum guidance for schools at Key Stages 1-4, QCDA, 2003
- PSHE in Practice (Primary and Secondary), DfES, 2004
- PSHE at Key Stages 1-4: guidance on assessment, recording and reporting, QCDA, 2005
- End of Key Stage statements for Key Stages 1-4, QCDA, 2005
- Personal, Social and Health Education (PSHE) in Secondary Schools, Ofsted, 2005
- Time for change? Personal, social and health education, Ofsted, 2007
- National PSHE CPD Programme for Teachers Handbook, DCSF, 2007
- Excellence and Enjoyment: social and emotional aspects of learning, DfES, 2005
- The School Self-Evaluation tool for PSHE and Citizenship in Primary Schools, ACT, 2006
- Drugs: Guidance for Schools, DfES, 2004
- Drug Education in Schools, Ofsted, 2005
- Sex and Relationship Education Guidance, DfEE, 2000
- Sex and relationships, Ofsted, 2002
- Safety Education: Guidance for Schools, DfES, 2001
- Financial Capability through Personal Financial Education for Key Stages 1 and 2, DfES, 2000
- Financial Capability through Personal Financial Education for Key Stages 3 and 4, DfES, 2000
- Introduction to the National Healthy Schools Programme, NHSP, 2007
- PSHE Education programmes of study at Key Stages 3 and 4 in Personal Wellbeing and Economic Wellbeing and Financial Capability, QCDA, 2008
- Personal, social, health and economic education in schools, Ofsted, 2010

## 1.2 PSHE Education and the Secondary Curriculum

### **An overview of the curriculum**

In September 2008 a new secondary curriculum was introduced for Key Stages 3 and 4, with new programmes of study to be phased in initially from year 7. The new curriculum offers greater flexibility and coherence, has a focus on aims and skills and emphasises personalised assessment.

**Curriculum aims place personal development and the acquisition of personal, learning and thinking skills at the heart of the curriculum and reflect the Every Child Matters outcomes, so that all young people become:**

- Successful learners
- Confident individuals
- Responsible citizens

Increased personalisation and scope for local determination enable schools to develop their curriculum to meet local needs and priorities. Whole curriculum design should link learning, making connections between subjects and cross-curricular themes and dimensions.

**Three questions guide curriculum design, development and implementation:**

- What are we trying to achieve?
- How do we organise learning?
- How well are we achieving our aims?

**The cross-curricular dimensions, which are intended to reflect major issues for the individual and society and provide themes which can give learning relevance, are:**

- Identity and cultural diversity
- Healthy lifestyles
- Community participation
- Enterprise
- Sustainable futures and the global dimension
- Technology and the media
- Creativity and critical thinking

### **Programmes of study**

The new curriculum brings new programmes of study in all subjects. These programmes of study have been designed with the intention of giving schools a less prescriptive, more flexible framework for teaching.

**In order to deliver the features of the new curriculum, all new programmes of study have the same format:**

- The importance statement – the reason for including the subject in the curriculum
- The key concepts – what it is that underpins the subject
- The key processes – including the skills which are inherent in the subject
- Range and content – the breadth of the subject on which teachers should draw
- Curriculum opportunities – those opportunities which are needed for learning or which enhance learning in the subject.

### **PSHE Education and the programmes of study**

In the new curriculum PSHE assumes greater prominence and importance than previously, and has become Personal, Social, Health and Economic Education (PSHE Education). The non-statutory framework for PSHE has been replaced at Key Stages 3 and 4 by two new non-statutory programmes of study:

- Personal wellbeing
- Economic wellbeing and financial capability

It is intended that a school will build its programme over time, identifying and incorporating existing good practice which relates to the key concepts and processes.

### **Personal wellbeing**

The Key Stage 3 and 4 non-statutory programmes of study for personal wellbeing are intended to support schools in developing coherent whole-school approaches to PSHE. They provide a context for schools to fulfil their legal responsibilities to promote the wellbeing of pupils and provide sex and relationship and drugs education. They also provide schools with an opportunity to focus on the delivery of the skills identified in the framework for Social and Emotional Aspects of Learning (SEAL).

**The underpinning key concepts for the programmes of study in personal wellbeing, which pupils need to understand, are:**

- Personal identities
- Healthy lifestyles
- Risk
- Relationships
- Diversity

**The essential skills and key processes are:**

- Critical reflection
- Decision-making and managing risk
- Developing relationships and working with others

**The range and content from which teachers should draw at Key Stage 3 include:**

- Examples of diverse values
- The knowledge and skills needed for setting realistic targets and personal goals
- Physical and emotional change
- 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
- Facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others
- How a balanced diet and making choices for being healthy contribute to personal wellbeing, and the importance of balance between work, leisure and exercise
- Ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations
- A knowledge of basic first aid
- The features of positive and stable relationships
- Different types of relationships
- The nature and importance of marriage and of stable relationships for family life and bringing up children
- The roles and responsibilities of parents, carers and children in families
- The similarities, differences and diversity among people, and the impact of prejudice, bullying, discrimination and racism on individuals and communities

**At Key Stage 4, the range and content include:**

- The effects of diverse and conflicting values on individuals, families and communities, and ways of responding to them
- How the media portrays young people, body image and health issues
- The characteristics of emotional and mental health
- The benefits and risks of health and lifestyle choices
- 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
- Characteristics of positive relationships

- The roles and responsibilities of parents, carers, children and other family members
- Parenting skills and qualities and their central importance to family life
- The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances
- The diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative and give support

(PSHE: Personal wellbeing; Programme of study (non-statutory): Key Stages 3 and 4, QCDA, 2007)

### **Economic Wellbeing and Financial Capability**

Education for economic wellbeing and financial capability aims to equip pupils with the knowledge, skills and attitudes to make the most of changing opportunities in learning and work. It will help them to see the relevance of what they learn in school to their future lives, and expand their horizons for action. Pupils should also be enabled to make effective plans, decisions and transitions.

The non-statutory programmes of study bring together careers education, work-related learning, enterprise and financial capability. They are intended to support the development of coherent approaches to PSHE, and to help fulfil schools' legal responsibility to provide careers education at Key Stages 3 and 4 and also work-related learning at Key Stage 4 (in accordance with the 2003 non-statutory guidance, which has informed these programmes of study).

**The underpinning key concepts for the programmes of study in economic wellbeing and financial capability, which pupils need to understand, are:**

- Career
- Capability
- Risk
- Economic understanding

**The essential skills and key processes are:**

- Self-development
- Exploration
- Enterprise
- Financial capability

**The range and content for both Key Stage 3 and 4 from which teachers should draw include:**

- Different types of work
- Work roles and identities
- The range of opportunities in learning and work, and changing employment patterns
- The personal review and planning process
- Skills and qualities in relation to employers' needs
- A range of economic and business terms
- Personal budgeting
- Risk and reward
- How businesses use finance
- Social and moral dilemmas about the use of money

**At Key Stage 4 this range also includes:**

- The organisation and structure of different types of businesses
- Rights and responsibilities at work

Further information can be found at the following site: <http://curriculum.qcda.gov.uk>

### **Assessment in PSHE**

At key stages 3 and 4 the PSHE Programmes of Study do not include attainment targets. However, QCDA has produced non-statutory end of key stage statements describing what most pupils are expected to know by the end of each key stage. Details can be found at:

<http://curriculum.qca.org.uk/key-stages-3-and-4/subjects/key-stage-3/personal-social-health-and-economic-education/Economic-wellbeing-and-financial-capability/index.aspx>

<http://curriculum.qca.org.uk/key-stages-3-and-4/subjects/key-stage-3/personal-social-health-and-economic-education/personal-wellbeing/index.aspx>

### 1.3 PSHE and the Primary Curriculum

The proposed new primary curriculum will now not be implemented and the current requirements (implemented in 2000) for the primary curriculum remain in force.

Schools are, of course, free to review the curriculum they currently offer as part of a process of continuous improvement and may find the new curriculum documents useful in doing this. The current law does not dictate the way in which the curriculum should be organised. In the mean time schools are reminded that PSHE education remains part of the non statutory framework for PSHE and citizenship at key stages 1 & 2. Elements of sex and drug education remain within the science curriculum.

Governing bodies are required to have in place a sex education policy that outlines the programme of sex education that the school offers (if any) in addition to that which is included in the science programmes of study.

In addition to this, schools are required to have policies in relation to a range of issues and behaviours including safeguarding, bullying, equal opportunities, racism and discrimination. The knowledge and understanding, skills, values and attitudes relating to the behaviours required to implement these policies are developed through PSHE education.

There are over-arching statutory requirements that would be difficult to meet without PSHE education. The new legislation would have brought coherence to an extremely complex statutory situation which is as follows:

#### **Whole school requirements that need PSHE education provision:**

**Section 351 of the Education Act (1996)** requires a maintained school to provide a balanced and broadly based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,
- prepares such pupils for the opportunities, responsibilities and experiences of adult life.

**Every Child Matters** requires schools to contribute to five outcomes for all children including helping them to understand how to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

**Well-being requirement** - schools must promote children and young people's wellbeing (Wellbeing is defined in the Children Act 2004 as the promotion of physical and mental health; emotional wellbeing; social and economic well being; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.)

**Possible Indicators of Pupil Wellbeing:**

Quantitative Wellbeing Indicators	Qualitative Wellbeing Indicators	
<p><b>School measures of:</b></p> <ul style="list-style-type: none"> <li>• Attendance and persistent absence</li> <li>• Permanent exclusions</li> <li>• Post -16 progression</li> <li>• Pupils provided with at least 2 hours per week high quality PE and sport</li> <li>• The uptake of school lunches</li> </ul>	<p><b>The extent to which school:</b></p> <ul style="list-style-type: none"> <li>• Promotes healthy eating</li> <li>• Promotes exercise and a healthy lifestyle and (for younger children) play</li> <li>• Discourages smoking, consumption of alcohol and use of illegal drugs and other harmful substances</li> <li>• Gives good guidance on relationships and sexual health</li> <li>• Helps pupils to manage their feelings and be resilient</li> </ul>	<p><b>The extent to which pupils:</b></p> <ul style="list-style-type: none"> <li>• Promotes equality and counteracts discriminations</li> <li>• Provides a good ranges of additional activities</li> <li>• Gives pupils good opportunities to contribute to the local community</li> <li>• Supports pupils to make choice that will help them to progress towards a chosen carer / further study</li> </ul> <p><b>The extent to which pupils:</b></p> <ul style="list-style-type: none"> <li>• Feel safe</li> <li>• Experience bullying</li> <li>• Know whom to approach if they have a concern</li> <li>• Enjoy School</li> <li>• Are making good progress</li> <li>• Feel listened to</li> <li>• Are able to influence decisions in the school</li> </ul>

**The Ofsted Evaluation Framework** (September 2009) includes in the descriptions for 'outstanding schools' the following:

"Inspectors will need to be offered evidence that demonstrates: Pupils have an excellent understanding about what constitutes unsafe situations. They maintain a well-tuned perspective on their own safety and that of others. Almost all groups of pupils have a great deal of knowledge and understanding of the factors affecting many aspects of their physical and mental health and emotional well-being. They (pupils) are aspirational, know precisely what they need to do and are determined to succeed."

**An overview of the curriculum**

**During key stage1** 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.

**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.

## **PSHE Education and the programmes of study for key stages 1 and 2**

The contents relates to the 1999 programmes of study and attainment targets.

### **PSHE is delivered through four strands across Key Stages 1 and 2.**

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens
- Developing a healthier, safer lifestyle
- Developing good relationships and respecting the differences between people

### **Pupils should be taught the Knowledge, skills and understanding through a broad range of experiential learning opportunities**

Full details of the Programmes of Study can be found at:

<http://curriculum.qca.org.uk/key-stages-1-and-2/subjects/index.aspx>

### **Assessment in PSHE**

At key stages 1 and 2 PSHE is part of the joint non-statutory framework for PSHE and citizenship. This framework does not include attainment targets. However, QCDA has produced non-statutory end of key stage statements describing what most pupils are expected to know by the end of each key stage.

### **End of key stage statements**

The following statements describe the types and range of performance that the majority of pupils should characteristically demonstrate by the end of the key stage, having been taught a relevant programme of PSHE. The statements are designed to help teachers to judge levels of achievement and the extent to which their pupils are making progress.

#### **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 wellbeing (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).

### **Key stage 2**

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 wellbeing (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 wellbeing. 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.

**For further guidance on the Assessment, recording and reporting of pupil progress in PSHE see Section 4.8**

## Section 2 The Whole School Approach

### 2.1 What is the Whole School Approach?

The behaviour of pupils and how they react to being in the school community can be substantially influenced by the culture and ethos generated. A positive, valuing, caring, respectful and inclusive atmosphere, backed up by sound teaching that respects and includes pupils as partners in the learning process, will invariably result in developing these values in the pupils themselves. This is recognised by the many important current educational initiatives that cite pupils' personal and social development as central to adopting and implementing school improvement. PSHE therefore makes a significant contribution to the aims of the school curriculum and to the curriculum elements that contribute towards whole school personal and social development.

**Every Child Matters lays out the principles for the whole school outcomes that schools should be working towards achieving, and section 4 of the Ofsted Self-Evaluation Form (SEF) asks the questions:**

- To what extent do learners adopt healthy lifestyles?
- To what extent do learners feel safe and adopt safe practices?
- How much do learners enjoy their education?
- How well do learners make a positive contribution to the community?

**The National Healthy Schools Standard (NHSS) measures whole school development within four core themes:**

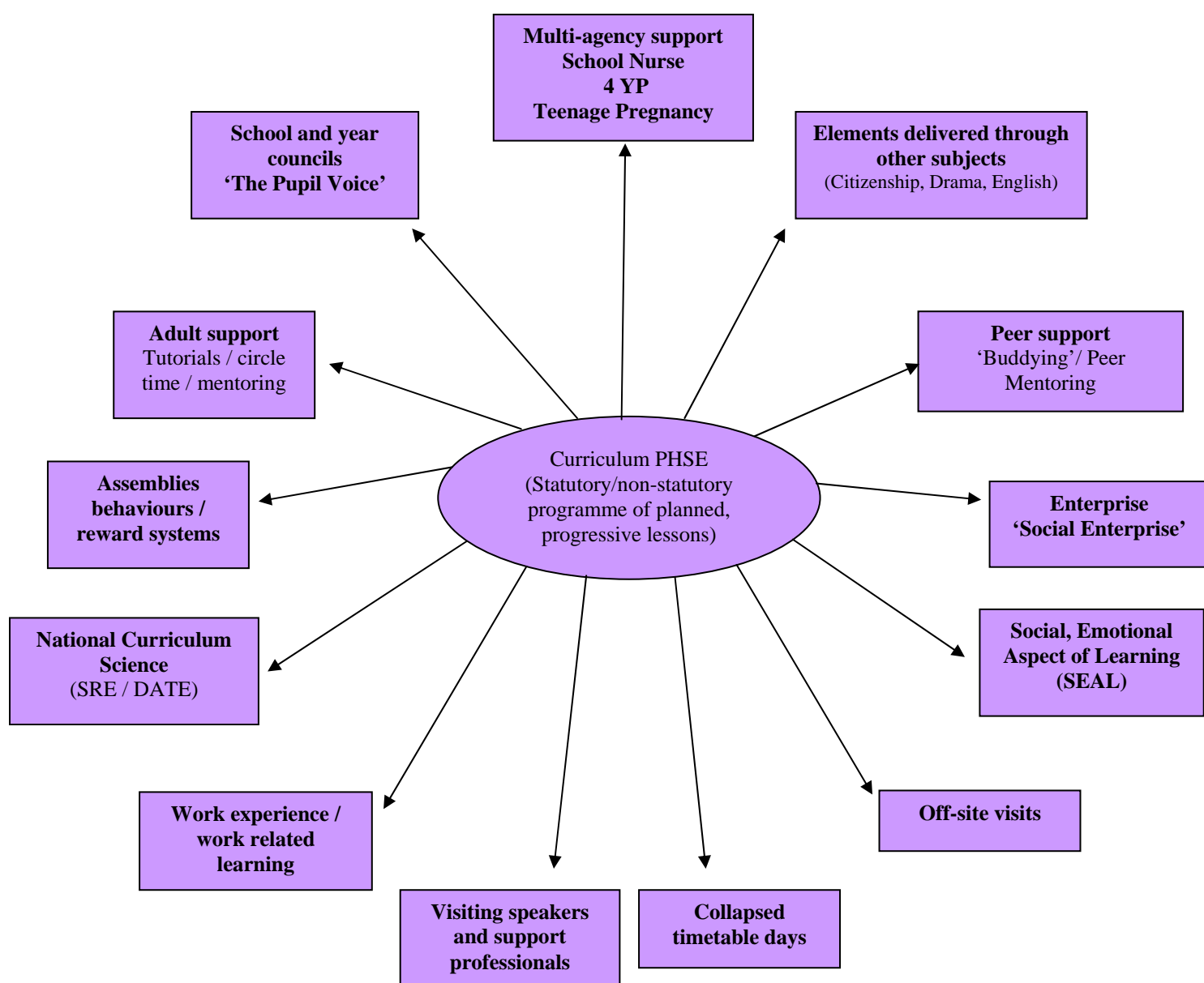
- Personal, Social and Health Education
- Healthy Eating
- Physical Exercise
- Emotional Health and Wellbeing

Schools should also be addressing the issue of how they develop their pupils' spiritual, moral, social and cultural values (see Promoting and evaluating pupils' spiritual, moral, social and cultural development, Ofsted, March 2004)

The requirements of Ofsted and the NHSS push the personal and social development of pupils, the development of teaching and learning, and indeed a whole school community that respects, involves and includes the pupils, to the top of the agenda in schools. PSHE, therefore, has a very important role to play in achieving successful whole school responses to the above questions.

**In creating a whole school approach to personal and social development, schools should consider the following actions:**

- The creation of a whole school culture and environment with values and principles explicit throughout the organisation of the school
- The appointment of a senior member of staff to lead personal and social development across the school and to implement planning, monitoring and review across the curriculum
- The involvement of pupils, parents/carers, staff, other professionals and specialist agencies in contributing to a whole school approach
- The requirement that provision is planned across the whole curriculum and all opportunities to learn, experience, participate and reflect are identified and developed



## 2.2 PSHE and Healthy Schools

**The National Healthy Schools Programme presents a whole school approach to the wellbeing of young people by focusing on four core themes:**

- Personal, Social and Health Education
- Healthy Eating
- Physical Activity
- Emotional Health and Wellbeing

The aim of the programme is to reduce health inequalities, increase social inclusion and raise achievement for all.

The status of PSHE as one of the core themes means that the National Healthy Schools Programme presents an opportunity to make learning in PSHE more effective and meaningful. The whole PSHE curriculum is addressed by the eleven criteria within this theme, which promote best practice according to national guidance.

It is expected that all schools will be engaged with the National Healthy Schools Programme by 2009. The process towards Healthy School Status involves engaging the support of the Kent Healthy Schools team, who will help to guide schools towards self-validation. In order to achieve Healthy School Status, schools will be required to present evidence of how the school supports all aspects of PSHE, including emotional health and wellbeing, healthy eating and physical activity, sex and relationships and substance misuse, including smoking and alcohol.

(See [http://www.kenttrustweb.org.uk/children/kenthealthyschools\\_home.cfm](http://www.kenttrustweb.org.uk/children/kenthealthyschools_home.cfm) and <http://home.healthyschools.gov.uk/>).

Once achieved, the award lasts for three years, at the end of which schools will re-validate. However, it is expected that the work being done and the benefits achieved will be embedded within ongoing school life.

## 2.3 PSHE and Citizenship

PSHE and citizenship education are separate and distinct subjects, but they are often linked and many schools deliver them as part of a joint programme. Indeed, at Key Stages 1 and 2 they are part of the same (non-statutory) National Framework. At Key Stages 3 and 4, citizenship is a foundation National Curriculum subject and is a statutory component of the curriculum. In secondary schools, aspects of citizenship (along with careers and work related learning) were historically part of personal and social development programmes and when citizenship was given its foundation status in 2002, many schools continued to organise their curriculum in this way.

Using a joint approach can work very well, but it can run the risk of both diluting PSHE provision and of not complying with all the requirements of the citizenship programme of study. It is important to be clear and precise about the similarities and differences between the two subjects and how each makes a distinct but complimentary contribution to enabling young people to be healthy, personally effective and socially responsible community members.

### What is the difference?

- PSHE is concerned with personal development, social development and health and wellbeing, that is, with attitudes, knowledge and understanding in relation to oneself and others. It also deals with social responsibility and respecting the differences between people. PSHE should foster self-esteem, self-confidence, independence and respect for others.
- While citizenship contributes to pupils' personal and social development, it also develops the knowledge and skills that enable pupils to fully engage with society and in the democratic process. As well as dealing with social, moral and cultural issues, it is also concerned with politics, the law and the economy.
- The 'knowledge' strand of citizenship includes human rights and responsibility, diversity, central and local government and the role of parliament, and the global community.
- The participatory strand ensures that citizenship is an active subject where pupils acquire their knowledge and skills through 'doing', investigating, discussing, making decisions and taking an active part in their various communities.
- To sum up, citizenship considers the 'public' or wider community dimension of issues that PSHE treats in terms of personal relationships. Citizenship, while sharing much common ground regarding social and moral issues with PSHE, also teaches political literacy and fosters active engagement with the shaping of society through the political process.

### What are the similarities?

- Both subjects address current issues of importance to young people and should involve active learning.
- Both subjects work best where there is a whole school approach to planning and review.
- Both subjects benefit from dedicated curriculum time, as well as contributions from other curriculum areas and cross-curricular activities.

- Both subjects benefit from being taught by knowledgeable, skilled, confident and experienced teachers with high expectations.
- Both subjects have the requirement to enable pupils to learn from real situations with relevance to their lives.
- Both subjects share the importance of fostering an inclusive and supportive climate for learning which includes the sharing of ground rules.

**Below are some suggestions for developing areas from the perspectives of PSHE and citizenship:**

	<b>PSHE</b>	<b>Citizenship</b>
<b>Sex and relationship</b>	What will happen to my body during puberty?  What is a healthy sexual relationship?	How is my local "For Young People" (4YP) service funded?  Should the law regarding abortion be changed?
<b>Drugs, Alcohol and Tobacco</b>	How can I resist unwanted pressure to smoke or drink alcohol?  How can I enjoy alcohol safely?	What impact does binge drinking have on society?  Should the government re-classify cannabis?
<b>Bullying</b>	What do I understand by the term 'bullying'?	How does bullying infringe people's human rights?
<b>Financial Capability</b>	How do I decide how to spend my money and why should I save?	Where does the money that pays for our schools and hospitals come from?

### **Useful Publications**

- The National Curriculum programme of study for Key Stages 1-4, <http://curriculum.qca.org.uk/>
- Citizenship at Key Stages 1-4; Guidance on assessment, recording and reporting, [www.qcda.gov.uk](http://www.qcda.gov.uk)
- Assessing Citizenship: Example assessment activities for Key Stage 3, [www.qcda.gov.uk](http://www.qcda.gov.uk)
- Towards Consensus? Citizenship in Secondary Schools, Ofsted, 2006 [www.ofsted.gov.uk](http://www.ofsted.gov.uk)
- Making Sense of Citizenship: A Handbook for CPD, The citizenship Foundation, ISBN 9780340926819
- The Diversity and Citizenship Curriculum Review including the 'Respect for All' audit tool (led by Sir Keith Ajegbo), <http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=RR819&>

## 2.4 PSHE and SEAL

### Primary SEAL

**The Social and Emotional Aspects of Learning (SEAL) pack is a resource published by the DfES for use in primary schools as part of the Primary National Strategy for Excellence and Enjoyment. It offers a whole school framework for teaching social, emotional and behavioural skills and is organised into seven themes, which can be covered over a school year. The themes, which are revisited annually from Reception to Year 6, are:**

- New beginnings
- Getting on and falling out
- Say no to bullying
- Going for goals!
- Good to be me
- Relationships
- Changes

Each theme is designed for a whole school approach and includes an overview, an assembly and suggested follow-up activities for use in discrete PSHE lessons, as well as in other areas of the curriculum. The materials also include photocopiable resources, photographs and a CD-Rom.

The teaching activities can easily be integrated into a school's PSHE programme. They are flexible enough to enhance established PSHE programmes and help strengthen less developed programmes. They involve active and participatory teaching methods such as role-play, small group discussions, case studies and circle time games. In this way, SEAL can help to raise the profile of the crucial role PSHE can play in the personal and social development of pupils, as well as enhance teachers' skills and confidence in teaching methods for PSHE.

Schools planning to use the SEAL materials do need to be aware of the importance of ensuring that their PSHE programme continues to offer good quality, planned education on sex and relationships, drugs, safety, aspects of health education and citizenship. SEAL does not directly teach these strands of the PSHE curriculum.

SEAL themes have been mapped against the National Curriculum Framework for PSHE and Citizenship and are shown on the following pages. The \* indicates in which SEAL units the National Curriculum (NC) learning objectives are covered.

When planning PSHE with SEAL, it is worth considering SEAL as the core. This locates emotional development at the centre of the curriculum and allows for PSHE to be incorporated across the whole learning environment. The following table suggests when during the school year additional PSHE and Citizenship could be planned. As SEAL themes could be planned over a period of 4 weeks during one half of term (allowing the

Say no to bullying theme to be covered during anti-bullying week). This leaves adequate time for additional activities to be planned.

Term	SEAL	PSHE and Citizenship
Autumn 1	New beginnings	Citizenship basics can be extended including establishment of school council. Use QCDA references in SEAL for guidance.
Autumn 2	Getting on and falling out	
	Say no to bullying	
Spring 1	Going for goals	Healthy Lifestyle
Spring 2	Good to be me	Drug and Alcohol Education
Summer 1	Relationships	Safety and Financial Capability
Summer 2	Changes	Sex and Relationship Education

SEAL materials are free to schools and can be ordered or downloaded from:  
<http://nationalstrategies.standards.dcsf.gov.uk/primary/behaviourattendanceandseal>

## Secondary SEAL

An increasing number of primary pupils are now entering secondary schools with considerable experience of developing social and emotional skills. This needs to be recognised, reinforced and applied in a new context and moved on into even more challenging learning. The secondary SEAL resources aim to make this possible.

Secondary SEAL is based on the same principles as primary SEAL, although these are adapted to fit in with phase specific contexts. They are based upon the same social and emotional aspects of learning (self-awareness, managing feelings, motivation, empathy and social skills) and provide a set of learning outcomes which link together. In addition to suggested whole school approaches to promote achievement of these outcomes, secondary SEAL has produced learning materials for year 7, which build on the approaches and themes of primary SEAL, but make them relevant to the secondary context.

Further details can be found at:  
<http://nationalstrategies.standards.dcsf.gov.uk/secondary/behaviourattendanceandseal>

## National Curriculum Framework for PHSE & Citizenship with Mapped SEAL Opportunities

Key Stage 1	New Beginnings	Getting on and falling out	Say no to bullying	Going for Goals	Good to be me	Relationships	Changes
1	Developing confidence and responsibility and making the most of their abilities						
1a	●	●	●			●	
1b		●	●			●	●
1c	●	●	●	●	●	●	●
1d	●	●	●	●		●	●
1e	●	●	●	●			●
2	Preparing to play an active role as citizens						
2a		●	●				●
2b							
2c	●	●	●			●	●
2d	●		●			●	
2e	●						
2f	●						●
2g							
2h	●	●	●				
2i							
3	Developing a healthier, safer lifestyle						
3a							
3b							
3c							
3d							●
3e							
3f							
3g			●				
4	Developing good relationships and respecting the difference between people						
4a	●	●	●	●	●	●	●
4b	●	●	●		●	●	●
4c	●	●	●			●	●
4d	●	●	●		●	●	
4e			●				

Key Stage 2	New Beginnings	Getting on and falling out	Say no to bullying	Going for Goals	Good to be me	Relationships	Changes
1	Developing confidence and responsibility and making the most of their abilities						
1a		●	●			●	●
1b	●	●	●	●		●	●
1c	●	●	●	●		●	●
1d							●
1e							
1f							
2	Preparing to play an active role as citizens						
2a		●	●				
2b	●		●				
2c		●	●		●	●	
2d	●					●	
2e	●	●	●		●	●	●
2f		●	●	●		●	
2g							
2h							
2i							●
2j							
2k							
3	Developing a healthier, safer lifestyle						
3a							
3b							
3c							
3d							
3e			●	●	●		
3f		●	●		●		
3g							
4	Developing good relationships and respecting the difference between people						
4a	●	●	●	●	●	●	●
4b							●
4c	●	●			●	●	
4d	●	●	●		●	●	
4e		●	●				
4f	●	●	●			●	●
4g			●			●	

## 2.5 The Role of Senior Leadership

**Due to increased national awareness of the important place that PSHE holds within the school curriculum, it is imperative that senior leadership within schools both recognise and support its status by:**

- Promoting a vision of PSHE that places the pupils' personal and social development at the centre of school life and work
- Ensuring that time and resources are provided to ensure provision, which is at least as effective as for other curriculum areas
- Discussing PSHE regularly with the co-ordinator
- Championing PSHE with staff, pupils, governors and parents/carers
- Monitoring the quality of teaching and learning within PSHE
- Supporting an effective school council

### Specialist Team

Ofsted have stated that secondary schools should establish a team of specialist teachers who are able and confident to teach PSHE, just as with any subject. Evidence shows that when the more personal or sensitive areas of the PSHE curriculum are delivered by form tutors, there is less than satisfactory teaching and learning. Local experience also shows that teaching and learning in PSHE, where delivered within the tutor system, is of inconsistent quality, often relying on providing information, while not allowing for the progressive development of skills and attitudes. Continuing professional development opportunities, which are essential in this area, are less likely to be successfully provided if a specialist team is not in place:

*'Many secondary schools have sought to develop specialist teams with teachers who, through initial teacher training or subsequent professional development, have the necessary subject knowledge and teaching skills to teach PSHE confidently. At Key Stage 4, one in five lessons taught by tutors was unsatisfactory, while teaching by specialists was never less than satisfactory.'*

*Some schools defend their use of tutors for PSHE lessons on pragmatic or educational grounds. Principally they make a link between the role of the tutor in pupils' personal and social development and the content of PSHE courses. However, many teachers, who are good tutors, do not have the knowledge and understanding of appropriate teaching methods for many PSHE topics. They are also, perhaps understandably, reluctant to teach some topics. Pupils quickly notice a teacher's lack of knowledge or enthusiasm for a subject; they react negatively or are simply embarrassed.'* (Ofsted, 2007)

### Personal and Social Development and Achievement

It is acknowledged that good PSHE makes a positive contribution to achievement and to attainment. The personal development of pupils plays a significant part in their ability to learn and achieve, as supported by Maslow's Hierarchy of Human Need (Abraham Maslow, 1943). Senior leadership should ensure that not only is this recognised, but it is also consolidated in the pursuit of all aspects of achievement.

## Senior Leadership 20 Point Checklist

### In order to effectively support PSHE, senior leadership should:

- Understand the nature of PSHE, its contribution to the aims of the school curriculum and its relationship to other curriculum elements that contribute to personal and social development
- Connect the pupils' personal and social development to national agendas for school improvement and pupil wellbeing
- Ensure that the school has an ethos and environment that supports the aims of the personal and social development provision through the National Healthy Schools Programme
- Report progress in PSHE annually to governors, who are actively supportive
- Be familiar with the PSHE Framework and ensure that the school meets the statutory requirements
- Lead a whole school approach to the management of the different elements of provision for personal and social development
- Have appointed a PSHE co-ordinator who is sufficiently senior and experienced
- Be familiar with what Ofsted considers best practice in PSHE
- Show commitment to the entitlement of all pupils to a planned programme for personal and social development, including timetabled PSHE, which is inclusive and relevant
- Ensure that specialist PSHE provision is available to meet the needs of particular groups, including vulnerable pupils
- Be committed to staffing the PSHE programme with a team of specialist teachers
- Know and use local information about the health and wellbeing of the school population to influence the aims and priorities for the school's personal and social development provision
- Ensure that the PSHE provision is supported by up-to-date policies, developed through wide consultation, and implemented, monitored and evaluated for impact
- Encourage all staff involved in PSHE to use opportunities for continuing professional development, in particular the National PSHE CPD Programme
- Ensure that processes are in place for the effective monitoring of PSHE, in line with other subjects
- Ensure that PSHE has parity with other subjects, in terms of qualified subject leader and teaching staff, appropriate budget, sufficient curriculum time, policies and scheme of work, assessment of pupil progress and reports to parents, and annual targets in the school improvement plan
- Make clear to parents and the wider community the value which the school places on PSHE
- Be committed to involving pupils in the planning, implementation, monitoring and evaluation of the work of the school

- Make sure that all staff and pupils have opportunities to contribute to the school's self-evaluation processes, and in particular to provide evidence for inclusion in the SEF
- Develop effective partnerships between all stakeholders, within and beyond the school, to support achievement of the aims of PSHE and the five national outcomes of Every Child Matters

## 2.6 Continuing Professional Development (CPD)

Staff confidence in the content of and approaches to PSHE ensures effective teaching and learning. QCDA have stated that, 'it is essential that people providing PSHE have opportunities to develop skills, knowledge and confidence in addressing sensitive issues with pupils, and have ongoing access to support' (PSHE Units of Work Teacher's Handbook. QCDA, 2005)

**Possible additional school-based opportunities for professional development include:**

- Working as part of a specialist team
- Mentoring by a colleague with a particular expertise
- Lesson observation with mutually agreed CPD objectives
- Being observed by a critical friend
- Courses facilitated in the school
- Collaborative planning with less experienced colleagues
- Feedback from external courses
- Mechanisms to discuss outcomes and issues around good practice with others
- Team teaching
- Linking to other schools in an exchange of good practice
- Informal discussion groups
- Involvement of experienced and less experienced colleagues on working parties

### **The National PSHE CPD Programme**

Specialist training is necessary to teach some aspects of the PSHE curriculum. Training in sex and relationship education and drugs education increases a teacher's confidence and leads to more effective teaching. The National PSHE CPD Programme provides a valuable opportunity for teachers to develop their knowledge, understanding and teaching and learning skills in the delivery of PSHE in schools and other settings.

**The programme aims to:**

- Improve the competence and confidence of those delivering PSHE
- Raise the quality of teaching and learning in PSHE to improve the knowledge, understanding and skills of children and young people
- Effect positive change in PSHE curriculum planning, leadership, delivery and development within schools and other settings
- Provide accredited national recognition for individuals' knowledge, experience and skills related to teaching, learning and practice within PSHE

Please see [www.PSHE-cpd.com](http://www.PSHE-cpd.com) or [www.PSHE-association.org](http://www.PSHE-association.org)

## 2.7 Policy Development

**The process for developing a policy for PSHE is as important as the requirement to have one. Effective consultation with, and involvement of, key stakeholders is key to generating support for all aspects of PSHE. This consultation should include:**

- The development of explicit values that guide the work
- The identification of particular needs of pupils and their families
- The identification of strengths and areas for development where specific input and additional expertise is needed
- Clarification of the professional development needs of all staff

**The PSHE policy needs to include:**

- Information about the school and the process for policy development
- The aims and intended outcomes of PSHE for whole school community and how it contributes to whole school improvement strategies and school health issues
- What will be covered in PSHE, including reference to statutory requirements, good practice guidance and how it relates to school, local and national priorities, teaching and learning styles, how pupils' progress will be assessed, recorded and reported and the resources to be used
- How it will be organised and delivered
- How it will meet the needs of all pupils, including those who are marginalised and vulnerable
- Who is responsible for co-ordinating and delivering PSHE , if, and which, outside visitors will be used and how their contributions will be monitored
- The values framework for PSHE within the school
- How pupil learning will be monitored and assessed
- How it links with other policies, including confidentiality and anti-bullying
- How professional development needs will be identified and met
- How and when the policy will be monitored and reviewed

**Please see appendix 1 for a sample policy.**

## 2.8 The Organisation of PSHE within the School

Ofsted have confirmed that having a team of specialist teachers is the most effective way of teaching PSHE (Ofsted, 2007). This is supported by a whole school participative approach and positive ethos.

**Guidance from the QCDA (Personal, Social and Health Education and Citizenship at Key Stages 1 and 2: Initial Guidance for Schools. QCDA, 2000; Personal, Social and Health Education at Key Stages 3 and 4: Initial Guidance for Schools. QCDA, 2000) suggests that when planning PSHE, schools should include opportunities in three curriculum locations:**

- Designated curriculum time with support for a specialist team of teachers who offer pupils structured and safe learning opportunities
- Teaching PSHE in and through other subject/curriculum areas. Some subjects such as science, religious education and English provide a useful focus for discussing some elements of PSHE
- Occasional off-timetable events such as 'health days' provide a useful focus for an intensive study of aspects of PSHE. Off-timetable events must form part of a carefully planned curriculum. They should not be used as the only focus of study in this area. 'PSHE should be timetabled at least weekly.'

**Reliance on occasional off-timetable experiences, such as Health Days, prevents curriculum continuity.**

A notional minimal time allocation for the designated time should be 20-30 minutes for primary age pupils and an hour for secondary pupils, which should be a continuous period so that learning can be consolidated. The practice of 20-minute 'slots' in secondary schools during tutor time results in fragmentation and militates against progression.'

(Passport: A framework for personal and social development, Jane Lees and Sue Plant, Calouste Gulbenkian Foundation, 2000)

### Primary Schools

An increasing number of primary schools have decided to adopt a regular weekly PSHE session. The advantages to this are that PSHE can be easily planned throughout the year with the learning opportunities well covered. It also makes the deployment of resources and materials easier and more straightforward.

PSHE is also often taught through other National Curriculum subjects, such as geography and science. It is important to ensure, however, that the 'PSHEness' of the learning opportunities does not get lost. The PSHE learning outcomes should be made explicit. Many of the skills of PSHE, relevant to a number of contexts, need to be discussed and experienced if primary pupils are to transfer them to all situations

## Secondary Schools

There are critical decisions to be made by the school's senior leadership team about the organisation of the teaching of PSHE.

The PSHE experience of pupils under the form tutor model varies enormously, and the Ofsted view is that there is a much reduced chance of comprehensive, progressive, consistently high quality PSHE delivery when a tutor programme is used as the main vehicle for teaching.

'Overall, the time allocated to PSHE at both Key Stages 3 and 4 averages about 60 minutes per week. When provided as a single lesson each week, this presents an opportunity for effective PSHE teaching to take place. Where the teaching of PSHE is partly or wholly provided through tutor lessons, this time may be fragmented into shorter sessions which severely limit the effectiveness of the teaching and learning styles that can be employed.' (Ofsted, 2005)

Another model is to allocate specialist responsibilities within tutor teams. Under this system, one tutor may take all the classes in the year group for sex and relationship education, another for aspects of citizenship, a third for drug education and so on. The benefits of this system are that teachers feel comfortable with, and take responsibility for, what they have volunteered to teach and develop expertise within that field. However, the disadvantages are that the curriculum is in danger of being constructed of interconnected units, rather than being progressive. Assessment may also be problematic.

### **The advantages of deploying a specialist PSHE team are that:**

- It is made up of colleagues who want to teach PSHE. As with any other area of the curriculum, the pupil experience of PSHE is enhanced if the teacher displays enthusiasm and commitment to it. The planning, assessment and evaluation of the PSHE programme is facilitated when the co-ordinator has the opportunity to discuss the issues and be guided by the comments of their team, who are more likely to find time to attend meetings, read lesson plans and other materials, and generally champion PSHE.
- It is often made up of colleagues who have experience and skills in teaching PSHE. This can be particularly important with the sensitive issues of sex and relationship education, drug education and the fielding of challenging questions that can arise from almost any topic.
- The team are more likely to use a wider range of teaching and learning styles, including the more active approaches that are so useful in PSHE, and are more likely to vary the use of resources.
- The ordering, storage and use of resources are much more likely to be efficiently and conscientiously implemented by individuals who feel part of a valued team.
- CPD will be more focused, more efficient and more effective.
- PSHE is perceived as having greater status. '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.' (Ofsted, 2005)

## 2.9 Special Educational Needs and PSHE

For those with particular needs, PSHE takes on increased importance and can form the core of all activities. For this reason, PSHE should permeate the whole curriculum. Just as when teaching PSHE for any ability, all planning must take account of differing needs. The circumstances of those with particular educational needs might arise for a variety of reasons; a specific learning difficulty; English as an additional language; emotional or behavioural difficulties; being in the 'looked-after system', and other reasons. PSHE is part of an entitlement for all, but the needs of those in particular circumstances will require careful attention.

The QCDA guidance, 'Planning, teaching and assessing the curriculum for pupils with learning difficulties: personal, social and health education and citizenship' QCDA/01/749, 2001, refers to the importance of PSHE as a way of helping young people to develop and understand themselves, both as individuals and within the wider society.

**The underlying aims of PSHE for pupils with special educational needs should be to work towards being able to:**

- Make choices and decisions
- Develop personal autonomy
- Make a difference through individual or group action
- Find out that there are different viewpoints and respect others' opinions

**It is suggested that the non-statutory framework can be modified by:**

- Choosing material from an earlier or different Key Stage
- Consolidating previous learning
- Adapting the framework as appropriate
- Focusing on a limited range of issues

**When undertaking this exercise, it is helpful to establish:**

- What all students **MUST** learn
- What most students **SHOULD** learn
- What some students **MIGHT** learn

Access to the PSHE framework can be improved by, for example, using materials and resources which have more immediate sensory appeal, or which can be used instead of direct experience. There will be more emphasis on active teaching and learning methods, and on participation. PSHE can help develop broader communication and literacy skills for all, and can be linked to cross-curricular opportunities. Specific Key Stage 1 to 4 PSHE opportunities and activities for those with learning difficulties have been developed by QCDA and can be found at:

<http://www.qcda.gov.uk/resources/publication.aspx?id=1c02dd2f-1943-41d3-8548-48d077b91f3a>

The National Children's Bureau have produced useful guidance: Personal, Social and Health Education and Citizenship for all – Meeting the needs of lower achieving children and young people in mainstream schools, Vanessa Cooper, ISBN 1904787975, [www.ncb.org.uk](http://www.ncb.org.uk).

Further materials for PSHE are produced by Equals ([www.equals.co.uk](http://www.equals.co.uk)) a national charitable organisation which publishes resources for teachers of pupils with learning difficulties and disabilities.

Materials may also be available from other publishers.

## 2.10 Sex and Relationship Education (SRE)

Effective SRE is essential if young people are to make responsible, informed and healthy decisions about their lives, both now and in the future. A successful programme will help young people learn to respect themselves and others, and move confidently from childhood through adolescence and into adulthood.

The most appropriate context for SRE provision is as part of a wider programme of PSHE. The school's SRE provision should also include those aspects that form part of the National Curriculum programmes of study for Science.

**SRE is a key aspect of PSHE in schools. Evidence suggests that when pupils are taught SRE, they:**

- Have the confidence to talk, listen and think about relationships and feelings
- Are less confused; helped by their understanding of how their body works
- Are able to protect themselves and ask for help and support
- Are prepared for puberty

**Although SRE is covered in the Science National Curriculum, the emphasis is on the biological aspects of sex education, not necessarily relationships. Age appropriate SRE using active learning methods can help children to:**

- Learn the value of family life, marriage and stable loving relationships
- Enhance self esteem, support their emotional development and construct a positive self image
- Support academic achievement by removing distractions, such as concerns about how their body is changing

### **What are the requirements for Sex and Relationship Education?**

In Primary schools, Headteachers and governors are responsible for deciding whether to provide SRE beyond the statutory requirements of the science programmes of study. They should also decide how it should be provided and what should be included.

Parents/carers and secondary aged students should be involved and consulted when planning a SRE programme, and informed of its content on an ongoing basis (for example, at an annual meeting).

Schools should refer to the Department for Children, Schools and Families (DfE) guidance for SRE (Sex and relationship education guidance, DfEE, 2000). This contains information on reviewing school policies as well as on curriculum content and delivery. It can be viewed on the DfE website

<http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES%200116%202000&>

## **Do We Need to Have a Policy for SRE?**

**All schools must have an up-to-date policy, which is made available for inspection by parents. The policy must:**

- Be written using whole school consultation – staff, governors, parents/carers, pupils and members of the wider school community, for example, the school nurse
- Define SRE
- Describe how SRE is provided and who is responsible for providing it
- Say how SRE is monitored and evaluated
- Include information about parents' right to withdraw their child from SRE
- Be reviewed regularly and updated at least every two years, but preferably annually
- Schools should involve parents/carers in planning a sex and relationship education (SRE) programme.
- This gives them the opportunity to support their children's learning in this area. It will also help to avoid misunderstandings over sensitive or controversial issues. Parents/carers should be given information about what their children will be taught, and access to support before, during and after the programme. This can be achieved through parents' evenings, PTA meetings, newsletters and questionnaires, open days and shared learning activities that involve parents/carers in homework activities. In addition, schools should keep parents/carers informed of any policy or programme content changes from year to year.

Consulting with the wider community helps to build support for SRE. It makes sure that consistent values are being promoted across different settings. In planning any such consultation, it is useful to draw on the skills and knowledge of a wide range of professionals and individuals.

Links with community groups may be helpful in supporting parents and pupils with English as an additional language. Local authority advisers and faith group representatives may be able to support work with parents, community groups and other agencies.

The DfE guidance for SRE emphasises that it should be sensitive to the range of values and beliefs within today's multi-faith and multicultural society.

The National Children's Bureau (NCB) has produced the fact sheet 'Faith, values and sex and relationship education' to assist teachers with this. The leaflet can be downloaded from the Sex Education Forum website (<http://www.ncb.org.uk/sef/home.aspx>)

NCB has also published a longer booklet with the same title, which includes a useful overview of the perspectives on aspects of SRE of all the major faiths.

**A sample policy can be found in appendix 2.**

### **Do Parents/Carers Have the Right to Withdraw Their Children?**

Parents/carers have the right to withdraw their children from all or part of the SRE provided at school, except for those parts included in the statutory National Curriculum. Schools should make alternative arrangements for pupils in such cases.

The SRE elements contained in the National Curriculum are mandatory for all pupils. SRE in the National Science Curriculum covers anatomy, puberty and biological aspects of reproduction. Pupils cannot be withdrawn from these components of SRE.

The DfE provides a leaflet, 'SRE and parents', which supports parents/carers who withdraw their children from SRE. The leaflet is available from the DfE website (<http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES%200706%202001&>) or from the DfE order line on 0845 60 222 60 (reference number 0706/2001).

The National Children's Bureau produces a number of fact sheets designed to help adults discuss sex and relationships with their own children, with children in foster care and with looked-after children in public care. These are available from the Sex Education Forum (<http://www.ncb.org.uk/sef/home.aspx>).

### **Planning and Developing SRE within a PSHE Programme**

Any PSHE programme should be developed to meet the needs and concerns of the pupils in a particular school community. The programme should address the diversity of the school community, including its range of faiths and cultures, and it should consider local health issues such as data on teenage pregnancy and substance misuse. It is important to consult pupils themselves about how to develop the PSHE programme and to include parents/carers and other community groups as appropriate.

Guidance for content can be found in the PSHE and citizenship framework, the science programme of study and Ofsted's suggested learning outcomes for Key Stages 1 and 2 (Sex and relationships, Ofsted, 2002, [http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Curriculum/\(letter\)/s](http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Curriculum/(letter)/s))

### **Focus on Boys and Young Men as well as Girls and Young Women**

Traditionally the focus has been on girls. Boys may have felt that sex education is not relevant to them and are unable or too embarrassed to ask questions about relationships or sex. Boys are also less likely to talk to their parents about sex and relationships. For these

reasons, programmes should focus on boys as much as girls at primary level as well as secondary.

Teachers will need to plan a variety of activities, which will help to engage boys as well as girls, matching their different learning styles. Single sex groups may be particularly important for pupils who come from cultures where it is only acceptable to speak about the body in single gender groups.

### **What is the Role of the School Nurse?**

School nurses are able to support the school with expert knowledge and experience regarding SRE. They are able to plan and deliver alongside the teachers. By observing their teacher working in partnership with the school nurse, pupils will see that he or she is able and willing to discuss any issues raised regarding SRE and feel confident that they may seek their support at another time. For details about local arrangements for commissioning nurses to support your work in school, please contact your District Preventative Services Manager.

### **How to Teach SRE**

Fundamental to PSHE is the need to discuss sensitive, controversial and challenging social and moral issues, and to make sense of them in the context of pupils' own life experiences now and in the future. It is important that any such discussion takes place in a climate of trust, cooperation and support. Teachers need to create a safe environment in which pupils can share their feelings, explore their values and attitudes, express their opinions and consider those of others, without attracting negative feedback. This will help to enhance self-esteem and encourage more open discussion. It will also help to make sure that teachers are not anxious about unexpected language use or comments.

#### **To do this, teachers should:**

- Help pupils to set ground rules about how they will behave towards each other during discussion
- Judge when to allow pupils to discuss issues confidentially in small groups and when to support them by listening into these group discussions
- Ensure that pupils have access to balanced information and differing views, including contributions made by visitors to the classroom, with which they can then establish their own opinions and views
- Decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the framework of the school's values
- Make sure that they are sensitive to the needs of individuals in the class when tackling issues of social, cultural or personal identity

#### **Some key features of good teaching in SRE as seen by/recognised by Ofsted (2002) include:**

- Teachers having a broad and detailed understanding of the aspects of SRE they teach
- Having a clear focus for lesson planning

- Managing expectations of the pupils that are appropriate to their different levels of maturity and understanding
- Creating a climate that encourages pupils to express their views and feelings and to respect the views of others, with clearly established boundaries for both courtesy and confidentiality
- Teaching methods, including good use of resources, which give good opportunities for pupils to reflect on and assimilate their learning
- Assessing pupils' knowledge and understanding, and, using best practice, developing their values, attitudes and their personal skills

## **Setting Ground Rules**

Ground rules help to minimise embarrassment, inappropriate and unintended disclosures and comments of a negative nature made towards other pupils, whether intentional or not. Ground rules will support broader class rules and the schools own code of conduct.

It is essential that pupils and teachers develop ground rules together rather than being presented with ones produced elsewhere. They will then need to test them during discussion and group activities, adapting them as necessary. Some examples of ground rules might include agreeing an appropriate vocabulary to use, or not asking personal questions. The rules could also include respecting what people say, listening, using anonymous examples ('when someone ...') and having the option to 'pass' Using distancing techniques such as role-play and case studies with invented characters can help to depersonalise discussions.

## **Handling Sensitive and Controversial Issues**

Learning from real-life experience is central to PSHE. Sensitive and controversial issues are certain to arise. Pupils should not be sheltered from such issues; through them they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict and distinguishing between fact and opinion.

Parents/carers and pupils may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of SRE within the PSHE framework. Teachers and all those contributing to SRE are expected to work within an agreed values framework as described in the school's policy, which must be in line with current legislation. Some teachers may need support and training to deliver the programme sensitively and effectively.

## **What Resources are Available?**

The Healthy Schools team can provide further advice, training and support for all phases of SRE planning, development and delivery. They are also able to support policy consultation meetings for parents.

The Sexual Health Education team can provide further advice, training and support for Key Stage 3 provision and workshops for parents. 01905 681752

### Government documents include:

- Sex and Relationship Education Guidance, DfEE, July 2000, <http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES%200116%202000&>
- Personal, Social and Health Education and Citizenship at Key Stages 1 and 2, QCDA, 2000 <http://curriculum.qca.org.uk/key-stages-1-and-2/subjects/index.aspx>
- Sex and relationships, Ofsted, 2002, [http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Curriculum/\(letter\)/s](http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Curriculum/(letter)/s)

The Sex Education Forum has a very useful website <http://www.ncb.org.uk/sef/home.aspx>  
Click on 'resources list' for a wide variety of resource ideas.

## 2.11 Drug, Alcohol and Tobacco Education

### What Works In Drug, Alcohol and Tobacco Education?

- The DfES document *Drugs: Guidance for Schools (2004)* states that drug education should be delivered as part of the National Curriculum Science Order, but is most effective when taught through a programme of PSHE, based on the non-statutory frameworks for PSHE\*.  
*(\* From September 2008 the non-statutory framework for PSHE has been replaced at Key Stages 3 and 4 by the QCDA programmes of study for Personal, Social, Health and Economic Education in Personal Wellbeing and Economic Wellbeing and Financial Capability.)*
- Drug education should be supported by a whole school approach, such as is encouraged by the National Healthy Schools Programme. Ofsted will expect schools to demonstrate how they are contributing to the five outcomes of Every Child Matters, particularly 'be healthy' and 'stay safe', which includes 'choose not to take illegal drugs'.
- Research has found that school-based intervention programmes aimed at young people can delay the onset of substance misuse by non-users, and reduce use by some users. Interventions are particularly effective with young people at low risk of drug use/misuse.
- Any PSHE, including drug education, must be based on pupil needs and what they already know. So the content of a school's programme will be more effective where this continuity exists.
- Drug education is more effective when taught by teachers who, although they may not be 'experts', have nevertheless, gained the necessary subject knowledge, and who are willing to update their expertise by engaging with training and other development opportunities.
- The 'life-skills' approach shows greater benefits than other approaches such as the emotional, or shock approach. In order for the drug education programme to be effective, research shows that it needs to be deemed important by the school, delivered on a long-term basis and regularly revisited to monitor effectiveness.
- For a drug education programme to be effective it must be carefully planned and developed, with special attention given to structure and content.

- Interactive approaches are the most effective way of delivering a programme, particularly where participants practice new skills, and where they receive feedback about their learning. These programmes work better if they are multi-component, and so engage and maintain interest. A multi-component programme might include family and community elements.
- Where some schools use media materials as part of the delivery, such as DVD programmes, these have been found to be effective only when used as part of a multi-component programme.
- Ofsted has reported that drug education is more effective where links are made with other issues within PSHE, such as sexual health and relationships. They stress that drug education programmes should include alcohol and tobacco education. Drug issues are better dealt with along with other life issues, taking a whole-person approach.
- It has been found that the more families are involved, the more effective the programme, and this is particularly true of primary settings. Therefore, sending information home, and organising information evenings for parents are useful. This needs to be followed up in a spiral curriculum in ensuing years.
- External contributors can be valuable, but only if it adds additional professional knowledge. It is known that teachers tend to value this input more than is justified by the effectiveness of the contributor. Typical external contributors include police officers, school nurses and theatre-in-education providers. The police are well placed to offer a supportive role to schools, for example, in lessons dealing with issues to do with the law. Another key role for the police would be supporting schools in managing drug incidents in school and assisting with policy development.
- It has been shown that drama or theatre can be effective in changing attitudes and it can also raise awareness and knowledge levels. But, for drama to have a long-lasting effect, the production should not stand alone, but be subject to adequate preparatory and follow-up work. A drama-based programme will only be effective when the content has been tested as suitable for the purpose and for the particular recipient audience.
- Peer-led programmes have been found to be effective, although it tends to be the deliverer who benefits the most. However, long-term research has shown that the benefits of peer-led programmes are no greater than when using adult deliverers.

**Research has shown that certain approaches are not effective on their own:**

- Shock tactics and sensationalism can undermine the credibility of the intended message.
- An over-reliance on information provision does not allow young people to develop the necessary life skills, or explore attitudes.
- For particular groups at greater risk of drug use/misuse, more targeted interventions, such as mentoring, need to be developed, as these young people are more resistant to some health related messages. These groups include:
  - Children whose parents use drugs
  - Young offenders
  - Truants
  - Looked-after children

- Excludees

**More detailed guidance regarding working with these groups can be found in the following documents:**

- Drug use prevention among young people, National Institute for Health and Clinical Excellence, 2006
- A review of Drug Education Resources for Children/Young People with Special Needs – School Excludees, Drug Education Prevention Information Service
- Drug Prevention among Vulnerable Young People, National Collaborating Centre for Drug Prevention, 2005

## **Drugs, Alcohol and Tobacco Issues for Schools.**

**What do schools need to have in place?**

### **1. A key member of staff with responsibility for drug issues**

- This person should have knowledge of, as a minimum, Drugs: Guidance for Schools, DfES, 2004; and Drug, alcohol and tobacco education: curriculum guidance for schools at Key Stages 1-4, QCDA 2003.

### **2. A policy for drug education**

- This should reflect the school's well-planned programme of drug education.
- It should include alcohol and tobacco education.
- It should be reviewed annually in order to reflect the national picture.

### **3. A policy for drug-related incidents**

- This should reflect the school's commitment to dealing effectively with incidents concerning legal and illegal drugs, used or brought on to the school site by pupils or others.
- A range of appropriate responses should be developed.
- It should be reviewed annually in order to reflect the national picture.

### **4. Drug awareness training for all staff**

- All staff should have a basic awareness of the issues around young people and drugs.

### **5. More specialised training for staff involved in drug education and drug issues**

- Those involved in drug education should have a good awareness of drugs and young people. This should include some knowledge of the drugs which are more commonly used by a minority of young people, the law as it applies to drugs, and an understanding of the rates of usage.
- Those who may be called upon to be involved in drug incidents should also have a more informed awareness of the risks and harms associated with certain drugs, some first-aid knowledge and reliable sources of professional support.

**6. Clear access to appropriate support for pupils, especially for those who have been identified as particularly vulnerable**

- The Kent Schools' Drug Education Advisers provide training and support to schools, and will advise professionals on all aspects of drug matters. The Drug and alcohol Use Screening Tool (DUST) is available for use with young people for whom there may be concerns regarding drug and alcohol misuse.

**7. Regular reviews and updates around drug issues**

- Because the national picture of drug use and the law around drugs changes constantly, it is important that this is reflected in school policy, in the drug education programme and in staff training.

**A sample policy can be found in appendix 3.**

## 2.12 Confidentiality

A clear confidentiality policy framework which everyone, including pupils, parents/carers know, understand and work within, is a vital part of meeting pupils' welfare needs as required by the Education Act, 2002.

### Confidentiality in the Classroom

The classroom is not a confidential environment. In lessons, teachers should establish from the beginning that it is inappropriate to disclose personal information or to put others under pressure to answer personal questions. In PSHE lessons this can be achieved by the setting of ground rules, which will ensure individuals' confidentiality is protected.

### Confidentiality in One-to-One Situations

It is not normally the teacher's role to give one-to-one support or advice about personal matters. Instead it is advisable that pupils are taught how to get such support from others, such as health professionals or youth support workers, in school or in the community. However, if a pupil does approach a teacher for support, they are not required by law to break confidentiality unless their teaching contract requires them to, or they consider it necessary to invoke child protection procedures. In a one-to-one environment, health professionals work within their own professional guidelines to make judgements and like all professionals follow child protection/safeguarding procedures if necessary.

A school confidentiality policy should be developed to provide guidance for teachers and other adults. The following general principles should be considered.

- All members of the school community need to be clear about the rules of confidentiality. Information about pupils should not be passed on indiscriminately. The headteacher may wish to be informed in all or some circumstances, in which case staff have a contractual obligation to comply.
- Teachers are not able to offer pupils or their parents' unconditional confidentiality. If staff receive information about behaviour likely to cause significant harm to the pupil or to others, they must pass it on to the designated teacher with responsibility for child protection / safeguarding, following the school's child protection/safeguarding procedures.
- Teachers should make it clear to pupils that it is not possible to keep all information confidential and that it is sometimes necessary to tell someone else. However, the pupils need to know when this has to happen, what will be done with the information, and who will have access to it.
- In the case of illegal activity, action should be taken in the best interests of the pupil. This does not necessarily involve informing the police. Teachers are not statutorily required to inform the police about illegal drug activity, for example. The school's police liaison officer will provide guidance about specific instances (Joining Forces: Guidance for police working with schools and colleges, ACPO, 2006).
- Underage sexual activity is also not automatically a case for breaking confidentiality and the school's SRE policy will guide staff in these cases.
- The school's confidentiality policy should clarify if, when and how teachers should communicate information or concerns about pupils to their parents.

- Where outside agencies and others provide support for the PSHE and citizenship provision, they must be made aware of, and abide by, the school's policies for PSHE, including disclosures and confidentiality. However, they may also have a role in providing advice and support directly to young people. The boundary between these two roles must be agreed with the school. Pupils must be clear about what their rights to confidentiality are.
- Other professions are bound by their own codes of confidentiality. For example, health professionals, such as the school nurse, are bound by the medical code of confidentiality in their work with children and young people.

**If a pupil talks about personal information, best practice is to offer positive support, ask relevant questions and agree a relevant and helpful way forward. If after reflection and discussion with the pupil it is agreed that further action needs to be taken, this is done with the pupil understanding the process and the implications. The following questions can help identify a positive path:**

- What is the agreed confidentiality policy?
- Why have I been told and am I expected to do something or just listen?
- Is the pupil clear about the implications of their decisions or behaviour, and what support do they now need?
- Are there any family members, friends, school/community based peer support programmes or professionals that can offer support?
- Is there any specific information or further support needed?
- Are there any outside agencies that need to be involved?

**Guidance on issues of confidentiality and disclosure can be found in:**

- Appendix 5 of Citizenship: a scheme of work for Key Stages 1 and 2: teacher's guide, QCDA 2002
- Section 7 of Sex and relationship education guidance, DfEE, 2000
- Section 4.3 of Drugs: guidance for schools, DfES, 2004
- Children's Safeguards Service web pages at :  
[http://www.kenttrustweb.org.uk/Children/safeguards\\_policy.cfm](http://www.kenttrustweb.org.uk/Children/safeguards_policy.cfm)

**A sample policy can be found in appendix 4.**

## 2.13 Partnership with Governors, Parents/Carers and Pupils

### Governors

**Governing bodies have a curriculum sub-committee that reports on a regular basis. It may be beneficial for governing bodies and for PSHE co-ordinators to have a dedicated PSHE governor who takes special interest in the planning, teaching, learning and evaluation of PSHE. The value to the co-ordinator is that:**

- It gives the chance to inform the governing body in detail about PSHE
- It should provide a champion for PSHE on the governing body
- It displays to the rest of the school the importance given to PSHE by the governors

'It is of course, a matter for each governing body and head teacher to plan its own guidelines on the role that it expects the 'specific subject' governor to undertake. A good working relationship between the subject specialist within the school and the subject governor will enhance the success of this initiative.

As a model, the subject governor, in support of the subject co-ordinator or head of subject, could undertake some or all of the following:

- Become informed about relevant documents and legislation; Ofsted criteria for evaluating the subject provision; local and national issues impacting upon the subject
- Liaise with the subject co-ordinator or head of subject in order to become informed about staffing arrangements and training; the condition and availability of resources; curriculum and timetable arrangements; special educational needs provision; reference to the school development plan; assessment and recording procedures for the subject; which visits and visitors are planned
- Establish and maintain effective lines of communication between the subject co-ordinator and the governing body; report back to governing body meetings
- Help to keep parents informed via the school prospectus, newsletter, annual parents report and meetings' ([www.governor.net.co.uk](http://www.governor.net.co.uk))

School governing bodies have the sole authority to determine the nature, content, resources and moral framework to be used by the school in its teaching of SRE. In this respect SRE is unique, as no other part of the curriculum has been allocated in such a way to the governing body.

### Parents/Carers

**Schools and parents/carers should operate as partners for the wellbeing and achievement of pupils. This is particularly related to PSHE because of its support for personal and social development. Parents can be involved in supporting the PSHE programme in a variety of ways, including:**

- Being consulted on the PSHE learning outcomes
- Being consulted on specifics such as SRE and drug education

- Providing links with external partners
- Involving parents in discussing specific issues, such as pregnant mums on pregnancy

PSHE has the potential to help build close partnerships with parents/carers, which can value the culture that is presented by the pupils, their families and their community. A successful PSHE programme will have learning outcomes, which connect with the lives of pupils, their families and their communities.

### **Ideas for building up a positive relationship with parents/carers using PSHE:**

- Create work for pupils that involve discussing issues with their parents/carers and extended family.
- Write to parents/carers informing them of the PSHE learning objectives for the term and ask them if they have any comments about them. Ask them to get in touch if they have any ideas.
- Use the school's website to ask parents/carers views of the intended PSHE curriculum and learning objectives. You could also suggest the family visit various recommended websites. If parents/carers do not have access to the Internet, you could advertise the nearest library or public Internet access.
- Put up a small, but eye-catching display about the school's PSHE in places that the local parents/carers often visit, e.g. doctor's surgeries or libraries.
- Use existing meetings that parents/carers often attend to draw their attention to PSHE, and what it is trying to achieve. There could be displays about the nature and purpose of PSHE, and examples of pupils' work.
- If appropriate, invite parents/carers to take part in special PSHE events.
- Hold workshops aimed at helping parents talk to their children about sensitive issues such as sex and relationships and substance misuse.

### **Pupils**

Article 12 of the UN Convention on the Rights of the Child (UNCRC) states that, '*children should be given opportunities to express their views on decisions that affect their lives*'.

**Pupil involvement is a key to improving health and education outcomes for children. The Education Act (2002) requires local authorities and governing bodies of maintained schools to consult with pupils in decisions that affect them. Pupils can participate in the development of PSHE through:**

- Being part of policy and curriculum reviews, healthy school audit and planning activities
- Structured opportunities to inform the content and approaches to delivery
- Anonymous comment boxes
- Discussing issues in class/school councils
- Surveys of other pupils' views on issues

- Research into local and national trends

**Consider this checklist when reviewing or planning your consultation with pupils:**

- How will the consultation inform policy and practice?
- Who should be consulted? Would it be a good idea to break down the responses by age, gender or ethnicity?
- Have you thought carefully about the form of consultation and how appropriate it will be for the pupils and the task in question?

There is no single way of involving children and young people in decision-making processes. However, key principles have been set out in the DFE document Working Together: Giving children and young people a say, (2004) available from <http://publications.education.gov.uk/eOrderingDownload/DCSF-00410-2008.pdf>

## **2.14 Working with External Partners**

The PSHE co-ordinator should be familiar with the wide range of external partners who can help in the learning of PSHE both in the classroom and in the wider school and community setting.

The responsibility for the delivery of PSHE rests with the school. Teachers have expertise in teaching; many external contributors will not have received training in this area. However, outside support can bring in new perspectives and approaches, specialised knowledge, resources and external experience that can add greater realism to the classroom setting and at the same time contribute to the professional development of teachers. External support is important and should be actively encouraged, but it should complement the work already taking place rather than being used as a replacement.

*'Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator and teacher's responsibility to plan the curriculum and lessons.'* (Sex and Relationship Guidance, DfEE 0116/2000)

**The PSHE co-ordinator should:**

- Ensure that the school has a well-understood protocol for working with external partners (shared in school policies)
- Be sure that the external partner has a legitimate role in helping the school to deliver its PSHE programme
- Ensure that a teacher is in the same room as the external partner
- Always discuss the expected learning outcomes, previous learning, pupil needs, appropriate teaching methods, technical support and materials needed and the methods of evaluation

**Please see appendix 5 for a sample policy.**

## **2.15 Linking with Pastoral and Health Services in the School and the Wider Community**

Onsite services and those in the community can provide confidential advice and support in different aspects of health and wellbeing. Effective partnerships with these services enable pupils to get the additional help and support they need outside of the school. It also enables schools to receive specialist help, support and information to plan and deliver class-based PSHE based on local trends.

### **Schools can support access to services by:**

- Advertising through posters and school diaries
- Inviting visitors from services to contribute to classroom lessons
- Taking groups on visits to services

It is important that the needs of different groups of pupils are considered when providing information on services. For example, displaying posters in different languages, or focussing on particular groups of children and young people, such as those who are gay, lesbian or bi-sexual, or those in care.

## **2.16 Ofsted Inspection**

All schools are now inspected against the five national outcomes for children. As Every Child Matters. DfES, 2003 states: 'PSHE and Citizenship are critical to achieving these aims and schools will be expected to evaluate their PSHE and Citizenship as part of the self-evaluation process'.

**The school self-evaluation form includes a section on provision for personal development, based on the principles of Every Child Matters (Section 4 SEF), and seeks to measure the impact of this provision. The questions asked in the SEF are:**

- To what extent do learners adopt healthy lifestyles?
- To what extent do learners feel safe and adopt safe practices?
- How much do learners enjoy their education?
- How well do learners make a positive contribution to the community?

**During the inspection, questions may be asked regarding the following, with respect to personal development and wellbeing**

- Range, regularity and relevance of outside agencies used
- Progress in PSHE and Citizenship. How do children know they have made progress?
- Assessment procedures
- The school council
- Review and updating of school policies

- The PSHE and Citizenship programme and how it meets the needs of the school community
- Review of the PSHE and Citizenship programme. Does this happen regularly and is it responsive to changes in society?
- Whole school approach to food provision
- Staff emotional health and wellbeing
- Provision to support the children's emotional health and wellbeing. What mentoring schemes are available? Are young people accessing them?
- Anti-bullying systems and structures. Do staff follow agreed procedures? Are serious incidents logged? Is there evidence that interventions have worked?

Ofsted inspectors will, of course, also wish to ask similar questions to the pupils. They will also make judgements regarding the pupils' social development from their general observations around the school, both in and out of classrooms, and will be looking to observe the values of the school's personal development programme reflected in the behaviour and attitudes of the pupils.

## Section 3 The Role of the Co-ordinator

The PSHE co-ordinator will often have a more varied role and range of tasks than do many other curriculum co-ordinators. As PSHE can sometimes be delivered according to models which vary from other curriculum areas, this entails skilful organisational abilities. Often, there will be colleagues who teach the subject for whom the co-ordinator has no line management responsibility. Quite naturally, there will be ongoing PSHE opportunities and experiences across the curriculum, both planned and unplanned.

Because of these factors, and for other reasons linked to its historical status, the role requires leadership, in order to represent the subject in the face of competing demands in the curriculum. This requires expertise, energy and above all enthusiasm.

The PSHE co-ordinator needs to be a skilled manager to undertake the day-to-day management of the subject, its teachers, resources and events, as well as longer-term management, such as planning for the future, engaging external partners, and arranging training.

### Key PSHE management areas include:

- Having responsibility for PSHE policy and related policies
- Ensuring that an appropriate and accepted programme of study is in place
- Ensuring that planning, monitoring, review and evaluation of the programme is taking place appropriately
- Ensuring that the PSHE programme is timetabled and staffed appropriately, with sufficient curriculum time
- Ensuring that resources are sufficient and appropriate, and that they are deployed well
- Ensuring that an appropriate programme of staff training is in place and that staff feel supported
- Liaising with other relevant staff and partners

**It is particularly important that the PSHE co-ordinator remembers the following key factors, as identified by Ofsted, which contribute to a well co-ordinated curriculum area:**

- Strong, consultative leadership
- Effective and fair delegation of responsibilities and tasks
- Well-run meetings, where staff can contribute
- Developmental planning of the subject, in line with whole-school policies
- A comprehensive subject handbook, to include aims, policies and schemes of work
- A monitoring programme, which results in discussion about good practice
- Good deployment of staff
- Monitoring of pupils' assessments, and consistency in assessment

- Monitoring of achievement and pupil progress, linked to target setting
- Provision of appropriate training

### 3.1 Co-ordinators' Checklist

<b>Whole-School Issues</b>		✓
1	There is a designated senior manager responsible for PSHE	
2	There is a school governor with oversight for PSHE	
3	There is a policy covering PSHE, based on full consultation with the whole school community	
4	There are associated policies in place covering areas of importance to PSHE, including: <ul style="list-style-type: none"> <li>• Drug Education and Management</li> <li>• Sex and Relationship Education</li> <li>• Confidentiality and Safeguarding</li> <li>• Inclusion and Equal Opportunities</li> <li>• Anti-bullying</li> </ul>	
5	Pupils are regularly consulted regarding their needs, and suggestions for the programme	
6	Parents are consulted about, involved in and kept informed about, the PSHE programme	
7	Liaison occurs with feeder and/or destination schools to ensure consistency and continuity	
<b>The PSHE Programme</b>		
1	There are realistic and achievable aims for PSHE, which are consistent with the values and aims of the school.	
2	Specific teaching objectives and intended learning outcomes have been 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	
3	The programme reflects pupils' prior knowledge and understanding, the PSHE and citizenship framework, and the National Curriculum science order where it impacts on PSHE	
4	The programme is responsive to local need	
5	Links have been explored between PSHE and other relevant curriculum areas, and co-ordinated where relevant	
6	There is adequate time for PSHE within the curriculum	
<b>The Classroom</b>		
1	Teachers recognise the importance of ground rules and these are used to create a safe and supportive environment, underpinned by the confidentiality and safeguarding policies	
2	Pupils are made aware of lesson aims and intended learning outcomes	
3	A wide range of teaching approaches is used	
4	Teaching resources are used which have been chosen according to agreed criteria	
5	External partners, where they contribute to lessons, do so in a way which has been planned and negotiated, and they are fully aware of school values and relevant policies, such as the confidentiality policy	
6	Lessons reflect all aspects of difference and diversity within the classroom and community	
7	There are clear systems for pupil support, especially those in particular need, with information regarding appropriate support agencies available	

<b>Training and Staff Support</b>		
1	PSHE teachers have relevant up-to-date training, with senior management support	
2	Training is evaluated and reviewed	
3	There are clear procedures for assessment, monitoring, evaluation and review	
4	There are systems in place to record what is taught	
5	The quality of teaching, including by external partners, is monitored	
6	There is a process for pupil feedback	
7	There is a process for assessing pupils' learning, taking account of skills development, and the sharing of attitudes, as well as gaining knowledge	
8	There are plans to review and evaluate the effectiveness of the programme, taking account the views of all involved, with amendments put in place accordingly	

### 3.2 PSHE Handbook

Ofsted has stated that a key characteristic of a well-managed subject area is a subject handbook which carries forward school aims and policies and which includes schemes of work for all pupils Subject Management in Secondary Schools, Ofsted, 1997.

#### **A subject handbook should include:**

- Schemes of work to be covered by different year groups
- Aims and objectives for the subject area
- Key policies
- Suggested teaching methods
- Guidance on assessing, recording and reporting
- How the work within the subject – both teaching and learning – will be monitored, evaluated and reviewed
- Resources available
- Routine procedures

The subject co-ordinator should work with others to prepare and develop the handbook, but the final responsibility lies with the co-ordinator.

**Documentation should reflect the ethos of the subject area within the school. Also, it is worth bearing in mind the audience for such documentation. For example, three important guiding questions to address might be:**

- If I was new to this area (particularly a newly qualified teacher) what would I need to know to ensure that I quickly become an effective teacher in this subject?
- If I was taking over as co-ordinator of the subject what do I need to know about the working practices of this subject?
- What do we wish to celebrate about the work in this subject?

**So what might the content be? Some schools may have already agreed the format and content for all subject areas. If not, below are some suggestions of sections found in many PSHE subject co-ordinators' handbooks. What sections are included will depend on many factors, including the type and size of school.**

1. Aims, charter, contribution to school aims
2. Wording for school prospectus entry
3. Complaints procedure
4. PSHE programme policy
5. Citizenship policy
6. SRE policy
7. Drug education and management policy
8. Confidentiality policy
9. Careers education and guidance policy
10. Management responsibilities for PSHE
11. Budget
12. Policy and practice for assessment, recording and reporting
13. Monitoring of teaching; monitoring of learning, including guidance on lesson observation
14. Subject evaluation and review
15. Cross phase liaison (i.e. with feeder and destination schools)
16. Statement on differentiation (with reference to resources, tasks, pupil response, support)
17. Statement on difference and diversity
18. Classroom climate, ground rules, teaching approaches and learning styles, circle time, reflection
19. Rewards, awards, sanctions
20. Programmes of study, year overviews, teaching units
21. Organisation of teaching groups
22. Resources (including management and routines)
23. Staff, timetables
24. Agendas, minutes of meetings
25. Development plan
26. External agencies supporting teaching and learning in PSHE and supporting pupils

### **School Self-evaluation of PSHE**

It is important that schools can identify progress in the development of all areas of the curriculum, and PSHE is no exception. In order to enable this in citizenship, the Association for Citizenship Teaching have published the 'School Self-Evaluation Tool for Citizenship Education' for the secondary phase, and the 'School Self Evaluation Tool for PSHE and Citizenship teaching in Primary Schools'.

These documents, with their matrices for measuring development, are equally relevant – with little adaptation – to the PSHE curriculum in all schools, covering every aspect of curriculum provision.

[http://www.teachingcitizenship.org.uk/dnloads/secondary\\_self\\_evaluation\\_tool.pdf](http://www.teachingcitizenship.org.uk/dnloads/secondary_self_evaluation_tool.pdf)

<http://www.teachingcitizenship.org.uk/dnloads/primaryselfevaluationtool0.pdf>

**Additionally, a Self Evaluation Tool for PSHE has been developed by ASK and can be downloaded from:**

[http://www.kenttrustweb.org.uk/UserFiles/ASK8/File/Primary\\_PSHE/PSHE\\_Home/Self\\_Evaluation\\_Toolkit\\_for\\_PSHE\\_Education.doc](http://www.kenttrustweb.org.uk/UserFiles/ASK8/File/Primary_PSHE/PSHE_Home/Self_Evaluation_Toolkit_for_PSHE_Education.doc)

### 3.3 Liaison and Transition

PSHE is the planned provision for personal and social development. Our aim should be to enable children and young people to develop and leave school with the motivation, autonomy, knowledge, attitudes and skills to ensure that they stay safe and healthy, enjoy and achieve, make a positive contribution and enjoy economic and social wellbeing. It is therefore very important to ensure that PSHE provision is co-ordinated from the start of their educational career until the time they leave our care.

Responsibility for planning the PSHE curriculum must be shared across all phases, and in order to ensure that this planning is consistent with school aims, this requires a close partnership between schools, and the sharing of information and practice. Ofsted guidance places a responsibility on the subject co-ordinator for communicating with other schools.

*'Primary schools recognise that many of their pupils mature earlier. As a result, they have begun to teach topics such as puberty in more depth. This has traditionally been taught at Key Stage 3 and some secondary schools have not adjusted their programmes accordingly.'*

*Smooth transition is also hindered by inadequate assessment. In particular, work at Key Stage 3 takes insufficient account of pupils' prior learning and experiences at Key Stage 2. This mismatch is all the starker because of recent changes to PSHE programmes in Key Stage 2.'*

*(Time for Change: Personal, social and health education, Ofsted, 2007)*

PSHE provision should effectively meet pupils' identified needs. To achieve this requires consultation, both within and across the school community and between schools, for which effective mechanisms are needed. These will include scheduled pyramid or cluster co-ordinators' meetings, matching and co-ordinating schemes of work, jointly planned units and team teaching, so that the curriculum reflects the continuity needed for the development of the same child but simply in a different place.

In terms of personal and social development, transitions present particular demands, especially for children. This can be more problematic for those with particular needs, and it is important to promote equality of opportunity and exclusivity. Many schools are finding effective approaches for making transitions easier. These include celebrations of achievement, visits by pupils from the destination school to the feeder school and vice versa, buddy and peer mentoring schemes, and the use of staff support.

#### **Across transition, therefore, we should aim for:**

- Harmonised approaches to teaching and learning
- Planning which uses appropriate shared information
- The wellbeing of all children
- The maintained motivation of all children

### 3.4 Monitoring, Evaluating and Review

**Ofsted expects that monitoring should seek information about two aspects:**

- the implementation and quality of teaching and learning
- pupil progress and achievement

From this information, it is then possible to **evaluate** the effectiveness of the programme, and then **review** whether changes are required and if so what future actions will be based on this.

Many schools have in place whole-school systems for monitoring and evaluating the curriculum, but others rely on the individual curriculum co-ordinator to ensure that these take place.

#### **Monitoring of Teaching and Learning**

**This can be achieved:**

- by lesson observations, especially by peers as well as by line-manager
- by work scrutiny
- by examining planning
- through meetings
- from pupil feedback

These events should feature with sufficient regularity and frequency. However, it is important that the processes should be mutual, collaborative and supportive – indeed monitoring should not be seen as ‘checking up’ – and that outcomes lead to effective development.

Co-ordinators should have regard for the overall picture of monitoring within the school – ideally within the framework of an agreed school monitoring policy – so that the monitoring programme does not become burdensome, and is based on good practice and workload agreements.

In particular, lesson observations should fall within the school’s agreed lesson observation policy.

It is good practice to report the results from these exercises to governors.

#### **Monitoring of Pupil Progress and Achievement**

For the monitoring of pupil progress and achievement to be possible, pupils and teachers must be clear about expectations and targets. Assessment of the learning that has taken place, as well as formative assessment, must be built into planning, and feedback will form part of the dialogue between teacher and pupil. The co-ordinator will need to ensure that there is a system for recording assessment, as well as for discussing and moderating what is recorded so that consistency is maintained.

### 3.5 Curriculum Development

#### Co-ordinators need to be clear about

- those issues which must be taught within the PSHE curriculum
- what is expected
- what is left to the school to decide based on identification of needs.

Although the National Curriculum PSHE Framework is described as non-statutory, it carries presumptions for the school's curriculum, which will be expected to be evidenced, for example, by an Ofsted inspection.

**At Key Stages 1 and 2, citizenship is aligned with PSHE, and for Personal, Social, Health and Citizenship Education (PSHCE) at that level there are the following four components:**

1. Developing confidence and responsibility and making the most of their abilities
2. Preparing to play an active role as citizens
3. Developing a healthy, safer lifestyle
4. Developing good relationships and respecting the differences between people

**At Key Stage 3 and 4, citizenship becomes statutory, and so for PSHE\* the components are:**

1. Developing confidence and responsibility and making the most of their abilities
2. Developing a healthy, safer lifestyle
3. Developing good relationships and respecting the differences between people

**The Programme of Study for citizenship at Key Stage 3 and 4 incorporates:**

1. Knowing and understanding about becoming informed citizens
2. Developing skills of enquiry and communication
3. Developing skills of participation and responsible action

*(\* From September 2008 the non-statutory framework for PSHE has been replaced at Key Stages 3 and 4 by the QCDA programmes of study for Personal, Social, Health and Economic Education in Personal Wellbeing and Economic Wellbeing and Financial Capability, to be phased in beginning with Year 7.)*

The table below summarises the key minimum aspects of what is expected to be found within a PSHE (and citizenship) curriculum, and, in bold, what must be included.

Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Sex and relationship education ( <b>other than the National Curriculum for science</b> )	Sex and relationship education ( <b>other than the National Curriculum for science</b> )	<b>Sex and relationship education</b>	<b>Sex and relationship education</b>
Citizenship	Citizenship	<b>Citizenship</b>	<b>Citizenship</b>
Drug education	Drug education	Drug education <b>Careers and guidance education</b>	Drug education <b>Careers and guidance education</b>

In terms of meeting the specifics of these requirements, and in deciding in total what is appropriate for the pupils you teach, you will need to ensure that you identify needs accurately, with pupil consultation at the heart of this process.

## Developing a PSHE Scheme of Work

### A suitable scheme of work will:

- Outline the content areas, or units, to be covered in each class or year group
- Give guidance on differentiation
- State the overall aims and objectives of the subject
- Give guidance on teaching approaches
- Indicate suitable resources available
- Give guidance on assessment, recording and reporting

Many schools have agreed whole-school formats for producing a scheme of work. Regardless of whether this is the case or not, the process of forming the scheme of work should always be consultative, drawing on the perceived needs of the pupils, although the final responsibility is that of the co-ordinator. Above all, a scheme of work should enable and underpin the effective planning of PSHE.

Guidance on the content of a scheme of work comes from four key sources of reference.

- a) Reference must be made to The National Curriculum non-statutory Frameworks for Citizenship and PSHE (Key Stages 1 and 2), and for PSHE (Key Stages 3 and 4).

In addition to the National Curriculum themes, the Framework lists 'Breadth of opportunities' which should be reflected in a school's scheme of work and in teaching units.

- b) Passport, Lees and Plant, Calouste Gulbenkian Foundation, 2000 amplifies the National Curriculum Framework for PSHE by presenting a table of the suggested learning outcomes for the Framework. By using this, PSHE co-ordinators will be able to design a scheme of work which reflects all aspects of the recommended provision.

(The learning outcomes from Passport will remain compatible with the QCDA Key Stage 3 and 4 programmes of study for 'Personal Wellbeing' and 'Economic Wellbeing and Financial Capability', as part of Personal, Social, Health and Economic Education, being phased in from September 2008, starting with Year 7. The QCDA End of Key Stage Statements for PSHE in Key Stages 3 and 4, which reflect Passport learning outcomes, remain in place until further notice.)

In addition, Passport provides guidance on identifying the particular needs of your school's pupils, as well as other priorities and opportunities. A step-by-step mechanism is suggested for this process.

- c) PSHE co-ordinators should refer to the QCDA units of work for PSHE at Key Stages 1-4 in drug, alcohol and tobacco education, SRE, healthy lifestyles and financial capability, to be found on their website [www.qcda.gov.uk](http://www.qcda.gov.uk)

Because citizenship and PSHE are combined at Key Stages 1 and 2, school schemes of work should have regard to the QCDA twelve Citizenship Units at Key Stages 1 and 2 (<http://www.standards.dfes.gov.uk/schemes2/ks1-2citizenship/>). At Key Stages 3 and 4 the citizenship Programme of Study is separate, with thirty-three QCDA Units.

- d) PSHE co-ordinators should refer to the QCDA PSHE Key Stages 1-4 end of Key Stage statements (see pages 13 and 16-17 of this publication). These relate directly to the non-statutory Frameworks for Citizenship and PSHE at Key Stages 1 and 2 and for PSHE at Key Stages 3 and 4, and provide guidance on the knowledge, skills and understanding that most pupils should attain in PSHE by the end of each Key Stage. These statements are also appended to the QCDA guidance on assessment in PSHE in order to give assistance to teachers with assessment, recording and reporting on PSHE.

### **3.6 Identifying Pupil Needs**

As PSHE is the specific curriculum vehicle for addressing personal and social development, it is essential that the programme is based on the identified needs of the young people for whom the programme is intended. This must be the first priority in establishing an effective programme, or in its review.

This is further emphasised by Article 12 of the UN Convention on the Rights of the Child, and by The Education Act (2002), which require that pupils are consulted on decisions which affect them.

'Passport', Lees and Plant, Calouste Gulbenkian Foundation, 2000 outlines a step-by-step approach for planning a personal and social development curriculum, which focuses on identifying pupil needs, as well as consulting with other key people, including staff, parents/carers and the school nurse.

**The co-ordinator and each teacher should know the answer to these key questions:**

- At what stage of development are your pupils?
- What are the milestones for this year group?
- How much do pupils already know?
- What skills do they already have or need?
- What can we learn from their observed behaviour?

*(Adapted from Passport: A framework for personal and social development, Jane Lees and Sue Plant, Calouste Gulbenkian Foundation, 2000)*

**Activities that can be used for establishing pupils' needs include:**

- Group/class brainstorming and recording 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

The process of involving pupils in these activities can in itself contribute to aspects of PSHE and citizenship.

Other available data should also contribute to this picture of pupil needs, including school and Local Authority data, and local sexual health and drug use data.

An ongoing source of information about pupil needs will come from the assessment feedback and evaluation information obtained through the learning process in each lesson, or unit of work. This should extend to incorporate knowledge of prior learning, gained from a variety of sources, which may cross transitions from a previous class or school.

As a result of this needs identification the planned programme of PSHE will emerge within what is sometimes referred to as a 'spiral curriculum'. Many of the same issues will feature in several years and in different Key Stages, but the focus will shift as the pupils grow and develop, presenting new learning opportunities consistent with their age. This demonstrates that planned progression has been accommodated, and should be reflected in the procedures for assessment, recording and reporting in PSHE, in line with the QCDA guidance on assessment in PSHE.

### **3.7 Selecting Resources for PSHE**

Because PSHE covers areas which are directly related to personal development and which may be sensitive, it is most important that resources to assist with the programme are selected carefully and appropriately.

#### **The following guiding principles should be considered:**

- Resources should be matched to the needs of the pupils, with pupils involved in their selection
- Resources should support inclusion and diversity, and should include challenge where necessary
- Resources should be accessible to all who need them
- Resources should be matched to the contents of the teaching and learning, and should promote a variety of learning styles
- Resources should be reviewed, with all users, regularly for appropriateness, and updated or replaced when necessary
- Resources should be selected according to agreed criteria (see below)

#### **Criteria for selecting resources:**

- The values reflected in the resource are consistent with those of the school
- There is guidance on identifying prior knowledge, and on incorporating this into planning, so that pupil needs are met
- Activities cover a range of teaching and learning styles – including active learning
- There is guidance on evaluating the learning activities
- The materials are free from stereotypical examples, and promote positive role models and attitudes
- There are suggestions for involving parents and the community
- The materials have been developed in consultation with young people and teachers, and their effectiveness has been evaluated
- The materials increase the confidence of the teacher by supporting the knowledge and skills base of the teacher
- The materials outline processes for establishing a safe learning environment
- Reflection by pupils on their learning is encouraged
- The activities cover the development of knowledge, skills and attitudes
- The materials are differentiated, and they can be adapted for different groups
- Learning outcomes are clearly stated, in order to support good lesson planning
- Learning outcomes are sufficiently challenging
- There is guidance on assessing learning outcomes
- The content is accurate, up-to-date and balanced

- The materials are attractive to the intended audience
- The resource can contribute to a broad and balanced PSHE programme
- The resource is clear how it addresses statutory and non-statutory learning outcomes
- The resource is adaptable to varying models of delivery

## Section 4 Classroom Delivery

### 4.1 Teaching Personal, Social and Health Education

Personal, Social, Health and Economic (PSHE) education is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities.

#### **What constitutes effective teaching and learning in PSHE education?**

Teachers need to be able to draw together the key themes that relate to the concepts within PSHE education: personal identities; healthy lifestyles; risk; relationships; diversity; career; capability and economic understanding. An understanding of these core concepts underpins learning in PSHE education. Effective learning will mean that children and young people are able to recognise these concepts and apply one area of learning to other contexts. For example, a study on risk-taking within the context of personal safety could also be applied to the nature of risk in managing personal finances and so on.

Effective teaching and learning in PSHE education is synonymous with effective pedagogy across the whole curriculum. Teachers report that when they develop their PSHE education teaching through CPD their teaching in other subjects is enhanced. This paper examines the essential ingredients required for effective PSHE education to take place. The national standards from the National PSHE CPD Programme (Appendix 1) are used as the framework.

To co-ordinate PSHE education effectively, teachers need a firm grasp of the complexity of the whole of PSHE education including: sex and relationship education (SRE); drug education; economic wellbeing and financial capability (EWFC), emotional health and wellbeing (EHWB). Teachers cannot be experts in all areas but will have an up to date knowledge and understanding of their own specialism (e.g. careers education or SRE) and then draw upon those colleagues or other professionals whose specialism complement their own. Training and ongoing CPD plays a crucial role for all teachers involved in PSHE education.

Teachers also benefit from understanding the context of PSHE education for example:

- legal requirements
- national and local policy and how it was developed (e.g. for SRE or careers education and guidance)
- data available locally and nationally to underpin a particular topic

This enables teachers to:

- identify key issues
- consider the sensitivities of local and national policy development
- understand the importance of stakeholder engagement.

Teachers also need to identify and reflect on their personal values (for example, their own views about alcohol or gambling) They consider the values behind these views and where they came from and identify any potential tension with these values and those of others e.g. pupils, parents, colleagues, governors and to reconcile these with the statutory aims for the curriculum.

## **Establishing a safe and positive learning environment**

PSHE education, by its very nature deals with issues which are both personal and sensitive such as puberty, bereavement, debt, family break-down etc. Therefore the following need to be firmly established:

- **establishing effective ground rules:** rules need to be developed and owned by the group in order that children/young people/adults feel comfortable, safe and able to learn effectively. These might include:
  - only one person to talk at a time
  - no 'put downs'
  - the right to pass
  - confidentiality within the group (unless there are safeguarding issues)
  - no inappropriate personal comments or questions
  - etc

It is essential that the teacher models positive behaviours, both with pupils and with their colleagues.

- **safeguarding and confidentiality:** Teachers must have a clear understanding of the protocol to follow if a child/young person makes a disclosure during a lesson.
- **determining learning needs:** What do children/young people already know about a topic? What do they need to know and how can that be explored at an age appropriate level? This is particularly critical within PSHE education and there is much evidence from OfSTED to demonstrate how learning and motivation is enhanced when pupils are consulted about their PSHE education programme.
- **dealing with spontaneous issues.** Teachers need a range of strategies to deal with unexpected questions as they arise and to be able to discern whether it is an appropriate question for the whole group or an issue to be dealt with on an individual basis?
- **managing sensitive and controversial issues.** Teachers need to:
  - appreciate / anticipate possible responses from children/young people when dealing with controversial/sensitive issues e.g.. use of 'worry box' etc
  - use distancing strategies to depersonalise these issues e.g. use of puppets, drama, role play etc
  - ensure personal boundaries are not breached through the use of previously agreed ground rules.
- **being impartial in the provision of information, advice and guidance** e.g. in future studies or career opportunities – However, teachers do need to give general advice and guidance on issues when necessary and appropriate, recognising the difference between having a conversation, giving advice, counselling, and recognise when they need to refer on: the teacher needs to be aware of the impact comments may make about expressed choices/decisions of young people.

These points are essential in creating an ethos of trust and open dialogue with children/young people. Effective learning in PSHE education will only take place if all involved feel safe within the class or other educational setting. (This could also be applied to all curriculum areas).

### **Effective pedagogy within PSHE education**

Effective teachers in PSHE education are reflective practitioners and see themselves on an experiential cycle of learning, together with their pupils. This attitude transforms the classroom experience for both adults and pupils alike. PSHE education is concerned not only with knowledge but also the development of life skills and personal values and these are relevant for all, whatever their age.

Successful teaching is characterised by four factors (OFSTED Annual Report 2008-09 HMCI).

- The application of good subject knowledge
- Clear directions that provide the right pace and high expectations for all learners
- Skilful questioning and opportunities for independent and exploratory learning to develop learners' understanding
- The effective use of assessment for learning

Within a well-planned and coherent scheme of work the core components of effective teaching and learning within PSHE education are shared with other curriculum areas and include:

- **planning lessons with clear intended learning objectives** and outcomes that relate specifically to the PSHE education curriculum/programmes of study. Teaching and learning is more effective when teachers are clear about what learning they hope to achieve within a lesson and when they share this intention with the whole class at the beginning of the lesson.
- **strategies to promote experiential learning** which challenge pupils' thinking and encourage them to reflect profoundly on their learning and on their behaviours. In order to meet the different needs of pupils and also to harness their preferred learning styles, it is crucial for PSHE education teachers to deploy a variety of teaching and learning styles which capture the interest and imagination of learners. This might include role play, discussion, drama, independent research using ICT etc.
- **using a variety of questioning techniques.** The use of questions by both teachers and pupils is paramount for effective teaching and learning and is well documented within the national strategies. For example questions may be:
  - closed
  - open ended
  - asking for higher level thinking skills such as reflection, analysis, evaluation
  - asking for creative responses such as 'what if?'

The ways in which questions are managed within PSHE education can either open up and enhance or alternatively, close down and diminish educational dialogue.

- **using a range of groupings.** Groupings may focus on individual work, paired work, small group, whole class or preferably a combination of these within a lesson. Groups may also be organised as single sex or mixed, peer group or mixed, single ability or mixed and so on. PSHE education teachers need to be able to manage these groupings appropriately and to evaluate the effectiveness of each.
- **analysis and effective deployment of resources.** When selecting a resource teachers need to consider:
  - the age/stage for which it is appropriate
  - how it should be adapted to meet the needs of different ability levels within the group

- how the resource enhances learning as stated within the intended learning outcomes
- whether it is up to date and factually correct
- whether it challenges stereotypes or do they perpetuate them.
- **assessment for learning.** This is formative assessment and enables both the teacher and the pupil to assess where pupils are in their learning. It helps pupils to understand their educational journey within a lesson or unit of work and what knowledge, understanding and skills they need to acquire to develop their learning further (progression). It also helps the teacher to plan future learning in order to support pupils in this process.
- **periodic assessment** will also help teachers and pupils to judge progress against end of key stage statements The QCDA is currently developing materials to support teachers in assessing pupil progress (APP) in PSHE education to be shared with the learner, their parents and others.
- **differentiation according to prior knowledge and attainment of pupils.** In any class there will be a significant range of knowledge and attainment levels. Lessons need to be differentiated to take account of both of these factors and PSHE co-ordinators will need to provide teachers with the data to support such differentiation.
- **evaluating planning and teaching.** This is not to be confused with assessment (although assessment data may inform evaluation). Effective teachers regularly evaluate both their planning and teaching. They identify what went well and what needs improving when revisiting a scheme of work or lesson with a new cohort of pupils. Lesson observation and developmental feedback is used in evaluation and the process is greatly enhanced by the involvement of pupils.

### **Effective partnerships**

PSHE education, by its very nature consists of a variety of complex topics and it would be difficult for a teacher to develop and retain an up to date expertise in all of them. Therefore for teaching and learning to be effective, it is important for teachers to develop partnership working with colleagues and other professionals when planning and delivering PSHE education. This should include:

- **working with colleagues in the school** - in every school staff there will be a range of expertise and experience that can contribute to the breadth of PSHE education. Co-ordinating PSHE education involves identifying and using such expertise
- **partnerships** with local employers and employment opportunities – teachers should be aware of the range of employment opportunities and should undertake teacher placements periodically in order to appreciate working environments outside of the school
- **knowledge of local and national support services** -. local agencies may be available to support PSHE education. When involving them it is important to assess whether they have the skills to work effectively with children and young people.
- **joint planning.** Partnership working will be enhanced if PSHE education is jointly planned and taught. Joint planning will ensure that school colleagues and external contributors to the learning experience are aware of the context of their input within the total programme of PSHE and within the school as a whole. Joint planning will also provide a sense of ownership for both teachers and other professionals contributing to PSHE education. (Further guidance on working with external contributors can be found on the QCDA website)
- **contributing to local PSHE education initiatives.** Teachers need to contribute actively to the wider Every Child Matters (ECM) agenda through involvement in

other local initiatives such as Healthy Schools in order to appreciate PSHE education's positive contribution to each of the 5 outcomes of ECM.

- Uses local data to identify particular health and health related concerns and needs within the community, employment data, and routes in to post 16 education and training
- **consultation with parents/carers and other stakeholders within the local community.** PSHE education addresses sensitive issues and needs full consultation and partnership with parents/carers and others, if it is to be fully effective. This will be enhanced by involving the local community in the development of key school policies such as those for SRE, drug education and personal finance education and by offering awareness-raising sessions. Schools also need to ensure that internal mechanisms are in place for meetings to consult with and update all staff.
- **training and professional networking.** As in other curriculum areas, PSHE education teachers are able to draw upon a wider network of other professionals and organisations which will enrich their knowledge, understanding and skills.

### **Some Guidance points for teachers**

#### ➤ **Start from where your pupils are**

Starting points should be gleaned from the pupils themselves. Use questionnaires, class discussion, small group discussion and feedback, draw and write – indeed any ideas which give you that starting point as the basis for planning your input.

#### ➤ **Be ready to revisit an issue or activity as pupils' experience, understanding and needs change**

Approaching any issue only once may not be enough. Skills need to be practised, situations talked and thought about. To re-examine issues can broaden understanding. Be prompted by the pupils' readiness to re-visit, or move on.

#### ➤ **Each element needs to take an unobtrusive place in more general PSHE**

Elements such as drug education or SRE are not isolated 'topics'. The skills and self-knowledge each element encourages are likely to be widely applicable. All should be set sensitively within the context of references to life and living with which young people can identify.

#### ➤ **Skills needed to teach PSHE are transferable to other elements of the curriculum**

PSHE does not require unique teaching skills. A teacher will need to be able to facilitate discussion, listen carefully, remain impartial when appropriate, and use approaches that are non-threatening and that involve pupils actively.

#### ➤ **Teachers who know their pupils well are ideally placed to deal with sensitive issues**

You need to know your class well enough to be able to judge the requirements of specific pupils. This is much more difficult for visitors, whose teaching, consequently, is seldom matched so well to needs. They may respond inappropriately to pupils they don't know.

➤ **Teachers don't need to be experts in every element to teach about it**

You do not need to be an expert as subject information can always be found. It can be helpful, when appropriate, for the pupils themselves to research the answers to questions they pose, rather than rely on the teacher. Successfully reporting back to the class can be a confidence booster for pupils.

➤ **Set achievable aims**

Be careful to set aims you can reach and which allow you to gauge your success in reaching them.

➤ **Establish ground rules to create a safe learning environment**

Ground rules, generated mainly by the class, are essential to bring about a climate of trust and cooperation that feels created and owned by the pupils.

➤ **Avoid over-emphasis on 'the facts'**

A focus upon exploring attitudes, values, real-life situations, and developing and practising skills is likely to be more beneficial than dependence upon information giving. Pupils often need to have their early ideas, and misconceptions, challenged in ways which do not demean or discourage openness.

➤ **Interactive and facilitative approaches are more effective in gaining co-operation and making lasting changes**

If the pupils are active and involved, rather than passive recipients, their learning is likely to be more real, and longer-lasting. Try to ensure they are engaged – both by basing your lesson on the results of pupil needs, and by using teaching methods that ensure the pupils are frequently both active and Interactive.

➤ **De-briefing ('round up')**

- An important element of each lesson is the need to identify and help pupils value their individual learning.
- No two people will learn the same from a lesson - its significance will depend on the individual.
- Open ended questions such as
  - *"What have we covered today?"*
  - *"What has been most interesting or useful to you?"*
  - *"How has it changed what you feel, know or believe?"*
  - *"How might you use what you have learned?"*will invite a range of answers.
- All answers are valid, and should all be acknowledged in such a way as to show that there are no right-or-wrong answers. Use responses such as "that's interesting" or "that's a useful point to make" or "thank you". This will help to reinforce future learning.
- One person's answers may also help others in the group.
- Be sure to record some (or all) of these responses: they will help with both evaluation, and judging needs in relation to future planning.

## 4.2 Learning Styles

### What Makes Good Teaching?

In order to understand what good teaching is, we need to be clear about how we learn. Good teaching is what results in good learning, which in turn comes from successful planning at all levels in order to ensure:

- A variety of teaching approaches are used so that learning is stimulating and motivating
- There is a positive atmosphere, so that learning is promoted
- There are high expectations of pupils' efforts and achievements
- Behaviour is managed well
- The focus and structure of the lesson is such that pupils are clear about what is to be learned and how, as well as where, it fits in with what they already know
- The lesson actively engages pupils in their own learning so that they can see the relevance of it

### How We Learn

The way in which we learn is based on our five senses – seeing, hearing, touching, tasting and smelling. Of these, the three most important senses for learning are: seeing, hearing and touching. Often referred to as **Visual learning, Auditory learning, Kinaesthetic learning** or '**VAK**' for short.

We learn successfully when all three styles are mixed, although each person will tend to favour one style more than others.

### Catering for Different Learning Styles

Visual learners tend to create images and shapes, and like learning through visual stimuli, such as pictures and models. Therefore bright resources with photographs are helpful, as well as creating displays. More visual versions of typical PSHE activities can be found – for example, instead of simply saying 'Look at the situation from the other person's view', actually mark footprints on the floor and get the pupil to adopt that position.

Audio learners will like to discuss, or use rhythm, or put ideas into a rap.

Kinaesthetic learners will prefer to be doing something, being active. Games can be useful, as can-cutting and making a collage, for example. A useful staple for many topics is to draw a body outline (volunteers for real bodies can often be found!), in order to build a character, or to put a character in a situation, or to focus on aspects of the body, such as for a drug education or an SRE lesson.

Traditionally, classrooms have not been places where kinaesthetic learning has been promoted, but this is changing. For lower-achieving pupils, and for those with particular learning needs, these issues become even more important.

In a good PSHE lesson it is essential that learning styles are mixed, with a wide range of different activities within the three broad types that take account of the fact that many pupils need to be involved in varying degrees in practical activities – varying groups, using attitude and continuum lines, sorting, for example.

### 4.3 Planning for Variety in a Lesson

It is now commonly accepted that for successful learning, there must be variety planned into the lesson – hence the adoption of what has been referred to as the ‘three-part lesson’.

A three-part lesson will normally have the following sections:

#### Part 1

- **Creating a supportive learning environment; an introduction**
  - Gives a clear start to the lesson
  - Explains the objectives for the lesson
- **Connect the learning**
  - Makes clear the links to previous learning
  - Links to the forthcoming learning
- **Big picture first**
  - The context for the activities; setting the scene
- **Describing the outcomes**
  - Intended learning outcomes
  - Specific activities

#### Part 2

- **Input**
  - Lively opening activity
  - Something challenging or new
- **Main activity**
  - Variety of groupings, inputs, activities
- **Demonstrate**
  - Pupils show what has been learned
  - Round up

#### Part 3

- **Review**
  - Reflection
  - How to apply the learning
  - Informal or formal assessment opportunities

### 4.4 Achievable Aims

When teaching PSHE it can be easy to set aims which may be desirable but may not be reasonable or achievable. For example, we may want our pupils never to drink alcohol excessively, or never to regret sexual activity. It is important to set aims which are appropriate for the group being taught, and which can be achieved and measured in some way.

By doing this, and by involving the pupils in this process, teachers are more likely to find that their pupils are working with them and taking advantage of the learning opportunities provided. This may be particularly helpful in cases where older pupils may have questioned the value of the PSHE programme.

The easiest aims to measure are those which relate to information and understanding, and it is important to ensure that this information is credible, balanced, accurate and up-to-date.

It is less easy to measure aims relating to opinions, skills and values, and any subsequent behaviour. Young people are responsible for their own behaviour, and the teacher is advised therefore to set aims around providing opportunities to develop or explore behaviour, rather than aims which demonstrate that behaviour change has occurred and is embedded. The teacher will be able to measure those opportunities, and aspects of them, while the pupils themselves will be able to communicate information about any changes in their feelings, views or beliefs.

#### **4.5 Knowledge, Skills and Attitudes and Values**

It is well recognised that teaching and learning will result in the acquisition of knowledge. However, skills, attitudes and values are equally important in all subject areas, and even more so in PSHE.

In personal and social development, pupils will need to develop skills of assertiveness, information gathering, risk assessment, communication and decision-making. These skills are generic and transferable across all aspects of PSHE. A good PSHE programme will build in opportunities to recognise and develop these skills, and whenever possible, to apply them in a range of contexts.

In areas of attitudes and values, we are not endeavouring to get involved in social engineering, but rather to equip pupils to make positive choices about the world in which they will live. This requires that they are sufficiently informed and equipped with the skills to be able to form views, and consider further their own attitudes and those of others. This will contribute to the shaping of their values, which will in turn affect their decisions and choices.

The PSHE curriculum should therefore be seen as a three-legged stool, where each of the three legs of knowledge, skills and attitudes and values must have equal strength, resulting in a mix of quantitative and qualitative outcomes.

#### **4.6 Climate for Learning in PSHE**

Fundamental to PSHE is the need to discuss sensitive, controversial and challenging social and moral issues in order to understand them and to develop the skills of reasoned argument. It is therefore vital that the teacher creates a safe climate for learning in which pupils can share feelings, explore values and attitudes and express opinions whilst considering those of others, without attracting negative feedback.

## **Setting Ground Rules and Using Distancing Techniques to Create a Safe Climate.**

Ground rules help to minimise embarrassment, inappropriate and unintended disclosures and comments of a negative nature made towards other pupils or adults, whether intentional or not. Ground rules will support broader class rules and the school's own code of conduct.

It is essential that pupils and teachers develop ground rules together rather than being presented with ones produced elsewhere. They will then need to test them in discussion and group activities, adapting them as necessary.

Try to keep ground rules positive – a list of 'do's' rather than 'don'ts'. For example:

### **We agree:**

- To listen to each other
- To make positive comments that help people
- To respect what people say or do
- To take turns and help each other
- To use agreed language
- Not to tell our personal stories and not to ask personal questions
- That you don't have to say anything if you don't want to

Pupils should be regularly reminded of the ground rules and their importance when handling sensitive issues during whole-class and group discussion.

Using distancing techniques such as role-play and case studies with invented characters can help to depersonalise discussions.

## **Handling Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise. Pupils should not be sheltered from such issues; through them they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict and distinguishing between fact and opinion.

### **Issues that are most likely to be sensitive or controversial include:**

- Those of a political, social or personal nature
- Those related to cultural and religious values
- Sex and relationship issues
- Those that deal with questions of values and beliefs including family lifestyle
- Physical and medical issues
- Financial issues (including unemployment)
- Bullying (including homophobic and racist bullying)
- Bereavement

### **Schools and teachers should:**

- make sure that where political or controversial issues are brought to pupils' attention, a balanced
- presentation of opposing views is offered
- avoid promoting their own personal values and attitudes in the case of controversial issues. Instead teachers should teach from the school's values framework which has been agreed by the whole school community
- ensure that pupils who are affected by any of the issues can access appropriate support after the session

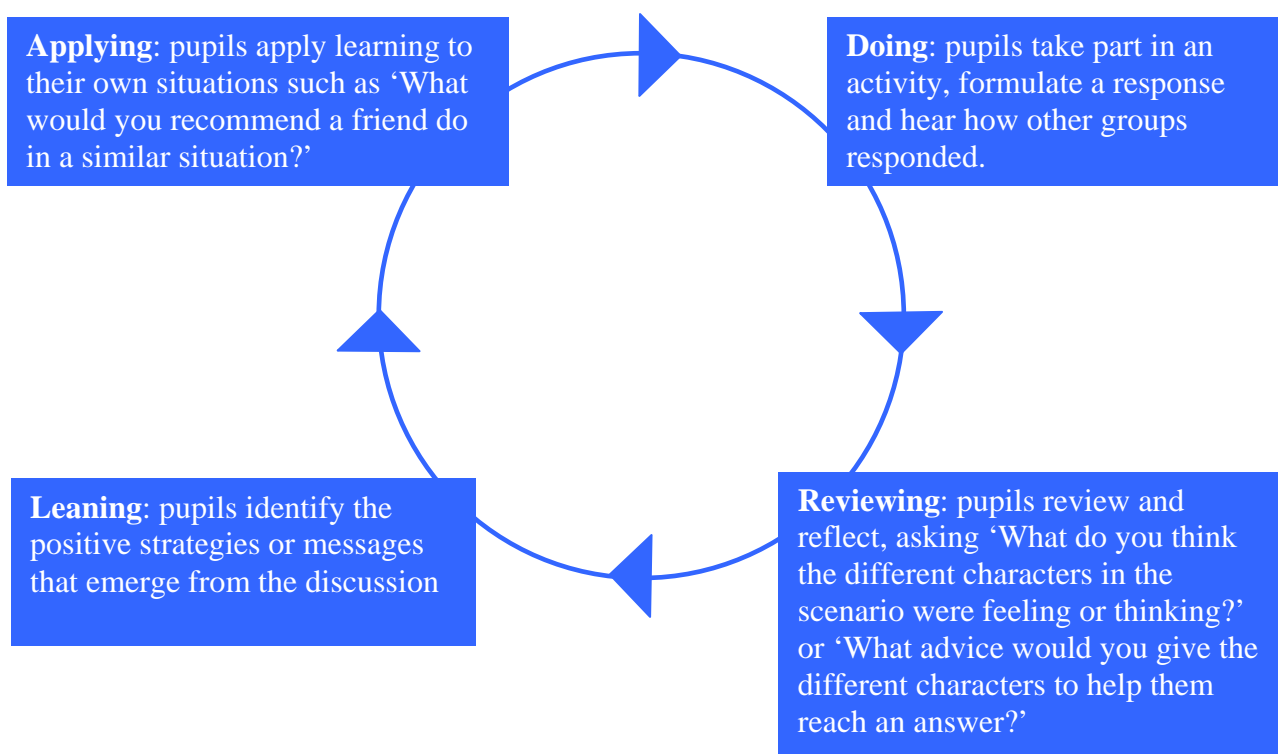
### **Dealing with Difficult Questions**

Unexpected questions can arise during class discussion. Teachers should discuss and agree with colleagues beforehand what is appropriate and inappropriate to answer in a whole class setting.

Ground rules will help by preventing questions of a personal nature. If the teacher doesn't know the answer to the question, they can acknowledge this and suggest that they will research the answer later. However, if the question is too explicit, feels too odd for a pupil or raises concerns about serious harm or sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. If the teacher is concerned that the pupil is at risk of serious harm they should follow the school's child protection/ safeguarding procedures.

### **4.7 Active Learning Methods**

Active learning is based on the principle that the learning process, especially learning that develops skills and values, is a cyclical process which encompasses learning through action, reflection, practising skills and putting learning into action – at which point the cycle starts again. It is one of the most effective ways of teaching PSHE. It has four stages. Below are some suggestions to help at each stage.



## Doing

**For example: Practising skills, reading and responding, listening and discussing, quizzes, games, exploring**

- Engage pupils in activities with clear learning outcomes
- Be open to change through the process
- Use pupils' existing skills to reinforce learning and self-esteem
- Use exploratory tasks
- Don't expect or demand 'right' answers – be sure to maintain equal opportunities and respect for diversity
- Value the process as well as the outcome

## Reviewing

**For example: Thinking about attitudes, assessing skills, identify new knowledge**

- Remember the working agreement
- Allow time to think and a structure in which to do it
- Think about skills used or attitudes shared
- Use self/peer review to identify how and what happened in the activity
- Consider learning styles – what works best for groups and individuals
- Get pupils to say what they like about other people's contributions
- Participate with pupils in the exercise
- Ask specific questions; for example about values, different beliefs/ideas and the impact of emotions on behaviour

## Learning

**For example: Identifying and understanding new knowledge / skills / attitudes**

- Find the right resources to support content and teaching styles
- Expect pupils to find things out by research
- Look at who already has knowledge and skills, and how to engage them
- Correct preconceptions and misconceptions
- Address pupils' needs and interests when they arise in order to plan for further or extended work

## Applying

**For example: Taking the learning to other contexts, considering how new learning could affect change**

- Create the context for learning by using pointers from both the review and learn stages
- Make it appropriate and relevant to children and young people
- Try problem solving/exploring dilemmas
- Use role-play to transfer ideas to other situations

When using active learning methods, facilitators need a repertoire and a range of skills, approaches, ideas and resources, and to ensure the activities are suitable. Activities need to be selected to take account of the stage of group development, the composition of the group and the desired learning outcomes.

**Activities also need to be chosen which consider the groups':**

- Skills and abilities – in both physical and learning dimensions
- Maturity and cognitive ability
- Familiarity with each other
- Group and personality dynamics
- Gender
- Faith and culture
- Age and experience
- Language skills

## Brainstorming

This is a useful way of recording ideas quickly. It can help you to gauge the pupils' prior knowledge and identify the range of prevailing attitudes and current concerns and issues. It should only take a few minutes. Ask pupils to call out all the words they associate with a particular word such as 'relationships'. All responses are written up, the writer filters none. The brainstorm could be discussed or built on with another exercise.

## Discussion Techniques

Asking pupils to work in small groups makes talking easier for them. For many people talking in a large group is very frightening and they can develop confidence working first in pairs and then threes, etc. In order to involve all members of a group rather than just the confident or vocal members, it will be necessary for the facilitator to divide the class into various sub-groups. The following are some ideas for improving discussion sessions.

- **2s to 4s** pupils can be asked to talk in pairs and then move into fours to share what they have learned.
- **Reporting back** After a discussion or task, each group should share what they have done/talked about. This enables each group to contribute to the wider discussion, and shows that everyone's contribution is valued.
- **Socratic discussion** This form of discussion is teacher-led with pupils working in threes. Pupils are given questions to discuss in small groups for a short period. They are then invited to share their ideas with the whole group. Questions arising from the whole-group discussion are then explored in smaller groups.
- **Fishbowl discussion** This is a way of controlling discussion. Put no more than six or seven chairs in an inner circle, with the rest in an outer circle. Discussion takes place only in the inner circle. A spare chair ensures that someone can come into the centre. At the same time people in the centre can move out and allow others to contribute.
- **Debate** For this to be effective it must be well prepared. More reticent pupils are more likely to take part if small group discussion has taken place prior to the formal debate.
- **Standpoint-taking** This technique enables pupils to explore both sides of an issue. Make two concentric circles with chairs, each inside chair facing an outside chair. Give a statement and ask the inside group to argue for it, and the outside group to argue against with the person they are sitting opposite. It is important to stress that they may not believe that particular stance but they have to find as many arguments as possible. Allow two 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. Ask the group: 'How did it feel to argue for something with which you disagreed?' 'How easy was it to change viewpoints?' 'What have you learned?'

## Circle Time

Different versions of circle time are now used throughout the country as a vehicle for tackling many of the issues in the PSHE curriculum and the personal and social development of pupils. Circle time allows the classroom to become an interactive and participative environment for the pupils. It provides many of the features of good PSHE.

- The teacher becomes a facilitator of learning
- It gives a structured approach to discussion, debate and questioning
- It encourages responsibility towards others
- The nature of circle time allows for sensitivity It provides a safe environment

- It offers a voice to all pupils, without the fear of criticism or ridicule
- It provides the teacher with another means of assessing levels of knowledge, understanding and skills

### **Trigger Material**

Extracts from books, articles from magazines and newspapers can offer triggers for all types of activities. The use of such materials brings the outside world into the classroom. Television and film can be used in much the same way, to act as a trigger to examine relationships, attitudes, feelings, choices and whole range of behaviours and consequences. Again, they can take pupils into situations that can be explored in the safety of the classroom.

### **Video/DVD, CD-ROMs**

Videos and DVDs can be a useful aid to teaching. But it is just that, an aid to teaching and not a teaching method. They can be thought provoking and interesting, but equally can be boring, inaccurate and outdated. It may be tempting for the facilitator and the audience to react passively to them. Think about the video/DVD in the same way you would think about the use of an external partner. It is important to prepare the group well by exploring the issues. Ask the group to look for four or five key points. These can form the basis for a group discussion. Pausing or stopping at key points is another way of picking up issues for discussion.

### **Questionnaires and Quizzes**

These are not tests of knowledge, but triggers for discussion, where pupils will be able to acquire more information as well as explore issues that arise. They should not last too long otherwise some pupils may feel excluded or bored. They can be used for discussion by asking the group to discuss the things they agree with or disagree with, alone and then to discuss with a partner those on which there was disagreement.

### **Use of Fiction**

Stories may be used in two main ways in PSHE. Firstly a story is able to provide common understanding to a situation, which all the children can comment on. Secondly, the use of characters frequently enables children to share an opinion that they would feel uncomfortable verbalising independently.

### **'Draw and Write'**

This stems from the Health for Life programme devised by Noreen Wetton. It involves children in answering open-ended questions by drawing and writing their responses on a blank sheet of paper. This enables teachers to judge appropriate teaching content by better understanding children's current perceptions and understanding. The approach can be used at the beginning and end of a topic, or within any element of a unit.

## **Continuums**

These are 'lines' of variance between two points, such as agree or disagree, or high risk, low risk. Pupils (volunteers) are asked to physically place themselves somewhere along the line that best describes their opinion or the value of a statement called out by the teacher. Care should always be taken to ensure that statements used are sensitive to the circumstances and backgrounds of the pupils. Opinions are shared with one or two others and finally opened up to the group where appropriate. After a few minutes pupils find someone of the opposite opinion and exchange views. The aim of the exercise is not to change other people's views, but to hear and understand them. Pupils can enjoy this activity which makes them move about, demonstrates the breadth of opinion visually and offers them a real opportunity to both express their own values and hear the values of others.

## **Question Boxes**

This involves pupils posting anonymous questions in a box to which the teacher responds at a given point. It is a useful tool that enables pupils to acquire information, but it also enables them to seek help and advice.

## **Carousels**

Pupils sit in concentric circles facing each other and take part in dialogues. This activity provides an opportunity for pupils to practise speaking and listening skills and to reflect on the values of others.

## **Diamond Nine**

Pupils position nine cards in a diamond shape, prioritising the most important at the top. It encourages decision-making skills, either individually or as part of a group. It is also helpful in identifying skills, reflecting and assessing.

## **Graffiti Sheets**

Pupils move around the room writing up simple responses to a range of ideas or questions. It is useful for establishing levels of experience or knowledge, evaluating an activity and encouraging review and reflection.

## **External Partners**

Outside support can bring in new perspectives and approaches, specialised knowledge, resources and external experience that can add greater realism to the classroom setting and at the same time contribute to the professional development of teachers. Outside support is important and should be actively encouraged, but it should complement the work already taking place rather than being used as a replacement.

## **Drama Techniques**

Having the confidence to bring drama into PSHE sparks the imagination and creativity of pupils. It allows for experimentation, reflection on choices in behaviour and an examination of the possible consequences. Through the use of drama, skills can be practiced and developed in the relative safety of the classroom. Drama can enhance discussion and

debate and promote critical thinking. Sessions become participative, interactive and experiential for both the pupils and teachers.

**There are many positive reasons for using drama techniques within PSHE lessons, as outlined below.**

- **Distancing and depersonalising helps pupils learn** Being in role as a character allows pupils to explore and experience situations safely because they are not speaking or acting as themselves. Reflection can lead to applying what has been learned to their own experiences.
- **High levels of engagement** Most pupils engage fully with the activities and are emotionally connected to the stories. Pupils find it an exciting way to learn. The surprises and originality of thought are part of the excitement. It feels like learning without appearing to learn.
- **Powerful stimulus** The narratives provide rich stimuli for discussion and other follow-up activities. Many dilemmas can be explored, including moral ones.
- **Practising life skills** Drama techniques require pupils to practise life skills such as negotiating, persuasion and assertiveness (both in and out of role). These skills will include listening, non-verbal communication and verbal expression, setting out reasoning, responding to others and summing up.
- **Empathy and understanding** Drama techniques are based on human behaviour, which mean pupils can gain valuable insights into how and why people respond the way they do.
- **Different learning styles are accommodated** Pupils who do not respond well to written work often come into their own here, with passionate and reasoned work emerging from the opportunity to take on roles and respond to scenarios.

### **Case Studies/Scenarios/Role-play**

Role-play enables people to use their imagination and intuition. Pupils are asked to identify with a character and act out his/her role in a particular situation. It gives them an opportunity to experience an issue or situation from a different perspective. For instance, a girl can experience how a boy feels in a particular situation. If pupils are to identify with their characters, careful preparation is needed to build the background and feelings of the characters before the role-play takes place. In order to be successful always use role-play in small groups and never ask pupils to perform in front of the class without building very strong trust first. Sometimes pupils identify so strongly with their 'character' and can't disengage so make sure you 'de-role' pupils.

## **4.8 Assessment, Recording and Reporting**

**Statutory Requirements and QCDA Advice/Guidance** (Taken from *QCDA Guidance on assessment recording and reporting, PSHE, 2005*)

### **Assessment**

There is no statutory requirement for end of Key Stage assessment in PSHE.

## **Recording**

Schools are required to keep records for every pupil, including information on academic achievements, other skills and abilities and progress made in school.

## **Reporting**

Schools must give brief comments to parents on pupils' progress in each subject and activity studied. This means that where PSHE is included in the curriculum, schools need to decide the best way to provide a PSHE report. This may be a brief, separate commentary on progress, or as part of the school's report on other activities in the school curriculum.

## **What is Assessment for?**

1. It is for measuring individual pupil progress against a standard.
2. It is for distinguishing between pupils.
3. It is for an individual to measure his or her own progress.

Assessment in PSHE has traditionally been neglected or even considered inappropriate and wrong, possibly because the 'personal' nature of the subject has led to the belief that it cannot be assessed. However, as in every subject, teachers and pupils should have a shared language of progression and learning so that everyone is clear about what is expected of them and why. Pupils need to know how they are making progress and where they can next take their learning.

It is important to remember that assessing PSHE is not about judging a pupil's individual 'value' or 'worth', their character or their family life. If we concentrate on demonstrating and measuring knowledge and understanding, skills and attitudes then PSHE can be assessed and the mechanisms that are already in place for other subjects can be utilised.

## **Why Assess PSHE?**

**Having a well planned assessment process for PSHE in place is important because:**

- It improves teaching and learning.
- It establishes clear expectations for standards and achievement.
- It gives pupils, teachers (and parents/carers) information about their strengths and where they can improve.
- It allows teachers to reflect on their own teaching.
- It enables teachers to evaluate the effectiveness of the PSHE programme (and demonstrate how the school is meeting the five outcomes of Every Child Matters).
- It raises the status of the subject and can begin to demonstrate the impact of the PSHE programme on the school and the community.

## How should we assess PSHE?

### The guiding principles for assessment are:

- It should be a planned part of teaching and learning.
- It should set clear expectations of standards and achievement.
- It should ensure progression.
- It should enable pupils to become partners in the assessment process, which motivates and empowers them.
- It should allow pupils to be clear about their strengths and areas for improvement.
- It should be inclusive of all types of learner.
- It should enable teachers to be clear about their pupils' achievements and how their learning might be improved.

The QCDA has produced a guidance document for assessment, recording and reporting PSHE, which includes non-statutory end of Key Stage statements. If these are properly utilised, then there should be no difficulty in treating the subject the same as any other when planning opportunities for assessment.

### What are we Assessing?

We are assessing the pupils' **knowledge** and **understanding**, **skills** and **attitudes** and not their individual worth or character. This can be done through: **Baseline (or needs) assessment**

As any well-planned PSHE programme should be relevant to the needs of the pupils, this long-established technique can also be a very useful tool. This is an informal way of finding out what the pupils know already, as a guide to planning appropriate tasks and resources and is an excellent starting point for any unit of work (although it can be used at any stage in the learning, allied to starter activities). Methods that work well for this purpose are mind maps, questionnaires, quizzes, 'draw and write' activities and values continuums.

### Assessment of learning

This summarises, against set criteria, where pupils are at a given point in time. The results can be used for reporting and demonstrating the impact of the programme.

### Assessment for learning (AFL)

This is any assessment activity, which informs the next steps to learning and crucially depends on actually using the information gained. AFL gives checks on pupils' performance at given times within the programme and can be used for assessing where the pupils have reached on a 'continuum of progression'. It is done through objective-led, three-part lessons, with clear objectives (what you want the pupils to learn), outcomes (how this learning will be demonstrated), and success criteria (how the pupils will know how they can meet the outcomes). Through a variety of methods pupils are able to identify their own strengths and make targets for improvement.

The key principles of Assessment for Learning are:

- Sharing goals and assessment criteria with pupils
- Providing pupils with qualitative feedback on their progress and achievement
- Encouraging pupils to discuss their own progress
- Enabling pupils to set their own targets (i.e. recognise the next steps and how to take them)
- Enabling pupils to assess themselves review and reflect

The importance of setting learning objectives and outcomes cannot be over-emphasised, as it sharply focuses learning, both for the teacher and the pupils and provides the means for evaluating progression in learning and identifying success. Feedback can involve a range of methods and can be from the pupils themselves, peers, their teacher or all three.

Good examples of learning objectives and outcomes for PSHE can be found in the units of work for Sex and Relationship Education, Healthy Lifestyles and Financial Capability, QCDA, 2005 (order ref: QCDA/05/1695).

'Generic' guidance on Assessment for Learning can be located at:

<http://nationalstrategies.standards.dcsf.gov.uk/secondary/assessment/assessmentforlearningafl> and

<http://nationalstrategies.standards.dcsf.gov.uk/primary/assessment/assessmentforlearningafl>

### **How to build AfL into PSHE**

- Set over-arching objectives for each unit (ensuring that pupils can make the link with previous and future learning)
- Share/explain the learning objectives
- Negotiate learning goals
- Share assessment and success criteria
- Encourage pupil questioning
- Give oral feedback, showing the next steps
- Mark work, showing next steps
- Use plenary sessions effectively, to reflect on learning
- Use self and peer assessment
- Keep evidence and records (consider using a reflective journal)

**A good learning objective is one that can be checked in a plenary (have the pupils learned what was intended), and should be precise. Stems for learning objectives should be:**

- Know that... (knowledge)
- Develop/be able to... (skills)

- Understand how/why... (understanding concepts)
- Develop/be aware of... (attitudes and values)

### Some Ideas for Using AfL in PSHE

- **Self-assessment** When time is spent helping pupils to reflect upon their own performance against clear criteria, they will begin to recognise their own strengths and areas for improvement, and, through the feeling that their opinion 'counts', will take more responsibility for their own learning and progression.
- 'Traffic lighting' checking pupils' understanding against the learning objectives ('green' = understood, 'amber' = not sure, 'red' = not understood), then using further questions to clarify these judgments. A similar method is 'thumbs up/sideways/down'.
- Use a range of plenary questions (e.g. 'what is the most important thing I will remember about this lesson') to clarify pupils' understanding.
- Use 'progression statements', or a 'tick-sheet' of the assessment criteria being used, against which the pupils will be able to assess themselves. These can also be used to peer assess by being passed to a friend to fill in using a different coloured pen (see below).
- **Peer assessment** When using peer assessment it is important to ensure that a secure climate for learning is created with ground rules in place, and that the assessment is done against carefully defined criteria so that pupils work positively and constructively. Feedback should emphasise strengths first and then areas for improvement.
- Use work from other classes/previous pupils/exemplars to assess (Has the pupil achieved the success criteria, why/why not? What could they do to improve the work?). There are some very good exemplars on the National Curriculum website <http://curriculum.qca.org.uk/key-stages-3-and-4/assessment/nc-in-action/index.aspx> which the pupils could refer to as they carry out a similar task.
- When doing group work (e.g. role-plays) pupils can also peer-assess as a group, again using carefully defined criteria.

### Assessment of Learning

How to build summative assessment (assessment of learning) into PSHE

- Use the end of Key Stage statements to identify what is to be assessed.
- Plan regular assessment opportunities into the PSHE scheme of work.
- Use baseline assessment methods at the start of assessed units to measure the pupils' starting point (s) and to ensure that pupils' needs are being met.
- Share information on what will be assessed, how and when with the pupils.
- Use a range of methods at the end of the assessed unit to provide evidence of progression against the identified criteria (e.g. review sheets, quizzes, a written task, pupil developed posters or presentations).
- Consider how best to use the information gathered to inform the pupils and celebrate their achievement and report progress to parents.

- Consider linking assessment in PSHE to the assessment and reporting systems already in place in your school, as this will raise the profile of the subject.

### **Some ideas for summative assessment in PSHE**

- Use progression statements based on the end of Key Stage statements to define more clearly pupils' level of knowledge or understanding (the QCDA have developed some draft progression statements that could be used or developed).
- Give a summative task at the end of a unit of work in which the pupils can demonstrate what they have learned (e.g. 'design a poster which would inform younger pupils about that they should do to eat healthily').
- Observe and record pupil responses using a checklist of outcomes/success criteria. This is particularly useful for assessing discussions and role-plays. It can be difficult to teach and observe successfully and it can often be helpful to ask a colleague to observe and record for you. Reflective journals kept by the pupils. These could also be used as plenary tasks, but used across a unit or number of units they would give a clear indication of growing knowledge and understanding and awareness of issues.
- Re-visit a baseline assessment, such as a quiz or 'attitudes/values' questionnaire and ask the pupils to re-assess themselves (using a different coloured pen).
- Use portfolios, which are a collection of a pupil's best work, collected over a given period of time (e.g. a year/a Key Stage). If the pupils themselves are involved in selecting the pieces of work that are included, it would help them to take responsibility for their own learning and in itself would be an assessment task.

### **Recording Assessment**

There may very well be processes and materials already in place in school for recording progress and achievements which can incorporate PSHE. For example, log books, progress files, and electronic portfolios. Annual statements of progress or reports can be used, produced by the pupils and endorsed by the relevant staff.

**Where assessment needs recording this should be manageable and meaningful, based on the following questions**

- Why does it need recording?
- Who needs it?
- How can it best be done?

**The answers to these questions could include:**

- Accreditation
- Raise learner's self-esteem
- Celebrate achievement
- Demonstrate progression

**The evidence could be wide-ranging, such as:**

- Portfolios
- Diaries
- Certificates
- Displays
- Videos
- Work samples

**Assessment Activities**

**The following are some frequently used activities in PSHE, which can lend themselves to types of assessment.**

- **Attitude continuum** can help with baseline assessment, and in assessing ability to engage with attitudes
- **Diamond nine** shows understanding of issues
- **'Draw and write'** helps with baseline assessment, and can be repeated later to show progress
- **Graffiti board or post-it notes** can be used for posting key words or completing sentences for baseline or summative purposes
- **Leaflet or poster** for summative assessment
- **Presentation** can show skills development as well as knowledge
- **Quiz** for formative or summative assessment, and for self-assessment or teacher assessment; quizzes can be provided by teacher or produced by the pupil
- **Review sheet** can be adapted to look at a variety of areas; particularly useful for self-assessment, as well as for the teacher
- **Sentence stems** can be a variation of the review sheet
- **Role-play** for showing knowledge and/or skills; lends itself to peer assessment
- **Poem** a good group activity
- **The story so far** a useful technique midway in a lesson to check learning
- **Diary**
- **Radio interview**
- **Debate**

**Further Guidance**

The PSHE programmes of study, <http://curriculum.qca.org.uk/index.aspx>

Guidance on Assessing, Recording and Reporting PSHE at Key Stages 1-4, QCDA, 2005,

## Section 5: Appendices

### Appendix 1: Sample Personal, Social and Health Education (PSHE) Policy Framework

A Word version of this policy is available from:

[http://www.kenttrustweb.org.uk/UserFiles/ASK8/File/Primary\\_PSHE/Policy\\_Guidance/PSHE\\_Policy\\_Framework.doc](http://www.kenttrustweb.org.uk/UserFiles/ASK8/File/Primary_PSHE/Policy_Guidance/PSHE_Policy_Framework.doc)

#### Policy Guidelines for Schools

<b>PSHE EXEMPLAR POLICY</b>
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**What are the overall aims and objectives for PSHE in the curriculum?**

**e.g.**

**Aim:**

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

**Objectives/Pupil learning Outcomes:**

The PSHE programme will support the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

## **Pupil Consultation:**

- It is useful for pupils to be consulted on their own personal, social and citizenship development. Ask pupils either in individual classes or through the school council what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people?
- Develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems

## **How is PSHE organised in the school?**

### **e.g.**

PSHE is timetabled weekly in each class. It is also taught through cross-curricular opportunities, for example Sex and Relationship Education within Science.

In addition to this we provide enrichment activities to support the curriculum such as Healthy Lifestyles Week and a mock election event with the local councillor.

The residential experiences make an important contribution to the pupils' personal, social, emotional and citizenship development.

Assemblies support the delivery of PSHE and Citizenship through planned themes and are used to launch specific themes, for example respect, caring and sharing.

If the school is implementing the SEAL (Social and Emotional Aspects of Learning) programme, how does this support the delivery of PSHE?

## **What is the content of the school's PSHE programme?**

### **e.g.**

In this section the school needs to identify provision for each year group - an overview of the key themes/areas to be delivered in each year. Reference needs to be made to National Curriculum requirements and guidelines.

What are the extra curricular and cross-curricular opportunities that will contribute to the planned teaching and learning?

## **How are parents to be involved?**

### **e.g.**

#### **Parental Involvement:**

The school believes that it is important to have the support of parents and the wider community for the PSHE programme. Parents are/will be given the opportunity to find out about and discuss the schools' programme through:

- parent awareness session
- parents evenings
- involvement in policy development
- involvement in curriculum development
- information leaflets/displays

### **Are visiting speakers involved in the programme?**

**e.g.**

#### **Visiting Speakers:**

Visiting speakers from the community, e.g. health promotion specialists, school/family planning nurses, community police and fire officers, make a valuable contribution to the PSHE programme. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the delivery of the PSHE programme.

NB – reference could be made in this section to the guidance on 'The Effective Use of Visiting Speakers' (See KCC Model Drugs Education Policy)

### **What teaching and learning methods are used in PSHE?**

**e.g.**

#### **Methods of approach:**

A variety of teaching and learning strategies are used to deliver PSHE which take into account pupils' age, development, understanding and needs. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

Effective PSHE lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- Collaborative work
- Circle time activities
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation
- Accommodating new information and skills
- Building on current experience and use first-hand learning to achieve positive ends

*(Examples of teaching and learning activities may be given e.g. Circle Time, Role Play, Group Discussion, etc...)*

### **How will pupil progress be assessed, recorded and reported to parents?**

**e.g.**

#### **Assessment:**

A brief statement outlining the school's principles and approach to assessment :

- How is assessment integrated into the planning?
- The range of methods that will be used
- The extent to which pupils will be involved in the process (AfL)

#### **Recording:**

- Who, how and where will pupil assessment information be recorded – class teacher record book, wall chart, pupil folder etc.?

#### **Reporting arrangements:**

- Who, when and how will pupil progress in PSHE be reported to parents / carers?

#### **How will the programme be monitored and evaluated?**

**e.g.**

#### **Monitoring and evaluation:**

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- pupil and teacher evaluation of the content and learning processes
- staff meetings to review and share experience
- assessment of pupil learning objectives/outcomes

#### **Links with other policies**

**e.g.**

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate

- Sex and Relationship Education
- Drug Education (including Alcohol and Tobacco)
- Teaching and Learning
- Equal Opportunities
- Child Protection
- Behaviour
- Anti-Bullying
- etc

#### **What training and support is available for staff?**

**e.g.**

#### **Training and support for staff:**

All staff benefit from PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

**When will the policy be reviewed?**

**e.g.**

**This policy is reviewed annually**

		Signed Headteacher	Signed Chair of Governors
Date of last review			
Date of next review			

## Appendix 2: Sample Sex and Relationship Education (SRE) Policy

A Word version of this policy is available from:

[http://www.kenttrustweb.org.uk/UserFiles/ASK8/File/Primary\\_PSHE/Policy\\_Guidance/Exemplar\\_Model\\_SRE.doc](http://www.kenttrustweb.org.uk/UserFiles/ASK8/File/Primary_PSHE/Policy_Guidance/Exemplar_Model_SRE.doc)

This sample policy has been provided to help schools in the development and review of their sex and relationship education (SRE) policy. Its layout and wording is a guide only, but is based on the most recent guidance to schools as detailed in SRE guidance, DfEE, 2000; Sex and Relationships, Ofsted 2002 and the National Healthy School Standard guidance, DH/DfES, 2006. It has been written to support all phases, so schools will need to adapt the policy to suit their individual requirements.

Names of people involved in policy development ... [name]

This policy has been written in consultation with governors, staff, parents/carers, pupils and the wider community.

Date of policy ... [date]

Date for policy review ... [date]

### Context/Introduction

'All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:

- Define sex and relationship education;
- Describe how sex and relationship education is provided and who is responsible for providing it;
- Say how sex and relationship education is monitored and evaluated;
- Include information about parents' right to withdrawal; and
- Be reviewed regularly.'

*Sex and Relationship Education Guidance, DfEE 0116/2000*

SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive SRE does not make young people more likely to become sexually active at a younger age.

**Include a brief description of your school and its community to include the following:**

- Geography
- Age range, gender, number on roll, and on staff
- Religious, cultural, ethnic mix of pupils
- Special educational needs, disabilities,
- Any evidence of health and social needs, number of free school meals

## **Policy Aims**

The aim of SRE is to provide children with age appropriate information, explore attitudes and values, and develop skills in order to empower them to make positive decisions about their health-related behaviour. This will take place with consideration of the qualities of relationships within families.

The governing body and headteacher have consulted with parents/carers, staff, pupils and members of the wider community in order to develop this policy which has the following aims:

- To provide the knowledge and information to which all pupils are entitled
- To raise pupils' self esteem and confidence, especially in their relationships with others
- To help pupils to develop skills (language, decision making, risk assessment, assertiveness) and to make the most of their abilities
- To develop pupils' understanding of the importance of a healthier safer lifestyle
- To develop pupils' understanding of pressure from peers and the media, and their ability to resist these
- To provide a description of how SRE is delivered, monitored and evaluated in the school
- To help pupils learn to respect and care for their bodies
- To prepare pupils for puberty and adulthood
- To help pupils learn how to gain access to information and support

## **Policy Development, Dissemination and Review Process**

This policy was drafted by the senior pastoral manager in consultation with the PSHE co-ordinator, SEN co-ordinator, a parent/carer representative, governor representative, school council representative, school nurse, Connexions personal advisor, LA adviser and a Healthy Schools team colleague. Parents/carers were given the opportunity to discuss the draft policy at a parents' evening and the teaching and non-teaching staff had the opportunity to discuss it at a staff training session. The policy was then ratified by the governing body.

The policy is made available to teaching and non-teaching staff, community partners and any outside visitors who may deliver aspects of SRE, via the school office. Parents/carers are invited to view the policy via the school prospectus.

The policy will be reviewed every two years by the senior pastoral manager in consultation with the above representatives.

## **Values Framework**

As part of SRE, pupils should be taught about the nature and importance of marriage for family life and bringing up children. But the Government recognises – as in Supporting Families, the Home Office Ministerial Group on the Family consultation document - that there are strong and mutually supportive relationships outside marriage. Therefore pupils

should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

All those who teach aspects of SRE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of SRE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

The personal beliefs and attitudes of teachers will not influence the teaching of SRE in this school.

### **Learning Outcomes for SRE within the School**

By the end of Key Stage 1, pupils will have had opportunities to gain the knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people, and identify and respect differences between people. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main parts of the human body. They will also be able to explain that people grow from young to old.

By the end of Key Stage 2, pupils will have had the opportunity to express their views and respect those of others. They will have discussed some of the bodily and emotionally changes that occur at puberty and how to deal with these in a positive way. They will have practiced skills in making judgements and decisions, and will be able to list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They will also have considered different types of relationship (for example, marriage or friendships), and discussed ways in which people can maintain good relationships (for example, listening, supporting, caring).

By the end of Key Stages 3 and 4, pupils will have had opportunities to gain the knowledge and skills necessary to build and maintain healthy relationships including sexual relationships. They will also have considered their own and others' attitudes towards relationships and sex as they begin to develop positive values which will guide them in making healthy choices in their future relationships.

The following learning outcomes guide the teaching of SRE in this school:

See learning outcomes in OFSTED Sex and Relationships, Ofsted, 2000 as a basis for planning the school's SRE, <http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research>

## The Organisation of SRE

SRE is co-ordinated by ... [name] and is taught within the PSHE programme at Key Stages 1, 2, 3 and 4. Biological aspects of SRE are taught within the science curriculum and some moral aspects are taught within RE. SRE within PSHE is taught by a specialist team who are offered CPD opportunities from the Advisory Service Kent, or the Kent Healthy Schools team, to enable them to build their knowledge and skills.

A range of teaching methods which involve pupils' full participation are used to teach SRE. These include use of small group work, the media, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussion and students are encouraged to reflect on their learning. SRE is usually delivered in mixed gender groups. However, there may be occasions when single gender groups are more appropriate and relevant. The programme content has been agreed in consultation with governors, parents/carers and teaching staff.

**List the resources you use to teach SRE. Include fiction, reference books, leaflets and extracts from videos, e.g. the Key Stage 3 Sex and Relationship Education resource, produced by the Sexual Health Education Unit.**

## Use of visitors

*'Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons.'* Sex and Relationship Guidance, DfEE 0116/2000 P 29 6.11

Visitors to school, such as parents/carers, health professionals and members of voluntary organisations, may be invited to plan and contribute to SRE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The PSHE co-ordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's SRE programme. A teacher will be present during the lesson.

Additional guidance on the use of external contributors to support PSHE Education can be downloaded from the ASK PSHE website:

[http://www.kenttrustweb.org.uk/ask8/ask8\\_primary\\_pshe\\_policy.cfm](http://www.kenttrustweb.org.uk/ask8/ask8_primary_pshe_policy.cfm)

## Terminology

Ofsted guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

## **Dealing with Difficult Questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse or young person's health drop-in service for an answer, or seeking advice from the PSHE co-ordinator or senior pastoral lead.

## **Children with Special Needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of SRE.

## **Monitoring and Evaluation of SRE**

The PSHE co-ordinator collects evidence for the monitoring and evaluation of the SRE programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils. Feedback is obtained through group discussion and/or feedback forms. Parents'/carers' views are invited at parents' evenings and through feedback forms. The PSHE co-ordinator holds an annual review meeting with the school nurse, staff from the Sexual Health Education Unit/Healthy Schools team and the senior pastoral manager in order to review the evidence and plan the next year's programme. Any staff development needs will also be identified. SRE issues will be included in the induction programme for all new members of staff.

## **Liaison with Feeder/Destination Schools**

Regular meetings within the Partnership allow liaison to ensure effective progression in SRE over transition.

## **Withdrawal of Students from SRE and Complaints Procedure**

The school includes information on SRE in the school prospectus and full details are available on request. The school will inform parents/carers when aspects of the SRE programme are taught (this may be done simply by announcing in the school's newsletter in some instances) and will provide opportunities for parents/carers to view the resources being used.

Parents are informed of their legal right to withdraw their child from SRE via the school prospectus. Any parent wishing to withdraw their child is encouraged to make an appointment with the senior pastoral manager to discuss the matter. Students cannot be withdrawn from any part of SRE which falls within the statutory National Curriculum Science orders.

Any complaints about the content or delivery of SRE should be addressed to the senior pastoral manager.

## **Equal Opportunities**

All pupils are entitled to receive SRE regardless of ability, gender, race, religious belief or grouping. Through SRE we seek to develop a positive view of female and male sexuality. It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Objective discussion about the diversity of personal, social and sexual preference in relationships will take place in SRE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

## **Safeguarding/Confidentiality**

Teachers need to be aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection. There may be rare occasions when a child under the age of thirteen who is sexually active directly approaches a teacher. This should be viewed as a child protection issue and procedures should be followed as outlined in Kent's Safeguarding Guidance. [http://www.kenttrustweb.org.uk/Children/safeguards\\_policy.cfm](http://www.kenttrustweb.org.uk/Children/safeguards_policy.cfm)

The staff member will inform the headteacher/designated child protection staff member in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

## **Links with Other Policies**

- PSHE & Citizenship
- Equal Opportunities
- Child Protection
- Confidentiality
- Behaviour
- Anti-Bullying

## **Specific Information Relating to Key Stage 3 and 4 Pupils**

### **Under 16s' Entitlement to Confidential Health Advice and Treatment**

The school nurse and other health professionals follow guidelines which allow them to give advice and treatment to young people under 16 years old without the knowledge or consent of the parents/carers, if it is deemed to be in the young person's best interests. They will, however, encourage the young person to talk to their parents/carers. Only in cases where there is abuse taking place or a serious risk of harm, would the health professional follow the county child protection procedure and breach the young person's confidentiality. The young person would be kept fully informed at all stages of the procedure.

When the school nurse sees pupils on a one-to-one basis she will follow these professional guidelines. In PSHE lessons, however, she must follow the same guidelines as teachers.

SRE lessons will inform pupils of their entitlement to seek confidential help, including contraceptive and sexual health advice and treatment, and they will be taught about how they can access local services both inside and outside school. Knowledge of sources of local help and support should prevent the need for students to seek help from a teacher for their personal and health needs.

## **Safeguarding**

There may be occasions when a teacher learns that a student under 16 is having or contemplating having sexual intercourse. In this case the teacher should:

- Ensure the student is aware of the need to seek contraceptive and sexual health advice and knows how to do so
- Encourage the student to talk to a parent/carer
- Decide whether there are child protection issues. Underage sex or suspected pregnancies are not, in themselves, child protection issues unless the pupil is under thirteen years of age or there is coercion or abuse. A teacher who is concerned that there may be coercion or abuse can discuss the case anonymously with the child protection officer (CPO). The CPO can advise whether they need to know the name of the student and whether child protection procedures need to be initiated. The student will be kept fully informed at all stages.

A student with a learning disability or mental disorder may be more vulnerable to exploitation and less able to protect themselves and others. In these cases the teacher can seek advice from the CPO as above. The school governors and senior management team will support the staff member in exercising his/her professional judgement about what is in the young person's best interests.

## **Student Support Services Available in School**

The school nurse holds a weekly drop-in on ... [day and time] in ... [location] and is able to offer all pupils confidential health advice and support on any issue. He/she can also offer pregnancy testing and emergency contraception when necessary. In an emergency she may take a pupil out of school for further treatment.

The Connexions personal advisers are available in .... [location] and can offer students, from the age of 13, advice on their education choices and support with any other needs.

The student welfare officer is available in ... [location] and offers support to students on any issue.

All of these student support services work together and with tutors and the senior pastoral manager, but they will not share personal information about students without their permission unless there are child protection concerns.

## **Support for Pregnant Teenagers and Young Fathers**

Any pupil who is continuing with a pregnancy will be given the opportunity to speak with the head of year/senior pastoral manager to ensure she knows how she may continue her education within the school, and if appropriate how she may continue in post-16 education.

This discussion will include advice on benefits and child care as well as support from the LCSP and Kent Teenage Pregnancy Strategy support services. The school nurse will help her to access antenatal and postnatal care.

The school will also be sensitive to the needs of young fathers ensuring support around behaviour of peers, and information about sources of advice on legal and other issues, through, for example, the Citizens' Advice Bureau and Connexions.

### Appendix 3: Sample Drug Policy for Schools

A Word version of this policy is available from:

[http://www.kenttrustweb.org.uk/UserFiles/CW/File/Childrens\\_Services/Healthy\\_Schools/PSHE/kcc\\_new\\_exemplar\\_policy.doc](http://www.kenttrustweb.org.uk/UserFiles/CW/File/Childrens_Services/Healthy_Schools/PSHE/kcc_new_exemplar_policy.doc)

The following document gives guidance on how to develop a school drug policy. The wording gives suggestions which can be used as starting points for discussion and consultation. Remember that all who will be affected will need to be involved:

- Senior management
- Teaching staff
- Other staff
- School nurse
- Governors
- Parents/carers
- Members of the wider school community
- Above all – pupils

***This policy framework has been developed for all key stages. Some information/sections will not be relevant for your school key stage. Please use the content and headings to help you develop your own individualised policy.***

**Kent County Council Children, Families & Education**

**Exemplar Schools Drugs Education and Incident Management Policy**



School Name: \_\_\_\_\_



This policy reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_



Next review date: \_\_\_\_\_



School Drugs Coordinator/s \_\_\_\_\_



School Link Governor \_\_\_\_\_

**Drug and drug education in the context of this document are inclusive terms including tobacco, alcohol, illegal drugs, medicines and other substances such as solvents.**

**A teacher of drug education does not need to be an authority on drugs, as it is the life skills approach that is crucial to this area of learning.**

**Successful drug education should start early; the key to which is developing pupils' emotional intelligence, resilience and life skills. These same skills are crucial to successful Sex and Relationships Education and anti-bullying approaches.**

**This policy applies to all pupils, parents/carers, volunteers and staff members attending the school or whilst on school business including off-site visits and trips.**

## **1. School Description and Context**

***A brief description of the school, local community, drug issues, social, ethnic and religious mix, details of special needs, school and local health needs. This statement should also reflect the school's ethos and values.***

1.1 In-line with government guidelines, our school is a smoke free environment, which includes all buildings and school grounds/playing fields etc. Parent/carers, visitors and staff members are asked not to smoke on school premises or in the presence of pupils. This applies to off-site visits. In the interest of hygiene/cleanliness, we also ask that people refrain from smoking outside the school gates.

## **2. Principles (in keeping with the aims of the school)**

2.1 XXXXXXXX school is committed to the Health and Safety of all its members and believe that we have a duty to support and safeguard the well being of all its pupils and staff. The school is committed to the principles of the National Healthy Schools Programme.

2.2 Effective drug education is an essential contributor to ensuring that all children and young people are able to reach their full potential and that the school works towards the five Every Child Matters outcomes for all its pupils. Education about drugs is also crucial for the school to achieve and maintain Healthy Schools' status.

2.3 The school values the importance of its pastoral role in the welfare of its pupils, and through the general ethos of the school, we seek to encourage and develop young people's learning and ensure support appropriate to their needs is accessible.

2.4 Education about drugs is not concerned merely with substance, but with people in their social and community settings. Therefore, drugs education should involve the development of attitudes, values and the development of skills, as much as the acquisition of appropriate knowledge.

- Families have an important role to play in supporting the provision of drug education, especially in helping a young person examine and develop their attitude to drugs. Parents/carers should be involved in planning the drug education programme and related policies. The school's approach and rationale needs to be explained to parents/carers to gain their understanding and support. This is particularly important for parents/carers of primary age pupils, as they may not understand the necessity of starting drug education from an early age. Parents/carers should be provided with information about the drug education their child will receive at school so that they can support their child's learning at home, and access to support and information about drugs. It can be helpful for teachers to set tasks for pupils/students to complete at home with their parent/carer. Suggestions for home-based activities are included in the exemplar units within the Drug, alcohol and tobacco education curriculum guidance for schools at key stages 1- 4 (QCDA, 2002).*

*The Local Authority and Healthy School Programme can provide strategies to support the involvement of parents/ carers. Schools might suggest that parents/carers look at <http://www.direct.gov.uk/en/Parents/index.htm>*

2.5 Drug issues and concerns extend across socio-economic and ethnic boundaries, and pupils of all ages and abilities will encounter both the positive and negative effects of drugs, whether used legally or illegally. Many pupils have some knowledge about illegal drugs through the media, “street talk”, and personal experience. The school welcomes and encourages parent/carer and community involvement in the development of school policy and curriculum delivery.

2.6 This policy has been developed collaboratively by members of the school community, including pupils, parents/carers, staff and others where appropriate.

The following Aims and Objectives are for consideration. You do not require, them all, or a definitive list. Reflect on your school needs and select or adapt. Ensure that they are key stage appropriate.

### **3. Aims of Drug Education**

- To provide a safe, healthy environment in which pupils and staff can learn and develop.
- To ensure all members of the school community know and understand the rules of the school, the expectations about their behaviour, and the policy regarding drug incidents and concerns about individuals.
- To promote clarity about the management of drug related incidents in the school.
- To encourage and enable pupils to appreciate the benefits of a healthy lifestyle now, and in the future.
- To enable pupils to make reasoned, informed choices.
- To minimise pupils' experimentation with illegal or harm causing substances.
- To address and take account of local community needs, including the differences and diversity within the school community.
- To support and engage parents/carers and pupils in their own personal learning and responsibilities.
- To enable young people and staff to access support structures (including the voluntary sector), e.g. Connexions Service, counselling, and treatment.
- To monitor, evaluate and review learning outcomes for pupils/students.
- To work with KCC and outside agencies, including the voluntary sector, to secure and support a balanced delivery of a drugs education programme, e.g. School Drug Education Advisers, Advisory Service Kent, other schools, the Healthy Schools Programme, Health Promotion, Health Care professionals, Kent Police, Youth Service and Kent Safe Schools.

### **4. Objectives for Drug Education**

- To provide opportunities for pupils to acquire knowledge and identify the distinction between authorised and unauthorised drugs.
- To develop and equip pupils with the knowledge, attitudes and skills necessary to build their resilience and avoid peer group pressure or unwanted drug offers from others.
- To build pupils' decision-making skills and increased self esteem.
- To engage parents/carers in the school community and learning process.
- To enable pupils and staff to access support if they have concerns about their own or others' drug use.

### **5. Principles of Teaching and Learning**

5.1 In addition to Science, Personal, Social and Health Education (PSHE) and Citizenship provide opportunities for drug education. PSHE is described as a framework that is non-statutory. At Key Stages 1 & 2 Citizenship is included in the framework. At Key stages 3 & 4 Citizenship is a

statutory subject and is complemented by the PSHE framework. (See QCDA end of Key Stage Statements).

***It is for schools to decide how drug education is organised. A combination of approaches should be used. Contributions can be made through timetabled PSHE, Citizenship, Science lessons and other cross curriculum subjects. Extended schools activities and partnership enterprises can also support its implementation e.g. Connexions and family learning.***

***OfSTED report that short, one-off, isolated lessons and/or presentations are less effective.***

## **6. Knowledge and Understanding**

6.1 *The following knowledge and understandings are for consideration. You do not require, them all. Reflect on your school needs and select, adapt or amend. Ensure that they are key stage and ability differentiated/ appropriate.*

6.2 Pupils are taught within the guidance of the National Curriculum (science programme of study, and the guidance for PSHE and Citizenship). This includes:

<b>Key Stage</b>	<b>Learning Objective</b>	<b>Learning Outcome</b>
<b>1</b>	To know the dangers from household substances, if they are not used as instructed	I can identify different household substances and know that if they are not used properly, they can be dangerous
<b>2</b>	To know that there are different names given to drugs	I know the scientific names for drugs and that they also have other, common names
<b>3</b>	To understand that people can become dependent on some drugs and that there is help available to them	I know what drug dependency means and how it affects people's lives. I know where to go to get help locally
<b>4</b>	To explore a range of attitudes towards alcohol use	I recognise that different people have different attitudes towards alcohol and why they might feel this way

## **7. Attitudes, Values and Skills (nb as note 6.1)**

7.1 Pupils are taught:

- To value and trust in their own learning through positive reflections and development of assertiveness and coping skills.
- Confidence building and communication skills.
- About themselves and their achievements, seeing their mistakes, making positive changes and setting personal goals.
- To recognise risky behaviour and risk taking within different situations and be able to respond appropriately.
- That pressure to behave inappropriately or to take risks can come from a variety of sources, including people they know, TV and the media.
- How to seek/ask for help and use basic techniques for resisting peer or unwanted pressure in order to minimise harm to themselves or others.
- That their actions affect themselves and others, to respect and care about other people's feelings, trying to see things from their point of view.

- That communication and problem solving skills are central to bringing about a positive change in attitudes and actions.

7.2 In teaching drug education, teachers use a range of teaching strategies, including role-play, discussion group work, draw and write, debate and circle time. The use of circle time is a key strategy for developing life skills.

## 8. Resources

8.1 To ensure effective drug education it is essential that:

- Teaching resources are up to date, differentiated and culturally and age appropriate.
- The school allocates adequate funding to drug education provision.
- Adequate staff resources, development and training are provided to address identified needs.
- There is a protocol for use of visitors contributing to the school programme (See Appendix A).

***Qualifications and Curriculum Authority (QCA) has produced a series of Units of work to address Drugs Tobacco and Alcohol education. A comprehensive guidance document has been prepared to support these units. This is not a scheme of work, and should be used selectively by schools. Kent Healthy Schools programme can provide curriculum resources to support this work.***

## 9. Cross-Curricular Links

9.1 Drug education has many cross-curricular links, with science making a particular contribution. However, the development of life skills and Emotional Intelligence are themes throughout the curriculum, within the programme for Personal, Social and Health Education (PSHE), and enshrined in the values, which are embodied in the schools' ethos. There are links to other subjects, such as geography and physical education, and aspects of school life.

## 10. Differentiation and Additional Educational Needs (AEN)

***Whilst some pupils may have a fairly broad knowledge and insight into the world of drugs, there are those who have little or no knowledge at all. Teachers need to be sensitive to this issue and that lessons are planned to take account of pupils' age, culture, experience and maturity.***

10.1 The needs of pupils with AEN will be taken into account by the teacher who may need to provide different resources, different activities or specific support to some pupils. Where pupils' Individual Education Plans (IEP) identify targets relating to their personal development, the teacher will ensure that opportunities are planned to support pupils in achieving these.

## 11. Staff Development

11.1 This school has an ongoing programme for professional development. Support and Continuing Professional Development (CPD) opportunities, for all school staff will be made available through training strategies provided by Advisory Service Kent, Kent's School Drugs Education Advisers and Healthy Schools.

## 12. Links to Related School Policies

12.1 This policy is linked to other school policies including:

- PSHE and Citizenship
- Sex and Relationships Education Policy
- Behaviour
- Inclusion
- Equal Opportunities
- Child Protection
- Health and Safety
- Medicines and pupils/students with medical needs.
- Use of visitors in the classroom (see appendix A)
- School smoking and alcohol policies.
- Confidentiality

### **13. Monitoring, Evaluating and Reviewing**

13.1 There is a named co-ordinator and a linked Governor for drug education and policy development.

13.2 Senior managers are involved in monitoring and evaluation.

13.3 Pupils, staff, parents/carers and governors are consulted and the programme and policy are modified where appropriate.

13.4 There is ongoing monitoring and evaluation of the programme, teaching methodologies and learning outcomes to ensure that needs are met.

13.5 Drug education is reviewed in line with current KCC and Government guidelines.

### ***Management of Drug Related Incidents***

***Support and advice is available from the School Drug Education Advisers (SDEAs) - contact details in Appendix B).***

#### **1 Remit of the Drug Incident Management Policy**

The school boundaries are defined as any area where a pupil is whilst he or she is in the charge of the school. Normally this means any area within the perimeter fence of the school. During any outside activities or trips it means anywhere where the pupil is in the charge of the school and its staff, whether this is within or outside school hours.

***Pupils, parents, carers and all staff, including school visitors, should be made aware of the school drug incident management policy and the school's expectations.***

#### **2 Responding to Concerns about Pupil Drug Misuse**

2.1 The school will follow the guidance of the KCC and Kent Drug Alcohol Action Team 'School incident management procedures'.

2.2 If a pupil is suspected of being involved in substance misuse, is causing concern about his/her substance use, or makes a disclosure about their own or their family's substance misuse, the School Drugs Co-ordinator will make an assessment of the extent of the drug misuse. Following this assessment action must be taken to safeguard the pupil and, if appropriate, refer the pupil to local Young Person's Substance Misuse Services for further support. The Drug Use Screening Tool (DUST) will be used to help support this process. Referral to the local Drug Intervention and Support Programme may also be an option.

2.3 Communication between staff and early involvement of parents/carers and police should set the scene for early, supportive pastoral intervention. An appraisal should take place to determine the nature of the pupil's needs and the additional support a pupil might need if, for example:

- their knowledge about drugs is low
- they rely upon frequent use of drugs
- their drug use is affecting performance at school
- their drug use is causing problems such as conflict at home
- they feel under pressure to use, perhaps due to other problems
- their (or someone else's) drug use is impacting on their behaviour and/or emotional health.

In addition to the drug education they receive through the curriculum, extra support may include any or all of the following:

- providing information and advice in relation to specific drugs
- developing self-esteem and skills such as strategies for seeking support
- increasing their motivation to address their drug use
- facilitating access to activities of interest to them (such as Youth Clubs, extra-curricular events and activities, and external provision as part of Youth Service or Kent Drug & Alcohol Action Team (DAAT) activity)
- liaising with the Connexions Service who can identify need and co-ordinate the help of specialist agencies.

### **3 Procedures for Managing Pupils Suspected or Found in Possession of Unauthorised Drugs. (See also Appendix 3)**

3.1 *All teachers have a duty of care and the pupils' safety and care is of paramount importance.*

3.2 If a pupil/student appears intoxicated by drugs or drink whilst at school, first aid or medical supervision must be the first consideration. If necessary the young person goes to the local Accident & Emergency Unit. The School Drugs Co-ordinator will contact his/her parents or carers and request they collect him or her from school. If they are unavailable the pupil will be supervised in a suitable room until the parents/carers are able to collect him or her or other action appropriate to the individual and circumstances has been taken.

3.3 If a pupil brings drink or drugs to school or the school has good reason to believe they have done so, or if a pupil is found with a substance or a drug thought to be unauthorised, the following procedures should be followed:

3.3.1 All unknown tablets, powders and substances should be regarded as unauthorised.

3.3.2 There are Health and Safety considerations associated with handling unidentified substances. Gloves should always be worn if available, or a bag can be turned inside out and used to pick up the suspected drug. Advice is available through KCC's Children, Families and Education Health and Safety Unit. (01622) 694144 in conjunction with "The Safe Retrieval and Disposal of Used Hypodermic Needles and Syringes" attached at Appendix D.

3.3.3 The Police Youth Crime Reduction Officer (YCRO) should be the first point of contact with regard to confiscation of suspected illegal drugs in schools.

3.3.4 The police recognise that these issues will impact on the young person, their families, friends and the wider school community.

- 3.3.5 In the first instance, the school will attempt to contact the Youth Crime Reduction Officer. (Contact numbers in Appendix C). In “emergency” situations where the YCRO is unlikely to be able to attend immediately, the safety of all concerned is paramount, police assistance should be summoned in the most appropriate way (999 or local police station).
- 3.3.6 Substances should **NOT** be destroyed or flushed down the toilets.
- 3.3.7 If a pupil/student has taken a drug, or there is reasonable evidence to assume so, a trained first-aider will be called immediately, and professional medical help sought where appropriate. If not, then another member of staff will be called for help and as a witness.
- 3.3.8 Staff will inform the head teacher and the School Drugs Co-ordinator as soon as possible after they have ensured the safety of the pupil/student and any other pupils/students involved.
- 3.3.9 The school will encourage co-operation from pupils when asked to empty their pockets/bags and hand over the suspected drugs. The school recognises that it is not legal for school staff to conduct a personal search of a pupil/student. Police help will be obtained when a personal search is deemed necessary.
- 3.3.10 If the Police YCRO is called he or she can carry out a search of the pupil/student and his/her belongings if he or she considers such a search is justified and within the law. The search must be done in the presence of an appropriate adult.
- 3.3.11 If a further search is necessary, a search of desks, drawers and lockers and other school property where pupils have access can be undertaken, but their consent should be sought before any search is undertaken. Where consent is refused the school will need to balance the likelihood that an offence has been committed against the risk that the pupil's/student's right to privacy may be infringed without just cause before deciding to proceed with the search without consent. This school will not search pupil's private property, including bags and school lockers rented from the school, unless we have good reason to believe there is a likelihood of harm to pupils or others.
- 3.3.12 The Police YCRO can retain, secure and have the substance analysed and offer advice and guidance regarding the alternative options. Kent Police work closely with the Local Authority and Kent Drug and Alcohol Action Team. There are agreed protocols about dealing with ‘experimental’ drug use which seek to reduce harm to the pupil/student and minimise school exclusions. (For a full range of responses see DfES: Drug Guidance for Schools sections 3.13.1 – 9)
- 3.3.13 It is legal for a staff member to confiscate substances thought to be illegal. Confiscated drugs should be sealed in a clear plastic bag, with the completed incident form attached, and locked away until the police arrive. (See Appendix C for sample Incident Reporting Form).
- 3.3.14 Where it is considered that the pupil has been at risk, or it is thought that the drug or substance is unauthorised, the pupil's parent or carer should immediately be contacted and asked to attend the school, unless this is not considered to be in the best interests of the pupil in which case Kent Safe Guarding - Child Protection Guidelines should be followed.
- 3.3.15 If it is established that the incident is drugs related, the head teacher will contact the chairman of governors to inform him/her of the situation.

*Contact will be made with the Local Education Officer (LEO) who will inform the KCC press office if there is a possibility that the media may become involved.*

3.3.16 Teachers cannot guarantee confidentiality, and where a pupil discloses information that indicates he or she is at risk, the information will be passed immediately to the school's child protection co-ordinator. A teacher should sensitively indicate to a pupil that confidentiality cannot be maintained, preferably before any disclosure takes place.

3.3.17 Staff should record what has happened and all actions taken as soon as possible and the witness should countersign your statement.

3.3.18 If the head teacher or drugs co-ordinator is unavailable or the incident happens off site alternative arrangements should be in place. (See section 7 below)

#### **4 Further Response, Support and Sanctions**

***It is important that sanctions are appropriate, justifiable, proportional and necessary and it may be that the pupil is in need of additional support and/or educational input regarding the issues surrounding drug misuse. (See section 2)***

4.1 The YCRO can, on request, if they consider this to be appropriate, use the **Drug Use Screening Tool** to assess the most appropriate intervention and will take legal action, including arrest, if considered necessary and requested by the School Drugs Co-ordinator or head teacher. A decision will be made in partnership with the school and with due consideration of all available information. It is strongly recommended that School Drug Co-ordinators become familiar with the use of the Drug Use Screening Tool (DUST). For more information and advice, contact the SDEA.

4.2 In many situations a local Drug Intervention and Support Programme (DISP) will be run to educate young people of secondary age about the impact substance misuse.

***The purpose of the DISP is prevention and to reduce the numbers of young people who become involved in the criminal justice system or excluded from the education system. Should the assessment merit a higher level of referral, the school will be informed.***

***Pupils of primary school age will require an individual approach. A consultation with your local Area Children's Officer is recommended. Your school Designated Child Protection Officer (DCPC) has contact numbers and any referrals should be made by him/her.***

**Fixed term or permanent exclusion will only be considered as a last resort when the incident is extremely serious or part of a pattern of persistent behaviour.**

#### **5 Drug Testing and Passive Search Dogs**

***It is advisable to liaise with your school Drugs Education Adviser who can offer guidance and support.***

5.1 This school will only introduce drug testing after consulting and ascertaining the support of the whole school community. It will adhere to the KCC guidance, Guidance for Schools on Drug Testing –

[http://www.kenttrustweb.org.uk/UserFiles/CW/File/Childrens\\_Services/Healthy\\_Schools/PSHE/guidance\\_for\\_schools\\_on\\_drug\\_testing.doc](http://www.kenttrustweb.org.uk/UserFiles/CW/File/Childrens_Services/Healthy_Schools/PSHE/guidance_for_schools_on_drug_testing.doc) This school may, from time to time, use passive search drug dogs as part of its drug education programme, and will adhere to the KCC guidance [http://www.kenttrustweb.org.uk/UserFiles/CW/File/Childrens\\_Services/Healthy\\_Schools/PSHE/drug\\_dogs.doc](http://www.kenttrustweb.org.uk/UserFiles/CW/File/Childrens_Services/Healthy_Schools/PSHE/drug_dogs.doc) if it does so.

5.2 If any pupil is identified as using drugs as a result of drug testing or passive search dogs then the procedures in Section 3 will be followed.

## 6 Alcohol and Tobacco

6.1 Alcohol and Tobacco (AT) misuse by pupils/students is a serious issue for schools. Research shows that the younger pupils/students enter into experimental AT use, the more likely they are to develop an unhealthy lifestyle and problematic drug use. The school will take action to safeguard the pupil/s and inform parents/carers as soon as possible.

6.2 ***The school should agree and integrate their existing AT policy, which sets out that the:***

- ***The school is a smoke free site***
- ***school adheres to the Licensing Act 1964 and other alcohol legislation.***
- ***circumstances in which alcohol use is permitted are clear.***

6.3 ***The police are not normally called to deal with pupils/students involved with alcohol or tobacco issue except where there are exceptional circumstances i.e. alcohol or tobacco is being illegally sold to pupils/students or where there is a risk of violence or Child Protection concerns. There may be grounds for informing the local trading standards office of issues related to alcohol and tobacco sales.***

***Follow the guidance of Sections 2, 3.3.1, 3.3.6 - 3.3.18 above.***

## 7 Residential and Off Site Visits

7.1 Residential and off site visits must comply with KCC "Regulations and Guidance for Offsite Activities" full risk assessment practice. Drug issues, including tobacco, alcohol and other substances including volatile substances, should be discussed. Pupils and parents/carers must be clearly informed of the school's expectations and repatriation policy and sign the code of conduct/consent form. Expectations of staff must also be considered and agreed.

***If a drug related incident occurs during a foreign trip, it is advisable to seek the help of the British Consulate before involving the local police, if this is deemed necessary. Under no circumstances should unauthorised drugs be carried across national borders.***

## 8 Confidentiality and Child Protection

***Schools must be absolutely clear about the boundaries of their legal and professional roles and responsibilities. A clear and explicit confidentiality policy should ensure good practice throughout the school which both pupils/students and parents/carers understand. Teachers cannot guarantee absolute confidentiality, and where a pupil/student discloses information that indicates he or she is at risk, the information must be passed immediately to the appropriate person (head teacher, School Drugs Co-ordinator, designated child protection co-ordinator). A teacher should sensitively indicate to a pupil/student that confidentiality cannot be maintained, preferably before any disclosure takes place. Each school is encouraged to develop a Confidentiality Policy. A model confidentiality policy is available on Kenttrustweb and more information can be found in Appendix 2.***

## **9 Staff**

9.1 Any staff bringing unauthorised drugs to work or their presence at work in an intoxicated state (including while staff are 'on duty' on school trips and activities off site) could be subject to disciplinary procedures and possible police prosecution. All staff have a duty of care to the pupils, therefore the head teacher must be informed immediately. All staff are expected to report any other member of staff suspected of bringing drugs to school or being intoxicated at work.

9.2 This school is a smoke free school, in line with national legislation effective from 1 July 2007. Staff smoking on school premises or who bring illegal drugs on to school premises will be deemed to be in breach of their contract. All staff are expected to adhere to the KCC Smoking Policy attached in Appendix 4.

9.3 The school will make every effort to support any member of staff in these circumstances and encourage them to seek appropriate professional help.

## **10 Parents/Carers and Drug Incidents**

10.1 This school informs parents about all aspects of its policies via a newsletter and via the school prospectus. A proactive approach is used. In the event of a school drugs incident, the school will take any appropriate actions. Confidentiality and pupils safety issues are paramount. The school is not able to divulge any information about individual pupils. However, the whole school community can be reassured that every effort and precaution is being taken to ensure the safe running of the school and pupils. The school informs parents/carers of any local concerns/issues.

Parents/carers should be encouraged to approach the school if they are concerned about any issue related to drugs and their child. Schools can refer parents/carers to other sources of help, for example, drug or alcohol specialist agencies or family support groups.

10.2 This school aims to be aware of the impact parent/carer drug misuse can have on a child and his/her education. Children of drug misusing parents/carers may be at greater risk of emotional and/or physical harm, but this is not always the case. A parent/carer with a drug problem does not necessarily neglect their child or put them at risk. The school aims to be alert to behaviour which might indicate that the child is experiencing difficult home circumstances.

10.3 Where the help of external services might be needed, and the child's safety is not considered at risk, we will liaise with the Connexions Service (where child is aged over 14) about possible referral to other agencies. The school policy on confidentiality will be carefully followed and the pupil informed at every step.

(Further guidance and advice available from SDEA. See also KCPC 'Working with drug misusing parents')

10.4 When dealing with intoxicated parents/carers on school premises, staff should attempt to maintain a calm atmosphere. On occasions, a teacher may have concerns about discharging a pupil into the care of a parent/carer. The focus for staff will always be the maintenance of the pupil's welfare, as opposed to the moderation of the parent's/carer's behaviour.

10.5 Where the behaviour of an intoxicated parent/carer repeatedly places a pupil at risk or the parent/carer becomes abusive or violent, staff should consider whether the circumstances of the case are so serious as to invoke child protection procedures, and the involvement of the police, if necessary.

It is important to gain support from other colleagues to act as a witness and/or give additional guidance when addressing parent/carers whom are intoxicated. For further guidance see: 'A Legal Toolkit for Schools (DfES, 2002)'

## **11 Monitoring, Evaluation and Reviewing of this Policy**

11.1 This school will review its policy in line with DfES Guidance:

- There is a named co-ordinator and a linked Governor for drug policy development.
- Senior managers are involved in monitoring and evaluation.
- Pupils/students, staff, parents/carers and governors are consulted and the policy is modified where appropriate.
- There is ongoing monitoring and evaluation of the effectiveness of this policy to ensure that needs are met.
- The Drug Related Incident Management Policy is reviewed in line with current KCC and Government guidelines. It is recommended that this review takes place at least every two years.

## **Appendix A**

### **Checklist for Use of Visitors in Delivery of Drug Education**

**Drugs Education is a shared responsibility and schools need not be alone in providing effective and relevant drugs education for young people.**

**Visitors and staff from a range of statutory and voluntary agencies can support and enhance drug education programmes in schools when part of a PSHE programme. However, they should not be used to abdicate the responsibility of the school, and be relied upon solely to deliver drugs education. The use of visitors needs to be part of a planned, coherent and integrated approach. The checklist below will assist the school in developing a partnership approach to drugs education delivery and support for young people.**

**Before involving a visitor it is useful to consider the following:**

- Consistency with school's ethos, values, drug policy and approach to drugs education.
- The most appropriate source of information/support – why do you want the agency's involvement?
- What is the visitor expected to do ?
- What will the teacher's contribution to the session be ?
- Is it clear to the visitor that the teacher will remain in the classroom ?
- What preparation will be necessary, i.e. classroom layout, size of groups, content of session, A/V equipment etc. ?
- Has the visitor been checked with the Criminal Records Bureau (CRB)? Child protection implications.
- Have confidentiality issues been clarified, avoiding inappropriate disclosures?
- How will the session be followed up?
- How will the input be evaluated?
- Is parental consent required?

(This is not a comprehensive list. Further guidelines can be found in the TACADE publication: 'Making the most of visitors – using outside agencies in school drug education.') The KCC School Drugs Education Advisers and the Kent Healthy Schools programme will be able to provide support and guidance in selecting school visitors.

## Appendix B Key Contacts and Resources

Schools Drugs Education Advisers

**Karl Love** West / North Kent Tel: (01732) 225006 Mobile: 07786 191409  
Email: [karl.love@kent.gov.uk](mailto:karl.love@kent.gov.uk)

**Anne Lord** East Kent Tel: (01227) 284572 Mobile: 07786 191408  
Email: [anne.lord@kent.gov.uk](mailto:anne.lord@kent.gov.uk)

**Kate Craib** Mid Kent Tel: (01622) 605165 Mobile: 07717 716897  
Email: [kate.craib@kent.gov.uk](mailto:kate.craib@kent.gov.uk)

### Resources

National Healthy Schools Standard – Drug Education (including alcohol and tobacco)  
[http://www.wiredforhealth.gov.uk/PDF/nhss\\_drug\\_education\\_2004.pdf](http://www.wiredforhealth.gov.uk/PDF/nhss_drug_education_2004.pdf)

DfES guidance: "Drugs – Guidance for Schools"  
<http://publications.teachernet.gov.uk/eOrderingDownload/DfES%200092%20200MIG373.pdf>

QCDA guidance: "Drug, alcohol and tobacco education curriculum guidance for schools at key stages 1–4; Teacher's booklet"  
[http://www.clusterweb.org.uk/docs/QCDA\\_dat\\_teacher\\_booklet.pdf](http://www.clusterweb.org.uk/docs/QCDA_dat_teacher_booklet.pdf)

There are a range of additional resources available on the Drugs Education pages of Kenttrustweb and on the Kent Healthy Schools website:  
[http://www.kenttrustweb.org.uk/children/kenthealthyschools\\_home.cfm](http://www.kenttrustweb.org.uk/children/kenthealthyschools_home.cfm)

## Appendix C

### Record of Incident Involving Unauthorised Substances

- 1 For help and advice, telephone the School Drugs Education Adviser.
- 2 Complete this form WITHOUT identifying the pupil involved.
- 3 Copy the form (two copies if substance found)
- 4 Attach copy to bag containing any substances discovered
- 5 Send the copy within 24 hours of the incident to the relevant School Drugs Education Adviser.
- 6 KEEP the original, adding the pupil's name and form – store securely.

(please tick to indicate the category)

Concern established after following up a suspicion or allegation	Discovery OFF premises	Discovery ON premises	Pupil disclosure	Parent/carer use	A parent/ carer expresses concern
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<p>Name of pupil*:  Pupil's form*: <b>(*For school records only)</b> Age of pupil: Male/Female Ethnicity of pupil: (For DAT records**) <input type="checkbox"/> Tick box if second or subsequent incident involving same pupil</p>	<p>Name of school:  Time of incident am/pm  Date of incident:  Report form completed by:</p>
<p>First Aid given? Yes/No First Aid given by: Ambulance/Doctor called?(Delete as necessary) Yes/No Called by: Time:</p>	
<p>Drug involved (if known): (e.g. Alcohol, Paracetamol, Ecstasy)</p>	<p>Sample found? (Yes/No) Where retained: Witness name: Disposal arranged with: (Police, Environmental Health) At time:</p>
<p>Senior staff involved:</p>	
<p>Name of parent/carer informed: Informed by: At time:</p>	
<p>Brief description of symptoms/situation:</p>	
<p>Other action taken: (e.g. Connexions or other agency involved: Educational Psychologist report requested: case conference called: pupils/staff informed: sanction imposed: LEA/GP/Police consulted)  (continue on blank sheet if necessary)</p>	

\*\* Categories: British, Irish, other white, white and black Caribbean, white and black African, white and Asian, other mixed, Indian, Pakistani, Bangladeshi, other Asian, Caribbean, African, other black, Chinese, any other, not stated.

## Appendix 4: Sample Confidentiality Policy

A Word version of this policy is available from:

[http://www.kenttrustweb.org.uk/UserFiles/CW/File/Childrens\\_Services/Childrens\\_Safeguards\\_Service/Policy\\_and\\_Guidance/Confidentiality05.doc](http://www.kenttrustweb.org.uk/UserFiles/CW/File/Childrens_Services/Childrens_Safeguards_Service/Policy_and_Guidance/Confidentiality05.doc)

### Model School Confidentiality Policy

Date: ✍

Member of staff responsible: ✍

Date of next review: ✍

### Rationale and statement on the importance of confidentiality

At ✍ .....school we believe that:

- The safety, well being and protection of our pupils are the paramount consideration in all decisions staff at this school make about confidentiality. The appropriate sharing of information between school staff is an essential element in ensuring our pupils well being and safety.
- It is an essential part of the ethos of our school that trust is established to enable pupils, staff, and parents/carers to seek help both within and outside the school and minimise the number of situations when personal information is shared to ensure pupils, staff are supported and safe
- Pupils, parents/carers and staff need to know the boundaries of confidentiality in order to feel safe and comfortable in discussing personal issues and concerns, including sex and relationships.
- The school's attitude to confidentiality is open and easily understood and everyone should be able to trust the boundaries of confidentiality operating within the school.
- Issues concerning personal information including sex and relationships and other personal matters can arise at any time.
- Everyone in the school community needs to know that no one can offer absolute confidentiality.
- Everyone in the school community needs to know the limits of confidentiality that can be offered by individuals within the school community so they can make informed decisions about the most appropriate person to talk to about any health, sex and relationship or other personal issue they want to discuss.


### Involvement of the staff, pupils, parents and the wider community in developing this confidentiality policy

A working group consisting of representatives of staff, pupils, parents, carers and governors established the draft of this policy. A wide consultation has taken place with the whole school community, including our partner agencies and their feedback taken on board. The final policy was agreed by the Senior Leadership Team and the school's Governing body, and has been widely disseminated to staff, pupils, parents and carers and partner agencies. It forms part of the induction of all new staff, including voluntary staff and is reviewed every 2 years.

### Definition of Confidentiality

The dictionary definition of confidential is "something which is spoken or given in confidence; private, entrusted with another's secret affairs"

When speaking confidentially to someone the confider has the belief that the confidant will not discuss the content of the conversation with another. The confider is asking for the content of the conversation to be kept secret. Anyone offering absolute confidentiality to someone else would be offering to keep the content of his or her conversation completely secret and discuss it with no one.

In practice there are few situations where absolute confidentiality is offered in  ..... School. We have tried to strike a balance between ensuring the safety, well being and protection of our pupils and staff, ensuring there is an ethos of trust where pupils and staff can ask for help when they need it and ensuring that when it is essential to share personal information child protection issues and good practice is followed.

This means that in most cases what is on offer is limited confidentiality. Disclosure of the content of a conversation could be discussed with professional colleagues but the confider would not be identified except in certain circumstances.

**The general rule is that staff should make clear that there are limits to confidentiality, at the beginning of the conversation. These limits relate to ensuring children's safety and well being. The pupil will be informed when a confidence has to be broken for this reason and will be encouraged to do this for themselves whenever this is possible.**

Different levels of confidentiality are appropriate for different circumstances.

**1. In the classroom in the course of a lesson** given by a member of teaching staff or an outside visitor, including health professionals.

Careful thought needs to be given to the content of the lesson, setting the climate and establishing ground rules to ensure confidential disclosures are not made. It should be made clear to pupils that this is not the time or place to disclose confidential, personal information. (See setting ground rules and working agreements).

When a health professional is contributing to a school health education programme in a classroom setting, s/he is working with the same boundaries of confidentiality as a teacher.

**2. One to one** disclosure to members of **school staff (including voluntary staff)**.

It is essential all members of staff know the limits of the confidentiality they can offer to both pupils and parents/carers (see note below) and any required actions and sources of further support or help available both for the pupil or parent/carer and for the staff member within the school and from other agencies, where appropriate. All staff at this school encourage pupils to discuss difficult issues with their parents or carers, and vice versa. However, the needs of the pupil are paramount and school staff will not automatically share information about the pupil with his/her parents/carers unless it is considered to be in the child's best interests.

(Note: That is, that when concerns for a child or young person come to the attention of staff, for example through observation of behaviour or injuries or disclosure, however insignificant this might appear to be, the member of staff should discuss this with the Designated Child Protection Co-ordinator (Name.....) as soon as is practically possible. More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible. Please see the school Child Protection Policy.)

**3. Disclosures to a counsellor, school nurse or health professional operating a confidential service in the school.**

Health professionals such as school nurses can give confidential medical advice to pupils provided they are competent to do so and follow the Fraser Guidelines (guidelines for doctors and other health professionals on giving medical advice to under 16s). School nurses are skilled in discussing issues and possible actions with young people and always have in mind the need to encourage pupils to discuss issues with their parents or carers. However, the needs of the pupil are paramount

and the school nurse will not insist that a pupil's parents or carers are informed about any advice or treatment they give.

(If you operate school based health services at your school you should have an agreement with the relevant local health trust which should be appended to this policy).

**Contraceptive advice and pregnancy:**

The DoH has issued guidance (July 2004) which clarifies and confirms that health professionals owe young people under 16 the same duty of care and confidentiality as older patients. It sets out principles of good practice in providing contraception and sexual health advice to under-16s. The duty of care and confidentiality applies to all under-16s. Whether a young person is competent to consent to treatment or is in serious danger is judged by the health professional on the circumstances of each individual case, not solely on the age of the patient. However, the younger the patient the greater the concern that they may be being abused or exploited. The Guidance makes it clear that health professionals must make time to explore whether there may be coercion or abuse. Cases of grave concern would be referred through child protection procedures. The Government Guidance, "Working Together to Safeguard Children" is currently being revised following the Bichard report and will be published at a later date.

***Note:** It is the view of Kent Police that they should be informed of cases where a person under the age of 16 discloses sexual activity, which includes sexual intercourse. This is not for the purpose of prosecution, unless that course of action was appropriate, but to enable the Police to share information concerning the parties concerned. The Police are of the view that this information sharing would enable a better assessment as to whether a child was being abused or exploited.*

**The legal position for school staff:**

School staff (including non-teaching and voluntary staff) should not promise confidentiality. Pupils do not have the right to expect that incidents will not be reported to his/her parents/carers and may not, in the absence of an explicit promise, assume that information conveyed outside that context is private. No member of this school's staff can or should give such a promise.

The safety, well being and protection of the child is the paramount consideration in all decisions staff at this school make about confidentiality.

School staff are **NOT** obliged to break confidentiality except where child protection is or may be an issue, however, at ..... school we believe it is important staff are able to share their concerns about pupils with colleagues in a professional and supportive way, on a need to know basis, to ensure staff receive the guidance and support they need and the pupils' safety and well being is maintained. School staff should discuss such concerns with their line manager or the DCPC.

**Teachers, counsellor and health professionals:**

Professional judgement is required by a teacher, counsellor or health professional in considering whether he or she should indicate to a child that the child could make a disclosure in confidence and whether such a confidence could then be maintained having heard the information. In exercising their professional judgement the teacher, counsellor or health professional must consider the best interests of the child including the need to both ensure trust to provide safeguards for our children and possible child protection issues.

All teachers at this school receive basic training in child protection as part of their induction to this school and are expected to follow the schools' child protection policy and procedures.

**Counsellors and Health Professionals:** At .....school we offer pupils the support of a school counsellor with appointments accessed discreetly through the year/pastoral head, and the school nursing service operate drop in service for pupils. These services are confidential between the

counsellor or health professional and the individual pupil. No information is shared with school staff except as defined in the school's child protection policy, and guidance from the Kent Child Protection Committee and Child Protection law. This is essential to maintain the trust needed for these services to meet the needs of our pupils.

**Visitors and non-teaching staff:**

At .....school, we expect all non teaching staff, including voluntary staff, except those identified in the paragraph above, to report any disclosures by pupils or parents/carers, of a concerning personal nature to the designated child protection co-ordinator as soon as possible after the disclosure and in an appropriate setting, so others cannot overhear. This is to ensure the safety, protection and well being of all our pupils and staff. The designated child protection co-ordinator will decide what, if any, further action needs to be taken, both to ensure the pupil gets the help and support they need and that the member of staff also gets the support and supervision they need.

**Parents/carers:**

.....school believes that it is essential to work in partnership with parents and carers and we endeavour to keep parents/carers abreast of their child's progress at school, including any concerns about their progress or behaviour. However, we also need to maintain a balance so that our pupils can share any concerns and ask for help when they need it. Where a pupil does discuss a difficult personal matter staff at .....school, they will be encouraged to also discuss the matter with their parent or carer themselves.

The safety, well being and protection of our pupils is the paramount consideration in all decisions staff at this school make about confidentiality.

**Complex cases:**

Where there are areas of doubt about the sharing of information, seek a consultation with your local KCC Children's Safeguards Service Child Protection Co-ordinator.

**Links to other school policies and procedures:**

**This policy is intended to be used in conjunction with the school's :**

- PSHE
- Drugs
- Sex and Relationship
- Child Protection
- Bullying
- Behaviour
- Whistle-Blowing & Looked After Children policies

**Statement of ground rules to be used in lessons**

*(This should also be contained in any policies relating to the teaching of PSHE, including sex and relationship education and drug education)*

We adopt ground rules to ensure a safe environment for teaching in particular in PSHE and Circle time. This reduces anxiety to pupils and staff and minimises unconsidered, unintended personal disclosures.

At the beginning of each PSHE lesson and Circle time, pupils are reminded of the ground rules by the teacher or outside visitor. The teacher establishes the ground rules together with the pupils at the beginning of each half term of teaching PSHE and Circle time.

This is an example of the ground rules for a Year 10 class:

- We won't ask each other or the teacher any personal questions
- We will respect each other and not laugh, tease or hurt others
- We won't say things we want to keep confidential

- We can pass or opt out of something if it makes us feel uncomfortable
- If we do find out things about other pupils, which are personal and private, we won't talk about it outside the lesson
- If we do find out things about other pupils, which are personal and private, we won't talk about it outside the lesson, but
- If we are worried about someone else's safety we tell a teacher

### **When confidentiality should be broken and procedures for doing this:**

See the Child Protection Policy

Where this does not apply and you are still concerned and unsure of whether the information should be passed on or other action taken you should speak to ✍ .....

**If the Headteacher issues instructions that s/he should be kept informed, all staff must comply. There is always a good reason for this, which you may not know about.**

### **The principles we follow at ✍ ..... school are that in all cases we:**

- Ensure the time and place are appropriate, when they are not we reassure the child that we understand they need to discuss something very important and that it warrants time, space and privacy.

See the child normally (and always in cases of neglect, or abuse) before the end of the school day. More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible.

- Tell the child we cannot guarantee confidentiality if we think they will:
  - ◆ hurt themselves
  - ◆ hurt someone else
  - ◆ or they tell us that someone is hurting them or others
- Not interrogate the child or ask leading questions
- We won't put children in the position of having to repeat distressing matters to several people
- Inform the pupil first before any confidential information is shared, with the reasons for this
- Encourage the pupil, whenever possible to confide in his/her own parents/carers

### **Support for staff**

Staff may have support needs themselves in dealing with some of the personal issues of our pupils. At ✍ ..... school we prefer you to ask for help rather than possibly making a poor decision because you don't have all the facts or the necessary training, or taking worries about pupils home with you. There are many agencies we can refer pupils to who need additional support which and we have procedures to ensure this happens. We all work together as part of a team to support our pupils and asking for help is a way we ensure ✍ ..... school is a happy and safe learning environment.


✍ .....teaching staff should discuss any concerns about pupils with ✍ ....., LSAs with ✍ ....., mentors with ✍ .....

Any unresolved issues should be discussed with ✍ .....

### **Onward referral:**

Mr/s ✍ ....., the SENCO/Pastoral Head/Designated Child Protection Co-ordinator, is responsible for referring pupils to the school counsellor and to outside agencies from the school. Please do not make referrals yourself unless you believe a child protection referral to the police or

SSD is necessary and the designated person does not agree. ('What to do if you're worried a child is being abused', DfES, HO, etc., 2003).

Pupils can also obtain confidential help themselves, see the information available from  .....  
e.g.: school nurse drop ins, 4YP clinics, GP, local drug and alcohol agencies, Relateen, Childline, etc.

**Dissemination and implementation:**

This policy has been distributed to all teaching and non-teaching staff, including volunteers, at the school as part of a whole school training day, where all staff received training on the content and practical applications of the policy.

The School Council has developed a simplified version for pupils and parents/carers, which forms part of the school prospectus.

All new staff, including volunteers, receive a copy of the policy, together with basic training on the school's Child Protection Policy and procedures from the Designated Child Protection Co-ordinator.

**Review:**

This policy is reviewed every 2 years or whenever deemed necessary by the Headteacher and Governors in the light of events and changes in the law.

**The Key Principles of Confidentiality**

It is important that teachers are absolutely clear about the boundaries of their legal and professional roles and responsibilities. Teachers cannot offer or guarantee absolute confidentiality.

Pupils should be reassured that when confidentiality has to be breached they will be informed, and supported appropriately. Very often young people who disclose such information recognise that it is for their own benefit that it should be passed on.

It is only in the most exceptional circumstances that teachers should be in the position of having to handle information without parental/carer knowledge. When younger pupils are involved this will be grounds for serious concern and safeguarding issues should be addressed (see separate safeguarding policy).

The teacher should approach the designated member of staff (this could be the SRE teacher, another member of staff with pastoral responsibility or on-site health professional).

The designated member of staff should make sensitive arrangements, in discussion with the pupil, to ensure that parents/carers are informed.

The designated member of staff should address safeguarding issues and ensure that help is provided for the pupil and family.

There are many visitors that come to the school and they should be made aware of the confidentiality policy. Health professionals are bound by their own professional codes of conduct to maintain confidentiality. When working in a classroom situation, they are also bound by relevant school policies. In line with best practice they will seek to protect privacy and prevent inappropriate personal disclosures in a classroom setting, by negotiating ground rules and using distancing techniques.

NB Underage sex or suspected pregnancy are not, in themselves safeguarding issues, unless the pupil is under 13 years of age or there is evidence of coercion, abuse, or other worrying factors. Therefore, unless this is the case, a young person's right to confidentiality must be observed. However, the young person concerned should be strongly advised to talk to his/her parents/carers, and given appropriate support in doing so.

Please see Kent Safeguarding Policy, <http://kscb.org.uk/>

### **Data Protection and Freedom of Information**

Confidentiality does not just relate to disclosures of information which could have legal implications such as abuse. Staff members should not handle any confidential information carelessly, as pupils and other members of staff may regard this as the normal procedure and respond in a similar manner if a confidence is passed to them, (see Freedom of Information and Data Protection Policy).

## Appendix 5      Sample Policy for Working with External Partners

Model Policy for 'Use of External Contributors'

**School name:**

### **The purpose of the policy**

The purpose of the policy is to:

- develop a co-ordinated approach to using External contributors;
- monitor and evaluate how we use External contributors to support pupil learning;
- ensure that External contributors know how their input is supporting pupil learning and how their contribution fits with the school curriculum;
- comply with relevant health and safety legislation and safeguarding and develop good practice.

### **Developmental process**

Describe the process e.g.

*Headteacher, staff, pupils, parents, governing body and outside External contributors were involved with the development of this policy.*

*This involvement was through discussions during staff meetings and governors meetings, discussions during a School Council meeting, parent questionnaires, focus groups and comments requested from < list > outside External contributors.*

### **Why we use outside External contributors in school**

The use of External contributors to support pupil learning has the potential to be very effective. External contributors bring into the classroom a wealth of experiences, expertise, different approaches or viewpoints to complement the work of the teaching staff. However, teachers need to manage the involvement of External contributors to make sure that their input will support the achievement of learning objectives and that pupils are offered balanced views about a particular subject, for example; the proposed development of an area near to school or abortion. For contributions to be successful for all involved there needs to be a clear shared understanding of the learning objectives for the session and the needs of the young people taking part. The different roles that people carry and the contributions they make to pupil learning need to be clearly identified.

External contributors can enhance learning because they are able to:

- Bring a depth of experience and subject knowledge that would not otherwise be possible;
- Put across an argument or point of view that teachers may not be able to articulate;
- Talk more openly or comfortably around certain issues;
- Be more open about personal experiences;
- Be seen as neutral and not part of the school organisation or authoritarian framework;
- Act as positive role models and counter stereotypical images;
- On some subjects, carry more credibility than teaching staff;
- Provide a varied and alternative learning experience for young people;

- Raise young people's awareness of the community in which they live;
- Give local services and agencies a "human face" and a higher profile.

### **External contributors who work within the school**

A wide range of External contributors are invited into school to contribute in a variety of ways. These include:

- health professionals;
- artists/poets in residence;
- people with particular expertise, experience or knowledge;
- Theatre in Education groups;
- craftspeople;
- local historians;
- careers advisers/Connexions Personal Advisers;
- police officers;
- Youth workers
- Parents/volunteers
- Sports professionals

### **How we use External contributors in schools**

External contributors contribute to learning in a variety of settings, such as:

- curriculum extension or enrichment activities, e.g. Health Week;
- assemblies;
- extracurricular event or club;
- community projects;
- Theatre in Education;
- "Insight to Industry" days;
- in lessons;
- at school-based conferences;
- as "expert witnesses;"
- accompanying pupils on school visits.

### **Links to relevant school policies**

The relevant school policies should be shared with the outside External contributors. These are likely to include:

- Assessment;
- Child Protection;
- Confidentiality;
- Drugs Education;
- Equal Opportunities;

- Health and Safety;
- Sex Education
- Food Policy (particularly food as rewards)
- Behaviour (including rewards and sanctions)

## **Issues when using External contributors in school**

### Sensitivity

Care is needed when handling sensitive and/or controversial issues that may arise. Staff and pupils should be involved in the establishment of "classroom rules" which set the climate for the lesson and make clear how all involved in the lesson are expected to behave towards each other during the session. This should enable everyone involved to feel safe and secure.

Part of that discussion should include consideration of what kind of information is for sharing beyond the classroom, e.g. how pupils would feel if something they have contributed to the lesson were gossiped about on the playground or in the staffroom. These rules apply equally to pupils, staff and External contributors.

### Confidentiality

Where External contributors support the curriculum, they must be made aware of and abide by the school's policy regarding disclosures and confidentiality. The boundary between providing individual advice and providing learning opportunities for groups of pupils must be made clear to everyone.

External contributors from outside agencies may well have a role in providing confidential advice and support to individual young people as part of their regular work. This circumstance is very different from discussing issues in an educational setting and both the visitor and pupil need to be clear about the distinction.

Teacher involvement in the session

It is vital that the teacher is present during any session with an outside visitor but his/her degree of involvement will vary and should be negotiated with the visitor beforehand. Clearly, External contributors should not be used as cover to help reduce staffing pressures. The teacher needs to be present so that she/he knows exactly what has happened during the session. This will ensure continuity with the rest of the programme as well as understanding any issues relating to the visitor's session that may arise later. Issues may be raised during the session that the visitor may not be able to deal with or may not be the appropriate person to deal with the issue.

### Risk management and relevant training and Qualification

The school will ensure that issues of risk management and relevant training and qualifications are addressed. This will clearly outline the school's role and responsibilities and the role and responsibilities of the person or provider.

## **A Checklist for Teachers**

This checklist will be used by staff in school to support them through the stages of involving a visitor in the classroom.

Before the visit

- Why is this visitor being asked into school?
- Does the visitor come with any recommendations?

- Has the school used this visitor before?
- What experience has this visitor of working with this age group?
- Have parents been informed of the session (if appropriate)?
- How will you ensure that pupils are hearing a balance of opinions about the topic/issue?
- Has a risk assessment been performed?
- Has the visitor had a CRB (Criminal Records Bureau) check?

#### Preparing the visitor

- Is the visitor aware of the context of the contributions they have been asked to make?
- Has the visitor identified the intended learning outcomes for their input?
- Have the resources and materials been reviewed for appropriateness and the maturity of the pupils?
- Is the visitor aware of the aims of their visit?
- Has the visitor been made aware of the school ethos?
- Is the visitor aware of the ability and maturity level of the young people they will be working with?
- Will the visitor make a pre visit to the school?
- Are the school's legal responsibilities to the children and young people being met?
- Has the visitor been supplied with copies of the relevant school policies?
- Is the visitor aware of any risks to health and safety?

#### Preparing for the visit

- What arrangements will be made to welcome the visitor to the school and introduce them to the class?
- Is the size of the group appropriate to the activity and learning purpose?
- Is this visit part of a planned programme with preparation beforehand and follow up afterwards?
- How will the group be prepared for the visitor?
- What resources will be needed for the session?

#### During the visit

- Will the school be able to respond appropriately to questions or incidents that may arise after the visitor has left?
- How will the teacher support the visitor in this work?
- Will a member of the school staff be present during the session?

#### After the visit

- How will the outcome of the evaluation inform future work?
- Is there opportunity for feedback and discussion about the impact of the visitor's session?

#### **Evaluation**

The teacher and visitor will ensure that time has been agreed to jointly evaluate the session. The following questions can be used as prompts:

- What was the young people's response to the session(s)?
- Have the learning outcomes been achieved?

- What went particularly well in the session(s)?
- Which parts (if any) of the session were not successful?
- Were the resources and materials used appropriate?
- In what ways do you think that the session(s) could be improved?
- Are there any issues from this session that you think need addressing further?

Pupil evaluations will be carried out to inform future planning and will focus upon:

- What pupils have learnt in the sessions;
- What they like about the sessions;
- What they didn't like about the sessions;
- What else they would like to know about.

For further guidance on this please see our Assessment policy.

### ***Review***

**This policy is reviewed annually**

		Signed Headteacher	Signed Chair of Governors
Date of last review			
Date of next review			

## Appendix 6: National Standards for PSHE

Below are the National Standards for PSHE as defined by the HE3 level National PSHE CPD Programme.

Participants are expected to meet **all** standards in Dimension A, and to select a specialist Dimension B focus. Within dimension B participants are expected to meet **two** standards within each theme of the dimension.

	<b>Theme A1: The context of PSHE</b>
<b>A1.1</b>	Critically reflected on national policy / guidance appropriate to PSHE and their chosen Dimension B module, and how this is reflected in a setting's policies and influences their practice.
<b>A1.2</b>	Demonstrated an understanding of how law(s) relating to a specific PSHE education theme impacts on their practice.
<b>A1.3</b>	Shown how their knowledge of national and local data and trends relates to their PSHE education practice.
<b>A1.4</b>	Shown an understanding of how their own personal values may be in tension with those of others in a setting, and demonstrated how they manage this effectively.
	<b>Theme A2: Establishing a safe and positive learning environment:</b>
<b>A2.1</b>	Demonstrated an understanding of laws, policies and/or guidance relating to safeguarding and confidentiality specific to their role, and explain how this affects their practice within a setting, enabling a safe and positive learning environment.
<b>A2.2</b>	Demonstrated how, with children / young people's involvement, they determine learning needs and subsequently prepare and teach sessions to meet these needs.
<b>A2.3</b>	Developed and agreed clear ground rules with children / young people and explained ways in which these were used to establish a climate of trust and mutual respect between all those involved and to maintain professional boundaries.
<b>A2.4</b>	Used and critically evaluated strategies that demonstrate appropriate responses to spontaneous issues raised by children / young people in PSHE sessions.
	<b>Theme A3: Effective teaching of PSHE</b>
<b>A3.1</b>	Planned and taught well structured sessions, with clear intended learning outcomes and explained how these learning outcomes contribute to the development of learning within a scheme of work.
<b>A3.2</b>	Planned and taught sessions that use a range of different teaching and learning strategies to engage children / young people in active learning, and critically evaluated the effectiveness of these.
<b>A3.3</b>	Explained the rationale for using a range of groupings and critically evaluated their effectiveness in facilitating learning.
<b>A3.4</b>	Critically evaluated the sensitivity of at least three different teaching and learning resources they have used in relation to at least three of the following issues: age, gender, ability, faith, sexuality, sexual orientation, ethnicity or culture.
<b>A3.5</b>	Demonstrated the use of a range of assessment strategies including children / young people's self or peer assessment to identify: <ul style="list-style-type: none"> <li>• The extent to which intended learning outcomes have been met</li> <li>• The next learning steps to plan.</li> </ul>
<b>A3.6</b>	Critically evaluated their planning and teaching of sessions, including children / young people's

	views, and used the evaluations to describe how their practice will be improved / developed.
	<b>Theme A4: Effective partnerships</b>
<b>A4.1</b>	Demonstrated how liaison with appropriate professionals was used to ensure effective preparation and teaching of a session, and evaluated how this partnership enhances the impact of aspects of the PSHE programme.
<b>A4.2</b>	Demonstrated sound knowledge of national and local support services for children / young people and given examples of when they have provided this, in the context of: either one to one confidential sessions, a referral, or in a group / class setting.
<b>A4.3</b>	Reflected on their personal contribution to local health / PSHE related initiatives such as the National Healthy Schools Programme, or to a professional team that is developing policy / practice relating to the health and wellbeing of children and young people.
<b>A4.4</b>	Engaged with a professional network of support to enhance their knowledge and skills in PSHE and critically reflected on the positive impact that this has had on their practice.
<b>A4.5</b>	Demonstrated where they believe their practice has impacted positively on an individual child / young person and reflected on their personal contribution to this.
	<b>Theme A5: Core components of PSHE</b>
<b>A5.1</b>	Learn about keeping safe, assessing and managing risk and how to ask for help.
<b>A5.2</b>	Explore healthy lifestyle choices and the factors that influence these.
<b>A5.3</b>	Consider rights and responsibilities to themselves and others.
<b>A5.4</b>	Develop an understanding of issues relating to diversity and prejudice.
<b>A5.5</b>	Explore their personal identity and issues relating to self-esteem.
<b>Dimension B1: Knowledge and understanding and the application of these in the teaching of sex and relationship education (SRE)</b>	
<b>There are similar standards relating to additional Dimensions of PSHE:</b> <b>B2 - Drug Education (DE)</b> <b>B3 - Emotional Health and Wellbeing (EHWB)</b> <b>B4 - Economic wellbeing and Financial Capability (EWB/FC)</b>	
	<b>Theme: Human Development and Reproduction</b>
<b>B1.1</b>	Learn about parts of the human body (including the sexual organs) relating to their age and appropriate stage of development.
<b>B1.2</b>	Explore physical aspects of life-cycles and reproduction as appropriate to their age and stage of development.
<b>B1.3</b>	Develop an understanding about their own growth and development and how to manage the associated emotional change.
<b>B1.4</b>	Learn about methods of contraception.

	<b>Theme: Safe and positive relationships</b>
<b>B1.5</b>	Identify and learn about mutually supportive relationships in their own and others' lives and how these relationships can change.
<b>B1.6</b>	Develop communication, decision making, cooperation and negotiation skills including how to resist pressure in relationships.
<b>B1.7</b>	Identify where they feel comfortable / uncomfortable in relationships, (including acceptable / unacceptable touch) and how to manage their own safety and personal boundaries.
<b>B1.8</b>	Develop negotiation skills specifically relating to safer sex and contraception.
	<b>Theme: Choices</b>
<b>B1.9</b>	Explore how choices have consequences and how their choices impact upon themselves and others.
<b>B1.10</b>	Understand the importance of personal hygiene to help them stay healthy and learn how disease is spread.
<b>B1.11</b>	Consider the emotional and physical consequences which may arise from choices relating to sexual activity.
<b>B1.12</b>	Learn about sexually transmitted infections, including Chlamydia and HIV / AIDS and the associated facts and myths.
	<b>Theme: Respect for self and others</b>
<b>B1.13</b>	Identify how their own likes and preferences are different from other people's and explore if this is acceptable.
<b>B1.13</b>	Develop an understanding of cultural / moral viewpoints within different faiths / communities and how this affects attitudes towards sex and/or relationships.
<b>B1.15</b>	Consider issues such as gender role, sexuality, sexual orientation and their influence on sex and relationships.
<b>B1.16</b>	Explore the role of the media in relation to aspects of sex and/or relationships.
<p><b>There are similar standards relating to additional Dimensions of PSHE:</b>  <b>B2 - Drug Education (DE)</b>  <b>B3 - Emotional Health and Wellbeing (EHWB)</b>  <b>B4 - Economic wellbeing and Financial Capability (EWB/FC)</b></p>	

## **Appendix 7: PSHE Accreditation Available at Key Stage 4**

### **Entry Level Certificate, Personal, Social and Health Education**

Three levels are offered; Entry 1, Entry 2 and Entry 3 (these are the first level of the national qualifications framework, lower than GCSE D-G grades).

Assessment is through a mixture of externally set tasks and teacher assessment.

Candidates must complete three compulsory units:

1. Action planning and self review
2. Drugs education
3. Sex and relationship education

**and choose three more from this list:**

1. Personal finance
4. Emotional wellbeing
5. Healthy lifestyle
6. Making informed career choices
7. Applying for jobs and courses
8. Relationships, behaviour and practices in the workplace

### **Unit Award Scheme**

- The purpose of this scheme is to give students formal recognition of their success and is comprised of short units of work, based on learning outcomes.
- It can be used by any student of any ability, at any age and is not tied in with the formal GCSE and pre-GCSE structure.
- The award certificate details the outcomes achieved.
- Centres can write their own units, or can use units written by AQA or by other centres.

See AQA website for more detail, [www.aqa.org.uk](http://www.aqa.org.uk)

### **BTEC Entry Level Certificate, Life Skills**

Three levels are offered; Entry 1, Entry 2 and Entry 3 (as for AQA ELC)

Candidates must complete 6 units, including a compulsory health and safety unit. There is a wide choice of optional units including, 'improving your learning', 'assertiveness', 'introduction to skills for work', 'managing money', 'preparing for parenthood' and 'personal safety'.

These units can also be undertaken and accredited as individual units. See EdExcel website for more detail, [www.edexcel.org.uk/quals/entry/lifeskills](http://www.edexcel.org.uk/quals/entry/lifeskills)

### **Key Decisions in PSHE**

The aim of this programme is 'to enhance and certificate personal development at Key Stage 4, and to meet the national framework for PSHE recommendations by making reference to all elements'.

The programme gives a forty-eight week structure for years 10 and 11, consisting of twelve modules, each containing two structured challenges. The modules are:

- Understanding ourselves
- Keeping healthy and safe

- Learning about health
- Relating to others
- Participating with others
- Making presentations
- Preparing for adult life
- Experiencing the world of work
- Planning for the future
- Researching post-16 choices
- Thinking for ourselves
- Understanding moral issues

Candidates completing the programme can claim credit towards other Asdan awards.

There is also a Key Steps in PSHE course available for use at Key Stage 3. See Asdan website for more detail, [www.asdan.org.uk](http://www.asdan.org.uk)

### **Certificate of Personal Effectiveness (CoPE)**

This is aimed at students in Key Stage 4, or Gifted and Talented students at Key Stage 3.

Students complete credits by completing challenges from chosen modules.

There are also a whole range of Asdan qualifications that touch upon the knowledge, skills and attitudes learned through PSHE, for example the Bronze and Silver awards.