

Personal Social and Health Education (PSHE)

Background

PSHE is different from other subjects:

- a) its outcomes involve changes in positive behaviours and attitudes rather than in a body of examinable skills and knowledge
- b) its content can be sensitive dealing with issues which some, (fewer and fewer) feel are not the responsibility of the school
- c) teachers are rarely trained to teach PSHE and some are uncomfortable with certain aspects of content and with certain lesson processes
- d) because the outcomes of PSHE involve development of attitudes and behaviour it struggles to be successful where its approaches are not supported by an effective pastoral team and the whole school ethos (see diagram)
- e) Ofsted rarely inspects PSHE rigorously and schools are not “punished” by Ofsted if they fail to provide high quality PSHE

Primary schools have a tradition of child centred holistic learning and PSHE is generally good in many primary schools up to Y5 – at this age some teachers find difficulties in dealing with sensitive issues with older children which results in some loss of quality/content.

In secondary school quality of provision is somewhat variable. Commitment of senior leadership and quality of middle management are essential elements in upgrading provision.

PSHE is recognised as being an element in successfully addressing such issues as teenage pregnancy, substance abuse, bullying and violence

Supporting PSHE - What we do at the moment

From within Health Initiatives

From April 07, the Leeds Healthy Schools Wellbeing Programme (LHSWP) began co-ordinating PSHE (including SRE (Sex and Relationship Education)) and participation, with the appointment of a senior consultant for PSHE. This was in response to the outcomes from the national assessment of the local Teenage Pregnancy strategy by the National Support Team and to provide strategic direction for the work of a number of consultants supporting PSHE and SRE on a part time basis, both in and beyond the team. A two year plan was developed and partially implemented to review and improve the quality of PSHE/SRE. This post ended in August 08 due to the retirement of the post holder.

Review of PSHE provision

Secondary schools: a letter to schools jointly signed by Chris Edwards, Ian Cameron and Rosemary Archer in autumn 07 requested that secondary schools commit to an SRE and drug education joint review where provision within the school is reviewed in detail, with action points agreed. Where joint-reviews have taken place have been

purposeful and led to specific changes, eg. increased funding, policy development. 25% of schools have been visited so far.

A report is due in March 09.

Primary schools Over 2006-8, primary schools have been offered a generic PSHE 'focus visit', where the PSHE provision within the school is reviewed in some detail, development points agreed. So far 30 schools have taken up this offer. Many more schools however, (49 this year) have requested and received more specific support for particular elements of PSHE through a more generic support visit.

National PSHE CPD Programme – 75 accredited school staff in Leeds

The CPD (continuing professional development) programme provides teachers and community nurses with the opportunity to gain recognition and accreditation of their experience in teaching personal, social and health education (PSHE) and to develop their knowledge, understanding and teaching and learning skills in the delivery of PSHE in schools and other settings. Run over 12 months it involves intensive training covering 2 full days, 3 four hour sessions, 2 evening sessions and several drop in support sessions. There is a large optional SRE or drug education component, the vast majority choose SRE. The programme offers a training package and individual support for the development of learning portfolios. Lessons are observed and feedback is given. It is a demanding programme for busy teachers but is nonetheless a highly successful one that sees many candidates return the following year as mentors and trainers for new candidates. Latterly, the national programme has been developed to include non-teaching staff as candidates. The programme takes approximately 20 staff per year. It has a very low drop out rate and an extremely high success rate. The programme receives national funding @ £750 per candidate. On the current expenditure pattern we subsidise this package by about £12,000 per year.

SRE Training, Support

Up until September 2008, *dedicated* SRE advisory support has only been available to primary schools through the LHSWP for half a day per week. Nonetheless it should be noted that 30 primary schools out of the 55 targeted band 1 schools (schools serving areas of highest deprivation) have received some form of SRE training or support in the last two years, and that 25% of secondary schools have completed joint reviews for SRE.

The following support/training currently exists:

- SRE central training for all primary schools (annually) and within individual schools upon request
- Secondary SRE - training last November made excellent use of this resource by using secondary coordinators to facilitate a day sharing their strategies and practice.
- PSHE/SRE/drug education policy central training with examples of model policies (annually); individual support to schools upon request. Leadership and management and assessment of PSHE (annual training)

- In-school governor training and support to working with parents upon request
- Faith, values and SRE – central training and support to schools on request

PSHE - Support for lesson planning

The Leeds primary schemes of work, developed in consultation with schools – with lesson plans - is available, the latest version will be launched in Nov 08. 190 schools (out of 230) have requested the scheme. The programme has a spiral Year 1 to year 6 SRE unit.

A Leeds secondary scheme of work is being developed to build on the primary scheme, and complement the new secondary SEAL programme (Social Emotional Aspects of Learning). So far a year 7 'transition' programme has been completed, including an SRE unit.

Networks

- A small secondary working-group of PSHE teachers is developing a new secondary scheme of work in response to the new Qualifications and Curriculum Authority programmes of study which has a large SRE component.
- A large secondary network of PSHE teachers has met regularly over the past 4 years, addressing concerns; inviting visitors, looking at issues such as external agency support, resources, other specific issues;
- The programme has supported faith networks and led a number of successful training programmes for staff/governors and parents
- identification of clusters who want to develop a joint approach primary/secondary for SRE and drugs ed. through the extended school day

Generic PSHE training and support

In addition to the CPD programme, a limited amount of PSHE training has been available to schools through a central training programme, with some training given to whole school staff on demand. Courses have included PSHE assessment, PSHE leadership and management, policy training, circle time, introduction to PSHE schemes of work linked with SEAL.

Advisory support to schools for PSHE is offered on demand. This year 49 schools have received PSHE support meetings, focusing on evaluating individual needs of the school followed up by training or other

Teenage Pregnancy and Parenting Team - a lot of work of this team is Wave 2 and Wave 3, i.e. work with individual pupils and groups but there is also a very important contribution to the PSHE curriculum

- a. demonstration assemblies
- b. support for enhancement days
- c. short programmes for pupils at risk
- d. specific elements and inputs of PSHE
- e. parents courses

- f. work in specific schools where immediate upgrade is required

Outside Health Initiatives Team

Social Emotional Aspects of Learning (SEAL) is a major player in primary. Roll out is taking place in secondary (but see points above on embedding in whole school ethos). This programme provides a foundation and can deliver part of the skills base of PSHE but typically does not address the most sensitive issues. Some Advanced Skills Teacher support is available

Outside Education Leads

Quite a few statutory and voluntary agencies in the field all offering to support a part of the curriculum but obviously not offering a comprehensive service. They can be exploited by schools, hence the development of the ABC (Agencies Benefiting Children) protocol.

What should it be like?

Delivery of PSHE is not straightforward and one size does not fit all.

Each school should have a senior member of staff (Assistant Head / Director of Studies) responsible for providing the pattern of activities which builds up into a coherent and differentiated personal development programme for all. (see Annex A)