Achieving recognition as a Chartered Teacher of the PSHE Association.

The PSHE Association offers teachers the opportunity to gain recognition as Chartered Teachers of PSHE education. As a Chartered Teacher of PSHE education you will have evidenced that your professional practice meets a demanding set of quality standards drawn from the ten, evidence based, principles for the effective teaching of PSHE education.

How do I apply for recognition as a Chartered Teacher of PSHE education?

Fill in the document ‘Chartered Teacher form February 2014’. The form is divided into ten sections, one about each of the PSHE Association’s ten principles of effective practice in PSHE education.

Each section is subdivided into guidance and answer sections. In the guidance section there is the principle itself followed by:

- relevant ‘Teachers Standards’ required of all teachers, published by the Department of Education and in force from 1st September 2012.
- Ofsted grade descriptors for outstanding teaching that will be used in the subject specific inspection of PSHE education published in December 2013.

The answer section of each principle contains the standards you are required to meet along with a space to record evidence of your practice.

Assessment and peer review.

Once you have gathered together your evidence you are then required to share this with your school’s lead for PSHE education, or if you are the school’s lead, then to a senior colleague.

At this peer review you are required to demonstrate to your colleague or line manager how the evidence you have provided fully meets the standards.

Once the peer review has been undertaken and agreement has been reached your peer assessor must sign off the completed framework.

It must then by counter signed by your school's head teacher or principal (unless this person was your peer assessor).
Then email or post your completed application for registration to the PSHE Association:

Email sue@pshe-association.org.uk or post to:

The PSHE Association
CAN Mezzanine
32-36 Loman Street
London
SE1 0EH

Please note – While your headteacher or senior leadership team may well ask to see some supporting material in order to sign off the completed framework, all the PSHE Association requires is a copy of the completed framework signed off by your head teacher or member of the senior leadership team – it is not necessary to send any supporting material to us with your completed framework.

**Why seek recognition?**

This is not a ‘qualification’. For experienced colleagues it is a way of recognising within your school and the professional community the quality of work you provide to ensure that your pupils experience the highest quality PSHE education.

For less experienced colleagues the quality standards offer a framework for developing effective practice in PSHE education and then having that practice nationally recognised.

We will publicly recognise and celebrate your success in achieving Chartered Teacher status and send you a logo and certificate for your own use. We also believe that becoming a Chartered Teacher could prove valuable for your professional development.

**Building the professional community.**

We hope that as a Chartered Teacher you will be willing to be contacted by colleagues seeking advice or support. If you are willing to be contacted (via email) please indicate this on your completed application and we will forward your email address to those enquiring
Ten Principles of PSHE Education

In the following sections we will ask you to demonstrate how your school matches the PSHE Association’s Ten Principles of PSHE education.

1. Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.

2. Plan a ‘spiral programme’ which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.

3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.

4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.

5. Provide information which is realistic and relevant and which reinforces positive social norms.

6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.

8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.
The PSHE Association offers quality standards for Charter School, Chartered Teacher and a Quality Mark for resources.

Meeting these standards will contribute to outstanding...

...achievement in PSHE education where:

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

...quality of teaching in PSHE education where:

Teachers demonstrate very high levels of confidence and expertise in their specialist knowledge and in their understanding of effective learning in PSHE education. Teachers understand how to apply clear and appropriate learning objectives that are matched by well-considered, appropriate activities. Pupils' interest and active participation are secured through teachers using a wide range of imaginative resources and strategies. This leads to rapid and sustained progress. The needs of all pupils, including the most able, are met through highly effective and responsive teaching. Teachers are confident and skilled in discussing sensitive and/or controversial issues. Effective discussion is a very strong feature; pupils are encouraged to investigate, express opinions and listen to others. Consequently they develop excellent critical skills, can evaluate information well and make informed judgments. Teachers are able to develop pupils' resilience and ability to resist peer pressure very effectively; they help develop pupils' confidence well and strengthen their attitudes to learning across the school curriculum. Teachers communicate very high expectations, enthusiasm and passion for PSHE education. They know how well their pupils are achieving, build on their previous knowledge and provide effective feedback to help them to improve further. Teachers ensure that pupils have their attainment and progress recognised across all aspects of knowledge and skills development in PSHE education.

...curriculum provision for PSHE education where:

The imaginative and stimulating PSHE education curriculum is skilfully designed, taking into account local health and social data and the full range of pupils' needs, interests and aspirations. The programme ensures highly effective continuity and progression in pupils' learning across all key stages. The programme is explicit, comprehensive and coherent and the statutory elements of sex and relationships education (SRE) are fully met. The aspects of the programme relating to business, enterprise and money management link very well with the personal finance aspects of the National Curriculum citizenship programme. The programme for personal well-being is very highly regarded by pupils and enables them to lead safe and healthy lives. The curriculum provides a very strong platform for pupils' future economic well-being. The school and wider community provide high-quality and wide-ranging enrichment activities for pupils to apply and extend their social and personal skills. Where suspended timetable days are used they complement the PSHE education programme extremely well because they are based on accurate understanding of pupils' needs, informed by clear and appropriate learning objectives and are well-evaluated to inform curriculum planning. Pupils and teachers are fully engaged in influencing the content and evaluating the quality of the curriculum. The subject makes an outstanding and sustained contribution to pupils' spiritual, moral, social and cultural development and reinforces well a range of personal and thinking skills.

...leadership and management in PSHE education where:

Leadership is informed by a high level of PSHE education expertise and vision. The subject is very well resourced in terms of curriculum time, staff training, management time and the use of external services and materials. There is an excellent track record of innovation. Statutory requirements in SRE are fully met. The monitoring of teaching and learning in PSHE is rigorous; subject reviews, self-evaluation and improvement planning are well-informed by current best practice. Subject leadership inspires confidence and a whole-hearted commitment from pupils and staff. There are highly effective strategies to share good practice and secure high-quality professional development. PSHE has a very high profile in the life of the school and is at the forefront of whole-school initiatives. Highly effective strategies to promote inclusion ensure that all pupils engage fully in activities to promote their personal and social development. Discrimination, including prejudiced-based bullying and discriminatory language, is tackled with vigour. Very strong links exist with partner schools, parents, carers and external agencies to reinforce the very high standard of PSHE education.

Ofsted grade descriptors for outstanding PSHE education – December 2013