PSHE in Practice
Resource pack for Teachers in Secondary Schools
Using the PSHE in Practice DVD

The DVD is structured around four episodes, each of which contains a number of ‘scenes’. The episodes do not represent lesson plans and may not necessarily show best practice, but they are intended to act as a trigger for discussion. Their prime aim is to encourage you to reflect on the practice shown, and to question what changes you might make in your own PSHE planning and delivery.

Each scene is followed by a panel discussion, which focuses on some of the key learning points. The episodes are not sequential and may be viewed in any order.

How to view the DVD

You can view the DVD on a television using a DVD player, or on PCs and Macintosh computers that have a DVD drive, DVD player software and a processor speed of Pentium III 1Ghz (or equivalent) or Power Mac G3 Hz or higher. Computers with slower processor speeds will still play the DVD but this may result in some reduced viewing quality.

To play the DVD, insert the DVD into your DVD player or computer. At the main menu, you can choose to view all the episodes, or choose to view a particular episode. Each episode contains a number of scenes: these play continuously but you can pause the DVD at any point. At the end of each episode you will be returned to the main menu screen. Alternatively, if you want to go back to the main menu before the end of the episode you can do so by pressing the menu button on your DVD player or remote control. You can exit the DVD by pressing Stop on your DVD player or remote control.

For further information about the content of the DVD see Section B, p.14.
PSHE in Practice
Resource Book for Teachers in Secondary Schools

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Introduction

Welcome to *PSHE in Practice* for teachers in secondary schools. This book is intended for you, the teacher. You might wish to use it on your own to reflect on your PSHE teaching and hone your skills. Alternatively, if you are embarking on the PSHE CPD Certification, you might use this book along with a group of colleagues to support your learning.

This resource book has been written to support teachers in developing their practice in PSHE. It accompanies the *PSHE in Practice* DVD for secondary level teachers that gives examples of lessons which use active learning techniques. It also supplements the PSHE CPD certification programme, which has been produced on behalf of: the DfES, Department of Health, Health Development Agency and the National Healthy Schools Standard.

This DVD and resource book aim to give you, the teacher:

- greater awareness of the pedagogy and teaching / learning methodologies used in PSHE
- enhanced understanding of how these are applied to classroom practice – encouraging you to reflect on why particular activities are more effective
- prompts which will encourage you to reflect on your practice and consider how you might implement changes in your PSHE teaching so that your actions are informed by a wider understanding of PSHE
- increased confidence in delivering PSHE
- a tool to contribute to your own Continuing Professional Development (CPD).

**Purpose of the materials**

The DVD and this accompanying resource book have been produced with specific aims in mind:

- to enhance your understanding of the teaching and learning methodologies underlying delivery of effective PSHE. They can help you explore ‘why you do what you do’
- to provide triggers for group discussion and individual reflection on practice
- to encourage a review of teaching methodologies and identify strategies for improving your PSHE teaching.

This resource supports effective practice in PSHE. Current national developments and strategies in education, which underline the need for effective practice include:

- DfES CPD strategy
- the national framework for PSHE and citizenship at Key Stages 3 and 4 which is published in the National Curriculum *Handbook for secondary teachers in England* (QCA 1999)
- QCA guidance on assessment, recording and reporting PSHE and new exemplar units of work for PSHE for Key Stages 1-4
- National Healthy School Standard
- PSHE Certification programme
- *Key Stage 3 Strategy: Teaching and Learning Framework*
- *Sex and Relationships Guidance* (DfEE 2000)

This book may also be useful in local opportunities for CPD in individual schools or in centrally based sessions.
Context for using these resources

There are a range of audiences for whom the resources may prove useful:

- PSHE leads could use the resource to support network meetings
- PSHE CPD Certification leads could use them to demonstrate core evidence requirements and to show some of the standards in practice
- LEA advisers, such as School Drug Advisers (SDAs), and PSHE Advisers could use the resource for general CPD work
- the resource could also be used as a part of a Healthy Schools Programme where schools are joining the scheme or aspiring to higher levels within NHSS, and within Healthy Schools partnerships
- an individual teacher may use the pack for personal development – an Advanced Skills Teacher (AST) or a school PSHE co-ordinator who wishes to become more familiar with the methodological underpinnings of PSHE
- there is also scope for a PSHE co-ordinator to use the resources as part of in-school staff development sessions
- the DVD and resource book package can also be used by school governors who wish to increase their knowledge in this area, especially with regard to their role within NHSS
- OFSTED inspectors may wish to use the DVD and resource books as part of a training or awareness raising programme
- Initial Teacher Training (ITT) programmes may also find these resources useful.

There may be other uses for the DVD and resource book packs with wider audiences e.g. external contributors to PSHE such as school nurses.

Note to Group Leaders on CPD activities

This resource book contains a number of suggestions for CPD activities that can be done in a group setting. These are not the only activity opportunities – they should be regarded as examples of activities that could be done. The ‘Questions to Prompt Reflection’ and ‘Prompts to Implement Change’ that occur at the end of each video episode also offer starting points for CPD activities. Group Leaders should also view the video episodes and panel discussions as opportunities to prompt group activities.

Personal and Social Development – PSD

Schools are required to promote the personal and social development of their pupils. Section 1 of the Education Reform Act 1988 identifies that the curriculum should:

- be balanced and broadly based
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society
- prepare pupils for the opportunities, responsibilities and experiences of adult life.

Schools play a key role in the personal and social development of their pupils. This is achieved through the ethos of the school, its curriculum and its provision for the spiritual, moral and cultural development of its pupils.

Personal, Social and Health Education – PSHE

PSHE relates to the planned learning opportunities a school provides in order to promote the PSD of its pupils. PSHE will be provided through discrete lessons as well as through opportunities provided by the National Curriculum subjects, assemblies, the tutorial programme, circle time, guidance and support systems, special projects and other events that enrich pupils’ experiences.
PSHE identifies a set of core skills and values as well as a range of topic areas. PSHE opportunities should enable pupils to:

- explore the values and beliefs, which influence individuals and their relationships with others and the wider world
- respond to their present lives and prepare for work and adult life
- develop skills relating to practical activities, decision making and learning through experience
- provide relevant ways in which these skills might be developed
- develop community links.

A broad and balanced PSHE curriculum over Key Stages 1-4 will include aspects of health, including Sex and Relationships Education (SRE) and drug education; education for sustainable development; economic and industrial understanding; careers education and guidance; and citizenship. PSHE programmes will also contribute to the development of key skills such as communication, problem-solving and inter-personal skills. (OFSTED 2004)

At Key Stages 3 and 4, where citizenship is included in programmes of PSHE, it is essential that provision addresses the statutory requirements of the national curriculum programmes of study for citizenship.

At Key Stages 3 and 4 PSHE is set out in a non-statutory framework whereas Citizenship is a national curriculum subject. In schools where PSHE and Citizenship are combined to form PSHCE a range of other topics, e.g. Crime and Punishment, will also be included. (See Statutory Order for Citizenship in the National Curriculum.)

The pedagogy underlying PSHE is to promote pupils personal and social development through providing specific opportunities and experiences, which have particular qualities. These include the opportunity to participate in a range of groups, to relate to others in a supportive atmosphere, to try out new roles, to take responsibility and to develop relationships.

The methodologies which support this learning are grounded in active learning techniques that enable the imparting of information, the development of skills and the exploration of values.

**PSHE and the National Curriculum**

The National Curriculum recognises that explicit and coherent provision of PSHE will contribute to a school achieving two broad aims:

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

It is important that the school ‘recognises the role of the curriculum in promoting a pupil's self-esteem, health and emotional well-being and helping them to form and maintain worthwhile and fulfilling relationships based on respect for themselves and others at home, school, work and in the community.’ (DfEE November 1999)

The PSHE Framework in the National Curriculum Handbook suggests that PSHE at secondary level should involve elements of knowledge, skills and understanding. These are to be taught in three inter-related sections:

1. developing confidence and responsibility and making the most of their abilities
2. developing a healthy, safer lifestyle
3. developing good relationships and respecting the differences between people.
The extracts from the lessons in the DVD are focussed on content specific to SRE and Drug Education. This reflects the fact that the DVDs were primarily produced for use on the PSHE CPD Certification Programme. The Programme requires participants to apply their learning to either SRE or Drug Education in Dimension B.

**PSHE and inclusion**

The National Curriculum Statement on Inclusion emphasises that ‘Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils.

This statutory inclusion statement on providing effective learning opportunities for all pupils outlines how teachers can modify, as necessary, the national curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum:

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

Active Learning

Teaching and learning in PSHE is naturally done within a model of Active Learning.

![Active Learning model diagram]

The Active Learning model, taken from *Personal and Social Development for All*, McLaughlin and Byers, 2001

This model reflects many of the processes of personal-social learning in young people. Initially the young person does something, then they get feedback of some sort. On the basis of hearing that feedback they consider and review a strategy and, from their learning, then plan future actions. These cycles are the ones described by Dewey et al (Experiential Learning: Experience as the source of learning and development Kolb D.1984) where experiential learning is set out in more detail.

In PSHE, you need to consider the ‘do’ phase of this cycle as a planned learning activity. This could include:

- reading something
- looking at something
- doing a collaborative exercise
- taking part in a simulation
- an activity outside the classroom.

You then need to move to a ‘review’ element where there is reflection and review on the activity in order to identify what was learned. This process needs to be explicitly structured and sequenced and you will draw out points through discussion or other reflection activities. By identifying these points of learning, the ‘learn’ phase enables the pupil not only to identify what they know now but also what they may want or need to know in the future. The ‘apply’ phase is where the transfer of learning takes place. Pupils again here need a structure and sequence to enable them to apply what they have learned to other contexts and to plan future action or set goals.

Within the active learning model teachers will encourage pupils to engage with a variety of learning styles. This will ensure that they have the opportunity to work in a number of different ways. In their work, McLaughlin and Byers draw attention to the importance of this when looking
at the example of pupils’ perceptions of their SRE needs where teaching and learning approaches are deemed to be central in PSHE. Even the most comprehensive PSHE topic list may not enable young people to progress without the essential ingredient of active learning.

**Working independently and in groups**

As in other national curriculum subject areas, pupils should be encouraged to develop their skills at working independently as well as their communication and group work skills. Working independently affords pupils the opportunity to reflect on their personal needs and goals. The individual can pace their work to match their ability and speed of progress. When dealing with sensitive issues, it may also allow for personal privacy and time to formulate a response before speaking with others.

On the other hand, group work is also an essential part of PSHE. In the same way that independent work affords a chance to reflect on the personal dimension, group work is the key opportunity to practise the social development called for.

At their best groups in PSHE may:

- ‘recognise and enhance the social processes which support learning
- become supportive places, including for learning
- be used to simulate social processes which occur elsewhere
- provide a platform for preparing for other group experiences which may occur outside the group in the future etc.
- provide a context for reflecting on our own individual performance
- provide opportunities for individuals to give and receive personal feedback
- become safe contexts for supporting growth and experimentation.’

*(Personal and Social Development for All, McLaughlin and Byers 2001)*

It is important to remember that just because the pupils are engaged in group work it does not necessarily mean that they are actually participating in active learning. For instance if young people are working in a group filling in a ‘worksheet’, this is not active learning. Active learning is not synonymous with group work. It should include a range of activities that enable young people to do, review, learn and apply – both individual and group work can and should include elements of active learning.

**The learning environment, classroom management and climate setting**

As already identified, PSHE will incorporate a wide variety of learning styles. Much of the lesson time will involve practical group work and class discussions. These will encourage pupils to work together, support one another, express views and explore ideas. This climate of learning will ideally enable the teacher to meet the diverse range of pupil needs and encourage all pupils to find a way of participating fully.

Ideally you will teach PSHE in a room that is flexible enough to enable you to experiment with different learning styles and to keep all your equipment and materials in one place. You may find it helpful to arrange tables in such a way that pupils can sit comfortably in groups, can move between groups or open their groups out for whole class discussion.

A room dedicated to PSHE also has the advantage of creating a suitable space for displaying pupils’ work. If this isn’t possible, it may be useful to have a dedicated PSHE display board within your classroom. However it is recognised that the ideal is not always attainable in secondary schools for reasons of space, or where subject-specific rooms (e.g. a laboratory) are used to teach PSHE. In these circumstances you will need to be creative and select or adapt activities that can feasibly be delivered in your teaching space.

When thinking about use of resources in PSHE you are not just thinking about text books. An OHP and screen, or interactive whiteboard, video clips, literature, examples of media and use
of external contributors etc., to support the programme should all be considered. However when selecting what you are going to use you should consider using a list of criteria. This could be based on suggestions in *Drugs: Guidance for Schools* [3.5 and Appendix 4] – DfES 2004

**Group Agreement or Ground Rules**

In addition to the physical classroom environment you will need to give careful thought to the emotional environment that is created in the classroom. PSHE invites discussion around very personal and sometimes sensitive issues. It is important to ensure that discussion takes place in a climate of trust and support. Pupils need a safe environment in which to learn to discuss and to share their feelings, to explore their values and attitudes and to express their opinions and consider those of others.

This is achieved by agreeing a common understanding, reached by staff and pupils together, in which a contract is negotiated. This contract, or Group Agreement (sometimes these are called Ground Rules) defines the climate in which PSHE work will happen.

For example, everyone will need to agree what kind of language they feel comfortable with in order to enable discussion without anyone feeling ill at ease. Work will need to take place to agree on mutually acceptable vocabulary. You will probably feel relieved to know that the majority of pupils want you to use clear, correct terminology – e.g. penis, not willy, cannabis, not pot, spliff or dope!

Some teachers work with the use of street terminology and slang but it is not appropriate to normalise the use of such words in the classroom. Different slang terms mean different things to different groups – and ultimately you should be a source of accurate information and terminology.

The group agreement establishes the standards by which you and the group will be able to work together safely.

Here are some examples to start your group(s) with – do not give too many yourself – it is essential that you let the pupils contribute their own.

You might begin with, ‘I/We/Everyone in this group has the…’

- P right to be listened to (only one person talks at a time)
- P right to start and finish on time
- P right to silence (You can opt out – not cop out!)
- P right to privacy

Try to keep the statements positive rather than a list of negative ‘Don’t’ rules!

**Confidentiality and child protection**

Confidentiality issues are central to PSHE, and the way you handle such issues will affect the classroom climate that is created. Confidentiality needs to be addressed when you are forming a group agreement.

There will be different aspects of confidentiality to be considered:

- creating a safe learning environment in the classroom
- being clear about how confidentiality is interpreted in the school setting
- minimising the risk of inappropriate or unplanned disclosure in the classroom
- implications of disclosure for child protection.
The important issues concerning the establishment and provision of a safe learning environment – for both pupils and teacher – include:

- respect for privacy of the individual – no-one will be pressured to answer questions or to share anything they don’t want to
- everyone taking responsibility for what they share – they cannot be sure that others will not break confidentiality
- confidentiality – which can mean not talking about something outside the group in which it has been shared
- the teacher being bound by this agreement too, except where a pupil discloses something that the teacher is obliged to report.

The DfES guidance states that ‘teachers cannot and should not promise total confidentiality. The boundaries of confidentiality should be made clear to pupils. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil their professional obligations in relation to:

- Child protection
- Co-operating with a police investigation
- Referral to external services.’

(\textit{Drugs: Guidance for Schools, DfES s4.3})

**Active Learning methods**

The rationale for active learning methods in PSHE has been set out above. Their purpose and use as teaching tools are listed below.

**Warm-up activities**

Warm-up activities, or ‘ice-breakers’, can be used to achieve a range of objectives, which might include creating a sense of belonging within the group, encouraging each individual to participate, introducing an idea that may be subsequently returned to, energising the group or establishing the pace of a lesson. It is important to match the type of warm-up activity to its purpose.

**Open questions**

When initiating any discussion it is useful to use ‘open questions’ (questions that cannot simply be answered ‘yes’ or ‘no’) as these are likely to elicit a wider range of responses. It also enables the pupil(s) to answer in such a way that you can begin to identify where they have reached in their understanding.

**Role play**

This is a key distancing technique that encourages pupil objectivity and can help individuals identify with situations without the need to disclose personal experiences. Young people respond well to role play activities and teachers who have not tried using this technique may find benefit in planning and practising this method. You may initially want to try this with one group that you know well. Those who teach drama in the school may be able to offer some practical and useful advice.
A model of responsible role play should include:

- preparation by the teacher, especially in thinking through what skills they want the pupils to practise in their respective roles
- pupils should have been made aware of the processes and procedures so that they take the challenges of role play seriously
- a clear purpose that is explained to pupils
- a warm-up activity and post role play reflection and discussion
- use of pupils as observers, which can be really useful for learning, evaluation and development
- a framework for reflection which can help development – this might include questions such as: How serious was the role play? How realistic? What was learned? What strategies were used by those taking part and what were the possible outcomes? How could it have been improved? How did the views of observers and participants differ and why?
- allocation and description of roles that avoids stereotyping and trivialising other people’s viewpoints. Similarly, role play should not be a vehicle for misuse of power by teachers or pupils.

Children involved in role play should not take on the role of persuaders, where they use their position within the role play to persuade others or to be praised for persuasion, especially in a drugs or sexual behaviour context.

**Use of scenarios and case studies**

These can use a range of characters and situations to capture a pupil’s imagination. A typical use would involve a character being faced with a problem to solve or a choice to make. Pupils are invited to respond with an appropriate course of action for the character. Their response can then be used to enable the pupil to reflect on the strategies that they might adopt themselves. Again, this technique allows discussion of problems without pupils involving themselves in inappropriate or personal disclosures.

**Structured debates**

This approach encourages use of formal structure to develop a range of communication skills. Pupils may be involved in research, summarising, group decision-making, speaking in front of an audience, taking turns, weighing up arguments. Ultimately the participants each have the opportunity to make a choice and express an opinion. Again a word of caution – avoid having children arguing against a well established ‘fact’ or key message – so a debate about health messages on tobacco packaging might be better than one about whether smoking kills.

**Media analysis**

Pupils can be invited to analyse and reflect on source material presented to them – this could be media such as newspapers or magazines, campaign materials, press or television advertisements etc. This would encourage them to develop skills of investigation and research as well as critical skills that would enable them to identify ‘persuaders’ and influences. Pupils can identify key messages, facts or information and assess their validity. In addition to the media young people are much influenced by what they believe their friends are doing. These beliefs are often reinforced by media messages about youth culture.

They tend to believe that their friends are behaving in ways that are more ‘risky’ than are likely to be true and this in turn puts pressure on them to experiment. Normative education is an approach that attempts to challenge beliefs and myths and to give young people correct
information about what their peers are doing. In the field of drug education there is evidence
that this kind of input can reduce drug use and delay onset. (Eleven components of effective
65(10)). This principle can be applied not only to drug education but to other PSHE topics.

**Trigger material**

A variety of resources may be used as trigger material – video clips, poems, photographs etc.
The group can be asked to brainstorm in order to identify a range of ideas in rapid succession.
This allows you to work from where the pupils are in their own learning and life experiences.

**Literature**

Extracts from novels, short stories and poetry may be used in a similar way to case studies
and scenarios by following the course of action open to one or more characters. This is another
classic distancing technique. Story and poetry also encourage children to use their imagination
as well as empathising and identifying with the characters.

**Closing rounds**

A closing round invites the pupils to review and reflect on their participation and learning.
Statements that refer back to your lesson’s learning outcomes will be a particularly useful way
of helping you assess the achievement of your objectives. Sentence stems might include:
- I have learned that…
- I was surprised that…
- During this activity I felt…
- Something that could help me in the future is…

**Learning outcomes and assessment**

There are two, clearly identified, main purposes of assessment:

**Assessment of learning (or summative assessment)** is any assessment which summarises
where learners are at a given point in time – it provides a snap-shot of what has been learned
(in terms of both attainment and achievement).

**Assessment for learning (or formative assessment)** is the process of seeking and interpreting
evidence for use by learners and their teachers to decide where the learners are in their learning,
where they need to go and how best to get there.

More detailed information about how assessment for learning (AfL) can promote learning and
raise standards of learning is available on the Teachernet website
(www.teachernet.gov.uk/teachingandlearning/afl) and the QCA website (www.qca.org.uk – see
under the appropriate age tab). See also www.assessment-reform-group.org.uk

OFSTED suggests three models of assessment for use in PSHE:

- pupil self-assessment – pupils reflecting on what they have learnt, setting their own
targets and monitoring their own progress using check-lists, diaries, displays, portfolios,
before and after comparisons, for example using the ‘draw and write’ technique
- peer-group assessment – pupils reflecting on what they have learnt, providing feedback
to each other and reflecting on their own roles in the group, using oral feedback, graffiti
sheets, video or audio tapes etc.
- teacher assessment – the teacher observing, listening, reviewing written work and pupils’
contribution to drama, role play and discussions, and through end-of-unit tasks or tests.

It is important that assessment strategies are not ‘bolt-on’ but are central to the organisation
of the lesson. Typical types of assessment might include: peer-assessment, self-assessment,
and end-of-lesson assessment. These should be focussed on lesson outcomes, which are
clearly related to the PSHE curriculum, not merely behavioural outcomes.
QCA is publishing guidance on assessment, recording and reporting PSHE which is designed to help schools to develop appropriate and manageable ways of assessing progress and achievement in PSHE. The guidance reflects the flexibility of the non-statutory framework for PSHE and citizenship at Key Stages 1 and 2 and for PSHE at Key Stages 3 and 4. It sets out principles for assessment in PSHE, and a series of end of key-stage statements describing what most pupils can be expected to have achieved at the end of each key stage. This is available at www.qca.org.uk/pshe. Materials to exemplify standards and progression will be available at www.ncaction.org.uk. These materials will include examples of pupils' work to illustrate ways in which pupils can demonstrate progress and attainment in relation to each end of key stage statements.

**Curriculum planning and lesson preparation**

The rigour of teaching any subject must also apply to PSHE. Rigorous curriculum planning and detailed lesson preparation are very important in delivering successful PSHE lessons. The non-statutory PSHE framework provides a range of curriculum content which both the teacher and the school may wish to use when planning the school's own PSHE curriculum.

In secondary schools a PSHE Co-ordinator may have developed a scheme of work with clearly identified lesson outcomes. In other schools teachers sometimes find that they need to shape their own PSHE lessons from a list of topics given to them. To ensure that you are not delivering a PSHE lesson for the sake of it or just because you think the topic is important, you will need to maintain careful planning. Identifying your pupils' needs is an important element of lesson planning. Crucial to the planning process will be identifying clear lesson outcomes and using review and reflection to make the learning explicit. This should ensure that learning opportunities are maximised. In the PSHE CPD Certification Programme, this is clearly set out in Dimension B and the Compulsory Evidence Requirements (5-8) of planning, teaching, assessment and self-evaluation of learning.

Questions that can help you to plan and prepare lessons, and to create explicit links with assessment, include:

- what issue or topic are we going to explore?
- what do pupils already know about this? (establishing baseline knowledge)
- what to we want to achieve?
- what kinds of teaching and learning activities will we plan?
- who will help us to achieve our goals and measure our success? (identifying assessment partners)
- how will we know what to aim for?
- have you taken steps to identify clearly what your pupils' needs are?
- how will we know what we have achieved?
- what evidence can we collect to show what we have achieved?
- how will we ensure progression?
- how will we report progress and achievements to parents?
- what do we want to do next?

(From PSHE at KS1-4: guidance on assessment, recording and reporting, to be published at www.qca.org.uk/pshe)

**Models of delivery**

Schools vary widely in their models of delivery of discrete PSHE lessons. It is a feature of all the schools selected to contribute to this resource that they recognise the need for a regular timetabled lesson each week. Lessons need to be long enough to allow learning to take place and allow appropriate time for reflection. Meaningful and effective PSHE cannot be run within short periods of tutor time.
Some schools have explored the model of a collapsed time-table to allow for ‘PSHE days’ and have taken the view that these have been memorable for being different but so resource-intensive that it was not always possible to allocate rooms, equipment and trained staff, so that all groups had equal access. Another feature missing from these termly or half-termly PSHE days is that there is little time for pupils and staff to digest their learning and reflect on it. Placing them as infrequent special events does not allow for a series of progressive lessons that build up cumulatively.

The regular, time-tabled PSHE lesson, taught by staff who are trained and therefore confident and comfortable with the materials, is still the ideal.

**Difference and diversity**

The nature of PSHE is to focus on both the individual and how that individual relates to the world around them. As a teacher of PSHE you need to be familiar with the cultural, ethnic, religious, social backgrounds and the range of abilities reflected in your teaching group. This knowledge will be useful in selecting materials and structuring activities appropriately.

In addition to this natural range of abilities and backgrounds the needs of vulnerable young people should be taken into account. The DfES *Drugs: Guidance for Schools* [2004], identifies important strategies to support young people who may be vulnerable and/ or at risk. PSHE can reduce the impact of risk factors on these young people and strengthen protective factors by promoting:

- supportive and safe relationships
- good social skills
- realistic self-awareness and self-esteem
- a good knowledge of general health and how to ensure good mental health
- a good knowledge of how to access help and information.
Section B

The video episodes

The DVD contains four episodes, each of which features lessons from different schools. Two of the episodes are full case studies, and the other two feature shorter extracts from the lessons. The episodes were filmed in a variety of schools.

Each scene is followed by a panel discussion relating to the lesson shown, drawing together ideas and issues from the video. The panellists all have expertise in PSHE and come from a variety of settings. They are listed on the inside back cover. The discussion on the DVD complements the content of this resource book.

The episodes do not reflect actual lesson plans and may not necessarily show best practice, but are intended to act as a trigger for discussion. Their prime aim is to encourage you to reflect on the practice shown and to question what changes you might make in your own PSHE practice and delivery.

This book offers the following in relation to each of the four episodes:

• a brief description of the school(s), the class and the lesson, including the curriculum context in which the lesson is placed.
• links to the PSHE Framework and the Citizenship curriculum
• key PSHE CPD Certification standards
• a brief description of each clip which links back to the methodologies outlined in the Introduction
• where appropriate, a suggested CPD activity (see note on p.3)
• questions to prompt discussion and self-reflection based on the either or both the panel discussions and the classroom footage
• further questions to prompt discussion and your own reflection on how you might implement change in the PSHE that you deliver.

Here is a list of the contents of the PSHE in Practice secondary DVD:

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Episode 1
Oakwood School

An 11-16 comprehensive school in Surrey with 1500 on roll, where PSHE is taught as a discrete subject in years 7 – 11 by a dedicated PSHE team with clear departmental leadership.

This is the third in a series of four lessons about drugs and drug use. The class comprises 19 Year 10 pupils of whom three have statements of special needs.

Links to PSHE Framework

2a) To think about the alternatives and long- and short- term consequences when making decisions about personal health
2e) About the health risks of alcohol, tobacco and other drug use…and about safer choices they can make
4g) Consider social and moral dilemmas

Link to Citizenship curriculum

3a) Use their imagination to consider other people’s experiences and be able to think about, express, explain and critically evaluate views that are not their own.

Links to PSHE Certification

Dimension A
A 2.4 Have strategies to respond appropriately to spontaneous issues raised by pupils while working within the planned programme
A 3.2 Use a range of teaching styles in which active learning plays a major part, maximising pupil participation

Dimension B
B 2.2. Effects and risks of drugs on people’s lives, including physical, emotional and social.

Scene 1
Warm-up activities

Preparation in advance is essential in creating a positive learning environment. This will include considering the layout of the room and the preparation of any materials, particularly those that will link the present lesson to a previous one. An example might include displaying key vocabulary.

You should use clear, respectful but warm language and actions to welcome the young people into the room. You may want to note in this clip the teacher’s tone of voice – it is friendly, firm and business-like. PSHE is clearly managed as an important subject in the curriculum and pupils are expected to respond appropriately.

Routines need to be established early in the year when PSHE topics are based more around getting to know each other and finding ways of working together. Warm-up activities are not used randomly but should be selected to achieve a specific start to a lesson.

You will need to develop warm-up routines that you have practised and are comfortable with in your group. In this clip the warm-up activity is specifically focussed on establishing some clear base line knowledge in order to move the main part of the lesson into more exploratory work looking at attitudes and feelings.

The card game involves elements of information retrieval and matching – there is a particular purpose to the activity and in sharing the cards between the members of the group.
Scene 2
Structuring a lesson

Lesson objectives
When preparing learning objectives it is important for you to think about how to present these in language accessible to your pupils. You will need to ensure that learning objectives are conveyed to pupils at the start of a PSHE lesson. Clear learning objectives are essential because:

- you clearly identify the point of the lesson
- they remind pupils that it is not only knowledge they are learning but to look out for skills to practice
- they enable you to sum up the lesson and they provide a checklist for review and reflection
- the lesson objectives provide a basis for assessment.

Planning the lesson

Having identified clear learning objectives you are then able to plan the lesson incorporating a sequence of activities which build on each other and naturally flow. In the clip the teacher has clearly identified a sequence – information input and checking, attitudes exploration, review and learning.

Language

With a clearly planned lesson you are able to use key phrases and vocabulary to explain and reinforce both the content and desired outcome for the lesson. Repetition of these phrases and vocabulary will also ensure that both you and the pupils keep on task. Writing these particular words on the board/flipchart will focus on key concepts and allow you to build a sequence of ideas.

Use of group work strategies

In discussing any sensitive topic you will need to initiate a safe starter discussion for any pupil who might not feel comfortable. When you pair young people you are creating an opportunity for safe one-to-one discussion. Once pupils have gained confidence you can build on this by either grouping pairs together or taking feedback in a plenary group. Many teachers use pairings as a non-threatening strategy where young people work with friends or within a friendship group to discuss a topic safely.

Having established groupings you will need to set an appropriate task to ensure discussion is focussed. You can allocate clear tasks to members of the group e.g. one person acts as writer etc. You could then set a simple task which produces a result for the discussion.

**CPD activity: Grouping pupils**

Materials needed:
- Rough paper
- Flipchart paper
- Pens

Put teachers in pairs to discuss, reflect and make notes on:
- What favoured means do they use themselves for forming groups?
- What factors affect how they currently decide on grouping strategies?
- What other factors they might consider in deciding on grouping strategies?
- Bring the group back together and take feedback on what they might change as a result of their discussion.
Exploring a wider range of views

In allocating specific roles to pupils (e.g. asking them to represent the differing views of either parents or young people) you are affording them the opportunity to challenge their existing ideas about a topic. This is a non-threatening approach which allows young people to express a point of view within the protection of both a group response and a response which requires them to take a different perspective. This activity essentially combines role play and debate and works best with a group which has experience of both independently of one another.

Scene 3
Processing the learning

With a thoroughly planned lesson you will have left time for the valuable process of identifying what has been learned – this is an essential part of the active learning model. Reviewing learning can allow for:

- capturing the views expressed by summarising them and inviting pupils to assess their view point and ‘take a stand’
- a skilful use of active learning and discussion to provide you an opportunity to challenging use of inaccurate stereotypes and correct misinformation in a non-confrontational way
- processing of the outcomes against young people’s perceived norms and expectations.

Assessing the learning

In section A, ‘Lesson Outcomes and Assessment’ makes a clear distinction between assessment of and assessment for learning (see page 11).

There are a number of different assessment techniques. By developing a repertoire of review activities, which the pupils are familiar with you ensure that the technique does not become the focus of review but rather a route through to the learning.

Using group assessment is non-threatening and often provides more information than the process of reviewing on an individual basis. You will want to incorporate both individual and group reviews as part of your PSHE planning.

CPD Activity: Starting from pupils’ knowledge and experience

Materials needed:
Flipchart paper and large felt pens

Explain to the group that they are to imagine they are planning a lesson, which involves social and moral choices that need to be made as a result of considering a sensitive issue.

Divide the large group into smaller groups of 3 – 4 and ask each group to decide on the sensitive issue around which they would base a lesson. Ask the groups to say why they think the issue they have chosen is sensitive.

Their task is to identify two alternative ways of assessing the pupils’ pre-knowledge and experience of this issue. Having done this ask them to weigh up the strengths and weaknesses of each and choose the one they feel is most appropriate.

Bring the groups back as whole and ask each group to present briefly:

1. the sensitive issue they chose
2. the alternative approaches to assessing pre-knowledge their preferred approach, explaining why this was felt to be the better option.
Questions to prompt reflection

• How do you identify where young people are in their knowledge base and experience in order to help their learning?
• What purpose do the warm-up activities you currently use have, and how do they lead into the main part of your lessons?
• How do you identify the key transition points in the structure of your lesson and highlight to your pupils the movement between these different stages?

Prompts to implement change

• Review your current learning objectives for your lessons and check that you are clear with pupils on what you expect them to have learned. Do you make time to re-visit your objectives at the end of a lesson to help the pupils recognise what they have learned?
• Think about the benefits of allowing young people to work in friendship pairs when discussing sensitive topics. In future planning how do you think you might match different pairings or groupings to the task or topic in hand?
• Review your current PSHE lessons to find examples of occasions where you were creating opportunities to assess what pupils learnt and how they learned. How did this information shape your planning of the subsequent lesson?
Episode 2
Wickersley School and Sports College

This is a comprehensive school in the north east of England. It has 1,800 students on roll. There is a Behaviour Support Unit on site to promote the inclusion of challenging pupils.

Links to PSHE Framework

3c) To challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support
3e) To talk about relationships and feelings

Links to Citizenship

2b) Express, justify and defend orally and in writing a personal opinion about such issues problems and events
2c) Contribute to group and exploratory class discussions and take part in formal debates
3a) Use their imagination to consider other people’s experiences and be able to think about, express, explain and critically evaluate views that are not their own.

Links to PSHE Certification

Dimension A
A2.3 Develop clear ground rules with classes and use them to maintain a climate of trust and mutual respect between yourself, pupils and visitors, and to maintain professional boundaries. A2.5 Recognise prejudice and have consistent strategies to challenge it.

Dimension B
B 1.3 Personal identity, gender roles, sexuality, sexual orientation and their influence on sex and relationships.
B3.5 Role of the media in relation to aspects of sex and relationships such as stereotyping

Scene 1
Use of language in PSHE

Having ground rules in place is the first step in creating a situation where you can explore the use of everyday language and the values and attitudes that this communicates. Ground Rules (see p.8) enable you to manage the occasions on which you wish to correct terminology – and conversely by suspending or negotiating different ground rules, you can facilitate a discussion of colloquial language.

It is probably best to ensure that a lesson involving street language is not placed too early in a sequence of lessons. A good relationship needs to be developed between the teacher and the class and once this is established it is possible to work in a more relaxed atmosphere.

The use of an activity which invites pupils to review the words that they have used, heard or read for a subject creates a context in which a matter of fact approach can be taken. Coupled with ground rules, this methodology creates a context where language, which may be seen as offensive, can be examined.

You can negotiate an acceptable vocabulary, which can be normative in the classroom, by looking with young people at the language and challenging the ideas behind particular words.
Involving everyone

Having identified a strategy by which you will group the pupils (see episode 1 – Oakwood School) you need to consider how each member of the group can be enabled to contribute. This is particularly important when working in friendship groups to ensure that the young person recognised as the most able or obliging is not put upon to do all the work. This can be achieved by the technique (seen in this clip) of ensuring that each group member contributes one point before the discussion is thrown open.

Scene 2
Linking sections of the lesson

In planning a lesson based around active learning principles you will want to ensure that the variety of activities you have planned link together in a logical way that the pupils can follow. You will need to make the links explicit by, for example reflecting back and looking forward. In this clip this approach can be summed up: put yourself in the position of a gay/lesbian/bi-sexual/transgendered person: ‘If this is what you hear and this is what you feel, how might you behave?’

Using the media to illustrate PSHE learning points

Ready-made case studies and scenarios are often available from the media. These might occur in the form of newspaper reports about pop or sports personalities, storylines from soap operas, television reality programmes etc. You need to use these carefully and sparingly – ensuring that any clips you use are up-to-date – remembering that not everybody watches or reads the same things.

CPD Activity

Materials needed:
4 sheets flip chart paper
Thick felt pens

This should be undertaken only if you have negotiated Ground Rules first. Divide participants into four groups giving each group a sheet of paper and some pens. Ask each group to put one of the following words as their heading:

- Male genitalia
- Female genitalia
- Sexual Intercourse
- Masturbation

Each group has five minutes to brainstorm as many words as they can to describe what is written as their heading. Then ask each group to agree which of the words written on the paper would be acceptable for use in the classroom. Next explain that you do not want them to report on the words that they agreed could be used – but rather the process they used in their group to negotiate and reach an agreement. Allow them 5 minutes to discuss this and agree one member of the group to feedback. Bring all four groups back together and take feedback from each group in turn. What would they need to put in place to enable this process of negotiation to take place?
Challenging language

When you, the teacher, are in a position where you should correct or challenge what a young person has said, you need to undertake this in a non-confrontational way. It is important to remember that you are challenging the statement made, not the individual making it. In this way you will be able to help the young person re-consider their views without putting them in an awkward position. In working this way you will be modelling a good use of the ground rules that you and the group have negotiated.

Scene 3
Review and reflect

With much of PSHE lending itself to discussion-based activities it would be a natural to sometimes use oral rather than written feedback. Oral feedback particularly lends itself to feedback centred on recognising and reviewing changes in attitudes rather than focussing solely on knowledge gained. When pupils can recognise that they have changed or grown in their appreciation of the complexities of an issue this can then promote their self-esteem and involvement in the learning.

Review is used to link back to the learning objectives shared with the young people at the beginning of the lesson. It can also be used to link and move forward to the next lesson. Having engaged in active learning techniques that have involved acquiring knowledge and practising skills, the review session enables pupils to reflect on their own personal learning. In undertaking review as a whole group, pairs and small group discussion are valuable tools in initially identifying feedback to be shared in the plenary.

Risks and opportunities in discussion-based lessons

Using the active learning model creates a dynamic situation in PSHE and things do not always go to plan. You can regard this as an opportunity or risk. The opportunity lies in the flexibility of the PSHE curriculum to be responsive to the learning needs of the pupils.

CPD Activity – Media case studies and scenarios

Materials needed:
Flipchart paper
Thick pens
A list of three PSHE topics per group

Divide the group into smaller groups of three or four and give each group a sheet of paper and some pens.
Allocate each group 3 topics that might commonly be discussed in PSHE (e.g. divorce, friendship, sibling rivalry).
Ask each groups to brainstorm examples from recent news stories or soap operas that they could use to illustrate these topics in the classroom.
After 5 minutes ask the groups to compare the examples they have found and weigh up which they think is the most useable and why.
Bring the groups back together and take feedback from each group in turn.
What might be any dangers in using the stories they have chosen? What are the pluses in using these stories, and do they outweigh the dangers?
In other words if a topic is raised or a question asked within the lesson this may open up the opportunity of another avenue of fruitful discussion. The risk may be one of going off at tangent and losing sight of your original lesson aims. However the judicious use of stated learning outcomes enables you and the pupils to check that the lesson covered all that it intended to. It may be that an additional lesson needs to be planned or the next lesson re-shaped to take account of any objective that may have been overlooked. If this is shared with the pupils it enables them to see how their interests and needs are shaping their own learning.

**Questions to prompt reflection**

What techniques do you use to ensure that when setting up small group work activities, each member of each group has a role to play or contributes to the task?

Can you identify an occasion when you allowed the lesson to be diverted because pupils wanted to discuss another topic or clearly needed important information? How did you ensure your original learning outcomes were met?

Identify a situation where a pupil used language in PSHE that you and other pupils found offensive. How were you able to challenge this situation in such as way that the pupil felt able to continue to contribute in future lessons?

**Prompts to implement change**

Look back over a PSHE lesson that you have delivered recently. Give an example of a sequence where you linked sections of the lesson in such a way that pupils could understand how and why they were moving e.g. from knowledge to skills.

Choose a recent PSHE lesson and look for examples of review and reflection activities undertaken. Examine the variety of activities, ensuring that you incorporate individual, pair and group reflection in the future.

Consider a range of examples of material from the media that you could use with your pupils in PSHE. Identify whether there are any particular characters or personalities who are rich enough in detail to provide a bridge across several lessons and who can be developed into a tool for case studies and scenarios.
Episode 3
Holmemead Middle School

This is a middle school with 550 pupils on roll. It is sited in a suburban area in the south Midlands. PSHE is combined with Citizenship at Key Stage 2 and 3. The class we see in the video clip are Year 8 revising work already undertaken on contraception.

Links to PSHE Framework

2e) In the context of the importance of relationships: about human reproduction, contraception, sexually transmitted infections, HIV and high risk behaviours including early sexual activity
2f) To recognise and manage risk and make safer choices about healthy lifestyles…
3i) To negotiate within relationships, recognising that actions have consequences, and when and how to make compromises
4g) Consider social and moral dilemmas
4h) Find information and advice for example about the risks of early sexual activity…

Links to Citizenship

2c) Contribute to group and exploratory class discussions and take part in debates

Links to PSHE Certification

Dimension A
A 3.2 Use a range of teaching styles in which active learning plays a major part, maximising pupil participation
A 3.3 Use of a range of groupings, including working in pairs, small groups and with the whole class

Dimension B
B 2.1. Keeping safe and the recognition and management of risk
B 2.6 Planned and unplanned pregnancy, methods of contraception, abortion and fertility treatment
B 3.3. Rights and responsibilities to yourself and others.

Scene 1
Emotional content

It is important to introduce and involve emotional content in PSHE throughout primary and secondary education. Some PSHE topics lend themselves to this more naturally than others.

In the PSHE CPD Certification the compulsory elements of Sex and Relationship Education or Drug Education provide opportunities to discuss emotional responses to important health issues. Knowledge of the dangers or facts of sexual experience or drug use is not in itself enough to enable young people to develop strategies for how they might protect themselves. PSHE enables them to explore how they feel about a subject and to consider their responses.

A good PSHE lesson provides a framework for the young person to explore their views about a sensitive issue in relation to their personal or family values and the values of the wider society in which they live. At its best PSHE enables the young person to construct for themselves a set of personal values having had the opportunity to reflect on feelings and test their responses in class discussions and activities.

When working with the emotional side of teaching and learning you need to be conscious of managing inappropriate responses inside and outside the lesson. Experienced PSHE teachers use a range of techniques to help manage young people’s emotional responses.
Use of ground rules

It is important to make the conditions that apply, and in which you are working with the young people, explicit to them. For teaching a sensitive topic such as personal choices in sex and relationships, it is important that the class have previously undertaken the process of developing ground rules. If they are involved in the decision-making process when setting ground rules they are more likely to have a sense of ownership and take responsibility to maintain them. Hopefully they will also have considered what the consequences may be of sharing personal information and responses. You may need to help pupils when they are negotiating their ground rules by giving examples of appropriate and inappropriate responses. Examples of inappropriate responses include:

- disclosing personal, sensitive information about oneself or others
- asking questions about a person's private life
- attacking (verbally) an individual for their views or beliefs
- refusing to hear or listen to an alternative point of view.

Dealing with questions

Many teachers are concerned about responding to unexpected questions or comments in a whole class situation. Having ground rules will reduce the chance of this happening but you will need to consider in advance the sensitive topics that may cause unexpected questions to arise. For example:

- if the question is too personal, draw attention to the ground rules. If the pupil needs further support, refer her or him to the appropriate person such as a school counsellor, school nurse, help line or an outside agency or service.
- if you don't know the answer to a question, acknowledge this. Suggest you or the pupil, or you both together, research the answer later.
- if a question is too explicit, feels too advanced for a pupil, is inappropriate for the whole class, or raises concerns about abuse, you should acknowledge it and promise to attend to it later on an individual basis. In this way the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. You must remember to talk with the pupil later.

If you are concerned in any way that a student is at risk of sexual, or any other kind of abuse, you must follow the school's Child Protection Procedures.

CPD activity: Ground rules

Materials needed:
Flipchart paper
Thick felt pens

Divide the group in half, one part to take the role of teachers planning a debate on termination of pregnancy and the other part take the role of the young people who will speak in the debate.

Ask each group to brainstorm the rules they would like the whole group (teachers and pupils) to abide by whilst planning and conducting the debate.

When they have a good list bring the two groups together and ask them to negotiate the two lists into one workable set of ground rules for a debate on abortion.

How easy was it to negotiate the two lists into one?
Did the 'pupil group' receive a fair hearing?
Question box

Using a question box is a way of deflecting unexpected personal questions and giving you chance to reflect on how and in what way you may respond. The use of a ‘question box’ is a good example of an activity, which encourages young people’s questioning and enables others who may have felt reticent about speaking in class to ask a question.

Question boxes need to be introduced and explained at the beginning of the year when you are establishing good PSHE routines with your group. It will probably be of benefit to practise using the question box technique with a subject that is likely to generate lots of questions so that you can demonstrate its use.

Scene 2

Matching activities to learning objectives

Careful PSHE planning requires in the first place clear learning objectives/outcomes. Having decided what it is you want the pupils to learn/experience/consider it is then important to select an active learning approach, which closely matches your learning outcome. Having delivered PSHE for a while it is possible for a teacher to become complacent and comfortable with their ‘tried and tested’ repertoire of active learning activities. To help counteract this you need to identify clear lesson outcomes and select activities that make the learning explicit. This should ensure that learning opportunities are maximised.

There has to be a clear conclusion to any activity followed by a processing of the learning involved, which links back to the original learning objective.

Decision making

It will be helpful for you to start with simple decision-making models to enable pupils to develop this skill. The active learning cycle naturally gets pupils to think about the decision-making process. Two simple models that are very popular in PSHE are and exemplified in the Blueprint Drug Education Research Programme. These strategies are used in the Blueprint Programme with Year 7 pupils:

The four C’s:
- Get CLEAR what the issues or problem is
- CONSIDER options
- Think about the CONSEQUENCES of each option
- CHOOSE the best option.
**Diamond Nine**

This is a methodology that is widely used in PSHE at Key Stages 2 and 3. It is a prioritising activity that enables the teacher to introduce a range of options in response to a particular task or question. The purpose of using a Diamond Nine is to introduce key points that reinforce learning outcomes, to allow pupils the opportunity to discuss and reflect and to encourage the skill of ranking and identifying priorities.

Having established simple decision-making models and practised these with your pupils, you can then plan an escalation of difficulty in terms of decision making e.g. Assessing risk factors in relation to two dimensions as in scene 2 in relation to sexually transmitted infections (STIs) and pregnancy.

The diagram shows a typical Diamond Nine layout, in this context used to rank considerations in a decision-making model. (From Blueprint Drug Education Research Programme’s Year 7 Teacher Manual, 2004)
Questions to prompt reflection

Which of the PSHE topics that you currently teach lend themselves naturally to an exploration of emotional development? If sensitive situations have arisen as a result of these topics, how did you respond to them?

What techniques do you use to ensure that your pupils have a safe environment to explore and discuss sensitive issues?

What do you consider to be the most difficult question you might face in PSHE? What could you do now to plan how you will answer it?

Questions to implement change

In your PSHE lessons plans select one lesson and review its learning objectives. How well do the activities you use in the lesson enable you to assess whether the class met its learning objectives? When you next run this lesson are there changes you could make to improve the match of activity and outcome?

In developing basic PSHE routines with your pupils (e.g. ground rules, role play skills, feedback routines) do you incorporate explicit work in decision making skills? Where do these naturally belong in your planning cycle? Is there a unit of work you teach that would benefit from the pupils’ previously having practised decision-making skills?

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**CPD Activity – Involving parents in PSHE**

**Materials needed:**
- Flipchart paper
- Thick felt pens

Explain that you are asking the participants to think about the best way to run a parents evening which would explain how the school runs its PSHE programme.

Divide the group into pairs and ask each pair to consider the following questions:

- How could you use active learning techniques with parents?
- Who do you think should be leading the event? (e.g. Head? Deputy? PSHE Co-ordinator?)
- Will you invite external contributors – including the school nurse – as participants or facilitators?
- Would you incorporate a social element in the session as well as information about the PSHE curriculum?

Bring the group back together and take feedback from each pair in turn. Then ask two pairs to join together to form a group of four. Ask each group to discuss one of the following comments that a parent might make about PSHE in the school:

- ‘I don’t want my child learning about using drugs.’
- ‘I would rather teach my child about sex at home.’
- ‘We have particular religious/cultural beliefs – is PSHE going to contradict those?’

Bring the groups back together and, in a plenary session, reflect on the best way of responding to these comments. What can group members advise to keep parents involved and supportive of PSHE in school?
Episode 4
Westfield School and The Barclay School

Westfield School is a small secondary school in Bedford with 267 pupils on roll. This lesson focuses on the safety aspect of sex and relationships, and forms part of the whole SRE section of the school’s PSHE curriculum.

The Barclay School is in Stevenage, Hertfordshire, and has 990 pupils on roll. This lesson focuses on risk and attitudes to risk.

Links to PSHE Framework – Westfield

2e) In the context of the importance of relationships: about human reproduction, contraception, sexually transmitted infections, HIV and high risk behaviours including early sexual activity
2f) To recognise and manage risk and make safer choices about healthy lifestyles…
3i) To negotiate within relationships, recognising that actions have consequences, and when and how to make compromises.

Links to Citizenship – Westfield

3a) Use their imagination to consider other people’s experiences and be able to think about, express and explain views that are not their own.

Links to PSHE Framework – Barclay

1d) To recognise influences, pressures and sources help and respond to them appropriately.
2e) About the health risks of alcohol, tobacco and other drug use…
4g) Consider social and moral dilemmas.

Links to Citizenship – Barclay

3a) Use their imagination to consider other people’s experiences and be able to think about, express, explain and critically evaluate views that are not their own.

Links to PSHE Certification

Although there are no evidently clear links into Dimension A in the brief clips viewed in episode 4, the following parts of Dimension B are possibly covered in the complete lessons:

B2.7 Sexually transmitted infections including chlamydia
B3.3. Rights and responsibilities to yourself and others \( \{ \) SRE
B2.2 Effects and risks of drugs on people’s lives, including physical, emotional and social
B3.3 Rights and responsibilities to yourself and others \( \} \) Drugs

Scenes 1 and 2 – Distancing techniques

A natural occurrence in PSHE is that young people will want to use their own experiences or sometimes inadvertently disclose sensitive information. PSHE uses a range of techniques to avoid the need to divulge personal experience. Distancing techniques also have other uses:

- They draw out those students who, for whatever reason, are less willing to come forward by inviting them to comment on the situation that others find themselves in. They are more likely to be able to explore the values of another person’s situation and may then perhaps be more able to think about their own.
• They can be a good way of looking at issues that may be removed from their community or their own experience.

Simulation

In the video clip we observe the young people using glasses of clear liquid to simulate bodily fluids a set of symbolic actions represent a raise of responses that might involve safe or unsafe behaviour. Simulation enables the group to go through the situation which calls for a response and decision, without asking individuals to ‘act out’ unsafe behaviours. It is therefore used particularly in PSHE topics which involve working through sensitive situations e.g. SRE, drug education, dealing with bullying etc.

Role play

As discussed in section A (p.9) the key value of role play is that it allows you to work around sensitive topics in such a way that pupils can take part in discussion without disclosing their own personal experiences and issues. When setting up role play there are certain devices that can maximise outcomes.

• clear roles for the participants and clear tasks for the observers – observers should be looking or listening for something particular e.g. What words and body language a person used to refuse something
• a realistic scenario with a clear outcome or end point that allows both you and the pupils to reflect on what happened – this creates a clear focus
• use of a visible symbol to indicate that the person is in role – identifying them as a character rather than themselves
• to ensure that individuals are able to leave the characters and issues behind it is essential to de-role at the end of the activity. This can be undertaken quite simply by asking everyone who participated to remove any ‘symbols' of their role, stand up and say, 'My name is Sam and I live at …' – or something similar.

Although some teachers find role play challenging to set up and manage, it is a strong distancing technique that is widely enjoyed by pupils. The role play technique can be used to encourage pupils to work from where they are or to allow the teacher to demonstrate and then have pupils practice new skills e.g. refusal skills.

Scenarios and case studies

These are again an important technique in distancing the pupils from the issue being discussed. They enable even the quietest pupils in a class to speak up in reference to somebody else’s story. The character in the story/scenario can provide a link across several lessons and can come alive through the use of role play.

Caution needs to be used in order to avoid the danger of stereotyping when producing input materials for scenarios, case studies and role play. Ensuring that characters are well-rounded and fleshed out with sufficient detail should help avoid a caricature. For example you begin by creating a character. How old are they? What do they look like? Where do they live? Is it a house or flat? Do they own a car or not? Do they work? Or are they studying for a qualification? When you, or pupils in the class, have created this three-dimensional character, only then do you give them an issue or problem to deal with.

In moving from the ‘distanced' activity to a session of review and reflection, pupils need to distinguish the ‘role' from reality. Discussion needs to focus on pupils expressing opinions formed when they were within role and comparing these with what might be their own opinions in reality. It is important to help them see that the exploration in the ‘distance' activity may have given them new insights but that they are not obliged to adopt the values of the character they portrayed or explored.
Scene 3
Planning the PSHE curriculum

It is important to think about what knowledge, skills, experience we want pupils to leave school with. The school needs to work from these expectations in planning PSHE to maximise the opportunities their pupils might experience. PSHE naturally links across the wider curriculum. An exploration of risk taking, for example, can relate to making choices in a wide range of ‘life’ situations. It would be useful for the school to have an overview of how personal and social development occurs not only in PSHE but in many other subjects.

One way of checking that some PSHE topics are not being ‘done to death’ is by gathering pupil feedback – you are likely to find out what they want to learn. You are also able to check which areas currently being taught they find most useful and whether there are topics they think are omitted e.g. where in the school is the mental health of young people addressed?

In the transition between primary and secondary school there has sometimes been an under-estimation (or sometimes over-estimation) of what learning may have gone before. E.g. how have your feeder schools dealt with the topic of puberty? Biological detail? Emotional changes? It is important to start from where children are in their learning and so incorporate techniques that allow you to check their levels of knowledge and understanding.

Gaining confidence in teaching PSHE

PSHE sometimes uses methodologies not common to other subjects and for many teachers it will be a second or even third subject. It is therefore particularly important to support staff who teach PSHE with training – especially in-house training which allows members of a team to work together. This has several benefits:

- the team can explore shared values and responsibilities can be shared
- units of work can be planned and shared together
- confidence can be gained by working together e.g. team teaching, observing etc.
- those with specific expertise can mentor others
- people do not feel isolated in a subject area unfamiliar to them.

Before planning PSHE training it is particularly important to find out what help and support teachers need, especially with challenging and difficult teaching strategies. You may find that there is a wide variety of need and that different staff groups may be able to support each other in this. It is also important to identify any resource implications this may entail.

Questions to prompt reflection

- How do you identify where young people are in their knowledge base and experience in order to help their learning?
- What distancing techniques do you currently use and what review and reflection do young people undertake as a result?
- How do you ensure that your pupils are able to move away from the character they were exploring into developing their own personal stances?

Prompts to implement change

- Consider how you would enhance role play by using symbolic objects or clothing.
- Review the input material you currently provide for distancing techniques in the classroom (the scenarios and case studies you use) to ensure that you minimise the risk of stereotyping situations or people.
- Ensure that the school has created opportunities to consider the personal and social development of young people and how they have contributed to it.
Summary

Before you start

A first step will always be the creation of a positive learning environment which is supported by thoughtful use of classroom layout which can be varied to suit the activities and learning styles of each lesson.

It will be crucial to select learning objectives that are clearly related to the PSHE Framework and which are supported by activities which draw on relevant and effective learning styles.

Having developed criteria, which you will use in selecting PSHE materials, you will also need to differentiate both materials and activities to the ability levels within your teaching group. PSHE has a particular role to play in developing your pupils' emotional intelligence in helping children deal with their feelings and become better listeners – this also needs to be considered when planning your lessons.

Starting out

Consider how best to set out the room to suit the lesson content and activities you will be using.

Warm-up activities are best used to engage pupils interest but also move them towards the main subject of the lesson. Most PSHE teachers appreciate the value of working within clear ground rules that have been developed with the young people. This principle of starting from where the pupils are needs to be extended to ensuring that the content of the lesson meets their needs.

Running the lesson

This resource has reviewed a range of methodologies and approaches that make for more effective learning in PSHE. These include:

- guiding pupils to the use of appropriate language
- guidelines for answering questions
- case studies, scenarios and simulations to create distancing techniques
- exploring the best use of role play
- using the media to explore values and attitudes.

Group work in PSHE needs to be planned so that each individual has a distinctive contribution or task to undertake.

Ensuring that your PSHE lessons move from acquiring knowledge to developing skills is a crucial step in structuring your lessons. A wide variety of skills e.g. decision-making skills can be learned by young people. However in working from the pupils own experiences, as they practise these skills or explore new situations, you will need to remain flexible and responsive in discussion-based work.

Reviewing and reflecting

Creating opportunities to review and reflect on what has been learnt is an essential part of the Active Learning Cycle. This can be carried out in a number of ways including encouraging pupils to undertake their own and peer reviews. Plenary sessions led by the teacher are a way of undertaking this and bringing the class back together as a whole to reflect on its progress against its learning objectives.

The review and reflect segment of a lesson also offers a useful basis for assessment of learning, and can be modelled in different ways, such as ‘passport to freedom’.
Having undertaken this processing of what pupils have learned, it will be important to assess how you will structure future PSHE lessons. This needs to be undertaken in a whole school situation where the PSHE curriculum can be carefully planned.

**The way forward....**

Now that you have had an opportunity to read through this resource book you may wish to identify your own action plan based on the questions for review and prompts for reflection. Acknowledge where you are already doing well in your PSHE practice and select two or three steps to take your learning further.

**Background documents**

There are a number of key background documents containing curriculum requirements, guidance and information with which you should be familiar. These are:

1. PSHE Certification programme
2. Key Stage 3 Strategy Teaching and Learning Framework
3. PSHE Framework (National Curriculum)
4. National Healthy School Standard (NHSS)
5. OFSTED reports on PSHE – highlighting best practice
6. QCA Drugs and Tobacco Education (DATE) Guidance KS 1-4
7. QCA Guidance and exemplars on Sex and Relationships Education (SRE) (forthcoming)
8. PSHE at KS1-4: guidance on assessment, recording and reporting, QCA 2004
10. Drugs: Guidance for Schools, DfES 2004
11. Sex and Relationship Education guidance, DfES 2000
13. QCA Schemes of Work for Citizenship KS1&2, KS3 and KS4
14. Healthy Living Blueprint Department of Health, 2004
15. National Service Framework for Children, Young People and Maternity Services, Department of Health 2004

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