



Personal, Social, Health and Economic (PSHE) Education Strategy for Kent

2008 - 2012









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Foreword

By Leyland Ridings, Cabinet Member for Children, Families and Education Standards, Kent County Council (KCC)

I am delighted to present Kent's PSHE Strategy which is intended to support schools and other settings. This Strategy has been developed by a multi-agency group, led by KCC. Schools, young people and key agencies which work with children, young people and their families have all been extensively consulted.

Schools, Primary Care Trusts, Children's Social Services, the Youth Service and young people have a common interest in the provision of high quality Personal, Social, Health and Economic Education (PSHE). PSHE is a planned programme of teaching and learning that helps to give children and young people the knowledge, skills and understanding they need to lead confident, responsible, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

If the outcomes of Every Child Matters (ECM) are to be addressed and if Kent County Council is to meet both national and local targets for Healthy Schools, Teenage Pregnancy and those relating to drugs and alcohol, then it is essential that high quality teaching and learning of PSHE and Sex and Relationship Education (SRE) are provided for all those who attend Kent schools and settings.



Leyland Ridings

Aim of this Strategy

High quality Personal, Social, Health and Economic Education (PSHE) is crucial to ensuring the well-being of children and young people and meeting the five Every Child Matters outcomes: Staying Safe, Being Healthy, Making a Positive Contribution, Enjoy and Achieve, Achieving Economic Well-being.

It can be challenging for schools and settings to deliver PSHE effectively in the context of other pressures and requirements. However, 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.

The aims of this Strategy are:

- To support schools and settings in ensuring that every child and young person benefits from high quality, holistic and frequent teaching of PSHE and that this positively impacts upon outcomes for children and young people.
- To ensure resources are available to all schools and settings, including non mainstream settings who support a higher proportion of particularly vulnerable young people.
- To ensure that capacity is built within schools, settings and Local Children's Service Partnerships (LCSPs) by ensuring sufficient and relevant training and increase of expertise.
- To ensure that effective partnership working is at the heart of PSHE design and delivery and that PSHE is developed through a whole-school, healthy school approach.
- To ensure that the examples of excellent practice within Kent are recognised and shared and that excellent practice is extended across the County.



What we want this Strategy to deliver for children and young people ...?

PSHE teaching supported by wide range of interactive resources

Access to support services

Opportunities to develop life-skills



Student voice issues addressed

Individual needs met through good quality PSHE

Self-esteem, resilience and knowledge

Scope and Accountability of this Strategy

- This Strategy has been developed to support schools and settings, henceforth referred to as schools. Settings include all KCC maintained places where education for school aged children takes place.
- This Strategy applies to Kent County Council (KCC), Primary Care Trusts (PCTs), and to all maintained schools and settings within the Kent Local Authority. It is also relevant to Local Children's Service Partnerships (LCSPs) partners including youth settings, alternative curriculum provision, other out-of-school settings and extra-curricular activities, including those provided by or in partnership with the voluntary and community sector.
- This Strategy applies to all children and young people of compulsory school age and to young people who remain in school up to the age of 18 years.
- Whilst delivery of PSHE benefits from a multi-agency approach, accountability for this Strategy rests within Kent County Council's Children, Families and Education Directorate (CFE).

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.

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.

PSHE Education is also one of the four core themes of the **National Healthy Schools Programme** and this Strategy aims to support schools in engaging, achieving and building on good practice as part of Kent's successful programme.

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

Curriculum: 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 and the development of skills and values as central to well-being. Effective teaching of these sometimes sensitive subjects is necessary to ensure successful outcomes.

Duties: From September 2007, new statutory duties were placed on schools to promote children's well-being and to promote community cohesion. Fulfillment of these duties requires a whole-school approach, however PSHE is a key component of this approach.

Local Context

- Members of the Kent Youth County Council identified PSHE as a priority area for development. Research commissioned by Kent County Council found that young people would like more information on aspects of well-being, including relationships and personal safety.
- A KCC Select Committee on PSHE and Children's Health reported in 2007, 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 Misuse also made recommendations relevant to this Strategy and supported the development of comprehensive PSHE.
- Research commissioned by Kent Teenage Pregnancy Partnership over 2004/5/6 identified similar findings to the national research outlined in the 'National Context' section, with over 35% of under 16s reporting being sexually active. 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.
- Kent is working towards all schools achieving and maintaining Healthy Schools status. The strategy makes an important contribution to supporting this goal.

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.”

The curriculum, which is the entire planned learning experience underpinned by a broad set of common values and purposes aims to inform all aspects of curriculum planning and teaching and learning at whole-school and subject levels. The curriculum should enable all young people to become: successful learners who enjoy learning, make progress and achieve, confident individuals who are able to live safe, healthy and fulfilling lives and responsible citizens who make a positive contribution to society.

PSHE is about ensuring that children and young people have the knowledge, skills, attitudes and values to fulfil each of the five ECM outcomes, to enjoy childhood, to flourish and to fully prepare them for their future lives. Subjects covered by PSHE include Sex and Relationship Education (SRE), drugs education (including alcohol and tobacco education), Careers Education and Guidance (CEG), personal financial capability, emotional health and well-being, and personal safety. PSHE can also cover aspects such as healthy eating, building resilience, raising personal aspirations and developing positive self-esteem.

The role of PSHE in promoting equality and diversity and in meeting the needs of vulnerable children

Equality and diversity requires a whole-school approach. PSHE can contribute to this approach by providing opportunities to discuss issues that are pertinent to different communities and experiences of childhood, including exploring the impact of discrimination and stereotyping, and encouraging understanding of different lifestyles. Particular issues that can be explored through PSHE, in a safe learning environment, include sexual orientation, faith, gender, race, age, disability and social class.

PSHE also provides an opportunity to raise awareness of the needs of particularly vulnerable children and young people such as Looked After Children (LAC), Young Carers and those who experience domestic violence. Support for children and young people from all backgrounds should be implicit in the culture and ethos of the school, however PSHE can provide opportunities to sensitively address these issues and build understanding as well as opportunities to signpost to support and advice.

The importance of personal well-being

Personal well-being enables children and young people to embrace change, feel positive about themselves and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities children and young people recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours, and make positive contributions to their families, schools and communities. As children and young people 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 well-being helps children and young people 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 well-being and financial capability

Teaching children and young people economic well-being 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. It should also equip young people with the knowledge and skills required to find and manage a home, and issues around homelessness.

Learning about economic well-being and financial capability improves motivation and progression by helping children and young people see the relevance of what they learn in school to their future lives. It expands their horizons and helps children and young people to aim high. Children and young people 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 career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

Children and young people 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. Children and young people 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 children and young people to engage critically with and explore diverse ideas, beliefs, cultures and identities and the values we share as citizens in the UK. Children and young people 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 children and young people to challenge injustice, inequalities and discrimination. Citizenship equips children and young people with the knowledge and skills needed for effective and democratic participation. It helps children and young people 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.

A whole-school approach to PSHE

In order to be truly effective, the design and delivery of PSHE should have the support and involvement of the whole school community. This includes pupils and parent / carers.

Pupil engagement can be achieved through a variety of means including: identifying pupils' needs using student surveys to assess areas for development, full and active participation in curriculum planning and review, use of assessment for learning approaches to support pupil progress, use of student councils to identify priorities for PSHE, involvement with Governors and Healthy Schools and Eco-Schools working groups.

Parents / carers can and should play a vital role in supporting teaching and learning, both in and out of school. They should be kept fully aware of the PSHE curriculum and delivery and should have opportunities for input and comment on these. Parents/ carers do have the right to withdraw their children from SRE teaching, and need to be fully engaged with the consultation around this aspect of the curriculum.

Monitoring of the Strategy

The implementation of the Strategy will be monitored by the multi-agency Kent PSHE Strategy Group and by the PSHE Member Advisory Group. An action plan will be developed to ensure effective monitoring.

What we want this Strategy to deliver for **health professionals** ...?



Commitments

Kent's PSHE Strategy enshrines three key commitments:

Partnership Working

We will support schools to work in partnership with children and young people, parents / carers, their communities and all LCSP partners to ensure a holistic and consistent approach to PSHE.

Resources

We will identify and signpost schools to high quality resources to support the design, planning, delivery and evaluation of PSHE.

Capacity Building

We will build capacity with schools and LCSPs to ensure that all children and young people are taught by trained experts in their field.

Together, the delivery of these three key commitments should ensure high quality and sufficient quantity PSHE in all Kent schools and settings.



What we want this Strategy to deliver for employers ...?

Happy, healthy,
productive
employees

Opportunities to
collaborate in
education process

Confident,
well-adjusted young
people



Employees with the
interpersonal skills
needed for work

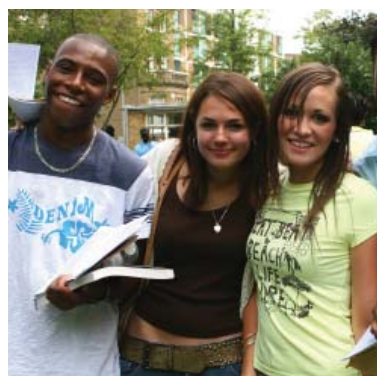
Reliable,
committed
employees; better
informed young
people

Partnership Working

PSHE is most effective when delivered as a holistic approach in conjunction with partners from key agencies that work towards the well-being of children and young people. Partnership working enables children and young people to benefit from the very best expertise and experience and enables PSHE to have the support and engagement of the whole school community.

In order to ensure effective partnership working we will:

- Provide details of organisations and services that may be able to work in partnership with schools and settings in the delivery of PSHE and guidance for schools on how to quality assure external providers.
- Require all schools to implement a holistic approach that engages with children and young people in the curriculum and policy development, assessment and evaluation of PSHE in order to meet the needs of all pupils.
- Advise schools of ways to positively celebrate the achievements of children and young people within and beyond the school setting, and thus reinforce positive messages and behaviours.
- Support the roll-out of primary and secondary Social and Emotional Aspects of Learning (SEAL) programmes and other emotional intelligence programmes as whole-school approaches that can enhance PSHE, and encourage staff to model excellent emotional, behavioural and social skills and to establish good relationships with children and young people.
- Support schools in liaising with parents and carers on all aspects of PSHE, including ensuring clear information and guidance to enable them to fulfil their role in supporting their child's development.



'Looking Good, Feeling Great' School Nurse Programme

This course was developed by the Thanet School Nurses in 2004 and was co-facilitated by a Primary Mental Health Worker. The course is aimed at vulnerable children in Years 8/9 who have been identified by Health, Education or Social Services, and focuses on raising self-esteem and addresses the reasons for negative behaviours, such as eating disorders and self harming.

Input into the sessions came from various speakers from a variety of support services including, Fitness Instructors, Safe Schools, Kent Council for Addiction, Connexions, Behavioural Support Workers and Thanet College Beauty Department.

The course is delivered in six weekly sessions:

- Week 1** Healthy Lifestyle, covers Health Eating, Diet and Exercise
- Week 2** Emotional Health, covers Communicating Feelings
- Week 3** Risk Taking and Behavioural Decision Making, covers Drugs, Alcohol and Binge Drinking
- Week 4** Positive Attitude/Self Value, covers Bullying and Positive Friendships
- Week 5** Decision making around Sexual Health, this covers Contraception, STI's and Relationships
- Week 6** Moving Forward, covers Career Choices and Further Education, Local Clubs and Groups. This session also includes Prize-giving, presentation of Certificates of Attendance and an evaluation.

The first course was so successful that it was decided to expand and develop the course to include young men, as schools in the area had concerns with pupils around self-esteem and vulnerability. Therefore the course content has been adapted to suit males, however the main principles of the course remain the same. The boys' course was run in a Boys' Grammar School in 2005 and received a very positive feedback and evaluation from the young men attending. Courses continue to be delivered to identified groups of both girls and boys and delivered in a multi-agency way.

Resources

Excellent resources to aid teachers, school nurses, youth workers 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:

- Provide advice and examples of best practice on methods of delivering PSHE within the curriculum.
- Establish a system for identifying and disseminating PSHE resources as they are developed.
- Ensure all Kent websites on all aspects of PSHE are updated regularly and promoted to all relevant practitioners.
- 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.
- 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.



What we want this Strategy to deliver for **headteachers** ...?



Supports pupils well-being

Better trained, confident and enthusiastic staff

Guidance and support for governors

Support with policy development

Better support from a range of services

Schools able to meet Healthy Schools criteria to support school improvement

Alternative Curriculum Programme (ACP)

Kent Youth Service

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 10 and Year 11 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 and safety
- The law
- Personal finance, including wages, payment methods, saving opportunities and benefits
- Independent living, budgeting, housing services and homelessness
- Employment skills, career planning, job applications, interview techniques, employer expectations and work experience

The Year 11 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:

- Work with LCSP / School / Public Health Nurses and the Kent Healthy School Programme to enhance the delivery of PSHE and capacity build for provision in schools and settings.
- 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.
- Liaise with Higher Educational Institutions to ensure that PSHE is incorporated into Initial Teacher Training.
- Pilot innovative methods of PSHE education and disseminate to schools, if evaluation proves successful.
- Promote and encourage teachers to take part in the National PSHE Continuing Professional Development (CPD) programme and ensure effective CPD related to PSHE for school nurses and youth workers.



What we want this Strategy to deliver for teachers ...?

Access to CPD and training opportunities

Local support in LCSPs and local networks

Guidance documents and resources available and accessible



Confidence to teach sensitive issues

Countywide database of services and support available

Time and opportunity to meet the needs of young people

Drugs Peer Education Drama Competition

The Drugs Peer Education Drama Competition is run annually and is open to all secondary schools. It is organised by Kent County Council's Schools Drugs Education Advisers as an opportunity for young people to explore messages relating to drugs, alcohol and sexual health using a creative and exciting approach to learning.

The theme varies each year to enable broad coverage of topical issues. Schools are invited to research, write, produce and perform a short drama based around the year's theme and submit their entry in February of each year. The entries are then judged and the finalists are chosen to perform their pieces before a panel of judges and an invited audience of KCC Elected Members, and professionals working in the education, drug and alcohol field. The performance is held in March each year at The Hazlitt Theatre, Maidstone.

The final is filmed so that the DVD can be used as an education tool for all schools. Previous winners of the competition have been invited to perform at high-profile conferences in the subsequent year and there are prizes for the finalists.

For more information please contact the School Drugs Education Advisers
www.kenttrustweb.org.uk/Children/drugs.cfm



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.kenttrustweb.org.uk/ask/curriculumsubjects/ask_cs_pshehome.cfm

Alternative Provision Monitoring Team

Sessions House

County Hall

Maidstone

ME14 1XQ

Tel: 01622 696643

Kent Teenage Pregnancy Partnership

<http://www.kentteenagepregnancy.nhs.uk/home/>

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

Sessions House

County Hall

Maidstone

ME14 1XQ

Tel. 01622 694995

www.kenttrustweb.org.uk

Local Children's Service Partnerships

Information on your Local Children's Service Partnership can be found on Kent Trust Web

www.kenttrustweb.org.uk

Kent Healthy Schools Team

Sessions House

County Hall

Maidstone

ME14 1XQ

Tel. 01622 694997

www.kenthealthyschools.org.uk

(the PSHE section contains useful advice and resources)

Notes





If you would prefer this in an alternative format, please contact:

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http://www.kenttrustweb.org.uk/ask/curriculumsubjects/ask_cs_pshehome.cfm

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