

# Statutory PSHE Education: meaningful change supported by busy teachers & school leaders

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JOINT REPORT FROM PSHE EDUCATION STRATEGIC PARTNERS GROUP MEMBERS: NSPCC, NAHT, NEU, SEX EDUCATION FORUM, BRITISH HEART FOUNDATION, BRITISH RED CROSS, ST JOHN AMBULANCE, BROOK, MENTOR UK, PSHE ASSOCIATION, YOUNG ENTERPRISE, ECONOMY.

# Introduction

The PSHE education Strategic Partners Group – comprising national organisations with strategic responsibilities related to PSHE – is clear that statutory status for personal, social, health and economic (PSHE) education is integral to raising standards<sup>i</sup> and enabling excellence for all pupils. The Department for Education has demonstrated both a commitment to PSHE education's importance and recognition that standards need to improve so that all pupils, in all schools can benefit.

The purpose of this report is to show how statutory PSHE as an entire subject, including but not limited to relationships and sex education (RSE), can be implemented in a way that brings significant benefits while minimising impact on teacher workload and school funding.

The PSHE Association Strategic Partners Group urges the Education Secretary and his Department to seize the opportunity to ensure all school children benefit from good quality PSHE education and proceed to consult on statutory regulations for PSHE education in its entirety. Statutory PSHE will help ensure that schools use the time and resource they already dedicate to this area effectively and safely.

When prioritised, PSHE education has numerous proven benefits to children and young people. Evidence<sup>ii</sup> shows its impact on mental and physical health, keeping children safe, financial awareness, careers and academic attainment<sup>iii</sup>.

Many schools already teach PSHE education successfully, yet it's not a priority in all schools due to its non-statutory curriculum status. This threatens consistency of standards and curriculum time. Ofsted estimate up to 40% of schools' PSHE is 'not yet good enough'<sup>iv</sup> and DfE figures show a decline of over 30% in curriculum time for the subject in secondary schools since 2011<sup>v</sup>. The March 2018 Teacher Voice Omnibus survey statistics suggest 6% of schools teach no PSHE or RSE. Independent schools have more of an expectation to deliver PSHE than state schools despite disadvantaged pupils seeing the greatest benefit<sup>vi</sup>.

**Making PSHE education statutory would improve the lives of children and young people, be popular in the teaching community and needn't prove a significant burden on school planning or resources. It would also be the most effective and efficient way to deliver existing commitments to statutory RSE – with the 2018 Teacher Voice Omnibus Survey showing that 85% of schools already teach PSHE education and RSE together, not as separate subjects.**

Rather than an overhaul, this is about ensuring schools make best use of their existing resources and expanding good practice to all schools. Making PSHE education statutory would be necessary step in the right direction towards achieving this.

**PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION** is an established but non-statutory school subject that supports pupils to be healthy, safe and prepared for modern life. The PSHE education curriculum covers a range of pressing issues facing children and young people today, including those relating to relationships, mental and physical health, staying safe and aware online, financial literacy and careers.

**RELATIONSHIPS AND SEX EDUCATION (RSE)** is currently taught as part of PSHE education (DfE guidance on PSHE education states that '*sex and relationship education is an important part of PSHE education*') and this is established best practice. RSE includes learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

**STATUTORY STATUS FOR PSHE EDUCATION IS SUPPORTED BY** 85% of business leaders, 88% of teachers, 92% of parents, 92% of pupils, the Children's Commissioner, the Chief Medical Officer and the National Police Chiefs' Council lead for child sexual abuse, Public Health England, 100 leading organisations including the Association of Police and Crime Commissioners, the NSPCC, the Children's Society, Barnardo's, ASCL, NAHT and the National Education Union, and a host of leading Parliamentarians from across the political spectrum, including the Commons Education, Home Affairs and Women and Equalities Committees, the Joint Committee on Human Rights and the chairs of Commons Health and Business, Innovation and Skills Committees.

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# Workload and timetabling – modest but meaningful changes

## NOT AN OVERHAUL BUT A ‘LEVELLING UP’

Making PSHE education statutory is a case of building on what is working well in many schools at the moment rather than major overhaul. It is about ‘levelling-up’ so that all pupils, in all schools benefit. This would involve modest change to workload and resourcing in some schools in return for significant impact on children and young people.

Statutory status would also help ensure that schools already dedicating resource to PSHE do so effectively. At the moment inconsistency of planning and delivery in PSHE mean resource dedicated to it in many schools might not be used as effectively or efficiently as it could be.

## PSHE AS ‘MEANINGFUL’ WORKLOAD, WITH BENEFITS TO BROADER SCHOOL CULTURE

Teachers and school leaders consider PSHE education as ‘meaningful’ workload as its benefits to pupils, and broader school culture, are clear. This is why 90% of NAHT members<sup>vii</sup> agree that PSHE should be statutory and 91% of NEU members agree PSHE should have regular space on the curriculum. Good schools don’t see PSHE as a burden, but a benefit. Statutory status would be a clear message from government that they share this view and expect all schools to provide a high quality personal, social, health and economic education for their pupils.

A major evidence review by Pro Bono Economics<sup>viii</sup> into the benefits of PSHE education to academic attainment and behaviour found that research “*indicates that classroom based PSHE type education delivering behaviour programmes (e.g. targeting reduced negative behaviour and promoting pro social behaviour) have a positive impact on behavioural outcomes and, in turn, academic attainment*”.

## COMMITTING TO RSE ALONE WOULD BE A LESS EFFECTIVE AND EFFICIENT SOLUTION

Schools are currently considering how best to approach implementation of statutory relationships and sex (RSE) education from 2019. Making PSHE statutory in its entirety – including but not limited to RSE – will be a far more effective and efficient route than committing to compulsory RSE alone.

The March 2018 Teacher Voice Omnibus Survey<sup>ix</sup> revealed that the “vast majority (85 per cent) of senior leaders said that their school taught both PSHE and Sex and Relationships Education”, with only 1% teaching “just sex and relationships education” on its own. 82% of respondents to a recent NAHT survey said that RSE is currently taught as an identifiable part of PSHE, 96% of respondents said it should be. 92% of NEU members agreed that RSE should continue to form part of statutory PSHE. Teaching RSE and PSHE separately would therefore create confusion for schools regarding planning and resourcing, and schools may think they have to ‘unpick’ what they do well now. It is better to spread existing good practice to all schools by making PSHE education statutory.

6% of respondents to the Teacher Voice survey said they currently taught “neither PSHE nor Sex and Relationships education”. Considering there are over 8.6 million pupils in English schools<sup>x</sup>, this suggests over half million receive no education at all in these areas. Of those that do receive PSHE education, Ofsted have

expressed concerns about quality in 40% of cases. Statutory status would help ensure all schools meet DfE expectations to provide PSHE and RSE, and consistency of quality in all schools.

Leading child safety bodies and experts, including organisations in the PSHE education Strategic Partners Group, also recommend statutory PSHE as the most *effective* way of implementing government commitments to RSE in all schools from 2019<sup>xi</sup>, while ensuring a range of additional benefits to pupil health, wellbeing and preparation for life and work.

### **CLEARER EXPECTATIONS FOR AN EXISTING SUBJECT**

Making PSHE education statutory is not a case of adding something new if RSE is implemented as *part of* and not *separate to* PSHE. PSHE is an established curriculum subject with evidenced pedagogy and proven results. The National Curriculum introduction states that all schools ‘should’ deliver PSHE education; statutory status would help ensure schools meet DfE and Ofsted expectations to deliver it consistently and well.

PSHE education addresses both pupils’ direct experience and preparation for their future. It is therefore important to provide a ‘spiral’ programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and stage appropriate contexts. Statutory status would help ensure that schools provide a coherent curriculum of PSHE instead of ad-hoc, standalone interventions.

### **PLANNING MADE EASY – USING AFFORDABLE, QUALITY ASSURED PLANNING TOOLS AND RESOURCES**

The government recently identified planning as one of the three biggest areas leading to excessive workload<sup>xii</sup>

Whilst a completely off-the-shelf solution to curriculum planning isn’t advisable given that there needs to be flexibility to adjust provision to the needs of individual schools and their communities – there are high quality, low-cost or free tools and lesson plans available to make the job easier.

These include high level planning tools such as the PSHE Association’s Programme of Study and planning toolkits, and guidance from the Sex Education Forum, down to individual quality-assured lesson plans from national organisations such as the British Heart Foundation and NSPCC, and government initiatives such as the Home Office’s Disrespect NoBody PSHE resources as well as DfE funded mental health lesson plans<sup>xiii</sup>. The important point here is ensuring professionals have the ability to use such materials as part of a broader, planned and tailored PSHE curriculum rather than one-off interventions.

# A cost effective, value-for-money solution

## TRAINING AND CPD

Schools need well trained and prepared professionals and high quality teaching materials to deliver what can sometimes be challenging issues. 51% of respondents to the Teacher Voice survey said they would need CPD training and examples of good practice to implement statutory PSHE. A recent NEU poll of their members also found that a higher percentage of respondents cited insufficient training rather than workload as a concern to implementation of high quality PSHE. Like teaching materials, training and CPD does not need to be prohibitively expensive and many schools are currently doing a very good job at relatively modest cost.

As a minimum, we believe that schools need the following when it comes to training for PSHE education professionals:

### Primary:

- A PSHE lead that is appropriately trained for the role
- That all class teachers will receive some level of training in safe and effective PSHE classroom practice

### Secondary:

- A PSHE lead that is appropriately trained for the role
- That any teachers involved in PSHE teaching should have received some level of training, whether they are a specialist team or others.

### Basic training:

PSHE education should be included in initial teacher training (ITT) to ensure teachers begin their careers with some preparation in teaching PSHE and there is less CPD burden on schools. Most teachers will be required to teach PSHE education at some point in their career so should come armed with the basics, as the alternative can have a negative impact on pupil safety and teacher morale. Ofsted too have recommended <sup>xiv</sup> that *'all initial teacher training courses include subject-specific PSHE education training'*.

### Ongoing CPD:

Ongoing CPD opportunities should also be available and an appropriately trained PSHE lead in every school, as well as some form of training for any staff involved in PSHE delivery. Ofsted say that schools should *'ensure that staff teaching PSHE education receive subject-specific training and regular updates, including in the teaching of sensitive issues'*.

Schools approach the challenge of training and ongoing CPD creatively and efficiently. Laura Foley, PSHE teacher at Hodgson Academy in Lancashire who has experience of both training teachers and delivery of PSHE in school, says that training just one professional effectively means they can pass on their knowledge to others: *"Paying for the PSHE Lead to go on a course which can then be cascaded to the whole staff is a more economical way of training than the model many other departments use where 5/6 people go on courses and only share the information with 5/6 people. By including PSHE training in ITT – as we are doing with Fylde SCITT – over time, the need for extra training will be eliminated as more of the workforce arrive "PSHE-ready" in terms of mindset towards and knowledge of the PSHE curriculum and its impact"*

A common theme to successful implementation is buy-in from school leadership. In Laura Foley's case her SLT see investment in PSHE as having broader benefits to pupils, staff and broader school culture: *"My SLT see my budget as investment in the less tangible aspects of school such as resilience and career aspiration as well as RSE and PSHE, so there is a school-wide benefit"*

Regarding teaching resources, as mentioned in the previous sections there are numerous affordable or even free quality assured materials available to PSHE teachers. The important thing is to ensure teachers are trained sufficiently enough to plan effectively, including identifying and using high quality resources that meet their pupils' needs.

### **Benefit to teacher development and career prospects:**

Statutory status would help ensure a viable and desirable career pathway for PSHE leads, which would further help consistency of provision in schools. PSHE education – given its breadth and structure – lends itself to such a speciality. Specialising in RSE alone would seem to offer a far less viable career path for teachers and mean decreased emphasis on the natural interrelationship between RSE and other areas of PSHE. Teacher training providers also see a market for PSHE education as a specialism in the event of it being made statutory, but don't see RSE specialism in isolation in the same way.

## **STATUTORY PSHE IS A COST EFFECTIVE AND NECESSARY STEP TO DELIVERING GOVERNMENT MENTAL HEALTH, INTERNET SAFETY, DRUGS AND CAREERS PRIORITIES**

Government commitments to "educate today's young people in the harms of the internet" and that "every child will learn about mental wellbeing" <sup>xv</sup>are undeliverable without statutory status for PSHE in its entirety – including but not limited to RSE (many aspects of mental health have little to do with relationships, so the topic shouldn't be approached in entirety through this prism).

The government repeatedly cites the school curriculum as supporting its strategies in a range of policy areas, from drugs to careers. PSHE provides the framework for schools to play their part in delivering these commitments, with the support of teachers and school leaders and in line with the evidence of what works.

Statutory PSHE would provide a long-term sustainable solution compared to alternatives:

- One-off interventions can be effective but are difficult to replicate on a national level. Such interventions are in any case most effective situated within a broader PSHE programme.
- Training a teacher to deliver effective PSHE can benefit thousands of pupils through the course of that teacher's career.
- Training teachers in how to plan and deliver PSHE is far less expensive, and more effective, over time than buying in an expensive off-the-shelf programme.
- This is also more cost effective than national public awareness campaigns (which are time limited in their impact anyway), though PSHE does provide a delivery mechanism to make such campaigns meaningful. For example, free lesson materials created by the PSHE Association to support the Home Office Disrespect NoBody campaign.

## **BROADER BENEFITS TO SOCIETY OUTWEIGH THE COSTS**

There are also benefits to society that outweigh modest investment. In his recent letter to the DfE<sup>xvi</sup>, Bank of England Chief Economist Andy Haldane called PSHE ‘fundamental’ and suggested the need for statutory status, adding that *“I can quite understand that demands for curriculum space are acute, as too are pressures on teaching staff. But from the Bank of England’s perspective, we believe the longer-term benefits of such an investment far outweigh any shorter-term costs”*.

Diane Coyle, Bennett Professor of Public Policy, University of Cambridge, said in her response<sup>xvii</sup> to the Pro Bono Economics evidence review on the impact of PSHE that: *“This report summarises the positive impact on academic attainment, including through benefits to physical health, mental health and behaviour, all of which greatly affect students not just in the classroom, but continue to benefit them in their adult life. The value of this Pro Bono Economics report is to establish from the literature the evidence that PSHE is effective in these respects”*.

## PSHE boosts academic attainment, readiness for work and further education while supporting school performance

There is strong evidence that PSHE supports academic attainment and school performance, with disadvantaged pupils seeing the greatest benefits<sup>xviii</sup>. Many schools that perform at the highest level academically also have high quality PSHE provision. Ofsted has noted the correlation between ‘outstanding’ schools and schools that provide outstanding PSHE<sup>xix</sup>. Parents too understand the benefits of PSHE for their children with 92% agreeing it should be taught in every school<sup>xx</sup>.

Keren Gunn is lead for PSHE education at Sir Christopher Hatton Academy, Wellingborough – a high performing converter academy and teaching school rated ‘outstanding’ by Ofsted. Hatton Academy is part of the Hatton Academies Trust<sup>xxi</sup> and enjoys a +0.62 Progress 8 score, placing it well above average and in the top 12% schools for Progress. It also has a well-above average number of disadvantaged students (+0.52).

Hatton Academy prioritises PSHE education and Keren believes that attitudes to the subject have “*changed over time*” with it now being seen as “*an integral part of what we deliver*”. She says the fact it is now treated on a par with other subjects on the curriculum has led to widespread benefits to the school, and improved the life chances of its pupils.

Victoria Bishop is CEO of Hatton Academies Trust and emphasises PSHE’s role in their Ofsted success: “*I am proud of the hard work and dedication of the team in embedding high quality PSHE in the academy. Students value these lessons and their effectiveness is a key reason for our caring ethos and in producing our tolerant and respectful academy community as shown by our Outstanding status and full staff involvement in the programme . . .*”.

PSHE education at Hatton Academy places emphasis on preparing pupils for university, apprenticeships and changing workforce priorities. The school’s ‘Careers and Preparation for the World of Work programme’ forms part of its broader PSHE offering and supports a system that has shown impressive results. Keren Gunn says: “*Many of our students are still the first generation of their families to go to university so we need to open their eyes to the amazing opportunities available to them. A large number of our 73% of students going to higher education will go to top-rated universities, including Russell group, and we are starting to see success in our Oxbridge preparation programme having sent several students to Cambridge and Oxford in recent years. This is all part of preparation for life in modern, democratic Britain.*”

On planning, Keren says that the school understands the importance of a joined-up programme of PSHE education – with relationships education not taught in isolation, but linked to other areas of PSHE such as careers education, with a spiral curriculum to ensure developmental learning: “*We are delivering lessons that explicitly address attitudes to gender, body image and link these to careers education in STEM subject. In years 7 and 8 we focus on the big transitions from KS2 to KS3. Mental health and well-being is integrated across the programme as well as aspects of skills for work in every year group. There is a considerable amount to cover so it is important to have a spiral curriculum and return to areas each year.*”

Implementing statutory PSHE would ensure dedicated curriculum time for the teaching of knowledge-based areas such as economic education within a broader context that draws on aspects that prepare young people for the decisions they will have to make as responsible members of society.

## Examples of effective PSHE in action

The following case studies from a selection of national PSHE partner organisations demonstrate how their work supports, and is supported by, the PSHE curriculum. We also include a case study from a high performing school with PSHE at its core.

### NSPCC – RELATIONSHIPS AND SEX EDUCATION AS AN INTEGRAL PART OF PSHE

Relationships and sex education as part of PSHE has a significant role to support children and young people's understanding of what peer sexual abuse is, how to keep safe from abuse, and who and where to seek support from. To support this learning, all children should be taught within a broader curriculum including:

- The importance of keeping safe: children should understand what abuse is and become able to recognise its signs and how to keep safe.
- Healthy bodies: children should learn to identify body parts; to understand the physical and emotional changes that occur through puberty and growing up; to understand how they can make safe and informed choices at the right time for them; to understand about pregnancy and infections; and to learn about where to go for information and support.
- Healthy relationships: children should learn about respect and tolerance; boundaries and consent (including sexting and other online activities); diverse relationships, including LGBT relationships; the harmful effects of pornography; and factors which can affect relationships (including domestic abuse and substance abuse).

It is vital that these concepts are introduced in an age and developmentally appropriate way from primary school onwards. Learning should be delivered through a spiral curriculum where a child's learning is developed and built on over time in a way that reflects their increasing independence, physical and social awareness, and experiences of the world.

The NSPCC recently undertook a thematic review of our Helpline and Childline services to evaluate young people's experiences of peer sexual abuse. In 2016/17, Childline delivered 3,004 counselling sessions to children who were concerned about having been sexually abused by their peers.

It's likely that this form of abuse is underreported, with children telling our counselling they didn't want to speak out for reasons like being worried about getting a friend or partner into trouble, being blackmailed, being afraid of being bullied, and not being sure they will be believed. Young people who have contacted Childline about peer sexual abuse are often confused about what has happened to them, and are unsure whether they have experienced abuse.

There is confusion amongst young people about what peer sexual abuse is, the importance of consent and what constitutes an abusive relationship and joint research by the NSPCC and the Office of the Children's Commissioner, "I wasn't sure it was normal to watch it", highlights how pornography can impact young people's view of healthy relationships and sex. Yet while evidence suggests that relationships and sex education can help young people disentangle the competing emotions they experience and children in the research saying that formal education could help challenge harmful attitudes towards women and the potentially harmful sexual relationships that can stem from exposure to pornography, young people currently have mixed experiences of the learning they have been offered at school.

## **EVERY CHILD A LIFESAVER COALITION – FIRST AID AND CPR AS PART OF A SPIRAL PSHE CURRICULUM THAT BUILDS KNOWLEDGE, SKILLS AND ATTRIBUTES**

The British Red Cross, British Heart Foundation and St John Ambulance (the Every Child a Lifesaver coalition) believe that first aid education including cardiopulmonary resuscitation (CPR) should be a mandatory component of a new, statutory PSHE curriculum. Teaching first aid in both primary and secondary school as part of PSHE for just one hour a year, each year, would ensure all children and young people have the opportunity to learn this crucial life skill, building up knowledge and confidence over the course of their time in school. PSHE is the ideal context for learning first aid in schools. Through this context students not only acquire practical knowledge but also the transferable skills and attributes – such as self-confidence, empathy, identifying and managing risk, and decision-making skills – to put it into practice when it counts.

Teachers do not need any specialist training to be able to deliver first aid education and there are already many quality approved resources being used by schools, such as those provided by our three organisations.

Headteacher Lynn George of Prince Bishops Community Primary School, County Durham, made time last year for her school of 190 students to learn first aid by watching St John Ambulance’s Big First Aid Lesson. She acknowledged the broad curriculum and the challenges in deciding what’s important and fitting it all in, but said “we don’t think there’s anything more important than somebody’s life, so we plan in time to teach it. I think it’s within the capability of all primary schools to do that, along with teaching other essential areas of PSHE to keep children safe and healthy.”

At Park High School Naomi Barker, Head of PSHE, has introduced first aid lessons in to the school’s teaching programme for Year 7s, with every year some 270 students complete a first aid programme. “The curriculum support guide from the Red Cross is also really useful at supporting teachers with their delivery... it’s excellent and really easy to use – requiring no prior experience or training.”

Students can learn in a range of ways using British Red Cross resources, “the interactive resources on the website are excellent for this with engaging videos, scenarios and quizzes to assess learning.” Additionally, the students can use resources independently through a computer, enabling them to test their skills through the interactive quizzes, and Naomi Barker says “this allows us to assess learning and re-visit any areas if required.”

Tony is a teacher at Kingsbury High School in Brent and over the last three years has trained over 1000 year 9, 10 and 11 pupils as part of the school’s PSHE curriculum, using the BHF Call Push Rescue ‘watch and learn’ training kit and will be incorporating the PSHE Association approved lesson plans in the school’s development plan for 2018/9.

Tony has received positive feedback from the children, “they really engage in the active learning and it provides an opportunity for everyone to thrive and achieve, no matter what their academic background. The pupils feel a lot more confident to step up in an emergency. It also helps to build their social skills, teamwork and self-esteem; knowing that they could help someone who really needs it.”

“Our school is based in a very deprived, low income, multicultural area in Brent, London. Learning lifesaving skills is a real leveller, it’s accessible to all.”

## YOUNG ENTERPRISE – PSHE BOOSTS ACADEMIC RESULTS BY HELPING STUDENTS TO APPLY KNOWLEDGE IN CONTEXT

At Young Money (part of Young Enterprise) we hear directly from teachers about the impact that teaching financial education can have on students' engagement with PSHE, as well as with subjects such as maths - ultimately impacting upon academic results. Developing a rounded understanding of personal finance within PSHE can support other subject areas, such as maths, in applying real life contexts for students - financial terminology is essential as many maths GCSE exam questions are framed within a personal finance context. Ultimately, learning about personal finance in PSHE lessons can help students to improve their GCSE maths attainment.

Young Money's 'London Lead Teachers' programme sought to increase engagement and attainment in Maths at Key Stage 3 and 4 by using real-life personal finance scenarios as a context for learning. Participants from 26 different London Schools took part in a series of workshops and received direct support to integrate financial education into lessons. An evaluation of the project found that students who had been taught by teachers supported by the programme improved their attainment in GCSE mathematics by 21%, compared with just a 3% improvement amongst students in a control group.

Following the success of this programme, Young Money is now scaling up its work by delivering a 'Maths in Context' programme and evaluation, co-funded by the Education Endowment Foundation and the Money Advice Service. This randomised control trial will evaluate the impact of financial education on GCSE maths attainment in 130 schools across the country.

Young Money also hears from individual teachers across the country who have seen their pupils benefit from financial education. Stuart Brooks, Year Six teacher and Head of Maths at Centre of Excellence Mount Wise Community Primary School, Plymouth, credits teaching maths in a financial context for improved academic results. Pupils reaching the expected standard for maths has increased from 73% in 2015/16 to 92% in 2016/17 and the percentage of higher attainers has increased from 23% to 32%.

*"We definitely accredit this improvement in academic results to applying maths in a greater financial context." Stuart said. "Previously pupils were perhaps capable of doing the maths but not applying it to a real life situation because of their limited experience. Through Young Money's Centres of Excellence programme we've been able to use maths in a relatable context, pupils are seeing words like calculating profit, change, and the key terminology used in exams."*

## **MENTOR UK – PSHE PROVIDES A STRUCTURE FOR DRUGS AND ALCOHOL EDUCATION AND LEARNING ABOUT IMPACT ON MENTAL HEALTH**

The Alcohol and Drug Education and Prevention Information Service (ADEPIS) was developed by the prevention charity Mentor UK as a platform for sharing information and resources aimed at schools and practitioners working in drug and alcohol prevention.

ADEPIS is a leading source of evidence-based information and tools for alcohol and drug education and prevention for schools.

The following quotes are from the ADEPIS evaluation and suggest the impact of patchy PSHE provision on drug education, and a need for a holistic PSHE approach that explores factors – such as mental health – that can influence the likelihood of harmful drug and alcohol use:

“There needs to be more focus on mental health, that’s what most young people are concerned about. We get to year 10 and 11 and it’s all about exams and there’s not much PSHE. No-one seems to realise that’s when we need more information not less. I know of young people who are drinking because they are stressed” (Year 10 student)

“We’ve not had any drugs or alcohol education in Year 7. We were supposed to be doing something, but the teacher changed her mind and did something else instead. We didn’t get much PSHE but there was some. The bits that always got dropped when there wasn’t enough time was drugs education. Primary schools need drugs education too, I’ve worked with six year old children who got into a violent argument over their mother’s drug use.” (Year 7 student)

## **ECONOMY ([www.ecnmy.org](http://www.ecnmy.org)) – PSHE GIVES A BROADER CONTEXT IN WHICH TO LEARN ABOUT ECONOMICS AND ENABLE YOUNG PEOPLE TO MAKE INFORMED ECONOMIC CHOICES**

Over January - May 2018 Economy delivered a short series of Key Stage 3 lessons integrated within the PSHE curriculum area of 'Living in the Wider World' with Year 9 students. Students understood how the economy works integrated with the aims of economic policies and values that impact their well-being and how to understand economic information readily available in the news.

We designed the sessions with Key Stage 5 students, all of whom reported having had no exposure to economic education during school and who wished strongly that they had. We found that establishing a foundational literacy in understanding broader economic information readily available in the news prevented feelings of anxiety and uncertainty about individual choices but also the national future.

We observed high anxiety in today's students when asked to think about the national economy. Today's students strongly connected the national economy with stress and worry about their future, sharing concerns about the cost of living, availability of jobs and housing, and worries around pensions of family members. We found there was a strong link between students' worry about personal financial choices and a confused perception of the national financial position.

*"I feel anxious, scared, worried about what the future holds economically for my generation. Everything's getting more expensive and everyone knows that. A lot of people need to know about how to manage their money without being scared and to know you can still thrive in a world where there's not a lot of economic hope."* Holly, 17

We feel this is a strong argument for providing statutory PSHE, as all young people should develop an understanding of how the economy may affect them. This should be delivered as a spiral curriculum integrated with understanding about health and wellbeing and our values and choices about living in the wider world.

In preventative PSHE-integrated lessons at Key Stage 3, we were able to demonstrate the impact on young people's reported feeling of readiness for the adult world, as well as increased confidence and lowered worry about the future.

*"Money plays a very important role in everyone's lives. So having good knowledge about economy is essential. I've learnt that the economy isn't just about money, it's about how people feel on a day to day basis."* Yusuf, 14

## SIR CHRISTOPHER HATTON ACADEMY, WELLINGBOROUGH

(Case study provided by Keren Gunn, Senior Assistant Principal)

**Performance and Context:** We are high-performing Outstanding converter Academy and our Progress 8 score is +0.62 placing us well-above average and in the top 12% of schools for Progress. For Disadvantaged Students it stands at +0.52 (well above average). We are a Teaching School since late 2015, a National Support School and also the lead school in the Hatton Academies Trust Multi - Academy Trust - again working with local schools and impacting on our town and community.

**How PSHE contributes to the school's and pupils' success:** The attitude to the subject has changed over time. It is now seen as an integral part of what we deliver and is monitored in the same way via Learning walks, Observations and marking within the subject. This means that it is seen like any other subject. Marking for PSHE is different to other subjects but still needs to be done to demonstrate learning and progress. We have RAGed sheets for students to complete at the end of each unit; they complete feedback and reflection tasks (Directed Improvement and Reflection Tasks) and staff mark the work. We also track effort and attitude and record that on our central SIMS system and tutors include a comment on PSHE in the reports that they write.

### **Importance of PSHE to pupils' wellbeing, health (mental or physical) and preparedness for life & work, building knowledge & skills (e.g. resilience):**

**11-16:** This year we have re-written the programmes on Skills for work for example in order to ensure that new priorities are reflected. We have also worked closely with the Institute of Physics, with whom we are a strategic partner, and have integrated some of their suggestions and resources into our PSHE programme. We are delivering lessons that explicitly address attitudes to gender, body image and link these to careers education in STEM subject. In years 7 and 8 we focus on the big transitions from KS2 to KS3. Mental health and well-being is integrated across the programme as well as aspects of Skills for Work in every year group. There is a considerable amount to cover so it is important to have a spiral curriculum and return to areas each year. Drugs and alcohol education are embedded as are the other key areas in a quality PSHE curriculum.

**Post- 16:** The school's 'Careers and Preparation for the World of Work programme' forms part of its broader PSHE offering and supports a system that has shown impressive results. A bespoke package, not an "off the peg" programme, made up of visiting speakers, taught lessons, interactive and on-line activities; trips, visits and active participation. We work with the Director of Sixth form, Careers lead teacher and the Lead for Enterprise (Skills for work) and ensure that there are specific programmes addressing university applications, apprenticeships and the full range of opportunities available. Many of our students are still the first generation of their families to go to university so we need to open their eyes to the amazing opportunities available to them. We have a large number of our 73% of students going to HE who will go to top-rated universities, including Russell group and we are starting to see success in our Oxbridge preparation programme having sent several students to Cambridge and Oxford in recent years. We had 13% entering higher level apprenticeships this year as well as students going into full-time employment. This is all part of preparation for life in modern, democratic Britain.

**How PSHE is structured in the school:** We have an hour dedicated to our delivery of PSHE that takes place on a Thursday morning across the whole Academy. Staff deliver to all year groups: in year 7 and 8 form tutors deliver the programme to their own form groups and in years 9, 10 and 11 we work on a carousel so that form staff will deliver the same session to each form group. They opt for which units they would like to teach and we try to match them to their most suitable unit.

The local Children and Young People's Nurse team delivers three hours of RSE to Year 9 and one hour RSE to Year 10 as part of the Service Level Provision and this is topped up by an additional 4 week unit on RSE as well as lessons on consent and healthy relationships (RSE is an integral part of broader PSHE in our school, not taught separately). This has its own advantages as it means that staff at Key Stage 4 are able to plan in-depth and get to know their unit. At Key Stage 3 it allows familiarity with the form tutor to develop and staff and students can build a relationship. Students also see their form tutors on a Monday, Wednesday and a Friday morning for 20 minutes and these sessions include their assembly time, and the time when we address the Thought for the Week programme, which explicitly addresses our British Values and SMSC programme, and other key weekly focuses such as Literacy and Numeracy.

Our programme across Key Stage 3 and 4 is fully integrated and addresses physical and mental well-being, skills for work and Citizenship. It is constantly evolving and we use the PSHE Association audit for the programme each year. It's not an "off the peg" purchased programme, but a collection of resources that we have adapted and developed. There is a SLT lead for PSHE and a colleague with a TLR who is second in PSHE and also leads on SMSC and Prevent training for staff.

**Cost and Implementation:** Whilst there is a staffing cost to providing a lesson a week of PSHE there is no doubt that it's not prohibitively expensive to provide high quality PSHE. Where schools use drop down days or buy in external providers this can be ad-hoc and very expensive. There are excellent freely available resources (look for those that have been quality assured by the PSHE Association for example or produced by other reputable partner agencies) that reduce workload and planning. Sharing the planning amongst staff also reduces the workload and by using a carousel system as we do in years 9 – 11 it also reduces planning for staff. Electronic storage of resources allows for shared access.

**Mrs Victoria Bishop Chief Executive Officer Hatton Academies Trust** supports the importance of high quality PSHE, saying that: *"I am proud of the hard work and dedication of the team in embedding high quality PSHE in the academy. Students value these lessons and their effectiveness is a key reason for our caring ethos and in producing our tolerant and respectful academy community as shown by our Outstanding status and full staff involvement in the programme. We have a supportive group of student mentors and became the first Gold Award Stonewall secondary."*

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- <sup>i</sup> <https://www.pshe-association.org.uk/system/files/March%202018%20-%20PSHE%20Strategic%20Partners%20shared%20briefing.pdf>
- <sup>ii</sup> <https://www.pshe-association.org.uk/curriculum-and-resources/resources/curriculum-life-case-statutory-pshe-education>
- <sup>iii</sup> <https://www.pshe-association.org.uk/news/pshe-education-supports-academic-success-says>
- <sup>iv</sup> <https://www.gov.uk/government/publications/not-yet-good-enough-personal-social-health-and-economic-education>
- <sup>v</sup> <https://www.pshe-association.org.uk/news/pshe-association-raises-concerns-about-drop-pshe>
- <sup>vi</sup> <https://www.pshe-association.org.uk/news/pshe-education-supports-academic-success-says>
- <sup>vii</sup> <https://www.pshe-association.org.uk/news/naht-survey-shows-overwhelming-support-statutory>
- <sup>viii</sup> <https://www.pshe-association.org.uk/system/files/Pro%20Bono%20Economics%20PSHE%20evidence%20review%20FINAL.PDF>
- <sup>ix</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/687010/Teacher\\_Voice\\_report\\_Summer\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/687010/Teacher_Voice_report_Summer_2017.pdf)
- <sup>x</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/650547/SFR28\\_2017\\_Main\\_Text.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/650547/SFR28_2017_Main_Text.pdf)
- <sup>xi</sup> <https://www.pshe-association.org.uk/system/files/March%202018%20-%20PSHE%20Strategic%20Partners%20shared%20briefing.pdf>
- <sup>xii</sup> <https://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload>
- <sup>xiii</sup> <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and>
- <sup>xiv</sup> <https://www.gov.uk/government/publications/not-yet-good-enough-personal-social-health-and-economic-education>
- <sup>xv</sup> <https://www.conservatives.com/manifesto>
- <sup>xvi</sup> <https://www.bankofengland.co.uk/-/media/boe/files/news/2018/february/andy-haldane-response-to-consultation.pdf?la=en&hash=559DE2184D79B421B05922C8FB94C27860627A99>
- <sup>xvii</sup> <https://www.pshe-association.org.uk/news/pshe-education-supports-academic-success-says>
- <sup>xviii</sup> <https://www.pshe-association.org.uk/news/pshe-education-supports-academic-success-says>
- <sup>xix</sup> <https://www.pshe-association.org.uk/news-and-blog/blog-entry/ofsted-blog-striving-good-or-outstanding-pshe>
- <sup>xx</sup> <https://www.pshe-association.org.uk/sites/default/files/u18202/Results%20for%20PSHE%20Association%20%28Parents%29%20-%20England.pdf>
- <sup>xxi</sup> <http://www.hattonacademiestrust.org.uk/academies/>