

PSHE Association

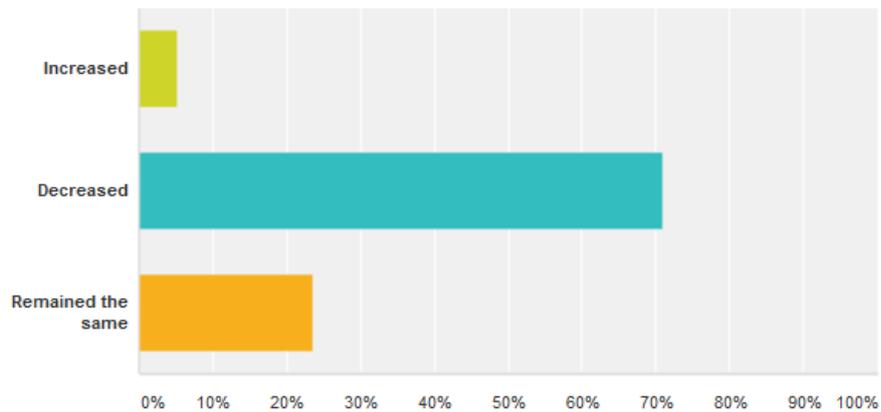
PSHE Association Annual Survey Responses Summary 2014

In May and June 2014, the PSHE Association surveyed its members on a range of issues, including the amount of curriculum time it receives, teacher training in the subject and the impact of the status of PSHE education on practitioners across the country. The responses to these questions are summarised below.

Time on the timetable – survey of local authority members

Local authority respondents, who between them work with over 4,500 schools were asked about the number of hours provision for PSHE in schools in their area:

Has the number of hours of PSHE provision in your schools increased, decreased or remained the same over recent years?

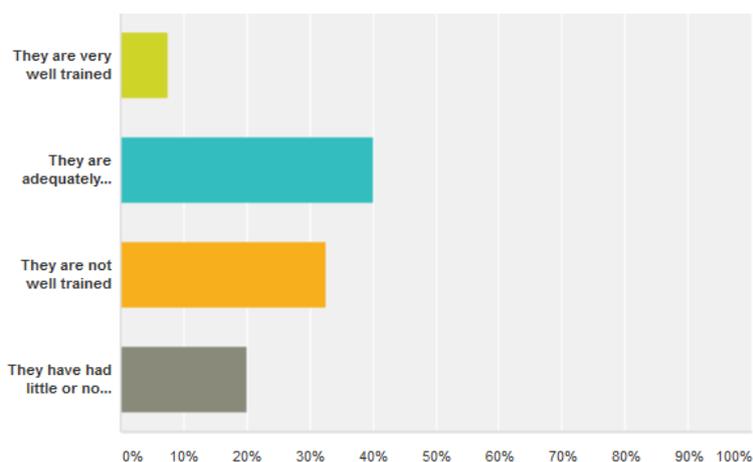


Answer Choices	Responses
Increased	5.26% 2
Decreased	71.05% 27
Remained the same	23.68% 9
Total	38

Teacher training – survey of local authority members

Local authority members were also asked about teacher training. They responded as follows:

In your opinion, have teachers in your local authority areas received adequate training in PSHE education?



Answer Choices	Responses
They are very well trained	7.50% 3
They are adequately trained	40.00% 16
They are not well trained	32.50% 13
They have had little or no training	20.00% 8
Total	40

Status of PSHE education

In addition to the multiple choice questions outlined above, our annual survey included an open-ended question asking members to comment on any aspect of the questions posed by the Education Select Committee inquiry into PSHE and SRE in schools. They were asked:

In order to help us make our submission, we would be grateful for your feedback on how the current status of PSHE education affects you in your role and what impact the status of the subject has on pupils in your school. Please write as much or as little as you want – your experiences will really help to bring our submission to life.*

(*with “pupils in your school” replaced with “pupils in schools in your area” for respondents from local authorities)

We received 224 responses of varying lengths from teachers and local authority PSHE leads. 65% of all those who completed the survey chose to write a response to this question. Respondents’ comments on whether PSHE education should have statutory status are set out below. 109 (49%) respondents explicitly mentioned statutory status. (We include responses referring to making the subject compulsory).

- a. **86 (79%) of these respondents were positive about statutory status¹.**

Perceived benefits of statutory status were: colleagues and senior management team would take it more seriously; more access to resources, training and support for staff; more space on the curriculum and the timetable; and more access to funding.

Perceived costs of lack of statutory status were: variable quality of provision; lack of specialist staff; schools ignoring or neglecting the subject in favour of 'core' subjects'; pupils being taken out of lessons for interventions or other activities; pupils missing out on 'essential' skills and knowledge; pupils not taking the subject seriously or feeling they should not have to study it.

- b. **8 (7%) of these respondents said that statutory status would make no difference in their school.** Most of these respondents said that their school would continue to deliver PSHE education regardless of the status of the subject, or did not expect to see any change.

- c. **5 (5%) of these respondents were negative about statutory status.**

Reasons were: perceived prescriptiveness or lack of tailoring resulting from statutory status; teachers 'counting the hours' of provision rather than the impact of provision.

- d. **10 (9%) of these respondents had mixed feelings or were uncertain.**

Reasons were: identifying a balance of 'pros' and 'cons' of non-statutory status; caveats for support of statutory status (more support for assessment, no exams); or being unsure of the impact that statutory status would have.

In addition to the 109 respondents who explicitly mentioned statutory status, an additional 6 respondents said that the status of the subject needed to be raised, but did not explicitly mention statutory status (e.g. 'It would be helpful if PSHE has the same status as other subjects').

Thoughts on the status quo

143 (64%) respondents expressed their thoughts on the status quo – the quality of current PSHE education provision, and the impact on children of this provision or lack thereof. Most respondents described the situation within their individual school or within those schools in which they had worked. However, some commented more broadly about the quality of provision.

- a. **85 (59%) of these respondents described present provision as inadequate, getting worse, or at risk.** We include responses which do not directly describe provision, but claim that children are currently receiving an inadequate education.
- b. **28 (20%) of these respondents reported the situation as mixed.** For example, that level of support or provision was variable within the school across staff/senior management teams;

¹ Responses are coded as positive where they have an explicit statement 'I support statutory status'; or describe perceived negative effects which are attributed to lack of statutory status ('As it is not statutory, it is not taken seriously') or expected positive effects resulting from giving the subject statutory status ('By making PSHE a statutory subject... I believe more PSHE would be covered and would benefit these children in their overall wellbeing')

across schools; or across year groups. Additionally, respondents said that while PSHE was valued, other greater pressures meant it was deprioritised.

- c. **30 (21%) of these respondents said that present provision in their school was good or improving.**

Each of the member responses is presented in full in the [appendix](#) to this document, except for those where member anonymity could be breached by presenting the response in full.