

By: Graham Badman, Managing Director, Children, Families and Education

To: Children Families and Education Policy Overview Committee – 25 March 2008

Subject: Personal, Social, Health and Economic (PSHE) Education Strategy to Support Schools and Settings

Classification: Unrestricted

Summary: This report seeks to consult Members on the PSHE Strategy to support schools and settings. This Strategy aims to ensure high quality PSHE for all children and young people. It is a result of the 2007 PSHE/Children's Health Select Committee and is currently subject to wide consultation.

Introduction

1. (1) The PSHE Strategy to support schools and settings was launched for consultation on the 30th January at a conference for key stakeholders. The conference and the Strategy deliver on recommendations of the 2007 PSHE/Children's Health Select Committee. The draft strategy is attached at appendix one.

(2) The Strategy was developed by a Multi-Agency PSHE Strategy Group in conjunction with the PSHE Member Advisory Group.

What the Strategy Sets Out to Achieve

2. (1) PSHE Education is crucial to ensuring children and young people's wellbeing, resilience and opportunities to flourish. It also provides them with the knowledge and skills to enjoy childhood and to prepare for adult life.

(2) This strategy has been written with the aim of enabling excellent practice across the County and ensuring that schools and settings have the resources and support necessary to deliver high quality PSHE to all children and young people.

(3) The Strategy sets out the national and local context for PSHE and then sets out the actions that are proposed under four core strands:-

- Support to Schools and Settings
- Resources and Best Practice
- Capacity Building
- Partnership Working

How the Strategy will be taken forward

3. (1) Consultation on the Strategy ends on the 31st March and the Strategy will then be revised to reflect the consultation feedback.

(2) The Strategy will be implemented from the start of the 2008/09 academic year.

(3) There is no new funding attached to this Strategy, so it will be delivered, as far as possible, within existing resources.

Recommendations

4. Members of the Children Families and Education Policy Overview Committee are asked to:-

- (a) Note the development of a PSHE Strategy to support schools and settings;
- (b) Comment on the content of the Strategy;
- (c) Consider how they might engage their local schools and communities in the consultation and with the implementation of the Strategy; and
- (d) Support officers and partners with the implementation of the Strategy.

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Background Documents:

None

Other Useful Information:

None

***Personal, Social,
Health and
Economic
(PSHE) Education
Strategy***

to support schools and settings

2008-2012

Consultation Draft
22/02/2008

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Foreword

By Chris Wells, Cabinet Member for Children, Families and Education Standards, Kent County Council

To be inserted following consultation

Aim of this Strategy

High quality Personal Social and Health and Economic Education (PSHE) is crucial to ensuring the wellbeing of children and young people and meeting the five Every Child Matters outcomes. However it can be challenging for schools and settings to deliver PSHE effectively.

The delivery of high quality PSHE is essential if schools are to meet the aims of the National Curriculum enabling young people to become successful learners, confident individuals and responsible citizens. As one of the four core themes, this Strategy also aims to support schools in engaging with Kent's successful Healthy Schools Programme. From September 2007, new statutory duties were placed on schools to promote children's wellbeing and community cohesion. Again, PSHE has a vital role to play.

Non mainstream settings contain a higher proportion of particularly vulnerable young people with high levels of substance and alcohol abuse, early sexual experience and criminal activity. The PSHE Education Strategy recognises the importance of targeting support and resources at such settings in order to ensure that disengagement from mainstream education does not also lead to social disengagement.

There are examples of excellent practice within Kent. The aim of this Strategy is to ensure that excellent practice is uniform across the County and that schools and settings have the resources and support necessary to deliver high quality PSHE to all young people.

National Context

The Children's Plan: Building Brighter Futures, 2007, outlined how the Department for Children, Schools and Families planned to improve outcomes for children and young people. This plan referred to both the forthcoming National Drugs Strategy and Young People's Alcohol Strategy, both of which are expected to have implications for the delivery of PSHE in schools and settings.

Effective delivery of PSHE contributes to all five of the Every Child Matters outcomes:

Staying Safe , Being Healthy , Making a Positive Contribution , Enjoy and Achieve , Achieving Economic Wellbeing

The new Secondary Curriculum is being implemented for Year 7 students from September 2008. This curriculum recognises the statutory elements of PSHE, the statutory status of sex education, careers education and work-related learning. The curriculum also recognises cross-curriculum dimensions including "Identity and Cultural Diversity" and "Healthy Lifestyles" which provide important unifying areas of learning that help young people make sense of the world and give education relevance and authenticity. These reflect the major ideas and challenges that face individuals and society and PSHE is a crucial aspect of the delivery and exploration of these messages.

A review in 2005 of the National Teenage Pregnancy Strategy identified the provision of SRE in schools as the most important source of information about sex for young people (TPSE 2005). However, only about 30% of young people felt it currently met their needs, being too biological and too late, with issues such as peer pressure and confidentiality inadequately covered.

Statutory Requirements

Schools are required to provide drug, alcohol and tobacco education, and sex and relationship education. Although all these statutory requirements could be delivered within the science curriculum, this would miss the incremental and holistic approach of PSHE, which places relationships as central to wellbeing. Effective teaching of these sometimes sensitive subjects is necessary to ensure successful outcomes.

From September 2007, new statutory duties were placed on schools to promote children's wellbeing and to promote community cohesion. PSHE is a key vehicle for the delivery of these duties.

Local Context

Members of the Kent Youth County Council identified PSHE as a priority area for development and research commissioned by Kent County Council found that young people would like more information on aspects of wellbeing, including relationships and personal safety.

Kent's Children and Young People Plan commits Kent to:

"Implement a PSHE strategy to improve the delivery of PSHE and build resilience in children and young people to deal with stress, bullying, domestic violence and other pressures in their lives."

A KCC Select Committee on PSHE and Children's Health reported in 2007 and the development of a PSHE Strategy was one of this Committee's key recommendations for improving children's health. Select Committees on Carers and Alcohol Use also made recommendations relevant to this Strategy.

Research commissioned by Kent Teenage Pregnancy Partnership over 2004/5/6 identified similar findings to the national research outlined in the "National Context" section, however it indicated over 35% of under 16s were sexually active, higher than the national figure of approximately 30%. It also found young people were undertaking risky sexual activity leaving them open to infection and conception. Although many felt there was some information on sex education there was felt to be an absence of information on relationships and negotiating sex, leaving some without essential skills to delay sexual activity.

What is PSHE?

The Qualification and Curriculum Authority (QCA) which provides the frameworks for PSHE at key stages 1-4 describes PSHE as helping to:

“give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives.”

The QCA goes on to say that PSHE aims to help children and young people:

“understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up.”

Subjects covered by PSHE include sex and relationship education (SRE), drugs education (including alcohol and tobacco education), careers education and guidance, personal financial capability, emotional health and well-being, and personal safety. PSHE can also cover subjects such as healthy eating and physical activity.

The role of PSHE in meeting the needs of vulnerable children

PSHE is a valuable means of addressing the needs of vulnerable children and young people, tackling inequalities and discussing specific issues that may be pertinent to some communities. In particular, it should provide opportunities for encouraging understanding of different lifestyles and the impact of circumstances upon the actions and experiences of peers. Particular issues that can be explored through PSHE in a supportive environment include the experiences of Looked After Children, young carers, children who have experienced bereavement, lesbian, gay, bisexual and transgender young people, children with disabilities and many other experiences of childhood and adolescence. Support for children and young people from all backgrounds should be implicit in the culture and ethos of the school, however PSHE can and should provide an opportunity for sensitively addressing these issues and building understanding.

The importance of personal wellbeing

Personal wellbeing enables young people to embrace change, feel positive about themselves and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours, and make positive contributions to their families, schools and communities. As pupils learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem so they are able to make the most of their abilities. As they explore similarities and differences between people, and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. Personal wellbeing helps pupils explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people.

The importance of economic wellbeing and financial capability

Teaching pupils economic wellbeing and financial capability aims to equip them with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. It enables young people to develop as questioning and informed consumers and learn to manage their money and finances effectively.

Learning about economic wellbeing and financial capability improves motivation and progression by helping pupils see the relevance of what they learn in school to their future lives. It expands their horizons by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps pupils to aim high. Pupils build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

Pupils learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change, and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.

The importance of citizenship

PSHE is often taught alongside citizenship and the two subjects are complementary. Education for citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. It encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. Pupils learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy. They learn to take part in decision-making and different forms of action. They play an active role in the life of their schools, neighbourhoods, communities and wider society as active citizens.

Citizenship encourages respect for different national, religious and ethnic identities. It equips pupils to engage critically with and explore diverse ideas, beliefs, cultures and identities and the values we share as citizens in the UK. Pupils begin to understand how society has changed and is changing in the UK, Europe and the wider world.

Citizenship addresses issues relating to social justice, human rights, community cohesion and global interdependence, and encourages pupils to challenge injustice, inequalities and discrimination. Citizenship equips pupils with the knowledge and skills needed for effective and democratic participation. It helps pupils to become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world.

Remit

This Strategy applies to Kent County Council, Primary Care Trusts, and to all maintained schools and settings within the Kent Local Authority. It is also relevant to youth settings, alternative curriculum provision, other out-of-school settings and extra-curricular activities.

Core Strands

There are four core strands to Kent's PSHE Strategy:

- **Support to Schools and Settings**
- **Resources and Best Practice**
- **Capacity Building**
- **Partnership Working**

The delivery of these four strands will ensure high quality and sufficient quantity PSHE in all Kent schools and settings.

Support to Schools and Settings

The Strategy recognises that all schools and settings will at some time require support and guidance in the delivery of PSHE. This may involve support with setting up a new curriculum, in delivering a certain aspect of PSHE, or in interpreting the curriculum guidance in a way that is suitable for the ethos of a particular school or setting.

In order to ensure sufficient support to schools and settings we will:

- Support schools and settings in liaising with parents and carers on all issues of PSHE, including ensuring expert professionals are available to present at Parents Evenings and Parent Information Sessions wherever possible
- Provide guidance for schools and settings on progression and assessment of learning in PSHE in order to ensure that children and young people are benefiting from improvements in knowledge and skills
- Provide support for schools and settings in identifying children and young people most at risk and those in need of targeted or extra support
- Maximise the use of web-based guidance and support materials for those designing and delivering PSHE
- Promote and encourage teachers and school nurses (particularly those working in secondary settings) to take part in the National PSHE Continuing Professional Development (CPD) programme
- Share a self-evaluation process to enable schools and settings to identify areas of strength and further development in order to ensure quality of PSHE provision
- Support schools to enhance curriculum provision and enhance interactive teaching and learning in all aspects of PSHE through the Kent School Improvement Strategy
- Signpost to schools and settings opportunities for supporting the development of PSHE, through Clusters and other networking opportunities
- Provide access to up-to-date information regarding advice and services available to young people on a range of issues relating to PSHE
- Provide support to staff on modelling excellent emotional, behavioural and social skills and in establishing good relationships with pupils

**Case Study to illustrate best practice example
of “Support to Schools and Settings”**

**To be inserted following completion of
consultation**

**If you have examples that might be suitable for
a case study then please email using the
consultation response process**

Resources and Best Practice

Excellent resources to aid teachers, school nurses and all those involved in the delivery of PSHE are crucial. It is essential that resources provided as a result of this Strategy are clear, evidence based, comprehensive and consistent.

To ensure the provision of high quality PSHE resources we will:

- Compile, disseminate and promote a comprehensive training package across all strands of PSHE
- Ensure that a system is in place for identifying and disseminating PSHE resources as they are developed
- Identify, disseminate and develop as necessary resources on relationships, self-esteem and resilience, in response to needs identified by young people
- Ensure Kent websites on all aspects of PSHE are updated regularly and promoted to all relevant practitioners
- Roll-out both primary and secondary SEAL programmes and signpost to complementary programmes to enhance emotional intelligence, resilience and healthy relationships
- Ensure there are a range of resources available to schools and settings that meet the needs of all children and young people from all backgrounds and of all levels of need
- Provide access to a range of web-based self-supported Continuing Professional Development materials
- Ensure that schools and settings are provided with access to current curriculum, statutory and non-statutory guidance relevant to planning and delivering high quality PSHE

CASE STUDY

KENT YOUTH SERVICE Alternative Curriculum Programme (ACP)

Dartford ACP recently designed a 2-year PSHE programme, which will shortly be followed by all the other Youth Service ACP Networks. In designing this programme the priority was to ensure that the total package met the needs of young people excluded from mainstream educational provision. In year ten and year eleven the programme is delivered in two one hour sessions per week.

Programme content: Year 10

- Exploration of personal qualities/skills and how to use them effectively.
- Positive influences of peers and adults.
- Issues important to young people such as relationships and sexuality.
- Personal care and personal hygiene, healthy eating and fitness drug/alcohol awareness, the criminal justice system,
- Home management.
- Community involvement.

An entry level qualification (WJEC Entry Level Personal and Social Skills) can be achieved at the end of Year 10. The Year 10 programme is built around a series of specially designed activities which lead students to produce work that meets all the criteria of this portfolio based course. Additional PSHE material of relevance to the students but not within the WJEC syllabus is seamlessly woven into the programme.

Programme content: Year 11

- Positive assertiveness and anger management.
- Personal care, sexual health, safety.
- The law.
- Personal finance, including wages, payment methods, saving opportunities, benefits.
- Independent living, budgeting, housing services, homelessness, ,
- Employment skills, career planning, job applications, interview techniques, employer expectations, work experience.

The year eleven programme features input from expert speakers from outside agencies and community organisations and allows students to engage in project work. The work produced is accredited through Asdan Certificate of Personal Effectiveness (CoPE) Level 1 or 2.

Capacity Building

Building capacity in the design and delivery of PSHE will ensure that there is sufficient time and expertise available to enable all children and young people to receive sufficient high quality PSHE.

To build capacity we will:

- Invest resources, through the Kent Healthy Schools Programme and the Kent Teenage Pregnancy Partnership, to enable Local Children's Trusts (LCT) in target areas to release PSHE accredited teachers to build capacity across their LCT
- Support the continued roll-out of matched funding for Cluster School/Public Health Nurses to enhance the delivery of PSHE and capacity build for provision in schools and settings
- Identify opportunities for locally-based support through Clusters and Local Learning Networks
- Disseminate examples of best practice in aspects of PSHE through web-based resources
- Provide opportunities for ongoing training and continuing professional development (CPD) for lead PSHE staff from a wide range of agencies
- Provide, in collaboration with Kent Teenage Pregnancy Partnership, Healthy Schools teams and other agencies, including the School Drugs Education Advisors, a comprehensive CPD training programme designed to meet the needs of teachers and other professionals delivering aspects of PSHE to children and young people
- Explore the development of a County-wide database and team of PSHE providers
- Through the School Drugs Education Advisors, pilot innovative methods of drug education and roll-out, if evaluation proves successful, in order to build capacity in drug education.

Case Study to illustrate best practice example of
“Capacity Building”

To be inserted following completion of
consultation

If you have examples that might be suitable for a
case study then please email using the
consultation response process

Partnership Working

PSHE is most effective when delivered as a holistic approach in conjunction with partners from key agencies that work towards the wellbeing of children and young people. Partnership working enables children and young people to benefit from the very best expertise and experience.

In order to ensure effective partnership working we will:

- Establish a multi-agency PSHE Strategy Group to oversee and monitor the delivery of the PSHE Strategy
- Provide details of organisations and services that may be able to work in partnership with schools and settings in the delivery of PSHE
- Develop guidance for schools and settings on how to quality assure external providers of PSHE
- Provide opportunities for multi-agency collaboration through regular participation at key strategic group meetings, with reference to the strategic direction set by the Kent Children's Trust
- Work with the Local Children's Services Partnerships to ensure that all partner agencies work collaboratively and that consistent messages are being shared with schools and settings
- Encourage a holistic approach to PSHE through the engagement of children and young people in curriculum, policy and assessment development for PSHE
- Provide advice to schools on ensuring the active participation of students in order to ensure a whole-school approach and that PSHE reflects the needs of students

Case Study to illustrate best practice example of
“Partnership Working”

To be inserted following completion of
consultation

If you have examples that might be suitable for a
case study then please email using the
consultation response process

Key Contacts for Schools and Settings

Advisory Service Kent (for support in implementing PSHE initiatives):

*Oxford Road
Shepway
Maidstone
ME15 8AW*

Tel. 01622 203800

<http://www.clusterweb.org.uk/ask/curr-pshe.html>

Alternative Provision Monitoring Team

*Sessions House
County Hall
Maidstone
ME14 1XQ*

Tel: 01622 696643

Children, Families and Education Policy Unit (for all policy queries):

*Sessions House
County Hall
Maidstone
ME14 1XQ*

Tel. 01622 694716

Local Education Officers

Information on the Local Education Officer for your area can be found on Clusterweb in the "Clusters and Contacts" section

Useful Hyperlinks

<http://www.teachernet.gov.uk/pshe/> (for practical advice)

www.kenthealthyschools.org.uk (the PSHE section contains useful advice and resources)

http://www.qca.org.uk/qca_7897.aspx (for key stage relevant information)

<http://www.clusterweb.org.uk/ask/curr-pshe.html> (for information on local initiatives and to access Kent policies)

<http://www.clusterweb.org.uk/Children/drugs.cfm> (for Kent information on drugs education and the work of the School Drugs Education Advisors)