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Meeting the standard in

# PSHE

Briefing 2

## Teaching PSHE (and citizenship) in primary schools

As a primary school trainee, you will know about the importance of developing a supportive learning environment that promotes the emotional, personal and social development of every child in the class. Personal, social and health education (PSHE) and citizenship make a vital contribution to this. PSHE and citizenship are central in a school's contribution to achieving the five national outcomes for children (being healthy, staying safe, making a positive contribution, enjoying and achieving and economic well-being) as set out in the Children Act (2004). This briefing focuses on both PSHE and citizenship as they are taught through a unified framework at primary school. You will find it helpful to be familiar with Briefing 1, which provides an overview of the curricular and legislative requirements. Trainees can keep in touch with developments in PSHE and citizenship by visiting the Qualification and Curriculum Authority (QCA) web pages ([www.qca.org.uk/pshe](http://www.qca.org.uk/pshe); [www.qca.org.uk/citizenship](http://www.qca.org.uk/citizenship)), the Department for Education and Skills (DfES) website ([www.dfes.gov.uk](http://www.dfes.gov.uk)) and the citizED website ([www.citized.info](http://www.citized.info)). Briefing 6 also lists relevant guidance materials and resources relevant to PSHE and citizenship.

### What are PSHE and citizenship?

PSHE is the planned provision for the personal and social development of children, including health and well-being. Citizenship is the planned provision for learning about becoming informed, active and responsible citizens. Together they help children and young people develop a sense of identity and function well in the world. PSHE and citizenship are linked but each is distinct, with its own body of knowledge. There is a non-statutory framework for PSHE, which combines with citizenship for Key Stages 1 and 2 and complements the statutory programme of study for citizenship at Key Stages 3 and 4.

A planned programme of PSHE and citizenship is most effective in primary schools when it is planned and delivered as a coordinated programme across the whole curriculum that both supports and is reinforced by the wider context of personal and social development within the school. Even the very best PSHE and citizenship will not have an impact on pupils' beliefs and behaviour if classroom learning is not supported and reinforced by the systems, structures, experiences and expectations of pupils right across the school. What is seen and experienced in other classes, the playground and school corridor must resonate with what pupils are learning in PSHE and citizenship if they are to see it as relevant and important. The school must be a safe and happy place in which they can learn effectively.

*Qualifying to Teach* (TTA 2003) sets a benchmark for teacher training in PSHE. Before they can be awarded Qualified Teacher Status, trainees need to demonstrate familiarity with the National Curriculum requirements in this area. Initial teacher training (ITT) providers and schools have a vital role to play in enabling trainees to learn about and experience PSHE. To support them all in this developing area, the National Children's Bureau (NCB) has worked with experienced practitioners to produce a series of briefing papers. This paper, the second in the series, is aimed at trainees in primary education. It offers an overview of PSHE and citizenship in a whole-school context and some practical approaches to assist personal development. The complete series comprises:

Introductory leaflet

- 1: PSHE: An Introduction for trainees
- 2: Teaching PSHE (and citizenship) in primary schools
- 3: Teaching PSHE in secondary schools
- 4: Teaching PSHE: The role of ITT providers in supporting trainees
- 5: Teaching PSHE: The role of schools in supporting trainees
- 6: Further information and resources

## The whole-school context for personal and social development

This personal and social development of children is at the heart of primary education. In fact, this opportunity to influence and assist in the development of the whole child is often a major factor in a trainee's decision to teach at primary levels. Primary teachers tend to define their role in terms of their ability to create a supportive environment and provide a series of learning experiences for children, beyond the 'givens' of individual subjects.

This set of values is reinforced by the tradition of pastoral care in primary schools, which recognises that the personal and social development of children is important for success in their educational, social and personal life. Good personal and social development takes a proactive approach to supporting all children and contributes to an orderly and supportive environment. It has a specific curricular element via PSHE and citizenship. But, importantly, it addresses personal and social development through a raft of other systems and structures including:

- school policies and plans
- curriculum construction
- timetabling and assessment issues
- school layout and environment
- the way in which children are addressed, included and involved in school life
- partnerships with the local community and other educational establishments
- the health and well-being of staff.

All of these are crucial to the creation of a supportive, safe and healthy environment with a positive ethos and a stimulating series of learning opportunities. Evidence suggests that adopting a whole-school approach to personal and social development can contribute significantly to school improvement (Rivers and others 1999).

## The requirements for PSHE and citizenship in primary schools

**Briefing 1** sets out the National Curriculum requirements for PSHE and citizenship at Key Stages 1 and 2. The framework sets out a range of opportunities that pupils can be given to reflect their developmental situation, for example:

**At Key Stage 1** pupils should be encouraged to engage with activities that assist in developing their sense of self within their social environment through, for example, taking and sharing responsibility and asking for help.

**At Key Stage 2** pupils should have similar experiences but these should help develop a sense of participation in the life of the school as well as preparing for change.

Primary school teachers will meet their curriculum

obligations for PSHE and citizenship by using the framework alongside the QCA *PSHE End of Key Stage Statements* (2005) and the following guidance:

- *Sex and Relationship Education Guidance* (DfEE 2000)
  - all schools are required to have an up-to-date policy; SRE is recommended but not compulsory for primary schools (except those elements contained in National Curriculum science orders).
- *Drugs: Guidance for Schools* (DfES 2004a)
  - all schools should have a drug education programme and policy. The minimum this should cover is the statutory element of the science curriculum for the relevant Key Stage.
- *Working Together: Giving Pupils a Say* (DfES 2004c)
  - all pupils should be given opportunities and supported to get involved in decision making.
- *PSHE in Practice: Resource Pack for Teachers in Primary Schools* (DfES 2004b).

Children and young people say they want a teacher who is not embarrassed, knows their stuff and who takes notice of their feelings and beliefs.

## Opportunities for experiencing PSHE and citizenship

Your school experience placements are likely to provide you with opportunities to experience and learn about PSHE teaching and citizenship by:

- delivering lessons in PSHE and citizenship
- observing other teachers or shadowing a form tutor
- observing/working with a visitor
- leading a special initiative in school
- taking part in conferences or seminars and participating in inset activities
- contributing to the organisation of off-site visits related to PSHE.

The rest of this briefing focuses on the delivery of effective teaching.

## Effective PSHE and citizenship teaching

The National Curriculum framework provides a generic template for your PSHE and citizenship teaching. Translating this into provision which is meaningful means:

- not losing sight of your children's needs
- having a secure set of learning and teaching principles that reflect your personal and professional value positions.

Published resources and other people's work schemes can certainly offer ideas, but simply lifting these is unlikely to be professionally fulfilling or

these is unlikely to be professionally fulfilling or successful with your class. It is necessary for all teachers, whatever their stage of professional development, to make judgements about the work they are doing. Remember to keep asking yourself:

- What do children of this age, maturity and experience need?
- How should I structure this so that both my class and I are comfortable and ready to learn?

Any interaction between teachers and learners will reflect the value positions of both – it is no different in PSHE and citizenship. Confidence in your own professional beliefs is vital and is helpful if you have the opportunity to think about how you can:

- respond appropriately to spontaneous issues raised by pupils
- recognise prejudice and have consistent strategies to challenge it
- handle sensitive and controversial issues
- handle disclosures.

In effective PSHE teaching, your role is to be a facilitator, encouraging questioning and enquiry, reflecting back and summarising at regular intervals.

### Core skills

An effective pedagogic approach to PSHE and citizenship draws on a number of core skills:

- establishing a safe learning environment
- effective teaching and learning
- reflection, evaluation and assessment
- creating effective partnerships and working with support staff in the classroom.

These have been identified in the recently published standards for the certification of PSHE teaching (Palmer, Green & Caught 2004). The certification process is aimed at qualified and experienced teachers who are seeking recognition of their PSHE experience. However, they are directly relevant to trainee teachers working towards Standard 2.2 as they offer a sound basis for considering practice in PSHE and citizenship teaching.

### Getting started

The following questions offer a starting point for developing, delivering and evaluating PSHE and citizenship, and indeed any learning experience which contributes to pupils' personal and social development. They draw on the core skills above.

#### 1. Are the children open and receptive to new learning?

Pupils require opportunities to explore their own thoughts, beliefs and experiences. Creating the right environment is essential in this process. One of the

first steps is the establishment and agreement of working agreement. These should take account of the broader context of school policies on issues such as confidentiality, bullying and racism. For example, two of the key agreements could be 'no personal questions' and 'no revelations about yourself or others'. The more involvement pupils have in setting the agreements, the more effective they will be.

#### 2. Have I taken into account pupils' conceptual, cultural and social position and level of maturity?

Be sure that learning opportunities are organised according to true need, so that experiences are not superficial. Ensure the range of cultural beliefs, values and ideas are integrated into classroom discussions and that all pupils are able to participate.

#### 3. Are pupils involved in developing the work?

Pupils can participate in the development of PSHE and citizenship by:

- being part of policy and curriculum reviews, healthy school audits and planning activities
- structuring opportunities to inform the curriculum content, for example through whole- group brainstorming exercises
- providing suggestions anonymously into a comment box
- discussing issues in school and class councils
- surveys of other pupils' views on issues.

They can support the broader context of personal and social development through a range of peer support activities such as peer mediation, peer education and peer befriending (see Briefing 6 for further information).

#### 4. Have I involved community partners in developing and delivering the work?

Effective PSHE and citizenship draws on the skills and support of others, for example the school nurse, drugs outreach workers or youth workers. It is also helpful to be able to signpost pupils to other sources of confidential information and support including peers, school counsellors and community services.

#### 5. Have I planned for a range of learner styles and requirements?

People tend to remember the context and process of learning more readily than the content itself. Keeping the work active and experiential will give the pupils lessons they will remember. See page 4 for some ideas.

### Active learning

## Active learning

PSHE and citizenship is essentially about our interaction with others. This means that active learning techniques are more appropriate than didactic techniques. The cycle of 'doing-reflecting-practising-learning-planning' which lies at the heart of active learning enables pupils with a range of abilities and attitudes to work together, explore beliefs and values, listen and observe, and practise a range of skills.

The following are examples of active learning methods. You will need to match the method to the purpose of the lesson and to the pupils with whom you are working:

- word storming
- small group, paired and whole group discussion
- reporting back
- listening exercises
- questionnaires and quizzes
- myths and folklore
- storyboards, situation cards, photographs, and magazine articles
- case studies
- story telling
- videos and films
- using a continuum or scale to locate pupils' strength of feeling about particular ideas and beliefs
- role-play.

## Differentiation

Part of the learning-teaching process involves teachers meeting the variety of needs that exist in any one class. Primary teachers are at an advantage here as they often work with one group of children and support their overall development and so are likely to know them well. As a result they are more likely to have a well-developed understanding of the needs of each individual. These needs may be related to a pupil's learning style, home situation, gender, ethnicity, learning difficulties or first language, as well as to their ability. The following methods are helpful in accommodating a range of different needs:

- Setting a task and an outcome for the whole class
  - this allows different groups and individuals to complete aspects of the task at an appropriate level.
- Participation opportunities
  - different roles within a group, for example one person being chair, another scribe and another envoy, delivering feedback and messages to a second group.
- Extension activities
  - groups who finish first can be given an extra activity to develop their understanding, skills and attitudes further.
- Support in completing tasks
  - an extra member of staff can work with a group/individual to offer extra support in the classroom, school or community. With increased learning

support within the classroom this is an option quite often available within the school's resources. This can also be achieved through the use of external visitors.

- Using a range of resources and presenting work in different ways
  - appeal to different learning styles by providing a range of possible ways for pupils to demonstrate their achievement, for example by listening, looking, touching or moving about as well as speaking and writing things down. Give opportunities to present work in different ways, perhaps via a song, poem, annotated photo or drama.
- Grouping by gender
  - both girls and boys like to have some time in single sex groupings particularly in SRE (Sex Education Forum 1997 and Ray 2000). Setting different tasks for boys and girls is one way of enabling this to happen within 'normal' curriculum arrangements. They can come together and discuss their different ideas and learning afterwards.
- Vertical and horizontal grouping
  - classes are usually grouped by year, though in some cases, particularly in rural areas, different year groups may be combined. Horizontal grouping is sometimes necessary for PSHE and citizenship, for example to discuss something that is specific to that age group. But remember that vertical grouping can sometimes be a bonus; it provides a ready-made scenario for peer education and reflection as well as offering older children some real responsibility.

## Assessing, recording and reporting pupil learning

Assessment is an integral part of the learning cycle. Assessment for Learning (AFL) is used both to assess what has to be learnt and what needs to be learnt, allowing pupils to reflect on and identify specific learning and future needs. Setting clear outcomes for PSHE and citizenship lessons or projects can provide ready made assessment criteria and also bring an impetus to the subject that can motivate and stimulate pupils. Teacher led assessment of learning is important and may be undertaken through, for example, written work, assignments, tests and comprehension exercises.

However, involving pupils in the assessment of their learning is critical. If it is done appropriately and sensitively, it can contribute directly to the aims of PSHE and citizenship. Being challenged and questioned respectfully develops effective skills for making judgements and decisions (McGuinness 1999). Listening to different viewpoints helps pupils recognise different perspectives and approaches. Working through the implications develops critical thinking skills.

The following questions can help your pupils assess and understand what they have learnt and identify future learning needs:

- What new information have you learnt today?
- What skills have you developed or practised?
- Have your views or beliefs changed?
- What did it feel like to do this exercise? Did your feelings change throughout the exercise?
- What was it like to hear different people's views?
- Did anything surprise you?
- What else do you need to know?

Evidence of progress can be recorded through a range of imaginative activities that form the basis for formal assessment and contribute towards personal achievement portfolios, for example:

- planning a talk or presentation
- leading a discussion or debate
- planning and receiving visitors
- taking part in a quiz, card game or questionnaire
- conducting or taking part in interviews and focus groups
- contributing to school displays and development of other materials.

Reports of pupil progress in this area of study should include feedback on learning as well as pupil's strengths and areas for development.

**Remember, you are looking to assess what has been valuable about the learning, rather than valuing the aspects that can readily be assessed. Qualifications and Curriculum Authority provide guidance on assessing PSHE and citizenship (QCA 2002). NCB and others have produced a toolkit *Assessment, Evaluation and Sex & Relationships Education* (Blake and Muttock 2004), the activities can be adapted for use across different areas of PSHE.**

#### Teacher reflection and evaluation

Remember it is vital to reflect on and evaluate your own teaching and learning. This will inform your future planning as well as providing valuable evidence of your progress towards meeting Standard 2.2. After a lesson, write down your thoughts on:

- the skills and information pupils learnt and the values they explored
- how you assessed what they learnt
- the level of engagement and achievement
- what you did well
- what you would change next time.

You can include this in your portfolio of evidence (see **Box 1**).

### Box 1: Demonstrating your progress against Standard 2.2

Activities relevant to Standard 2.2 include...	The types of evidence that might demonstrate the learning from these activities include...	✓
Teaching PSHE and citizenship	Self-reports on your PSHE involvement and teaching	
	Reflections on your PSHE involvement and teaching	
	Observations by others of your teaching within PSHE	
Observing other teachers or shadowing a form tutor	Examples of medium-term and short-term planning including schemes of work or individual lesson plans within PSHE	
	Targets you have set for pupils and their progress towards meeting them	
Observing/working with a visitor	Pupils' work that you have assessed	
	Reports to and feedback from parents and carers (be aware of confidentiality issues)	
Leading a special initiative in school	Records of objectives relating to PSHE set during the ITT programme	
	Course assignments that relate to PSHE	
Taking part in conferences or seminars and participating in INSET activities	Evidence from PSHE-relevant professional development activities, e.g. training courses, conferences, in-service training	
	Witness statements, e.g. from pupils, school nurse or classroom support assistant	
	Photographs with commentary	
Contributing to the organisation of off-site visits related to PSHE	Minutes of PSHE-relevant departmental/staff meetings	
	Evidence of liaison with visitors and outside agencies who contribute to PSHE	
	Evidence of evaluation of your contribution to collaborative working within PSHE in the school	

## Case Study:

### Embedding PSHE in the everyday life of a school

A primary school in the West Midlands decided, through consultation with pupils, parents and staff, that the playground required an overhaul. The school council gathered information from members of the school community about what they wanted. Pupils in years five and six designed and consulted on a range of alternatives as part of a scheme of work on responsibility and decision making. By drawing up design briefs and costings they also had the opportunity to use and develop their numeracy and literacy skills. Through the consultation process, pupils in years five and six were encouraged to think about voting issues:

- Who should be able to vote and why?
- How might we encourage people to feel involved?
- In the wider community, who is able to influence decision making and how?

The process was supported by inviting different speakers to the school and arranging trips to the local young people's parliament. Once the school-wide consultation had taken place and the results analysed, the school council was given the task of taking the project forward and securing funding. They applied to the school's parent-teacher association and, over a period of time, funds were earmarked and spent on delivering the final plan voted for and agreed by the whole school community.

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