

Framework for professional development in PSHE education for newly qualified teachers

Information & framework for trainees, tutors and mentors



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Before we start – frequently asked questions from trainee teachers

How long will this take to complete? - The framework is far smaller than it seems! There is no time limit, no essays and no tests. Trainees usually find it fits naturally into their studies and teaching practice, and many criteria can be met through discussion with your tutor, mentor or other teaching professionals. There is no one 'correct way' to use this framework: we want you to use it flexibly and make it work for you.

How will I benefit? - PSHE education can be one of the most interesting, challenging and rewarding subjects to teach. And at some point in your career you will almost certainly teach PSHE education either as a class teacher, form teacher or as part of a specialist team, especially as the Relationships education, Relationships and Sex Education (RSE) and Health Education strands of PSHE education become statutory in September 2020. The National Association of Head Teachers (NAHT) supports this process and completion will enrich your curriculum vitae.

How do I gather my evidence and what counts? - Through discussion with your tutor or mentor. It is for you both to decide. It could be simply recording that you have taken part in a discussion with a PSHE specialist or undertaking a discussion or quick activity with pupils and reflecting with your tutor or mentor about their work. We ask that either your tutor or mentor initials each statement or section once you have evidenced it to their satisfaction.

What do I need to submit? – On completion, the framework and signed declaration should be submitted to the PSHE Association (in hard copy or scanned and emailed). The column in the framework headed 'notes' is just for you or your tutor/mentor to record your own comments or thoughts. It is for you and your tutor or mentor to agree that you have evidenced each section.

Will I receive a certificate? - Yes. You will be awarded the PSHE Association Certificate of Professional Development for Newly Qualified Teachers, which is recognised by the National Association of Head Teachers and will add value to your CV on qualification.

Are there any documents or publications that can help me? - The following textbooks were written specifically with trainee teachers and their tutors/mentors in mind and will provide an invaluable grounding in the pedagogy and practice of PSHE education:

- *Understanding Personal Social Health and Economic Education in Primary Schools* (2014) Boddington, King & McWhirter. SAGE publications.
- *Understanding Personal Social Health and Economic Education in Secondary Schools* (2016), McWhirter Boddington & Barksfield. SAGE publications.

Introduction

Tutors or mentors

With most of the PSHE education curriculum statutory in all schools from September 2020 (see Background Notes), many newly qualified teachers will be required to teach personal, social, health and economic (PSHE) education immediately upon taking up their first teaching post in both primary and secondary education and almost all will teach it at some point in their teaching career. The PSHE Association has created this framework to equip trainee teachers with the understanding and skills they require to teach it safely and effectively on qualification. This framework is intended to be used flexibly in a way that best suits your programme, your trainees and the key stages for which they are training. Whilst a number of professionals, such as classroom teachers, can support trainees in meeting these criteria, one university tutor or school based mentor should monitor this work and take responsibility for assessing and endorsing the trainee's successful completion and submission of the framework.

When the trainee has satisfactorily completed the framework please send the completed framework and signed declaration, in hard copy, or ideally, scanned and emailed to the PSHE Association (info@pshe-association.org.uk), providing the trainee's name and email address. We will forward an electronic certificate. If you prefer we can provide a PDF of the certificate for you to present to successful trainees on request.

Trainee teachers

Thank you for your interest in developing your expertise in teaching PSHE education and gaining the PSHE Association Certificate of Professional Development for Newly Qualified Teachers. We hope the process will be valuable, contribute to your professional practice and enrich your application for future employment. Whilst we hope the process will be intellectually challenging, completing the framework is straightforward.

You will be required to engage in a series of professional dialogues and undertake classroom activities that will deepen your understanding of PSHE education. Many of the criteria can be evidenced through discussion with your tutor or mentor, some through discussion with PSHE Leads or teachers during your teaching placements or trainee year. We also hope you will spend time talking to children and young people about their experiences of PSHE education and what they feel about its importance. Your tutor or school-based mentor will assess your overall successful completion of the framework and we encourage you to work closely with them.

The framework below is split into sections outlining the key points for discussion between you and your tutor or mentor and the activities that you should undertake. These are based on the PSHE Association's ten principles of PSHE education.

The 'background notes' that follow the framework contain useful guidance for you and your tutor or mentor.



Why is PSHE education important?

Our pupils are living in the most rapidly changing period in our history and will face a number of challenges concerning lifestyle, relationships and career. A comprehensive personal, social, health and economic (PSHE) education programme provides opportunities for pupils to work with specific knowledge to create their own personal understanding, opportunities to explore, clarify and challenge their values and beliefs, to develop and practise both thinking and interpersonal skills, make lifestyle choices and construct and rehearse strategies to turn those choices into action.

Effective teaching in PSHE education requires that you are both competent and confident in creating a safe learning environment and using interactive teaching to help pupils learn about some of the most sensitive and challenging areas of the curriculum. Perhaps no other subject works as closely with the real life, day to day experiences of children and young people as PSHE education.



The Ten Principles of PSHE education

This framework is based on the [ten evidence-based principles of effective practice in PSHE education](#).

The principles fall naturally into four areas:

- ✓ Principles 1-3 — Good practice in PSHE education
- ✓ Principles 4-6 — Teaching and learning
- ✓ Principles 7-9 — PSHE education and the wider curriculum including the school ethos
- ✓ Principle 10 — PSHE education, pastoral care and safeguarding.

Part I - The framework for professional development in PSHE education for newly qualified teachers



Trainee teacher's name:

Principle 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*

The understanding and competences required.	Tutor or Mentor initials	Key questions for discussion between tutor and trainee	Notes
<p><i>You need to demonstrate that you...</i></p> <p>❑1.1 – understand the importance of PSHE education within the curriculum and can explain how learning within PSHE education addresses both pupils' 'universal' needs and needs unique to the pupils' local context; and how it contributes to pupils' wellbeing.</p> <p>❑1.2 - can explain the importance of assessing, respecting and reflecting pupils' prior learning in planning PSHE education.</p> <p>❑1.3 - are familiar with a variety of techniques for undertaking baseline or needs assessment or brief 'classroom action research' (for example 'draw and write' or 'first thoughts' activities).</p> <p>❑1.4 ACTIVITY - have undertaken a brief needs assessment, can explain what the data shows and how this data could inform planning of teaching in PSHE education. (For example a draw and write or mind-map exercise could show you what pupils already know, their existing strategies, beliefs and attitudes, and their misconceptions/gaps in understanding.)</p>		Why is PSHE education an essential part of the curriculum?	
		How do we know what specific pupil needs should be prioritised in a school?	
		Why is it important we understand pupils' prior learning and experiences and reflect this in our PSHE education teaching?	
		How could we investigate or assess pupils' prior learning?	

<p>❑1.5 - can describe how a learning outcome within a lesson or theme in PSHE education can be differentiated to ensure all pupils can contribute and learn.</p>		<p>How could we deconstruct a learning objective and intended learning outcomes in PSHE education to reflect pupils' diverse abilities?</p>	
<p>❑1.6 - can explain why it is important to respect the diverse cultural backgrounds of pupils and how this can impact on teaching and learning in PSHE education</p>		<p>Why is it important to recognise diverse cultural backgrounds in planning and teaching PSHE education?</p>	
<p>❑1.7 - can describe how aspects of cultural diversity are reflected in the planning of PSHE education.</p>		<p>How might the values promoted in PSHE education support or conflict with those of the local community?</p>	

Principle 2: Offer 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.

The understanding and competences required	Tutor or Mentor initials	Key questions for discussion between tutor and trainee	Notes
<p><i>You need to demonstrate that you...</i></p> <p>❑2.1 – are familiar with the statutory guidance on Relationships Education, RSE and Health Education and the PSHE Association programme of study– (see 6.3 below) <i>available to download from the PSHE Association website.</i></p>		<p>Which aspects of PSHE education are statutory from September 2020?</p> <p>What is the structure of the PSHE Association's Programme of Study?</p> <p>How does it relate to the statutory guidance and how is it intended to be used?</p>	
<p>❑2.2 - can explain the importance of working within the boundaries defined in relevant school policies (<i>for example Relationships education/RSE, safeguarding, and child protection policies</i>).</p>		<p>What school policies shape PSHE education and why is it essential to work within them? What sort of teaching might fall outside a school's policy?</p>	

<p>❑2.3 - can offer examples of learning that would and would not be appropriate within the school's policy framework.</p>			
<p>❑2.4 - can explain why it is important to provide a developmental PSHE education programme <i>(for example the need to recognise pupils' gradual development from 'concrete thinking' to 'abstract thinking' and how this is reflected in lesson plans)</i>.</p> <p>❑2.5 - can offer an example of how learning within PSHE education can be planned through a developmental approach <i>(for example how might a theme of 'keeping myself safe' build through the key stages?)</i>.</p>		<p>Why is a developmental approach to PSHE education essential?</p> <p>Why is it essential for earlier learning to underpin later learning in PSHE education?</p> <p>Why are 'one off' or isolated learning opportunities likely to be ineffective?</p>	
<p>❑2.6 - can explain why it is important to provide clear learning objectives and intended outcomes for PSHE education.</p> <p>❑2.7 - can describe examples of relevant, age appropriate learning objectives and outcomes.</p>		<p>Why are clear learning objectives and intended outcomes important in PSHE education?</p> <p>Why is it important that learning outcomes for PSHE education lessons are clear, concrete and measurable (e.g. why should they use verbs such as 'identify', 'explain', 'demonstrate', or 'evaluate', rather than 'explore', 'consider', 'recognise', or 'discuss'?)</p>	
<p>❑2.8 - can explain how learning about topics or issues within PSHE education can help develop 'transferable concepts and skills' <i>(for example 'road safety' or 'alcohol use' as a context to develop the skill of risk assessment)</i> and provide examples.</p>		<p>Why is it important to use the topics or issues explored in PSHE education not simply to provide knowledge but also to enrich concepts and develop skills and attributes?</p> <p>Why is it essential that teaching 'about' a topic is enriched by teaching the language, strategies and skills needed</p>	

		to 'manage' situations, decisions or dilemmas that may involve that topic?	
		How does learning in PSHE education make an essential contribution to a school's approach to safeguarding?	

Principle 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 lead happy and fulfilling lives.*

The understanding and competences required	Tutor or Mentor initials	Key questions for discussion between tutor and trainee	Notes
<p><i>You need to demonstrate that you...</i></p> <p>❑3.1 – can explain the importance of learning within PSHE education providing a balance of increasing knowledge, deepening understanding, developing language, strategies and skills.</p> <p>❑3.2 - can give an example of a PSHE education lesson that would develop a pupil's skills and strategies to manage a real-life situation.</p> <p>❑3.3 - can explain what is meant by 'distancing the learning' and why exploring issues through 3rd person positions (for example fictional scenarios and stories) is emotionally safer than asking pupils to explore a similar situation in 1st person.</p> <p>❑3.4 – can explain how PSHE education lessons can inadvertently provide instruction in an unhealthy or dangerous behaviour, or provide inspiration to adopt unhealthy or dangerous coping strategies.</p>		How does PSHE education provide learning that helps children and young people manage real life situations?	
		Why is it important to help children and young people clarify values and beliefs, extend their language, develop and rehearse strategies and skills in addition to providing knowledge and understanding?	
		How and why do we ensure our lessons are emotionally safe and do not: <ul style="list-style-type: none"> • instruct pupils in an unhealthy or dangerous behaviour • provide inspiration to adopt unhealthy or dangerous coping strategies? 	

<p>❑3.5 - can explain why teaching approaches and resources that attempt to induce shock, fear, shame or guilt to influence present or future behaviour are ineffective and can cause harm.</p>		<p>Why is 'fear arousal', 'shock-horror', or inducing guilt or shame ineffective and potentially harmful in encouraging healthy lifestyle choices?</p>	
<p>❑3.6.- can explain 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</p> <p>❑3.7 ACTIVITY - have delivered a PSHE education lesson in which you created a safe learning environment and demonstrated a teaching style that is broad, balanced and appropriate.</p>		<p>Why is it important to provide PSHE education that reflects a broad range of behaviours and not a focus on extremes?</p>	

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

The understanding and competences required	Tutor or Mentor initials	Key questions for discussion between tutor and trainee	Notes
<p>You need to demonstrate that you...</p> <p>❑4.1 - can explain why 'active' or 'participative' learning is essential in PSHE education.</p> <p>❑4.2 - can explain the importance of providing opportunities to enable pupils to explore, clarify (and if necessary challenge) their existing values and beliefs.</p>		<p>Why does PSHE education predominantly make use of 'active' rather than 'passive' learning?</p> <p>Why is exploring an emotional dimension so important in PSHE education?</p> <p>Why is developing pupils' 'language of feelings' so important?</p>	

<p>❑4.3 – can explain the importance of developing transferable thinking (<i>for example risk assessment</i>), interpersonal (<i>for example team working</i>) and personal (<i>for example assertiveness</i>) skills though PSHE education</p> <p>❑4.5 ACTIVITY - have planned and taught lessons in which active or participative learning plays a major part, maximising pupil participation and engagement, including establishing and managing group work and whole class discussion.</p> <p>❑4.6 - can construct questions that extend or deepen pupils’ thinking and can enable pupils to create and pursue their own lines of enquiry.</p> <p>❑4.7 - can describe how learning can be constructed to enable pupils to clarify (and if necessary challenge) their values and beliefs (<i>for example through ‘group discussion’, debating, ranking exercises or ‘attitude continuum’ exercises.</i>)</p>		<p>Why is PSHE education such a rich context for helping pupils practise and extend their interpersonal and thinking skills?</p>	
<p>❑4.8 - can explain why it is important to ensure pupils work in a variety of social groupings and not just in friendship groups.</p>		<p>Why is it important to encourage and facilitate pupils working in a wide variety of social groupings?</p>	

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

The understanding and competences required	Tutor or Mentor initials	Key questions for discussion between tutor and trainee	Notes
<p><i>You need to demonstrate that you...</i></p>		<p>Why is it important to provide broad and balanced information?</p>	

<p>❑5.1 - can explain the importance of providing accurate, balanced and relevant information</p> <p>❑5.2 - can explain the importance of ensuring that a teacher’s personal beliefs are not expressed in ways that exploit pupils’ vulnerability.❑5.3 - can identify and explain the relevance of the laws that relate to learning within PSHE education</p>		Why is it important that we do not let our personal values or beliefs limit that breadth and balance?	
		What legislation impacts on PSHE education?	
<p>❑5.4 - can explain the importance of avoiding stereotyping in teaching and challenging stereotyping should it occur in class.</p>		Why should PSHE education guard against stereotyping?	
<p>❑5.5 – can explain the concept of ‘perceived social norms’ and teaching techniques to explore these.</p> <p>❑5.6 ACTIVITY – are able to plan a session that explores and challenges perceived social norms (for example <i>group work exploring values, attitudes and beliefs or activities exploring positive social norms amongst young people</i>).</p>		Why is it important to enable pupils to challenge their assumptions about their peers’ lifestyle choices and behaviours?	

Principle 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.

The understanding and competences required	Tutor or Mentor initials	Key questions for discussion between tutor and trainee	Notes
<p><i>You need to demonstrate that you...</i></p> <p>❑6.1 - can explain how learning within PSHE education contributes to, and is contributed to by, the wider curriculum (<i>for example how PSHE education can contribute to cross-curricular learning</i>).</p>		How can we enable pupils to see the relevance of learning in PSHE education, its connection to the wider curriculum and feel able to apply it in the context of their own lives?	

Principle 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 issues such as healthy schools, 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.*

The understanding and competences required	Tutor or Mentor initials	Key questions for discussion between tutor and trainee	Notes
<p><i>You need to demonstrate that you...</i></p> <p>☐7.1 - can explain how learning within PSHE education contributes to positive achievement in other areas of the curriculum and extra-curricular activities</p>		<p>How can PSHE education contribute to the development of self-esteem, resilience and the capacity to self-advocate?</p> <p>How do these and other skills and attributes developed by PSHE education help pupils' achievement in other areas of the curriculum and extra-curricular activities?</p>	
<p>☐7.2 – have explored the importance of organised events and meetings involving families, local professionals, members of the local community and understand the contribution these offer to achieving the overall aims of the school's PSHE education provision</p>		<p>How can schools encourage the wider community to support pupils' learning in PSHE education?</p> <p>How can schools engage positively with parents and carers in relation to the PSHE education curriculum?</p>	

Principle 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.*

The understanding and competences required	Tutor or Mentor initials	Key questions for discussion between tutor and trainee	Notes
<p><i>You need to demonstrate that you...</i></p>		<p>What does the concept of the 'healthy school' and 'healthy classroom' encompass?</p>	

<p>❑8.1 - can explain the concept of the 'healthy school' and the importance of modelling appropriate behaviours to pupils.</p>		<p>Why do these concepts underpin learning in PSHE education?</p>	
<p>❑8.2 - can explain how the development of health and wellbeing through PSHE education impacts on school improvement and meets the needs of the more vulnerable pupils</p>		<p>How can PSHE education support the school as a learning organisation and thus contribute to school improvement? <i>(For example how might discussion about bullying in lessons inform school policy?)</i></p>	
<p>❑8.3 – can offer examples of when a pupil should be referred for pastoral support</p> <p>❑8.4 – can explain how pupils can be made aware of pastoral and other sources of support should it be required but discouraged from making disclosures during the course of a lesson and why this is important.</p> <p>❑8.5 – can explain the boundaries around what teachers can and cannot keep confidential and how pupils are made aware of these boundaries.</p>		<p>Why is it essential that teachers never agree to offer complete confidentiality to a pupil?</p>	
		<p>Why is it essential that PSHE education is supported by a strong pastoral system?</p>	
<p>❑8.6 - can explain the importance of recognising and taking appropriate action when a pupil is thought to be at risk.</p> <p>❑8.7 - have knowledge of when and how safeguarding/child protection protocols must be initiated.</p>		<p>During or after a PSHE education lesson what should trigger initiating a school's safeguarding/child protection protocols?</p> <p>What are those protocols?</p>	

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

The understanding and competences required	Tutor or Mentor initials	Key questions for discussion between tutor and trainee	Notes
<p>You need to demonstrate that you...</p> <p>☐9.1 - can give examples of positive choices pupils can make and how this can be promoted through PSHE education.</p>		Why is it important for PSHE education to provide learning that offers positive choices and that enables pupils to take part in real life activities?	

Principle 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 understanding and competences required	Tutor or Mentor initials	Key questions for discussion between tutor and trainee	Notes
<p>You need to demonstrate that you...</p> <p>☐10.1 - can explain the importance of establishing an 'emotionally safe' classroom climate for PSHE education</p> <p>☐10.2 - can demonstrate teaching techniques for establishing and maintaining an 'emotionally safe' classroom climate.</p> <p>☐10.3 –can demonstrate, as part of the above, a range of techniques for 'distancing' the learning from pupils.</p>		Why is it essential that PSHE education is taught in an emotionally safe environment and how can teachers create this?	
<p>☐10.4 - can explain the importance of managing sensitive or challenging questions appropriately.</p> <p>☐10.5 - can demonstrate strategies for managing sensitive or challenging questions appropriately.</p>		Why is it important to manage sensitive or challenging questions from pupils appropriately?	
		How might we do this in ways that value the pupil whilst ensuring our professional safety?	

Certificate of Professional Development in PSHE Education for Newly Qualified Teachers — Declaration

University Tutor/ School-based Lead for ITE



As the applicant's **University Tutor/ School-based Lead for ITE**, I endorse this application for recognition and confirm that the evidence we have reviewed fully meets the quality standards for award of the *Certificate of Professional Development in PSHE Education for Newly Qualified Teachers*.

Signed: _____

Date: _____

Name: _____

Applicant

Signed: _____

Date: _____

Name: _____

Email: _____



Please email your scanned, completed framework document and signed declaration to info@pshe-association.org.uk

Or you can post a hard copy to: PSHE Association, CAN Mezzanine, 7-14 Great Dover Street, London, SE1 4YR

Part 2 - Background Notes

These notes on the ‘Ten principles of PSHE education’ are intended to support a professional discussion about good practice in PSHE education and to guide the tutor/school-based mentor in assessing whether a trainee teacher has met the criteria above.

Principle 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.*

Through discussion with tutors and mentors, trainee teachers recognise both that PSHE education provides learning to prepare children and young people for many of the real life opportunities and challenges they will encounter and the role PSHE education plays in creating a supportive climate for learning in the school. It is important to explore that whilst PSHE education has a unique *content*, the process of teaching PSHE education, which enables pupils to make their own personal connection with and draw meaning from that content, is equally important. It is important that trainee teachers understand that PSHE education addresses both ‘universal needs’ (such as drug education or relationships and sex education) and the unique needs of their pupils and local community. For example, a rural area might need a different focus on safety than an inner city area. Trainee teachers understand the role local data plays in shaping PSHE education in a school. It is important they understand that PSHE education encompasses individuals’ knowledge, understanding, attributes, skills and strategies and also their relationships with and responsibilities towards others.

It is essential that trainee teachers understand the importance of assessing and recognising the prior learning and experiences, values, beliefs, skills and strategies that pupils bring to new learning in PSHE education and that this is reflected in their lesson planning.

This is also an opportunity to discuss the importance of teachers knowing what may be happening in a pupil’s life that may require sensitive handling in a PSHE education lesson (e.g. an event such as a recent bereavement or personal circumstance such as a pupil living with same sex parents).

Trainee teachers should be shown techniques to enable them to assess pupils’ prior learning and should have experience in using these in the classroom. They should explore how to ensure that activities are fully inclusive, offering every pupil an opportunity to contribute (e.g. very simple activities such as ‘first thoughts’ activities or more complex such as ‘draw and write’ investigations). Following such an activity a trainee teacher should explain to their tutor what the data shows and describe how it could inform or focus the planning of future learning.

It is important that trainee teachers recognise the need to differentiate learning in PSHE education. They should understand how they would deconstruct a learning objective to meet the learning needs of a diverse group of pupils perhaps using differentiated learning outcomes and success criteria.

It is essential that, through discussion with tutors, trainee teachers recognise how the values, expectations and beliefs of diverse cultures and faiths within their school’s local community may impact on PSHE education. They should explore where there may be tension or even conflict between these and the school’s own values and learning intentions.

Trainee teachers should be able to share with mentors and tutors, examples of learning that demonstrate how respecting diversity is reflected in PSHE education lessons.

Principle 2 - Offer 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.

Schools are expected to provide a PSHE education programme and from September 2020 the majority of the PSHE education curriculum will be compulsory. Through the Children and Social Work Act (2017), Relationships Education will be statutory in all primary schools, including academies, free schools and independent schools; Relationships and Sex Education (RSE) will be statutory in all secondary schools, including academies, free schools and independent schools; and Health Education will be statutory in all primary and secondary schools apart from independent schools (where PSHE education is already compulsory). The statutory guidance for Relationships Education, RSE and Health Education outlines what pupils should know by the end of primary and secondary phase. The PSHE Association has, however, produced a detailed programme of study for each key stage from 1 to 5, covering the statutory and non-statutory content, that is being used in many schools and is signposted by the Department for Education. Through discussion with tutors it is important that trainee teachers have an opportunity to see how PSHE education is organised and monitored within a real school curriculum. This is also an opportunity to explore how the organisation and planning of PSHE education reflects the unique context of an individual school.

Trainee teachers should have an opportunity to become familiar with policies that shape PSHE education, for example a school's relationships and sex education policy, understanding that policies make explicit pupils' entitlement and place boundaries around learning. They should appreciate how policies define the values the school requires teachers to promote; consider how their personal values are congruent or incongruent with the policy and what this might mean. Trainee teachers should discuss with tutors learning that would and would not lie within a school's policy and how teaching could promote or undermine the values made explicit in policies.

It is important that trainee teachers understand that PSHE education, like any other subject, requires a developmental approach; understanding that this reflects both individual maturity and increasing opportunities for pupils to exercise independence. Trainees should be offered the opportunity to explore with tutors how a school plans and provides a developmental, progressive PSHE education programme both in terms of exploring issues that are relevant to pupils' age and development and in terms of increasing the challenge of learning tasks.

It is important that trainee teachers understand that as with any other subject PSHE education is built on prior learning. So for example sex education that focuses on reproduction perhaps in year 5 or 6 is built on prior learning in earlier years about growth and change. They should understand why it is essential that learning in PSHE education is never a 'one off experience' unrelated to the wider curriculum but part of planned developmental programme.

As part of this discussion, trainee teachers should be able to describe to their tutors an example of how a theme within PSHE education could be developed both in content and challenge.

It is important that trainee teachers have an opportunity to discuss how learning objectives (what the PSHE education lesson is setting out to achieve) and the learning outcomes (what pupils will be able to do if the objectives have been achieved) are established in a school's PSHE education programme. Because PSHE education involves dialogue between teachers and learners it is also important that trainee teachers recognise when the direction of learning leads away from the intended learning objective. It is important to assess whether the new direction is more valuable and should continue or is a distraction and should be drawn back to the original focus.

Trainee teachers should have the opportunity to determine a set of learning objectives and outcomes that would illustrate a developmental piece of learning within PSHE education to be shared with their tutors.

It is important that trainee teachers have the opportunity to make connections between learning in PSHE education and pupils' wider experience. They should explore with tutors how the key concepts and skills developed in PSHE education are transferable, benefiting both learning in the wider curriculum and in pupils' lives. For example, developing the concept of valuing 'me as a healthy person' in the classroom may influence my risk taking in the wider world. Assertiveness developed in the context of alcohol education may help me manage peer influence in a future work-place and developing and rehearsing team working and enquiry skills may assist my learning in perhaps history or science and my future employment.

Principle 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 lead happy and fulfilling lives.*

It is important that trainee teachers understand that PSHE education prepares pupils for managing opportunities and challenges. Through discussion with tutors they might explore how, in order to do this, PSHE education has to offer opportunities for pupils to explore how they feel, how significant others feel, what skills and strategies they require to manage these opportunities and challenges and what responsibilities they may need to consider.

Trainee teachers should explore with tutors how pupils can be helped to recognise that their learning is relevant, connects with and can be applied to their real lives. Examples might include learning to cross roads safely, manage 'dares', manage offers of alcohol or tobacco from peers, preparing a CV or rehearsing an interview for a job or further/higher education.

Trainee teachers need opportunities to discuss with tutors why it is essential that PSHE education explores a broad and balanced range of lifestyle choices and behaviours rather than focussing only on the most extreme (for example learning about 'eating a balanced diet' rather than a sole focus on avoiding 'bad' foods; or recognising that medicine and drugs can be both beneficial and harmful and that there can be both 'good' and 'bad' debt). Trainee teachers should have the opportunity to be observed teaching a lesson that reflects this breadth and balance.

Trainee teachers should discuss with their tutors why PSHE education lessons that attempt to encourage healthy behaviours through raising anxiety, or encourage a change in behaviour by inducing fear, shame or guilt, seldom work and can be harmful and very unpredictable in their effect on pupils. For example, a behaviour presented as frightening can be seen by some children and young people as exciting and by others can be 'blocked' as it is too close for comfort. Pupils with first-hand experience of the topic can be re-traumatised and in some cases, if 'the healthy message' is responsible for raising anxiety, it is 'the healthy message' that can be rejected.

It is vital that PSHE education does no harm. Trainees should understand the importance of avoiding resources, activities or speakers that inadvertently instruct pupils in an unhealthy or dangerous behaviour, (for example listing ways in which someone might self-harm or hide their self-harming from others), or provide an inspirational role model (e.g. a charismatic former drug addict or someone who explains how restricting their calorie intake gave them a sense of power and control).

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

Whilst 'chalk and talk' is an efficient way to impart knowledge, trainee teachers should explore with tutors how pupils can make their own personal meanings out of their learning, working with and processing new knowledge and reflecting on 'what this means to me'. Equally important is that all learning in PSHE education should balance increasing knowledge with the development of skills and personal attributes. Evidence shows that detailed knowledge of drugs, for

example, will have no effect on behaviour when drugs are offered unless young people have also developed skills and attributes such as assessing and managing risk, assertiveness, decision making, self-esteem and managing peer influence. Trainee teachers need to explore how this can best be undertaken through 'active' rather than 'passive' learning. Active learning also gives pupils an opportunity to listen to, and if necessary, challenge the views of their peers.

Trainee teachers need to understand that many of our lifestyle choices are based not on what we know, but how we feel about what we know. It is important that trainee teachers understand the importance of giving pupils the opportunity to reflect on their values and beliefs and to explore how these shape their decisions. Through discussion with tutors, trainee teachers should become familiar with techniques to help pupils carry out these explorations and the importance of creating a safe learning environment in which to do so.

This is an opportunity for trainee teachers to reflect on their own values and beliefs about different issues within PSHE education and how these might be congruent or in conflict with those promoted either by the school or held by the pupils.

PSHE education offers opportunities for developing literacy and more especially oracy. It is important that a trainee teacher can recognise and capitalise on these opportunities. However, the central purpose of a lesson will remain achieving the PSHE education learning objective. It also provides opportunities to increase pupils' 'emotional literacy', especially being able to name and communicate their emotions using an increasingly rich vocabulary, which in turn helps to differentiate between similar feelings. This supports better communication in relationships.

In discussion with their tutor, trainee teachers should have the opportunity to explore how they would structure questions to deepen pupils' thinking in PSHE education.

Trainee teachers should have the opportunity to draw this together and teach a lesson that requires them to manage active learning, allowing pupils to explore how they feel about an issue and to scaffold questions that encourage pupils to deepen their thinking.

They should also discuss with their tutors the importance of managing group work. For example, understanding that friendship groupings run the risk of limiting the beliefs and values of that group whilst encouraging pupils to work with a wide range of their peers not only exposes them to a wider range of views, it also improves their team working and communication skills. Trainee teachers should discuss with their tutors, times when pupils should work in friendship groups, single or mixed ability groupings. They should practise a wide variety of techniques for establishing groups without appearing to deliberately break up friendship groupings which might lead to confrontation (for example numbering pupils 1-6 and getting all the 1's, 2's etc. working together).

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

It is essential that trainee teachers understand the importance of, and have opportunities to clarify, their own values and beliefs concerning issues explored within PSHE education prior to teaching. Linking to 2.2 and 2.3 above they should also understand that their personal beliefs or values should not prevent pupils from receiving a broad and balanced PSHE education programme that is defined by the school's policies and programme of study.

Trainee teachers should become familiar with statute that impacts on PSHE education. There is statute that is part of the content of the PSHE education provision, (e.g. age of consent, employment law, drug use, purchase of tobacco and alcohol, laws relating to racism and religious crimes), statute that shapes the PSHE education provision (e.g. the statutory nature, from September 2020, of Relationships Education, RSE and Health education) and statute that shapes the context for the PSHE education provision (e.g. schools' statutory responsibility to promote pupils' well-being, inclusion and safeguarding).

Linking back to 5.4 above it is important for trainee teachers to recognise the dangers of stereotyping in PSHE education. Such stereotypes reinforce extreme views and distance or even serve to disconnect the learning from individual pupils' experiences, for example, a focus on stereotypical 'drug addicts' can distract from the more common and risky experimental or recreational drug use which is more relevant to young people.

Trainee teachers should be familiar with the concept of 'normative education', understanding that many of their pupils may overestimate the risk-taking behaviours (or attitudes towards risk taking behaviours) of their peers., (For example, the belief that '*everyone my age drinks alcohol and gets drunk*' or '*most people my age think...*') and the strength of this belief will impact on their own lifestyle choices, especially for those pupils who seek peer approval. Trainee teachers should explore ways to challenge these 'perceived social norms', such as the use of accurate data that demonstrates their peers' real behaviour or beliefs. This data can be generated through classroom investigation or is often available from local health authorities. This is also an opportunity to explore the power of 'peer influence' (the internal pressure to behave in ways that we believe will gain us peer approval, for example wanting to wear the 'right trainers') and how it differs from 'peer pressure' (the external pressure or even coercion to conform to another's or group's norms – perhaps being dared or challenged to do or try something risky) and the importance of exploring both within PSHE education.

Ideally we want trainee teachers to have the opportunity to teach a lesson that explores and challenges stereotypes and/or perceived social norms. If this is unrealistic then they should discuss with their tutor how they would go about planning such a lesson.

Principle 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.*

Linking to 2.8 above, trainee teachers should recognise how learning within PSHE education relates to and mutually supports other subjects (e.g. science, citizenship, drama and RE), and the importance of an overall continuity of key messages across the curriculum. Trainee teachers should recognise the contribution and cross-curricular opportunities PSHE education offers and the importance of establishing clear PSHE education learning objectives and outcomes in any such work.

Linking back to 4.1 above, trainee teachers should explore how they can enable pupils to connect learning from PSHE education lessons with their real lives. (For example, exploring with pupils where and when they might encounter this issue, who they might be with, what they might be feeling, what choices they would have, what they think those who care for them would encourage them to say and do etc.)

This is an opportunity to explore how learning in PSHE education is assessed. Issues that need to be explored include what aspects of learning we should assess and why, and what aspects of pupils' learning should remain private to them. Deep learning in PSHE education often takes place during self-reflection and 'self-assessment' or reflecting on how our own language, competencies, values, beliefs and understanding are changing is critical to good practice in PSHE education (assessment as learning). Trainee teachers should explore how the generic principles of assessment are reframed for PSHE education. Why baseline assessment is essential before any new learning takes place (due to the impossibility of making any assumptions about pupils' prior knowledge, understanding, skills, beliefs and attitudes based upon their age, year group or ability in other subjects) and how this starting point can be established; how formative assessment (or assessment for learning) is undertaken and its importance in helping pupils monitor their progression; and how summative assessment (assessment of learning) is undertaken. Does the school have an assessment framework of criteria against which to assess pupils' progress? How is teacher assessment undertaken? How is peer and self-assessment structured and undertaken?

There should be opportunities to explore reflective practice in PSHE education. Trainee teachers should be clear about the difference between assessment (what did pupils learn?) and lesson evaluation (how effective was this lesson in enabling this learning to take place?). Trainee teachers should explore how pupils can provide feedback to teachers about the learning and discuss how such feedback can inform their future practice.

Principle 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 issues such as healthy schools, and pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.*

Trainee teachers should have an opportunity to discuss the contribution a planned PSHE education programme can make to support the development of pupils' self-esteem and resilience. They should explore how this contribution supports pupils to confidently engage with wider learning, be willing to take risks with their thinking and be creative. They should explore how these qualities help pupils turn their lifestyle choices into actions and cope positively with setbacks. Trainee teachers should discuss the role of pupils' wider community involvement in their PSHE education provision. (e.g. how does the school involve parents in supporting PSHE education or draw in expertise from outside agencies etc.)

Principle 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.*

This is an opportunity for trainee teachers to discuss and reflect on the fundamental role the school culture plays in reinforcing learning within PSHE education. Discussion could include what a trainee teacher would expect to see being modelled day to day in a school and curriculum committed to developing pupils' physical, social and emotional health. It is also an opportunity to explore whether the language and behaviours adopted by the trainee teacher throughout their practice now and in the future are, and will be, congruent with the behaviours and values being promoted through the PSHE provision.

If PSHE education is a dialogue between pupils and teachers, then trainee teachers need to recognise how these lessons can provide data to help shape school improvement. For example, discussion about bullying, prejudice or racism in a PSHE education lesson could highlight issues of which the school is unaware. PSHE education can encourage pupils to share aspects of their lives that cause us concern or even alarm. Trainee teachers should discuss with their tutors how PSHE education links with the school's systems for pastoral support.

It is also essential that trainee teachers discuss and are clear about boundaries concerning what can and cannot be kept confidential. It is equally important that trainee teachers are shown how to ensure, in a positive way, that these boundaries are shared with pupils within PSHE education so that everyone understands them. This is also an opportunity to discuss the importance of the teacher being aware which personal disclosures regarding their own lives and experiences are and are not appropriate to share with pupils. It is important to explore techniques for deflecting inappropriate or personal questions from pupils in ways that do not damage the relationship between the teacher and the pupils.

Because of the sensitive nature of PSHE education it is essential that trainee teachers have the opportunity to discuss and reflect on the warning signs that a young person is at risk. They must understand the school's safeguarding and child protection protocols and when they must be actioned.

Principle 9 - *Provide opportunities for children and young people to make real decisions about their lives, to take part in activities that simulate choices they may encounter in their lives and where they can demonstrate their ability to take responsibility for their decisions.*

Through discussion, trainee teachers should understand the importance of pupils grounding and practising their learning in PSHE education in relevant real life activities that encourage them to make real decisions about their lives and take responsibility for their choices and decisions (e.g. mini enterprise activities, organising and participating in school activities, organising events e.g. charity days, joining clubs, quitting smoking, carrying out work experience, choosing subject options and applying for college, work, or university).

Principle 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*

Trainee teachers should understand the importance of creating and maintaining an emotionally safe classroom climate to enable pupils to contribute as fully as they wish to discussions about what may be highly sensitive issues. Whilst it is important that trainee teachers are familiar with practical techniques (e.g. negotiating and establishing class ground-rules and 'distancing' the learning from the pupils), it is important that they understand that an emotionally safe environment cannot be created and maintained solely by these techniques. It is important to set this in wider discussions about establishing and maintaining a positive classroom climate. It is also important that trainee teachers discuss how to balance allowing pupils the opportunity to explore and share their values, experiences, beliefs and opinions whilst also protecting their pupils from exposures that (regardless of ground-rules) might leave them vulnerable to their peers. Trainee teachers should understand that ground-rules apply to everyone in the class and that they as well as the pupils can add rules.

Trainee teachers should explore ways of responding to sensitive and challenging questions in ways that support the pupils' learning and keep the teacher safe. They should explore techniques that value the pupil's question but allow them sufficient time to either construct or seek help in constructing an appropriate answer (e.g. *That is a really interesting question, I need a little time to think about it and give you a really good answer.*) They should understand that it is appropriate to ask senior colleagues how the school wishes them to answer particularly sensitive questions. They should be reassured that they do not need to have all the answers to all questions immediately to hand and that it is quite appropriate to carry a question into a subsequent lesson. They should also explore when a question may be an indicator of a pupil who is vulnerable or at risk (e.g. perhaps a question that seems unusual for the age of the pupil) and how to respond including initiating safeguarding/child protection protocols.

It is important that trainee teachers explore ways of responding to inappropriate questions from pupils, perhaps about their own lifestyle or choices. They should discuss how their response might limit or encourage further and more appropriate questions from pupils in need of support. Trainee teachers might explore how ground-rules may help them (e.g. – Having established the ground-rule that we should not ask one another personal questions or make one another uncomfortable, the teacher can simply remind the pupil we have agreed not to do this and then move the learning forward).