

pulling it PSHCE together

Personal, Social, Health and Citizenship Education Guidance



the learning trust
the future for education in Hackney

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Aims

The purpose of this document is to offer guidance to Hackney schools in implementing the National Curriculum 2000 frameworks for PSHE and Citizenship. The learning framework sets out what pupils may be expected to know, understand and be able to do but leaves the decisions about the detailed content and delivery of PSHE and Citizenship to schools.

Guidance for each Key Stage is set out in six units of work for each year group. The school can use these units in any order to complement its existing curriculum.

The aims of the guidance are to:

- promote the entitlement of all pupils to PSHE and Citizenship education;
- encourage a co-ordinated and consistent approach to PSHE and Citizenship in and across Hackney schools;
- inform schools of the national requirements relating to PSHE and Citizenship;
- support schools to implement National Curriculum 2000 through a whole-school approach;
- provide guidance for co-ordinators of PSHE and Citizenship;
- provide support for teachers delivering PSHE and Citizenship with respect to lesson content, monitoring, assessment and reporting on pupil achievement

National Curriculum 2000

In 2000, The DfEE, now DfES, introduced a joint non-statutory framework for

- PSHE and Citizenship at Key Stages 1 and 2, implemented from September 2000;
- PSHE at Key Stages 3 and 4, implemented from September 2000.

There is a Statutory Order for a foundation subject in the National Curriculum (NC) for

- Citizenship at Key Stages 3 and 4, taught from September 2002

The framework for PSHE and Citizenship for Key Stages 1 - 4 can be found in the *National Curriculum Handbook for Primary Teachers* and the *National Curriculum Handbook for Secondary Teachers*, DfEE and QCA 1999. Both handbooks state two broad aims for the school curriculum, which are:

- To provide opportunities for all pupils to learn and achieve; and
- To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These interdependent aims for the school curriculum cannot be fully achieved without the provision of PSHE and Citizenship.

The knowledge, skills and understanding to be taught are outlined in four interrelated sections:

1. Developing confidence and responsibility and making the most of pupils' abilities;
2. Preparing to play an active role as citizens;
3. Developing a healthy, safer lifestyle;
4. Developing good relationships and respecting the differences between people.

The NC 2000 PSHE and citizenship framework states that pupils should be encouraged to take part in a wide range of activities and experiences across and beyond the school curriculum, enabling them to contribute fully to the life of their school and communities. There are many aspects of school life that contribute to the teaching and learning of PSHE and Citizenship, such as the ethos of the school, out-of-school-hours learning, community involvement, teaching styles and organisation.

OFSTED

Inspection by OFSTED of PSHE and Citizenship in Primary Schools

From September 2003, inspectors will seek evidence of the implementation of the Framework for Personal, Social and Health Education and Citizenship at key stages 1 and 2. This will be reported on in accordance with the Framework for Inspection and the Handbook for Inspecting Primary and Nursery Schools under Sections 5 'How well does the curriculum meet pupils' needs?' The key question asked is: 'Does the curriculum provide effectively for personal, social and health education, including sex and relationships education and attention to alcohol and drugs misuse?'

Inspectors are expected to find out how well personal, social and health education is taught across the Foundation, KS1 and KS2 curriculum. They will judge teachers confidence in promoting this topic and track if the subject is discretely taught or integrated across the curriculum. They will also track policy and professional development to support the whole school consistency in PSHE.

Inspection by OFSTED of PSHE and Citizenship in Secondary Schools

Guidance on the inspection of subjects in secondary schools was published in April 2001. The series of booklets (a booklet for citizenship will be published subsequently) includes one on the inspection of PSHE. It is intended that schools can use this guidance to support their self-evaluation process. Inspection teams will use the guidance as they inspect PSHE across the curriculum and a subject paragraph for PSHE will be included in inspection reports.

From September 2003, inspectors will seek evidence of citizenship education as provided by the school in order to report on it as a subject under Section 9 of the Framework, including standards of work, the quality of teaching, and contributory factors.

The DfES/DoH National Healthy School Programme

The National Healthy School Programme consists of:

- the National Healthy School Standard;
- the PSHE Teacher Certified CPD programme;
- the PSHE Community Nurse Certified CPD programme.

The National Healthy School Standard (NHSS) offers support to schools to help raise achievement, reduce health inequalities and promote social inclusion.

The NHSS is used as a key performance indicator for the national drug and teenage pregnancy strategies.

National Healthy School Programme Targets

The DfES and DoH have set the following targets for March 2006:

- all schools with >20% FSME achieve NHSS level 3;
- all secondary schools have a certified PSHE teacher;
- all secondary schools with >20% FSME have a certified PSHE community nurse.

NHSS Level 3

A healthy school is achieving Level 3 when there is a range of evidence of impact, demonstrating that all of the following criteria are being met:

- social inclusion and health inequalities inform the development and implementation of activities;
- in line with the DfES Continuing Professional Development (CPD) Strategy, the impact of CPD (including, for example, teaching lesson observations, work shadowing and mentoring) on the success of healthy school's activities is regularly being evaluated and informing the development of the healthy schools programme;
- the school is delivering the requirements of the national curriculum, particularly in relation to sex and relationship education and drug education, including alcohol and tobacco, in line with statutory requirements, non-statutory guidance and the NHSS criteria;
- pupils' views are reflected in school activities, including those with special educational needs and specific health conditions, as well as disaffected pupils, young carers and teenage parents;
- the whole school community (pupils, staff, parents, governors and community partners) is invited to take part in policy development, physical, social and cultural activity and support each others' learning;
- the school provides a culture and environment to support the taught PSHE and citizenship curriculum.

School Management

A whole-school approach to the implementation of PSHE and Citizenship is essential because so many aspects of school life influence pupils' personal and social development.

The framework for PSHE and Citizenship should therefore feature significantly in the school's Development Plan. (Please refer to the Learning Trust's School Self-Evaluation Framework, and the DFEE (now DfES) Index for Inclusion)

Successful implementation of the framework requires:

- a whole-school management process which audits existing provision, sets targets for development and monitors the implementation of PSHE and Citizenship;
- identification of a school governor to oversee the development of PSHE and Citizenship;
- appointment of a co-ordinator for PSHCE;
- identification of the model of delivery of PSHE and Citizenship;
- development of a clear PSHE policy that links with other school policies which aim to promote pupils' spiritual, moral social and cultural development;
- dissemination of information to governors, parents and carers.

Whole school implementation of PSHE and Citizenship is advocated in *The National Healthy School Standard (NHSS)*, Department of Health (DoH) and DFEE 1999. This aims to support local healthy schools' programmes to provide support to schools.

In line with NHSS guidance, the Hackney Healthy Schools Scheme has eight key criteria for a whole-school approach. Promoting a whole-school approach to PSHE should be the responsibility of a senior member of staff who can initiate a review of the following criteria:

- **Management**, including leadership, managing change, staff professional development;
- **Policy Development**, including policies central to the pupils' health and well-being, such as PSHE, sex and relationships education, drugs education, child protection, managing pupil behaviour and bullying.
- **Curriculum Provision and Delivery**, including curriculum planning, resourcing, teaching and learning strategies;
- **Environment**, including the school ethos and environment, the condition of the pupils' surroundings, the use made of playgrounds and other spaces, the quality of eating areas and the safety of the premises;
- **Pupil Support and Consultation**, including giving pupils a voice, provision of or access to pupils' support services and study support;
- **Staff Health and Well-being**, including environment at work, breaks and emotional health support;
- **Partnerships**, including parents/carers, governors, the local community and local agencies and organisations;
- **Achievement**, including assessing, recording and reporting on pupils' achievements and staff achievement.

Schools can receive additional support in working towards becoming a Healthy School from the Learning Trust's Healthy Schools Co-ordinator, (Young People & Community, Lifelong Learning Directorate).

The aim is to enable schools to attain level 3 of the National Healthy School Standard which recognises a school's commitment to providing a healthier working and learning environment for staff and pupils alike.

The Co-ordinators Role

The PSHE and Citizenship co-ordinator should:

- lead policy development and implementation;
- have an accurate picture of current provision and recommend targets for whole school development;
- provide appropriate support and training for staff;
- monitor, evaluate and review the programme, including resources, with input from staff and pupils;
- co-ordinate outside agency involvement;
- support staff to assess pupils' progress;
- be entitled to a negotiated amount of non-contact time, in order to address the issues outlined above.

Policy Development

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The following is a recommended contents list for schools developing or reviewing a PSHE and Citizenship policy

School Background

Name of school, description of school, including a range of data highlighting social, ethnic and religious mix of pupils.

Description of Policy Formation and Consultation Process

The people involved, the stages/process undertaken, issues considered, date of policy agreed, staff responsible and dissemination of the policy.

Aims and Objectives

Including their relationship to the school's aims, moral and values framework and links to existing policies e.g. sex and relationships, managing drug related incidents, bullying, confidentiality and child protection.

Equal Opportunities Statement

Overview of the PSHE and Citizenship curriculum

Organisation of PSHE and Citizenship

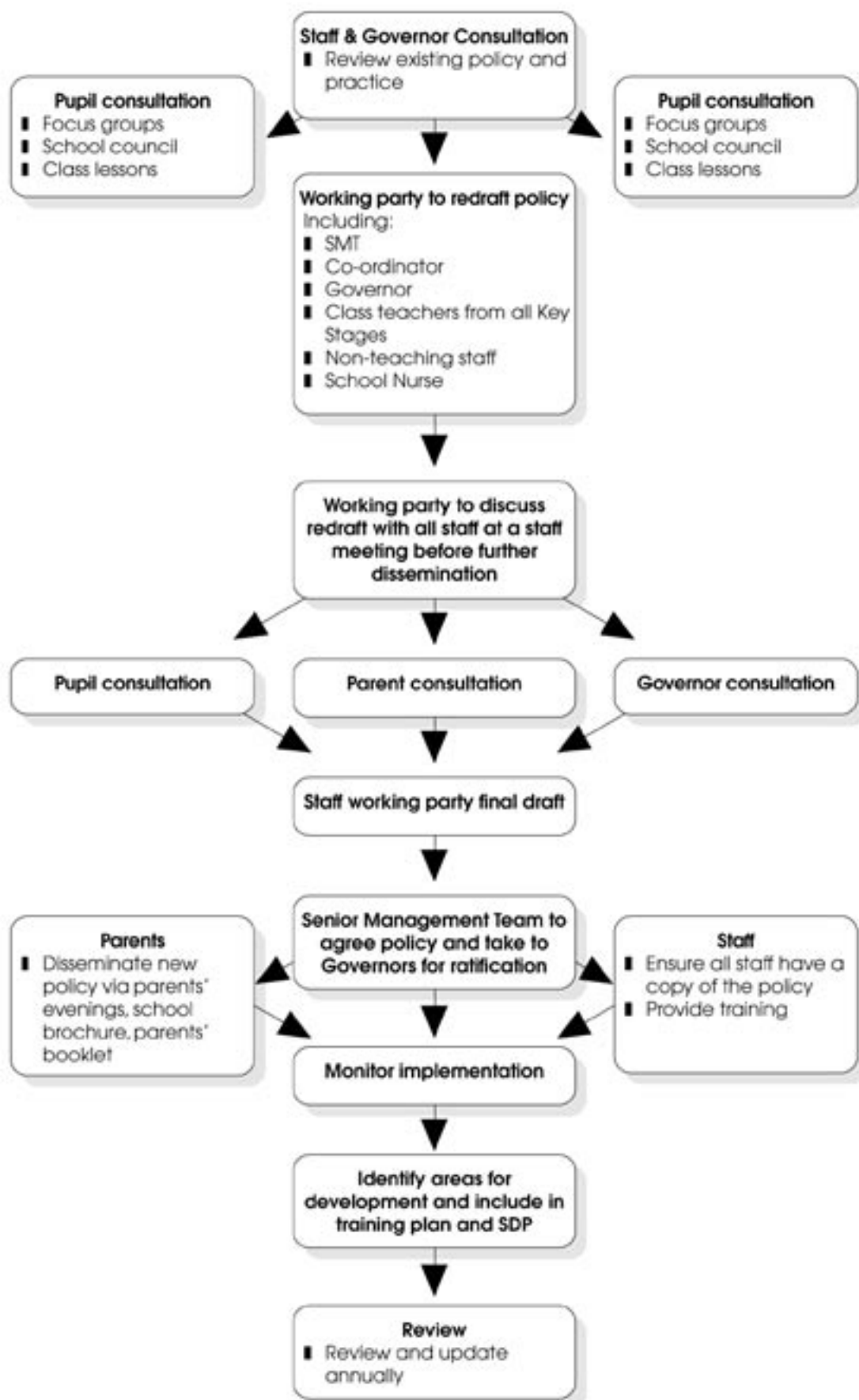
Name of co-ordinator responsible for planning and delivery, model of delivery, specific class management arrangements e.g. single sex or mixed, methods of delivery and approach including explicitness and handling of controversial topics and questions, resources used and criteria for selection, role of outside visitors, training provision for teachers and governors, procedures for reviewing the effectiveness of the programme.

Partnerships

Procedures for working with and consulting parents, including enabling them to view and comment on resources and reporting on pupils' progress.

Monitoring, Evaluation and Review

Policy Development Process



Models of Delivery

In primary schools, all teachers make a significant contribution to the curriculum for PSHCE. In addition, some staff may specialise in particular aspects such as sex and relationships or drugs education and provide training and support to other staff.

In secondary schools, roles are more differentiated. It is important to ensure that teachers can contribute to the PSHCE curriculum in the way most suited to their assigned role and their level of training and experience.

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Form tutors

Tutors are often responsible for the PSHCE programme, but evidence from OFSTED and other sources underline the importance of training and support to ensure form tutors are to be motivated and pupils benefit fully. Tutors often have a good relationship with their forms; they know the pupils well and can help them to review their personal and social development and set personal goals. Tutor groups frequently have responsibility for organising school events, such as assemblies, which provide excellent opportunities for pupils to develop and demonstrate their developing skills and confidence.

Specialist Teams

Evidence shows that in secondary schools, the quality of PSHE programmes is enhanced when pupils are taught by a specialist team of trained teachers. The advantages of this arrangement are teachers have commitment and expertise; PSHE is perceived as having greater status with pupils; PSHE has recognised curriculum status with other subjects; and specialised training opportunities and resources are made available.

Whole School Provision

PSHE and Citizenship should not only be confined to a specific timetabled time. A variety of forms of provision should be considered and used in combination at different times. Secondary schools should consider using specialist teams of trained PSHE and Citizenship teachers to ensure the most effective delivery.

Planned opportunities outside PSHE and Citizenship curriculum time can be considered as entitlements for pupils. These may include:

- Other curriculum areas
- School events
- Community projects
- Sports and team activities
- Circle time
- Work experience
- Pastoral care and guidance
- Residential visits
- Theatre in education
- Artist in residence
- Peer projects
- School publications
- Mini-enterprise schemes
- Assemblies
- School council
- Visits and trips

Schools offer many of these opportunities. However, careful planning is required to ensure that the potential for pupils' personal and social learning is maximised. To be valuable to PSHE and Citizenship the activity must;

- identify the intended learning outcomes in terms of the skills, knowledge and values explored; and
- provide opportunities for pupils to reflect on what they have done, how they feel, what they have learnt and what they will do as a consequence.

Methods of Delivery

Good teaching relies on using appropriate methods to ensure the aim of the lesson is reached. Teachers should have available a selection of flexible, active learning methods. The following form a list of suggestions:

■ Starting and ending

Whole group activities mark the beginning and ending of sessions, encourage participation, and emphasise the importance of working together. It is good practice to start in a circle, and to share the aims of the session. Coming back together at the end can bring a session to a purposeful conclusion.

■ Climate building and ground rules

In order for pupils to share their experiences, listen carefully to each other and acknowledge each other's feelings a climate of trust and support needs to be established. It is essential to agree ground rules to help establish such trust.

■ Agenda setting

Pupils should be consulted about the content of lessons and encouraged to agree agendas for future work. This can be done by using draw and write activities (see Assessment section), pupil surveys and action research projects.

■ Group Work

Small group works helps pupils to take responsibility and learn about how groups function. Group work skills such as listening, letting others contribute, negotiation and reflection need to be taught.

■ Values Clarification

There are a number of ways to compare different views including attitude continuums according to how strongly held opinions are or where opinions stand on a particular issue.

■ Questions in a Hat

In order to assist pupils to raise issues that may be sensitive, encourage them to write anonymously and put their question with the others in a hat or box. Use the questions to structure your next lesson and assure the pupils all their questions will be answered then.

■ Role Play

Role-play enables pupils to adopt the persona of a character and to express opinions without acknowledging such news as their own. Role-play can use mimes, puppets, radio broadcasts or written letters and diaries.

■ Information gathering and sharing

Information can be gathered from different sources and shared actively by small groups who then share their information with the rest of the class.

■ Consensus building

Consensus activities require pupils to listen to each other, refine their opinions and negotiate until a consensus is achieved. Card games that involve prioritising help pupils develop listening skills, interpreting ideas, clarify language, compromise and take responsibility for collective decision making.

■ Problem Solving

Help pupils to be aware of different ways to make decisions and the skills required to do this, such as clarifying the problem, collecting different solutions, evaluating and selecting.

■ Working with feelings and imagination

In a circle ask pupils to say how they feel at a particular moment, knowing that they can pass or write down their response instead. Use guided imagery to help groups explore their feelings in a creative way.

■ Reflection, review and evaluation

This involves looking back on an activity, identifying what has been learned and applying this understanding to future experience as well as judging the value of an experience. Time should be set aside to do this at the end of a session. Evaluation can be carried out by voting, rounds, writing short comments and graffiti sheets.

Assessment

In PSHCE there are two broad areas for assessment:

- a pupils knowledge and understanding; and
- how well pupils can use their knowledge and understanding in developing skills and attitudes.

Clearly defined learning outcomes assist the assessment process. Baseline assessment, with regular reflection on personal experiences, provides information, which can be indicative of pupils' progress and achievement.

Assessment in PSHCE should not imply that pupils are failing or will become poor citizens. It should not be a judgement on the worth, personality or values of an individual child or their family. This can be particularly important in working with pupils from diverse backgrounds or with those who have emotional and behavioural difficulties.

Assessment should:

- be planned from the beginning as an integral part of teaching and learning;
- provide regular opportunities for pupils to receive feedback on their progress and achievements, helping them identify what they should do next;
- involve pupils in discussion about learning objectives and desired outcomes;
- include pupils in self assessment and peer assessment;
- reflect evidence of progress in skills of participation as well as knowledge;
- achievements can be collected in a citizenship portfolio or included in a wider portfolio of pupils' achievements in the school.

The individual pupils, their peers and teachers, adults external to the school, such as work experience employers, can make assessment.

Teachers developing the assessment process will require:

- an understanding of clear learning outcomes for the key stage (with reference to the aptitudes and abilities of their pupils);
- a view of the full range of learning/social activities across the school and its local community (context for learning);
- criteria on which to make a judgement about progress and achievement i.e. what it might look like when the objective has been achieved;
- access to a range of teaching strategies to cater for and develop the range of learning styles of their pupils (with particular emphasis on skill of reflection, enquiry, communication and participation);
- strategies to engage pupils in reviewing their progress in achieving the learning outcome – listening, observation, skilled questioning, quality feedback (what has been achieved) feed-forward (what the next steps might be).

Assessment Methods

A range of assessment methods can be used to assess knowledge, skills and understanding. These need to be used in conjunction with each other to get a holistic impression of pupils' progress.

The following are suggested methods for teacher assessment in PSHCE.

■ Brainstorming

Assess pupils' knowledge at the beginning and end of each unit through recording all they know about the topic and comparing what they know by the end.

■ Draw and write technique

Pupils are encouraged to draw and/or write their response to a given scenario. This can both illustrate knowledge and skill.

■ Individual interviews and focus groups

These methods can be used to assess attitudes and understanding.

■ Target setting

This can be done at the beginning and end of a unit to assess pupil involvement.

■ Portfolios

These are a helpful tool for self-evaluation and should be discussed with the teacher before report writing.

The following are suggested activities for pupils which provide opportunities for assessment:

- pupils demonstrating their understanding through planning a talk or presentation;
- designing a display or website;
- producing a diary, logbook or portfolio;
- leading a discussion or debate;
- producing resources for younger pupils;
- demonstrating skills through role or participation in simulations;
- taking part in quiz;
- devising a board or card game;
- writing letters councillors or MPs or articles for school or local newspapers;
- making a video of an event or participation in, for example, a class or school council meeting ;
- recording an interview with community members;
- evidence of planning a visit or arranging for a speaker.

Schools are required to keep records on all aspects of pupils' development, therefore pupils' annual school reports should include a section on PSHE and Citizenship.

Confidentiality

Teachers may be party to sensitive information about pupils, some of this perhaps relating to illegal activity. All staff need to be clear about the rules of confidentiality and reporting. A written school policy about confidentiality should clarify matters for teachers. The following are a list of issues for schools to consider when developing their policy:

- a policy about confidentiality should provide guidance about who needs to know in particular instances. Information about pupils should not be passed on indiscriminately;
- teachers should not offer pupils unconditional confidentiality;
- information about behaviour that is likely to cause harm to pupils or to others must be dealt with in line with the schools Child Protection procedure and passed on to the appropriate agency;
- teachers should make it clear to pupils that some information needs to be passed on in the pupil's best interest and that they will be informed when this is a necessity;
- in the case of illegal activity, action should be taken in the best interests of the pupil. This does not necessarily involve informing the police in every instance;
- teachers are not obliged to pass on information about pupils to their parents;
- if the teacher believes the pupil is at moral or physical risk or in breach of the law, it is their duty to ensure the pupil is aware of the risks and encourage them to seek support from their parents where appropriate;
- external agencies working with pupils' should be made aware of, and abide by, the confidentiality policy. If the visitor is providing individual advice and support directly to pupils they may be following different guidelines on confidentiality and pupils need to be made aware of this. For instance, school nurses are bound by the medical code of confidentiality in their work with young people;
- teachers should explain and reinforce the need for ground rules in lessons to protect pupils from making inappropriate personal disclosures.

Parental Involvement

It is good practice to provide parents with opportunities to explore the curriculum, review resources and meet outside agencies that work in the school. This will enable the parents to reinforce the curriculum and be familiar with the issues raised. Information to parents should be updated whenever the schemes or policy documents are reviewed.

Role of the Governing Body

The school's Governing Body is responsible for the content of the policy and the scheme of work for PSHCE and should be involved in its development and be aware of its content. It is a legal requirement that the school has a sex education policy and the governing body has the responsibility for ensuring this is implemented.

In line with the DfES *Drugs: guidance for schools (2004)* and the National Healthy School Standard all schools should have a named governor responsible for drugs policy and practice.