



Strathprints Institutional Repository

Adams, Paul (2006) *Teaching PSHE in secondary schools*. Spotlight.

Strathprints is designed to allow users to access the research output of the University of Strathclyde. Copyright © and Moral Rights for the papers on this site are retained by the individual authors and/or other copyright owners. You may not engage in further distribution of the material for any profitmaking activities or any commercial gain. You may freely distribute both the url (<http://strathprints.strath.ac.uk/>) and the content of this paper for research or study, educational, or not-for-profit purposes without prior permission or charge.

Any correspondence concerning this service should be sent to Strathprints administrator: <mailto:strathprints@strath.ac.uk>

Meeting the standard in

PSHE

Briefing 3

Teaching PSHE in secondary schools

Whatever your subject specialism, you will almost certainly deliver personal, social and health education (PSHE) in your teaching career. PSHE makes a significant contribution to 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's Act (2004).

This briefing provides background advice and guidance on teaching PSHE. More detailed information and complementary briefings on citizenship can be found at the citized website (www.citized.info), Qualified and Curriculum Authority (QCA) web pages on citizenship (www.qca.org.uk/citizenship) and the Department for Education and Skills (DfES) website (www.dfes.gov.uk/citizenship). It will be helpful to be familiar with Briefing 1, which provides an overview of the curricular and legislative requirements.

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. At Key Stages 3 and 4 there is a non-statutory framework for PSHE and a statutory programme of study for citizenship.

Even the very best PSHE programmes 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.

A planned programme of PSHE is most effective when it is coordinated across the whole curriculum that both supports, and is reinforced by, wider opportunities for personal and social development within the school.

The whole school context for personal and social development

'Love of subject' is one of the reasons most commonly cited for wanting to teach in the secondary sector. The ability to contribute to a successful subject group is an important aspect of any secondary teacher's identity. In turn, the secondary school structure groups pupils and staff according to sub-

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 third in the series, is aimed at trainees in secondary education. It offers an overview of PSHE 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 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.

Remember, you are looking to assess what has been valuable about the learning, rather than valuing the aspects that can readily be assessed. QCA has published guidance on Assessment in PSHE (www.qca.org.uk/pshe).

Teacher reflection and evaluation

Remember it's also important to assess, 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
- pupils' knowledge and concept development
- 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	Self-reports on your PSHE involvement and teaching	
	Reflections on your PSHE involvement and teaching	
Observing other teachers or shadowing a form tutor	Observations by others of your teaching within PSHE	
	Examples of medium-term and short-term planning including schemes of work or individual lesson plans within PSHE	
Observing/working with a visitor	Targets you have set for pupils and their progress towards meeting them	
	Pupils' work that you have assessed	
Leading a special initiative in school	Reports to and feedback from parents and carers (be aware of confidentiality issues)	
	Records of objectives relating to PSHE set during the IIT programme	
Taking part in conferences or seminars and participating in INSET activities	Course assignments that relate to PSHE	
	Evidence from PSHE-relevant professional development activities, e.g. training courses, conferences, in-service training	
Contributing to the organisation of off-site visits related to PSHE	Witness statements, e.g. from pupils, school nurse or classroom support assistant	
	Photographs with commentary	
	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	

according to subject areas. One of the main implications of this is that pupils do not generally have the same one-to-one relationship with a teacher that they might have had at primary school. Form groups are a way of addressing this, with the form tutor having responsibility for the pastoral care of the pupils in his or her group. These may or may not be from the same year group. Increasingly, as well, learning mentors and other support staff are common in schools. A subject-based structure also poses challenges for the creation of cohesive whole-school systems, which are vital in promoting and managing good personal and social development. Schools that are effective in this area tend to support and address personal and social development through a raft of systems and structures including:

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

All of these are crucial to the creation of a supportive, safe and healthy environment with a positive ethos and a stimulating series of experiences rich in learning beyond the 'givens' of individual subject areas. 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 in secondary schools

Briefing 1 provides an overview of the National Curriculum requirements for PSHE across all Key Stages. The PSHE framework also sets out a range of opportunities that pupils can be given to reflect their developmental situation at Key Stages 3 and 4.

At Key Stage 3, learning opportunities should centre around issues connected with moving through puberty and associated aspects of increased responsibility including the development of an understanding of the risks of early sexual activity and drug taking.

At Key Stage 4, learning opportunities should recognise that significant numbers of pupils will soon be moving into work or further education. Secondary school teachers will meet their curriculum obligations for PSHE by using the framework alongside the following guidance:

- *Sex and Relationship Education Guidance* (DfEE 2000)
 - all schools are required to have an up-to-date

policy; sex and relationships education (SRE) is compulsory for secondary schools.

- *Drugs: Guidance for Schools* (DfES 2004)
 - 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.
- *Careers Education and Guidance in England: A National Framework 11–19* (DfES 2003)
 - schools must provide curriculum-based careers education for secondary pupils in years 7 to 11.
- *The Personal Development Curriculum for 14–19 year olds* (QCA 2001)
- *PSHE End of Key Stage Statements* (QCA 2005)
- *PSHE in Practice. Resource Pack for Teachers in Secondary Schools* (DfES 2004)

Methods of delivering PSHE

During your teacher training you will probably experience different ways of delivering PSHE. One of the major issues for secondary schools is deciding who should teach it.

Some schools, as Ofsted recommends, have a team of dedicated, trained specialists. This is more likely to offer a coherent, well taught programme covered by a highly motivated team and must be supported by the whole school. Other schools use form tutors as the PSHE team, which reinforces pastoral care roles and can help to ensure a focus on the 'whole pupil'. It can also be more effective in influencing whole-school issues. Some form tutors feel ill-equipped or even hostile towards the work. Using tutor periods rather than full lessons can lead to a lack of balance in learning activities and lack of pupil involvement.

All secondary teachers have scope to deliver the PSHE curriculum as it is relevant to such a wide range of subjects, particularly topics such as drug education, SRE, personal finance and nutrition. All aspects need to be coordinated to support the broader aims of the National Curriculum, the culture and ethos of the school and to spread the development of teaching and learning strategies that will support all subjects.

Effective PSHE teaching

The National Curriculum includes a statutory inclusion statement that requires teachers to meet the diverse needs of the school community by:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The PSHE framework in the National Curriculum

The PSHE framework in the National Curriculum offers broad learning outcomes and is flexible. The Qualifications and Curriculum Authority (QCA) has published end of Key Stage statements on its website which build on the broad learning outcomes, and *PASSPORT* (Lees and Plant 2000) provides a whole curriculum model to help teachers identify, plan, implement and assess provision. Another useful resource is *Addressing Inclusion and Inequalities through PSHE and Citizenship* (Blake and Plant 2005). Translating these broad statements into provision which is meaningful to your pupils means:

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

Published resources and other people's work schemes offer ideas, but simply lifting these is unlikely to be professionally fulfilling or successful with a class of pupils. It is necessary for all teachers, whatever their stage of professional development, to make value judgements about the work they are doing. Remember to keep asking yourself:

- What do these young people need?
- What do I feel about this?
- 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. Confidence in this area is important and it is helpful if you 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
- support a young person who needs one-to-one advice and support.

Core skills

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

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

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

Getting started

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

1. How can I ensure pupils feel confident to learn new material?

Creating a safe learning environment is essential. One of the first steps is the establishment and agreement of working agreements. These should take account of the broader context of school policies on issues such as confidentiality, bullying and racism. Two of the key ground rules could be 'no personal questions' and 'no revelations about yourself or others'. They should also take account of the broader context of school policies on issues such as confidentiality, bullying and racism. The more involvement pupils have in setting ground rules, the more effective they will be.

2. How 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 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.

How are pupils involved in developing and delivering the work?

Pupils can participate in the development of PSHE by:

- being part of policy and curriculum reviews, healthy school audits and planning activities
- structured 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, education and befriending (see **Briefing 6** for further information).

How are community partners involved in developing and delivering the work?

Effective PSHE 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.

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 below for some ideas.

Active learning

PSHE is essentially about our interaction with others. This means that active learning techniques are more appropriate than didactic techniques. The cycle of-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 practice 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
- team work on short/ long projects.

Differentiation

All learning episodes must be appropriately differentiated. For secondary teachers who may only see a particular class once or twice a week, it can sometimes be difficult to understand the needs of individuals within the group. Other teachers and form tutors can provide details about such needs. 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 can be 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.
- Grouping by gender
 - both girls and boys like to have some time in single sex groupings particularly in SRE (SEX Education Forum 1997, 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
 - mixing pupils from different year groups (vertical grouping), can sometimes be very fruitful; it provides a ready-made scenario for peer education and reflection as well as offering older children real responsibility and the opportunity to develop work-related skills.

Assessing, recording and reporting pupil learning

Assessment is an integral part of the active learning cycle. Assessment for learning (AfL) allows pupils to reflect on and identify specific learning and identify their future learning needs. Setting clear outcomes for PSHE 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, for example, through 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. 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

PSHE in secondary schools: the national picture

A review of PSHE and citizenship provision in secondary schools (Ofsted 2005) found that:

- The overall quality of PSHE is good or has got better in more than half of schools, but remains unsatisfactory in one school in ten.
- Only a small proportion of schools plan a whole-school approach to PSHE, making specific links with other parts of the curriculum and including off-timetable days to focus on PSHE-related issues. Most schools allocate about one hour a week to PSHE lessons.

- Weaknesses in teaching are associated with:
 - PSHE being taught by tutors who have insufficient subject knowledge
 - using short tutor periods to deliver PSHE, leading to a lack of balance in learning activities and lack of pupil involvement
 - insufficient attention to the assessment of pupil's progress and development
 - heavy reliance on written resources that severely limit pupil involvement.
- Some teachers continue to find difficulty with the complex situations that can arise when teaching about drug education or sex and relationships education.

References

Blake, S and Plant, S (2005) *Addressing Inclusion and Inequalities through PSHE and Citizenship*. London: National Children's Bureau.

Children Act (2004). London: The Stationery Office.

Department for Education and Employment (2000) *Sex and Relationships Education Guidance* (0116/2000) HMSO.

Department for Education and Skills (2003) *Careers Education and Guidance in England: A National Framework* 11–19. London: DfES.

Department for Education and Skills (2004a) *Drugs: Guidance for Schools*. Nottingham: DfES.

Department for Education and Skills (2004) *PSHE in Practice: Resource Pack for Teachers in Secondary Schools*. London: DfES.

Lees, J and Plant, S (2000) *PASSPORT: A Framework for Personal and Social Development*. London: Calouste Gulbenkian Foundation.

McGuinness, C (1999) *From Thinking Skills to Thinking Classrooms*. London: DfEE.

Office for Standards in Education (2005) *Personal, Social and Health Education in Secondary Schools*. London: Ofsted.

Palmer, J, Green, J and Caught, R (2004) *Certification of the Teaching of PSHE (Personal, Social and Health Education) – Teachers' Handbook*. London: Health Development Agency.

Qualifications and Curriculum Authority (2000) *PSHE and Citizenship at Key Stages 1 and 2, Initial Guidance for Schools*. London: QCA.

Qualifications and Curriculum Authority (2005) *PSHE End of Key Stage Statements*. London: QCA.

Qualifications and Curriculum Authority (2001) *The Personal Development Curriculum for 14–19-year-olds*. London: QCA.

Rivers, K and others (1999) *Learning Lessons: A Report on Two Research Studies Informing the National Healthy School Standard*. London: DH, DfEE.

Sex Education Forum (1997) 'Supporting the needs of boys and young men in sex and relationships education', *Forum Factsheet 11*. London: National Children's Bureau.

Ray, C (2000) 'Meeting the needs of girls and young women in sex and relationships education', *Forum Factsheet 21*. London: National Children's Bureau.

Published by the National Children's Bureau

8 Wakley Street, London EC1V 7QE

Telephone: +44 (0)20 7843 6000

Fax: +44 (0)20 7278 9512

Website: www.ncb.org.uk

Registered Charity No: 258825

E-mail: enquiries@ncb.org.uk

© National Children's Bureau 2006