

PSHE education in ITE:

A framework to support teacher educators & trainee teachers

Most teachers will teach personal, social, health and economic (PSHE) education at some point in their careers. It is usually taught by the class teacher in primary schools; in secondary settings, it is often delivered in tutor times or via discrete timetabled lessons which, while sometimes led by those with PSHE education training and experience, are regularly allocated to those simply with timetable gaps. It is therefore important that all trainee teachers are given a basic grounding in PSHE education to ensure they are sufficiently prepared with the full spectrum of skills required for teaching PSHE alongside the confidence to engage in teaching this vital but complex subject.

The introduction, from 2020, of statutory relationships education (in primary schools), relationships and sex education (in secondary schools) and health education (in both), means that the majority of PSHE education will be compulsory in all schools. So it is more important than ever that all trainee teachers are prepared to deliver PSHE education safely and effectively.

This framework sets out a basic provision to ensure appropriate coverage of this important element of trainee teachers' education. For each aspect, two levels of engagement are suggested — essential opportunities and progression opportunities. We recommend that trainee teachers are given the opportunity to complete the full set of activities, but providers can differentiate appropriately for their cohorts.

This resource has been produced in response to research into current practice in initial teacher education across the West Midlands. Key findings from our research are available in our report which contains case studies outlining different approaches to the inclusion of PSHE education within ITE provision. To download the full report, visit www.pshe-association.org.uk/ite. Further support is available from the PSHE Association, including student membership deals to support your trainee teachers.

For more information on this and to explore our resources, visit www.pshe-association.org.uk

1. WHAT IS PSHE EDUCATION?

Essential opportunities:	Progression opportunities:
E1 Learn about PSHE education, how it differs from pastoral care and other curriculum subjects, its benefits and its place in the curriculum.	P1 Research ways that PSHE education contributes to and links with the wider curriculum (including cross-curricular opportunities and the role PSHE education can play in boosting self-esteem and resilience). Research also PSHE's role in relation to public health and how the school links to wider networks such as the local authority Public Health Directorate.
E2 Research the link between PSHE education and whole school pastoral provision, including exploration of the concept of the 'healthy school' and the importance of modelling appropriate behaviour to pupils.	P2 Meet with the member of senior leadership who is responsible for pastoral provision in the school and discuss how the subject of PSHE education contributes to whole school priorities such as safeguarding, anti-bullying strategies, and British values.
E3 Read the PSHE Association Programme of Study, the Department for Education's Guidance on statutory relationships and sex education and health education* and the Ofsted education inspection framework* and discuss their implications. * Draft version under review following consultation at time of writing (January 2019).	P3 Discuss the key similarities and differences between the Programme of Study and the statutory guidance; consider how best to deliver the statutory and advisory components of a PSHE education curriculum. Find out how the school's PSHE education can provide valuable evidence for the Ofsted key judgments on the quality of education and personal development.

2. HOW IS A HIGH QUALITY PSHE EDUCATION PROGRAMME ESTABLISHED?

Essential opportunities:	Progression opportunities:
E4 Research the concept of a developmental, spiral PSHE education curriculum and its importance for young people's learning. Download the PSHE Association Curriculum Planning Toolkit for the relevant teaching phase and discuss how this supports planning of a progressive PSHE education programme.	P4 Meet with the PSHE education lead and find out more about the curriculum model used at the school, the topics pupils cover at different ages, and any local health data or evidence on which these decisions are based.
E5 Explore ways to deconstruct a learning objective to meet the learning needs of a diverse group of pupils – perhaps using a 'working towards, at and beyond the intended learning outcome' structure. Note the PSHE Association's differentiated PSHE education learning framework created to support learners with SEND.	P5 Meet with the PSHE education lead to discuss how the PSHE education programme is differentiated to meet the specific learning needs of pupils with SEND, as well as stretching those who need a greater challenge.
E6 Explore societal attitudes towards PSHE education over recent years (including statistics on parental support) and discuss commonly held misunderstandings about the subject.	P6 Discuss ways of engaging effectively with parents and carers to ensure PSHE education meets young people's needs.

3. HOW DO TEACHERS PLAN EFFECTIVE PSHE EDUCATION LESSONS?

Essential opportunities:	Progression opportunities:
E7 Research best practice in PSHE education lesson planning, including suitable teaching and learning strategies, using appropriate guidance documents and quality assured materials.	P7 Consider what constitutes a high quality PSHE education lesson plan or resource and what would prevent resources from being suitable. Use this understanding to assess the quality, safety and usefulness of a range of published PSHE resources.
E8 Meet with the PSHE education lead and observe how they plan and deliver a PSHE education lesson. Discuss the various steps before and after the lesson to inform understanding of best practice (such as starting planning by establishing clear learning outcomes and incorporating assessment).	P8 Undertake a brief needs assessment and explain what the data shows and how it could inform planning.
E9 Research the need to avoid resources which are instructional in unhealthy/risky behaviours, or those which aim to induce shock, fear or shame. Investigate the importance of providing learning that reflects the broad range of behaviours and lifestyle choices and not an inappropriate emphasis on extremes of behaviour or lifestyle.	P9 Plan an activity or lesson section that addresses a risky/unhealthy/dangerous behaviour or lifestyle choice, without resorting to 'shock tactics', providing instruction in the behaviour, or focusing on extremes of behaviour or lifestyle.
E10 Draft a PSHE education lesson or unit of work, including lesson resources, in order to gain practical understanding of how to do this appropriately. Ask a fellow trainee or colleague to provide initial feedback then, following revisions, pass the planning to a PSHE education lead for advice.	P10 Plan and teach / co-teach a lesson or series of lessons, refining and adapting PSHE education practice.

4. WHAT FACTORS MUST TEACHERS CONSIDER TO ENSURE EFFECTIVE PRACTICE IN PSHE EDUCATION?

Essential opportunities:	Progression opportunities:
E12 Research good practice in PSHE education assessment — particularly baseline assessment — including the distinction between assessment of learning and evaluation of the lesson or programme.	P12 Explore a range of effective assessment techniques and activities which are well suited to PSHE education lessons and trial using baseline assessment activities to adapt teaching.
E13 Read the PSHE Association's 10 Principles of Effective PSHE Education to ensure understanding of the importance of: <ul style="list-style-type: none"> • Active learning strategies • Challenging perceived social norms • Balancing learning between knowledge, skills and attributes • Taking a positive approach to learning • Ensuring learning is relevant. 	P13 Discuss the impact that diversity in culture and faith can have on a PSHE education programme, and the need for differentiation and inclusion (including LGBT+ inclusion) within the curriculum. Consider the beneficial impact of pupils working in a variety of social groupings and not just friendship groups when completing PSHE education work.

E14 Plan or analyse a lesson starter which takes a positive approach and challenges perceived social norms, e.g. exposing myths about the rate of smoking in young people.	P14 Construct questions that extend or deepen pupils' thinking and enable them to create and pursue their own lines of enquiry.
E15 Plan and deliver a PSHE education lesson which shows effective assessment and evaluation practice (including baseline assessment) whilst taking into account the best practice principles. Discuss the success of the lesson with the tutor.	P15 Use assessment activities to demonstrate a range of pupils' progress over two or more PSHE education lessons. Discuss with the appropriate staff member how this assessment evidence could be used to inform future planning, or to provide evidence of PSHE's contribution to whole-school priorities, such as safeguarding, personal development, anti-bullying, or SMSC development.

5. HOW DO TEACHERS CREATE A SAFE LEARNING ENVIRONMENT?

Essential opportunities:	Progression opportunities:
E16 Research good practice in creating a safe learning environment. In particular, why exploring issues through 3rd person positions is emotionally safer (distancing) and how effective ground rules — signposting support and appropriate questioning techniques — support safe classroom practice.	P16 Discuss with the PSHE education lead how they approach constructing a safe learning environment.
E17 Read the school safeguarding, child protection, Relationships education/RSE and (where available) PSHE policies. Research the need to report FGM and teachers' duties under the Prevent guidance. Also be aware of the parental right of withdrawal from aspects of RSE through researching the Department of Education's Guidance on Statutory Relationships and Sex Education and Health Education.	P18 Discuss with the PSHE education lead or SLT line manager how whole-school policies recognise the contribution the PSHE education curriculum makes to aspects of safeguarding.
E18 Meet with the safeguarding lead and clarify reporting requirements in the event of disclosure before, during or after a PSHE education lesson.	P18 Discuss how the school ensures that the relevant PSHE teacher knows about any experiences a pupil may have had which might impact on learning e.g. a recent bereavement or having carer responsibilities.
E19 Research the law and DfE guidance on avoiding bias when teaching about politically sensitive issues.	P19 Discuss with the PSHE education lead how the PSHE programme provides balanced and inclusive teaching and learning throughout.
E20 Observe an experienced PSHE education teacher delivering a PSHE education lesson and consider the steps they take or have taken to ensure learning is safe.	P20 Teach a PSHE education lesson in which ground rules are negotiated with the group, distancing techniques are used, and appropriate support is signposted.
E21 Explain how to manage difficult questions or comments, including ways to challenge stereotyping or discrimination should it occur in class.	P21 Teach or co-teach a PSHE education lesson demonstrating safe, effective handling of pupils' questions.
E21 Investigate best practice when inviting visitors to the classroom.	P21 Use understanding of best practice in the use of external input to co-plan a PSHE education lesson involving a visitor.

Supporting resources

Boddington, N., King, A., McWhirter, J. (2014) Understanding Personal, Social, Health and Economic Education in Primary Schools, London: Sage

Brook, PSHE Association & Sex Education Forum (2014) Sex education for the 21st century. Available here: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/sex-and-relationship-education-sre-21st-century>

CEOP & PSHE Association (2016) Key principles of effective prevention education. Available here: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/key-principles-effective-prevention-education>

Department for Education (2018) Draft statutory guidance on relationships and sex education and health education. Available from: <https://consult.education.gov.uk/pshe/relationships-education-rse-health-education/>

Department for Education and Employment (2000) Sex and relationship education guidance. Available here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf

Mentor-Adepis (2014) Quality standards for effective alcohol and drug education. Available here: <http://mentor-adepis.org/quality-standards-effective-alcohol-drug-education/>

McWhirter, J., Boddington, N., Barksfield, J. (2017) Understanding Personal, Social, Health and Economic Education in Secondary Schools, London: Sage

Ofsed (2019) Education Inspection Framework – Draft for Consultation. Available here: <https://www.gov.uk/government/publications/education-inspection-framework-draft-for-consultation>

PSHE Association (2014) 10 Principles of PSHE education. Available here: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/ten-principles-effective-pshe-education>

PSHE Association (2017) Curriculum for Life. Available here: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/curriculum-life-case-statutory-pshe-education>

PSHE Association (2017) PSHE Curriculum Planning Toolkit for Key Stages 1&2. Available from: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/pshe-education-planning-toolkit-key-stages-1-and-2>

PSHE Association (2017) PSHE Curriculum Planning Toolkit for Key Stages 3&4. Available from: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/pshe-education-planning-toolkit-key-stages-3-and-4>

PSHE Association (2017) Programme of Study for Key Stages 1-5. Available from: <https://www.pshe-association.org.uk/news/updated-programme-study-pshe-education-key-stages>

PSHE Association (2018) Framework for professional development in PSHE education for newly qualified teachers. Available here: <https://www.pshe-association.org.uk/trainee-teachers>

PSHE Association (2018) Lesson planning tool and checklist. Available here: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/pshe-association-lesson-planning-tool-and>

PSHE Association (2018) Medway Public Health Directorate relationships and sex education schemes of work key stages 1-3. Available here: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and>

PSHE Association (2018) PSHE education planning framework for pupils with SEND. Available here: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/pshe-education-planning-framework-pupils-send>

PSHE Association (2019) Why is the ‘how’ important? The research and theory underpinning effective and ethical PSHE education. Available soon

Sex Education Forum (2018) Principles of good RSE. Available here: <https://www.sexeducationforum.org.uk/resources/advice-guidance/principles-good-rse>

Sex Education Forum & PSHE Association (2018) Roadmap to statutory RSE. Available here: <http://www.sexeducationforum.org.uk/resources/advice-guidance/roadmap-statutory-rse-0>

For further guidance and details of additional training, visit www.pshe-association.org.uk