

# **The role of PSHE, citizenship education and SMSC in obtaining good outcomes in section 5 inspections from September 2015**

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In this article I will explore the relevance and importance of personal, social, health and economic education (PSHE education), citizenship education and pupils' spiritual, moral, social and cultural (SMSC) development in helping schools obtain good overall outcomes under the Common Inspection Framework for education, skills and early years that will guide inspection policy and practice from September 2015.

HMI and Ofsted Inspectors will be guided by three key documents which are published and available to download from the Ofsted website. They are:

*The Common Inspection Framework: education, skills and early years* (this handbook sets out how Ofsted inspects maintained schools and academies, non-association independent schools, further education and skills provision and registered early years settings in England).

*The School Inspection Handbook* (this is the handbook for inspecting schools in England under section 5 of the Education Act 2005. It sets out what inspectors must do, what schools can expect, and provides guidance for inspectors on making judgements) and;

*Inspecting Safeguarding in Early Years, Education and Skills Settings* (this is guidance for inspectors undertaking any inspections under the common inspection framework).

Below I will pick out the guidance for inspectors in these documents that are most relevant to PSHE and citizenship education and to pupils' SMSC development.

You will notice that throughout the guidance there are numerous references to school ethos, promoting equalities, preventing and tackling discrimination and bullying, cultural awareness, preparing pupils positively for life in modern Britain, challenging extremism and radicalisation, helping pupils to keep themselves healthy and safe, and providing effective and impartial careers information, education, advice and guidance. All issues that are central to effective PSHE and citizenship education and making a strong contribution to pupils' SMSC development.

## **Judgements for overall effectiveness**

A major change has taken place in the key judgements made by inspectors that is particularly relevant to PSHE and citizenship education and to pupils'

SMSC development. From September 2015 the key judgement *Behaviour and Safety* is being replaced by the key judgement *Personal Development, Behaviour and Welfare*.

It is particularly important to note that:

The judgement on overall effectiveness is likely to be inadequate where any one of the key judgements is inadequate and/or safeguarding is ineffective and/or there are any serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.

*(Grade descriptors for overall effectiveness – School Inspection Handbook)*

The four key judgements are:

- the quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for pupils
- effectiveness of leadership and management

But ... before making the final judgement on overall effectiveness, inspectors must also evaluate the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural (SMSC) development. If this is deemed to require improvement or be inadequate it may impact negatively on the judgements for leadership and management, personal development, behaviour and welfare and overall effectiveness.

Paragraphs 132 to 135 of the *School Inspection Handbook* outline what evidence inspectors should look for when making a judgement about pupils' SMSC development (see below)

### **Defining spiritual, moral, social and cultural development**

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal

boundaries and, in so doing, respect the civil and criminal law of England

- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### **Judgements on leadership and management**

In paragraph 137 of the *School Inspection Handbook* inspectors are guided to consider:

- whether leaders have the highest expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm
- the design, implementation and evaluation of the curriculum, ensuring breadth and balance

- how the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- the effectiveness of governors in discharging their core statutory functions (these include ensuring provision for careers advice and guidance; promoting pupils physical, mental, emotional, social and economic wellbeing; protecting pupils from harm and neglect; listening to the pupil voice; and promoting community cohesion)
- how leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics as defined by the Equality Act 2010), through their words, actions and influence within the school and more widely in the community
- the effectiveness of safeguarding (see the detailed guidance in *Inspecting Safeguarding in Early Years, Education and Skills Settings*)
- the work to raise awareness and keep pupils safe for the dangers of abuse, sexual exploitation, radicalisation and extremism, and what the school does when it suspects that pupils are vulnerable to these.

**Leadership and management can be deemed to be inadequate if:**

- The unbalanced and poorly taught curriculum fails to meet the needs of pupils or particular groups of pupils ... the range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.
- Leaders and governors, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity. They do not prevent discriminatory behaviour and prejudiced actions and views.
- Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern.
- Leaders and governors are not protecting pupils from radicalisation and extremist views when pupils are vulnerable to these. Policy and practice are poor, which means pupils are at risk.

*(Grade descriptors for the effectiveness of leadership and management – School Inspection Handbook)*

In paragraph 28 of *The Common Inspection Framework: education, skills and early years* it is stated that inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and governors:

- successfully plan and manage learning programmes, the curriculum and careers advice so that all children and learners get a good start

and are well prepared for the next stage in their education, training or employment

- actively promote equality and diversity, tackle bullying and discrimination and narrow the gaps in achievement between different groups of learners and individuals
- actively promote British values
- make sure that safeguarding arrangements to protect children, young people and learners meet all statutory requirements and other government requirements, promote their welfare and prevent radicalisation and extremism.

### **Judgements on the quality of teaching, learning and assessment**

Paragraph 149 of the *School Inspection Handbook* states that inspectors will make a judgment on the effectiveness of teaching and assessment by evaluating the extent to which:

- equality of opportunity and recognition of diversity are promoted through teaching and learning.

Teaching, learning and assessment will be deemed to be inadequate if:

- Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.

*(Grade descriptors for the quality of teaching, learning and assessment – School Inspection Handbook)*

This is further emphasised in paragraph 30 of *The Common Inspection Framework: education, skills and early years* where it is stated that inspectors will make a judgement on the effectiveness of teaching, learning and assessment by evaluating the extent to which:

- equality of opportunity and recognition of diversity are promoted through teaching and learning
- where relevant, English, mathematics and other skills necessary to function as a economically active member of British society and globally are promoted through teaching and learning.

### **Judgements on personal development, behaviour and welfare**

When reporting on personal development, behaviour and welfare, inspectors must make a clear written judgement about behaviour and a separate clear written judgement about personal development and welfare. Where the

judgements differ, the lower of the two will determine the overall judgement for personal development, behaviour and welfare and is recorded in the report.

Evaluating, judging and reporting behaviour and welfare in this way distinguishes between each aspect so that schools and parents clearly understand the two separate judgements. Inspectors are guided to consider carefully the effectiveness of safeguarding when pupils' welfare is judged to require improvement or be inadequate.

**Personal development, behaviour and welfare are deemed to be good if:**

- Pupils use careers guidance to make choices about the next stage of their education, employment, self-employment or training.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' wellbeing. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of pupils' welfare. They are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.

*(Grade descriptors for personal development, behaviour and welfare – School Inspection Handbook)*

These are all issues best explored in PSHE and citizenship education lessons led by skilled, trained specialist teachers who are able to teach the topics effectively with regard to age-appropriateness and the needs of their pupils.

**Personal development, behaviour and welfare are deemed to be inadequate if:**

- A significant minority of pupils do not understand how and why to live healthy, positive lives both physically and emotionally.
- Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent. Pupils have little confidence in the school's ability to tackle bullying successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.

*(Grade descriptors for personal development, behaviour and welfare – School Inspection Handbook)*

In paragraph 31 of *The Common Inspection Framework: education, skills and early years* it is stated that inspectors will make a judgement on personal development, behaviour and welfare of children and learners by evaluating the extent to which the provision is successfully promoting and supporting children and other learners’:

- choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance
- understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
- knowledge of how to keep themselves healthy, both emotionally and physically through exercising and healthy eating
- personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.

### **Judgements on the effectiveness of early years’ provision**

Inspectors are required to write a section in the inspection report that summarises the effectiveness of the early years provision and to provide a numerical grade for it.

Early Years provision has always included important elements of personal development and paragraph 185 of the *School Inspection Handbook* states that inspectors must take into account:

- how well the provision contributes to children’s personal development, behaviour and welfare
- how well children behave, cooperate and share with each other, make friends, respect each other’s differences and build their understanding and respect for different families, people and communities beyond their immediate experience
- the extent to which children behave in ways that are safe, understand how to stay safe and show that they feel safe

### **The effectiveness of early years provision is deemed to be good if:**

- Children’s behaviour is good and shows that they feel safe. They gain an understanding of risk through activities that encourage them to explore their environment. Children are learning to respect and celebrate each other’s differences and to build their understanding of diversity beyond their immediate experience through a range of activities that teach them effectively about people in the wider world.

*(Grade descriptors for the effectiveness of the early years provision – School Inspection Handbook)*

## **Judgements on the effectiveness of the 16 to 19 study programmes (sixth form)**

Inspectors are required to write a section in the inspection report that summarises the effectiveness of the 16 to 19 study programmes and to provide a numerical grade for it.

Inspectors will judge the effectiveness of the 16 to 19 study programmes, taking into account:

- the effectiveness of leadership and management
- the quality of teaching, learning and assessment
- the personal development, behaviour and welfare of learners
- outcomes for learners.

Paragraph 193 of the *School Inspection Handbook* guides inspectors to consider how well:

- learners receive high quality impartial careers guidance that prepares them for their chosen next steps and enables them to make well-informed decisions about their future plans
- learners develop personal, social, employability and independent learning skills and achieve high levels of punctuality, attendance and conduct, including through the contribution of non-qualification or enrichment activities and/or work experience
- learners understand how to keep themselves safe and healthy, both physically and emotionally
- learners, and groups of learners, progress to the planned next stage in their careers, such as a higher level of education or training, or to employment or an apprenticeship.

**The effectiveness of the 16 to 19 study programmes are deemed to be good if:**

- Impartial careers guidance ensures that learners undertake study programmes that build on their prior attainment and enables them to develop clear and realistic plans for their future.
- Learners develop personal, social and employability skills, including through high quality non-qualification activities and work experience relevant to their needs. They are punctual and attendance is high.
- Learners are safe and feel safe. They behave well, respect others and understand how to keep themselves safe and healthy and to contribute to wider society and life in Britain.

*(Grade descriptors for the effectiveness of the 16 to 19 study programmes – School Inspection Handbook)*

## **Inspecting safeguarding in early years, education and skills settings**

Effective PSHE education is crucial to effective safeguarding. I stated in my previous blog piece that,

*It is difficult to see how safety and safeguarding can be good if PSHE education provision is poor; if pupils are kept ignorant of their human, physical and sexual rights; do not know how to protect themselves and others; or do not know where to go to for help, they are not being adequately safeguarded.*

And the extent to which leaders and managers take responsibility for safeguarding is fundamental to judgements about the quality of leadership and management and the overall effectiveness of the school. It is because Ofsted considers safeguarding to be so important that further guidance in the form of the *Inspecting Safeguarding in Early Years, Education and Skills Settings* document has been published. How relevant this is to effective PSHE education is clear from paragraph 10 which states that safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example sexting
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- other issues not listed here but that pose a risk to children, young people and vulnerable adults.

Paragraph 13 of *Inspecting Safeguarding in Early Years, Education and Skills Settings* states that in settings that have effective safeguarding arrangements, there will be evidence that:

- Children and learners are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.

In paragraph 18 inspectors are guided to consider the evidence that:

- action is taken to raise awareness of children and learners in relation to a range of safeguarding matters, including domestic abuse or sexual exploitation
- there is a clear approach to implementing the Prevent duty and keeping children and learners safe from the dangers of radicalisation and extremism
- the setting takes effective action to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people, and homophobic and racist language
- children and learners are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism,<sup>1</sup> and are aware of the support available to them

### **In conclusion**

It is clear from the range of inspection guidance for September 2015 that the evidence schools provide regarding the effectiveness of their PSHE and, citizenship education and of pupils' SMSC development is more crucial than ever to informing the judgements inspectors make regarding leadership and management, the quality of teaching and learning, personal development, behaviour and welfare, safeguarding and ultimately, the overall effectiveness of the school.

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<sup>1</sup> This also includes risks associated with e-safety, substance misuse, knives and gangs, relationships (including sexual relationships), water, fire, roads and railways.