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

The DVD is structured around four episodes, each featuring different schools. Each episode contains a series of ‘scenes’. The episodes are interspersed with discussion panels. 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.
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**Introduction**

Welcome to *PSHE in Practice* for teachers in primary 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 the development of PSHE in schools. It accompanies the *PSHE in Practice* DVD for primary level teachers. The DVD 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, the National Healthy Schools Standard, and the Health Development Agency.

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

- greater awareness of the teaching and learning methodologies used in PSHE
- increased 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 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 1 and 2 which is published in *The National Curriculum Handbook for primary teachers in England* (QCA 99/457)
- QCA guidance on assessment, recording and reporting PSHE and new exemplar units of work for PSHE for Key Stages 1-4
- National Healthy Schools Standard
- PSHE Certification programme
- *Primary National Strategy: Teaching and Learning Framework*
- *The Sex and Relationships Guidance* (DfEE 2000)

It 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 number of audiences for whom this resource 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 subjects of the National Curriculum, 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 problem-solving, communication, inter-personal skills, and learning through experience
- provide relevant ways in which these skills might be developed
- develop community links.

PSHE and the National Curriculum

PSHE is established in the National Curriculum by means of a non-statutory framework at both primary and secondary phases.

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

1. to provide opportunities for all pupils to learn and achieve
2. to prepare all pupils for the opportunities, responsibilities and experiences of adult life.

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

1. developing confidence and responsibility and making the most of their abilities
2. preparing to play an active role as citizens
3. developing a healthy, safer lifestyle
4. developing good relationship and respecting the differences between people.

A broad and balanced PSHE curriculum during Key Stages 1-4 may include aspects of health, including sex and relationship 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.

Topic areas in PSHE need to take account of the non-statutory National Curriculum PSHE Framework and the National Healthy School Standard.
At Key Stages 1 and 2 PSHE and Citizenship are incorporated together in a non-statutory framework. At Key Stages 3 and 4 there are separate frameworks for PSHE (non-statutory) and Citizenship (a statutory foundation subject). The underlying purpose of 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 information to be imparted, skills to be developed, and values and attitudes to be explored.

The extracts from the lessons featured in the DVD are focussed on content specific to Sex and Relationships Education (SRE) and Drug Education. This reflects the fact that the DVDs were primarily produced for use on the PSHE CPD Certification Programme. This 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 (see pages 30 – 35 in the National Curriculum Handbook for primary teachers in England ref.QCA 99/457) outlines how teachers should 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 done within a model of Active Learning supported by evidence that this is the best approach.

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. The cycle can be entered at any point. 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 to meet pupils’ needs through a range of learning styles and to allow for differentiation. This will ensure that they have the opportunity to work in a number of different ways. 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 working 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 what they are doing is of itself active learning. Active learning is not synonymous with group work – both individual and group work can and should include elements of active learning.

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

We have already identified that 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 be able to 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. It may also be useful to have a PSHE display board within your classroom.

The resources used in PSHE go far wider than just text books. An OHP and screen, or interactive whiteboard, video clips, literature, examples of media and use of external contributors, to support the programme should all be considered. When selecting what you are going to use, consider using a list of criteria as a basis for selecting resources. This could be based on suggestions made in *Drugs: Guidance for Schools* (DfES 2004), s3.6 and Appendix 4.
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 involves discussion around very personal and sometimes sensitive issues. It will be 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 prefer to 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.

Consideration should be given to the role of the teacher – facilitating, guiding and shaping the agreement. It is very important that the pupils and teacher achieve ‘ownership’ of the agreement. The agreement should apply as much to the teacher as to the pupils – both in terms of empowerment and protection.

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’

- will listen to each other (discuss: only one person talks at a time)
- will work with others in a friendly way
- can choose not to speak (discuss: you might be feeling uncomfortable).

Try to keep the statements positive – rather than negative, which can lead to a list of ‘Don’ts’ rather than ‘Do’s’.

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 to 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 – such as ill-treatment or abuse
• Co-operating with a police investigation
• Referral to external services’. (Drugs: Guidance for Schools, DfES 4.3)

Active Learning methods

Active learning starts with the principle of getting the pupils to ‘do’ something. All of the following engage pupils at that level as do other examples given in this book (see notes on video episodes). After engaging in the ‘do’ element of active learning these methods move pupils on to reflect on what they have learned. Listed below are examples of how active learning teaching tools can be related to purpose.

Warm-up activities

Warm up activities, or ‘ice-breakers’, can be used to achieve a range of objectives, such as 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 or group of pupils to answer in a way that you can use to 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 may find it useful to try 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, and to create empathy between the pupil and the character’s situation, dilemma etc. A typical use might involve a character being faced with a problem to solve or a choice to make. Pupils are invited to respond by suggesting an appropriate course of action for the character. Their response can then be used to enable the pupils to reflect on the strategies that they might adopt themselves. Again, this technique allows discussion of problems faced by characters without pupils involving themselves in inappropriate or personal disclosures.

Structured debates

This approach encourages use of a formal structure to develop a range of communication skills, and to model and practise the decision-making process. Pupils may be involved in research, summarising, group decision-making, speaking in front of an audience, taking turns, challenging attitudes (both their own and others’), and weighing up arguments. Ultimately the participants each have the opportunity to make a choice and express an opinion. 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.

Young people 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 (Eleven components of effective drug abuse prevention curricula, Dusenbury and Falco 1995 The Journal of School Health 65(10)). This principle can be applied not only to drug education but to many other PSHE topic areas.
Trigger material

A variety of resources may be used as trigger material – such as video clips, paintings, poems, or photographs. 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.

Engaging through story

In addition to their use as trigger material, 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. Typical sentence stems for a round might include:

- I have learned that…
- I was surprised that…
- Something that I didn’t know before is…
- Something that could help me in the future is…

Learning outcomes and assessment

The Primary National Strategy – Assessment for Learning (AfL) clearly identifies two main purposes of assessment: Assessment of learning and assessment for learning.

Assessment of learning (or summative assessment) is any assessment which summarises where learners are at a given point in time – it provides a snapshot 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.

The Primary National Strategy sets out seven key areas where AfL was effective in promoting learning and in raising standards of attainment. More detailed information about assessment for learning (AFL) 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 ‘bolted-on’ but are central to the organisation of the lesson. Typical methods 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 behavioural outcomes e.g. ‘knows how to listen’, not ‘always listens to others’ or ‘knows smoking is harmful’, not ‘does not smoke’. 
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 the PSHE CPD Certification programme in Dimension A, theme A3 sets out important standards in effective teaching and learning which lay emphasis on, amongst other things planning well structured lessons. Crucial to this process will be identifying clear lesson objectives and outcomes and how to use the review and reflect section of the lesson to process the learning and 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 do 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.

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 will appear on 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 statements.
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 on each other and the developing skills of the participants.

Patterns of PSHE organisation in schools

- dedicated team of PSHE teachers
- class teacher and form tutors teach the programme
- a combination of class teachers, form tutors and PSHE specialists
- PSHE events:
  - Theatre in Education
  - Workshop/Theme days
  - Visiting agencies

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, diversity and inclusion

Educational inclusion is broad in scope. It is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. Inclusion pays particular attention to the provision made for and the achievement of different groups of pupils within a school. (OFSTED, 2004)

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 structuring activities and selecting materials appropriately.

In addition to this natural range of abilities and backgrounds, the needs of vulnerable children and young people should be taken into account. The Drugs: Guidance for Schools DfES (2004) document identifies important strategies to support young people who may be vulnerable and/or at risk (s.3.1.8 and 4.1.1). 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.

Remember that the term ‘different groups’ can apply equally to girls and boys; minority ethnic and faith groups, travellers, asylum seekers and refugees; pupils with special educational needs; gifted and talented pupils; sick children, young carers, teenage mothers and fathers and others under social stress; any pupils at risk of disaffection and exclusion.
The video episodes

The PSHE in Practice 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 p.32. 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.

For information on using the DVD, please see the inside front cover.

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 primary DVD:

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Episode 1
Greenhill School

Greenhill School is a large primary school for children aged 4-11 in the suburbs of Sheffield, with 506 pupils on roll.

This lesson is part of a sequence of Year 3 lessons where work has been undertaken on body parts and differences between male and female. The children are familiar with the words used to describe various body parts. To re-cap on the children's learning the teacher has prepared the names of body parts and displayed them.

Links to the PSHE Framework

Key Stage 2
3c) About how the body changes as they approach puberty
5b) To feel positive about themselves

Links to the PSHE CPD Certification

Dimension A
A2.6 Manage discussions of sensitive and controversial issues
A3.2 Use a range of teaching styles in which active learning plays a major part, maximising pupil participation
A3.3 Use a range of groupings, including working in pairs, small groups and with the whole class

Dimension B
B1.1 Physical, emotional and social development of children and young people
B2.3 Human development and reproduction

Scene 1
Creating a positive learning environment

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 which will link the present lesson to a previous one. Examples might include displaying key vocabulary, having appropriate visual materials displayed and displaying the children's previous work on that topic area.

You should use clear, respectful but warm language and actions to welcome the children into the room. You may want to note in this clip the tone of voice, which the teacher uses – it is friendly, gentle and quiet – which invites the children to listen and respond in a quiet manner themselves. The Primary National Strategy draws attention to the importance of supportive language in creating a positive learning climate.

It is important to note that when introducing topics that may be a source of embarrassment or giggling it is helpful to start the lesson with something familiar – a warm-up activity which the pupils know and prepare for as soon as the teacher names it. In this case it is 'the squeeze'.

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. If you need to
create a climate of trust and sensitivity towards the topic, the warm-up may be focussed on touch and silence. This creates an atmosphere of quiet and readiness for moving into the main part of a lesson.

Seating the children in a circle creates an opportunity for each member to see and hear each other clearly. This is not the same as circle-time where the focus of the lesson would remain within the circle and in the group listening to and contributing as individuals.

It should be noted in this clip that the touch started by the teacher for 'the squeeze' is part of a ritual that this particular group is familiar with. It is openly explained and used so that the touch is not 'secret.' You will need to develop warm-up routines that you have practised and are comfortable with in your group.

**Scene 2**

**Reviewing prior learning**

There are good reasons for reviewing prior learning:

- some children may have been absent when a topic was introduced
- it reinforces new vocabulary
- it may link back to a lesson that took place some time ago
- it checks comprehension
- it re-establishes a base-line for group knowledge to move into a new exercise.

**Group work skills**

It is important for you to establish methods by which the pupils will work most effectively in groups. You will need to consider:

- routines for involving each member of the group
- an agreement that one person should speak at a time
- a clearly defined task for the pupils to address
- assigning specific functional roles for group members e.g. someone who writes, someone to keep an eye on the time
- ground rules – see earlier section.

Some teachers establish regular working groups in PSHE e.g. the red table, the blue table etc. This has the advantage of allowing pupils to move swiftly into established routines. However you will not always want children to be working in the same groups – one of the benefits of group work is to listen and hear the views of different class members and learning to work with different people. Where topics may be more sensitive you may allow the children to work in small friendship groups, in other cases you may have single gender groups, and sometimes the groups will be random in their make up.

There are a number of techniques for mixing groups of children, such as:

- by suits of playing cards (e.g. randomly drawn and then find your match)
- pairings by name labels (e.g. Tom and Jerry, salt and pepper)
- birthdays in the same month.

**Language**

You will want to familiarise children not only with the correct language to use in PSHE e.g. body parts – but also to establish and remind them of the appropriate language (i.e. not slang or family words). As set out in the National Curriculum Science Order (KS1) and Sex and Relationship Education Guidance 2000, all primary school children should be able to name parts of the body.
Scene 3
Use of literature and other stimulus material

Use of stories, poems and plays can provide both an input of information and a stimulus to discussion. In this clip the teacher is using materials with which she is familiar and which have a positive message – ‘Every child is a winner…’ Preparation in advance is critical so that you can select appropriate materials to achieve a specific aim.

Using pupil experience

You will need to consider carefully when using a pupil’s personal experiences to ensure that it has something relevant to contribute to the lesson. In other circumstances you will need to think carefully how to manage contributions when pupils offer their personal experiences to class discussions. You should ensure that you do not belittle personal experience but at the same time keep the lesson focussed on the planned outcome or topic. If a pupil does disclose information that gives you cause for concern refer to your school’s Child Protection Guidance and discuss this with the designated staff member for child protection. (See section A p.8.)

Scene 4
Differentiation

Preparation of a variety of materials and groupings will be needed to ensure that children are able to work in a way that suits their level of skills and knowledge whilst holding their interest and encouraging learning.

PSHE at its best should incorporate the same range of learning styles that can be found elsewhere. The example in this clip includes a good variety:

- discussion
- quiz
- selecting and ordering information
- thinking and choosing
- listening (the story).

Many schools have examined a learning styles approach known, colloquially, as VAK – a classification based on different sensory perceptions – visual, auditory and kinaesthetic (VAK). This approach claims that we all have a preferred learning style – visual, auditory and kinaesthetic – and will therefore learn best if new knowledge is presented in a way that appeals to our preferred style. Note however, that to get the best out of every learning opportunity we need to develop styles that are not ‘preferred’.

- **Visual** – learning takes place through seeing pictures, charts, diagrams, video, ICT images, demonstrations and so on. Visual stimuli may also include the written word.
- **Auditory** – learners learn best through listening as, for example, when listening to explanations and taking part in discussions. They also enjoy giving oral presentations.
- **Kinaesthetic** – learners learn best when they physically engage in a task. Role play, simulations and practical tasks appeal to these learners.

Question box

The use of a ‘question box’ is a good example of both choosing an activity which encourages children’s questioning – see the Primary Learning Strategy – and enabling some children 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.
Questions to prompt reflection:

Working routine

- What routines do your pupils currently follow?
- What have you established as a routine for settling down at the start of a PSHE lesson?
- What are the main provisions of a group agreement or ground rules that you would want to put in place with your pupils?
- What routines are (or could be) in place for small groups to easily discuss and record their responses?

Language

- What exercises have you put in place to help pupils identify the language appropriate to PSHE?
- Is ‘street language’ never acceptable or sometimes acceptable?
- How do you indicate this to pupils and then move them on to the use of correct terminology?

Affirmation - ‘Research tells us that positive self-concepts in teachers helps not only their own classroom performance as a confident, un-anxious, respected guide to learning, but also pupil performance which flourishes in all respects when the pupil has someone who projects trust and belief in their capacity and has a warm, supportive ethos to enhance his view of himself as someone of worth. Expectancies from such teachers lead to high pupil self esteem and performance.’ (Self-Concept Development and Education Burns R 1982)

- what forms of affirmation do you use with your pupils in PHSE lessons?
- how do you encourage children to participate?
- in what ways do you set achievable expectations?
- how do you decide which individuals could contribute personal experiences or reflections?
- how do you demonstrate your own respect for the pupils?

Prompts to implement change:

Preparation

For your next lesson think about:

- Room layout – What learning climate are you seeking to achieve? How will you order the room to enable this to happen?
- The variety of resources you could use to support the work and how you they will be used to enable differentiation.
- Different groupings – consider why you want to shape groups in a particular way – and why. What is your intended outcome?
CPD Activity – Learning Styles

Materials needed:
Rough paper
Flipchart paper and large felt pens.

Ask individuals to think about the last PSHE lesson they delivered and consider the range of learning approaches they used. They could make a note of these on a piece of rough paper.

Next divide the whole group into smaller groups of 3-4.

Ask a member of each group to act as a scribe and make a note on the flipchart paper of the styles group members said they used.

Are any styles missing or are some styles more popular than others? Are some styles more suited to PSHE and if so, why?

Take feedback from each group in turn looking at the most popular styles and those thought to be most suited to PSHE.
Episode 2
Ernehale Junior School

This school for pupils aged 5-7 is in an economically advanced area in the Midlands. There are 137 children on roll. Whilst the number of pupils eligible for free school meals is below the national average, the percentage of children for whom English is an additional language is higher than most schools. The Year 2 children participating in this lesson have already talked about medicines in class.

Links to PSHE Framework

1a) To recognise what they like dislike, what is fair and unfair and what is right and wrong
2a) To take part in discussions with one other person and the whole class
2c) To recognise choices they can make, and recognise the difference between right and wrong.
3f) That all household products, including medicines, can be harmful if not used properly
3g) Rules for, and ways of, keeping safe including basic road safety and about people who can help them stay safe
5h) Ask for help (for example from family and friends, midday supervisors, older pupils, the police).

Links to PSHE Certification

Dimension A
A3.1 Plan well structured lessons with clear intended learning outcomes, within a planned programme of PSHE
A3.3 Use a range of groupings, including working in pairs, small groups and with the whole class

Dimension B
B1.3 Drugs that have particular significance to young people including medicines
B2.1 Keeping safe and assessing and managing drug-related risk, including how to ask for help.

Scene 1
Pairing strategies

In discussing any sensitive topic you will need to initiate a safe starter discussion for any child who might not feel comfortable. When you pair children 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 children take it in turns to listen to each other and then respond.

One way of building this process into a regular activity is for a pupil to have a designated ‘response partner’ to whom they turn when the teacher instigates discussion. Response partners can remain in pairs for a limited time – e.g. half a term.

Having established response partner pairings you will need to set an appropriate task to ensure discussion is focussed. For example, one child might talk for 30 seconds on a subject whilst the other listens and then the roles are swapped. Both pupils are practising skills of expressing themselves and listening to others. You may then want to have a simple task which produces a result for the discussion. For example – find one thing that was the same or different for both of you.
**CPD activity: Pairings**

**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 pairings / small group activities?
- 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 aspects of their current practice they might change as a result of their discussion.

**Learning objectives**

When preparing learning objectives for formal documents you will use 'adult terminology' but it is important for you to think about how to present learning objectives in child-friendly language to your pupils. How do you 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 but also skills they are learning
- they enable you to sum up the lesson and they provide a checklist for review and reflection.

Ideally, every learning objective should have a corresponding outcome – and these outcomes can be used as a basis of an assessment model, whether pupil self-assessment, peer-assessed or teacher-assessed. When using objectives and outcomes as a basis for assessment it is very important to make the objectives clear, explicit and express them in language at a level that the pupils will find easily accessible.

**Starting from where children are**

By asking open questions at the start of a lesson you are able to establish a base from which you can begin to assess pupils' experience and knowledge in relation to a PSHE topic. By first hearing the children's experiences you are also able to assess their level of language and vocabulary. This will enable you to reinforce correct use of language and provide an opportunity to correct mis-speakings. Words used can be written on the board to aid literacy skills, reinforce and validate responses.

**Use of classroom layout**

Sometimes you will want to negotiate a different type of teaching area for a PSHE lesson such as the hall or a large open space. This is particularly useful when the whole group is invited to observe an activity and then reflect on it.

Circles make it easy to see everyone and you need to think through whether you join the pupils in the circle at their physical level or whether you are leading from outside the circle.

The circle format can be used for all or part of a lesson depending on your intended outcome. In this lesson it is used in the major part of the lesson to allow the pupils to focus on input (the role play) and then to discuss in small groups where they are sitting. In episode 1 the circle had limited usage as a starting point for the warm-up activity.
Scene 2
Moving from knowledge to skills

Having introduced a topic and managed discussion around it you need to identify a point at which you manage the transition between knowledge-based and skills-based work. The ‘do’ stage of the active learning model (see p.6) can involve ‘doing learning’ i.e. acquiring knowledge. However, ‘doing’ can also be ‘doing skills’, such as practising communication techniques, selecting and organising materials. You will need to plan an opportunity to do this and be explicit with the pupils that having talked things through they will now have the opportunity to practise skills related to the subject.

You are asking the pupils to reflect on this question: ‘What do I now know and what can I now do?’

Role play

As discussed in section A (p.9) the key value of role play is that it allows you to work around sensitive issues 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
- use of a visible symbol (e.g. scarf as in this video clip) 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 my address is...’ – or something similar.

Although some teachers find role play challenging to set up and manage, it is a useful and 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 practise new skills e.g. refusal skills (but see note about persuasion on p.10).

Scene 3
Plenary session to review and reflect

Review and reflect is used to link back to the learning objectives which have been shared with the children at the beginning of the lesson. They 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 – e.g. who are your safe people from whom you can take medicines?

When undertaking review as a whole group, remember that pairs and small group discussion are valuable tools in initially identifying feedback to be shared in the plenary. Sentence stems for use in review and reflection are included in the Introduction under the heading, ‘Closing Rounds.’ (See p.11.)

It may be tempting to allow an activity that is going well to run right to the end of your allocated time. However, it is essential in PSHE to ring-fence time for review and reflection as a final stage of the lesson while the learning is still fresh in the pupils’ minds. Review and reflection time also allows you to check that any problem-solving activities are followed up and resolved. You are able to provide whole group answers which may be important where a pair has struggled to identify their own solution.
Questions to prompt reflection

- How do you identify where children are in their knowledge base and experience in order to help their learning?
- If you can't turn your learning objective into child-friendly language is there a mismatch between expectation and the age group?
- How can you model good listening skills to enable children to develop their own listening skills? (Think back to the example of summing up and clarifying questions in this video episode.)

Prompts to implement change

- Consider how you would sharpen or improve role play by use of symbolic objects or clothing?
- Think about how allowing children to work in friendship pairs works in different ways – and about how different pairings are suited to the task / topic in hand?
- Consider how you will identify the transition point between discussion and skills activity – look back at previous PSHE lessons to find examples where you feel this has been successful.
- Be sure to prepare all materials required in advance (e.g. visual symbols for role play) and to know how they are going to be used – planning and preparation is the key to all lessons.
Episode 3
Limbrick Wood Primary School

This primary school is situated in a pocket of economic disadvantage in Coventry, which is among the 10% of the poorest neighbourhoods in the country. It has 152 pupils on roll. Free school meals are provided for 43% of the pupils and 58% of the pupils are on the SEN register. Pupils at the school live in a wide variety of different family and social settings.

The lesson is delivered to a Key Stage 2 (Year 5) class and is the third lesson in a six-week block of Sex and Relationship Education lessons, itself part of the overall PSHE scheme. The teacher also takes the class for circle time once a week.

Links to PSHE Framework
1a) To talk and write about their opinions, and explain their views, on issues that affect themselves and society.
2e) To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences.
4c) To be aware of different types of relationships, including those of marriage and different types of families, and to develop the skills to be effective in relationships.
5g) Consider social and moral dilemmas that they come across in life...

Links to PSHE Certification
Dimension A
A3.3 Use a range of groupings, including work in pairs, small group sand with the whole class
A3.4 Make good use of a range of teaching resources

Dimension B
B3.2 Loss and change in family life and the issues presented by parenthood
B3.4 Nature and importance of marriage and the range of mutually supportive relationships, and their importance for family life.

Scene 1
Use of specialist teachers

The majority of primary school teachers who deliver PSHE are unlikely to have any extensive specialist training. However a number of schools have trained teachers to become 'specialists' in this area of the curriculum. There are advantages to having a class teacher who knows the children well to deliver their PSHE. These include:

• the children have a pre-existing relationship with their class teacher
• the class teacher will usually know if there are any problems or issues 'at home' and therefore may be the person to whom the pupils would naturally turn
• the class teacher will be knowledgeable about the pupils' literacy and numeracy skills and can relate tasks in PSHE to developing these
• the class teacher can incorporate PSHE learning and activities within a range of other subject areas if they naturally arise e.g. 'relationships' from stories in the Literacy Hour.

On the other hand, a teacher with specialist PSHE training can:
• more naturally handle sensitive topic areas, such as bereavement, more naturally, because they will have had the opportunity to have covered the subject in more depth
• provide welcome specialist support in topics such as SRE and drug education which may be welcomed by the class teacher
• provide an additional adult with a trained ear to hear and respond to some of the dilemmas that may be faced by pupils.
Use of ground rules

It is important to make the conditions that apply and in which you are working with the children, explicit to them. There are several reasons for doing this (see p.8). For teaching a sensitive topic such as family patterns, 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.

CPD activity

Materials needed:
Flipchart paper
Thick felt pens.

Divide the group in half, one part to take the role of teachers planning a school journey and the other part take the role of the pupils going on the journey. Ask each group to brainstorm the rules they would like the whole group (teachers and pupils) to abide by while they are away.

When they have a good list bring the two groups together and ask them to negotiate the two lists into one workable set of Special School Journey Ground Rules.

How easy was it to negotiate the two lists into one?
Did the ‘pupil group’ receive a fair hearing?
How would this actually work in the classroom?

Scene 2
Using literature

Using literature and other distancing techniques can prove a valuable tool in PSHE. There are a range of popular stories that allow children a way into looking at specific issues or points of view through the characters. ‘For some pupils there is a joy and power in literature, it may not change their lives but it can touch them deeply. Children get very involved with characters in books. Reading, or hearing the stories will help them take a look at their own world from a different perspective.’ (Young and Pregnant, de Meza L 2000, Books for Keeps 123)

You could also encourage the pupils to use fictitious characters from the stories to ‘act-out’ situations or develop scenarios. Through this technique they could be invited to see the world through someone else’s eyes and to empathise with their situation.

Having engaged in these activities pupils are then encouraged to draw comparisons between how the characters responded to a situation and how they would respond.

Work involving personal experience

A natural occurrence in PSHE is that children will want to use their own experiences or sometimes inadvertently make a disclosure. You should know what to do should child protection issues arise – refer to your school’s child protection policy. However more frequently it is a case of handling the answering of a sensitive question inside or outside the classroom.

Training children to work in PSHE involves helping them understand boundaries and they will therefore understand if you explain that you might need to speak to them about their question later. Pupils will sometimes ask you about your personal experiences. You need to be cautious here and it may be a case of reminding the pupil that the ground rules are there for you too.
Ability levels

Having taken into account the ability level of the class it is important to plan teaching strategies that encourage everyone to be involved through a focus on discussion rather than writing. The stimulus materials here included a story read by the teacher and then visual material – both of these accessible to the ability range of a school with 58% of its pupils on the SEN register. Planning for a lesson with no or minimal writing by the pupils involves careful attention to pace and variety.

Selecting materials

When using pictorial materials it will be important to select those that reflect the diversity within the school as well as that of the wider community. Careful choice of materials enables the pupils to comment on or raise a point for discussion e.g. about mixed race families. They are able to interpret and discuss this at a level suitable to their experience. The teacher guides the discussion by carefully challenging inappropriate language (e.g. ‘brown’, ‘dark’ people) by not pointing out an error but by clearly stating the appropriate word for all to hear. This technique is repeated several times as a form of ‘modelling’ to the pupils.

Discussions about topics such as race, sex or gender may generate examples of inappropriate language. Where ‘modelling’ cannot change usage it will be important to refer to the group

Note

Using circles for classroom discussion in PSHE is different from using the recognised ‘Circle Time’ methodologies.

Questions to prompt reflection

• Of all the PSHE topics that you currently teach, in which would you most value the support of a specialist teacher in planning and delivery? Why would this be and what could the specialist teacher provide that you cannot?
• When selecting materials to use in PSHE what criteria do you use?
• When planning a PSHE lesson in which the children may disclose sensitive family information, how do you ensure any individual who is vulnerable in discussions can be supported and cared for whilst you continue to run the lesson?

Prompts to implement change

• Review your existing PSHE lessons and identify where poems and stories might provide useful distancing techniques to develop discussions.
• Take a favourite PSHE module of work and examine it carefully to ensure that the activities and learning strategies reflect the ability level(s) of the class you use it with.
Episode 4

Pocklington Community Junior, and Four Dwellings Primary School

Both the schools shown in these two clips have 300 pupils on roll. Pocklington is a junior school for children aged 7 –11. It is situated in the East Riding of Yorkshire in a large market town with surrounding rural farms. The area has a high rate of teenage pregnancies.

Four Dwellings Primary School is situated in a run down and disadvantaged area of Birmingham. The class featured in the video has a number of pupils with behavioural or learning difficulties – one child is autistic and measures are taken to ensure that this pupil can participate fully. This school works very hard at being a ‘safe place’ for its pupils as so many of them have difficulties at home.

PSHE Framework links

2f) To resolve difference by looking at alternatives, making decisions and explaining choices.
3f) That pressure to behave in an unacceptable or risky way can come form a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.
5d) Make real choices and decisions for example about issues affecting their health and well being…

Links to PSHE CPD Certification

Dimension A
A2.4 Have strategies to respond appropriately to spontaneous issues raised by pupils while working within the planned programme
A4.2 Use a range of strategies, including pupils self-assessment, to assess the development of skills, knowledge and understanding

Dimension B
B3.3 Rights and responsibilities to yourself and others
B3.4 Range of influences and pressures on children and young people and how these affect their decisions to use, or not use, drugs.

Scene 1
Accreditation and Certification

The PSHE CPD programme is now known as ‘Certification’ having previously been called an accreditation scheme. Some schools also participate in their local Healthy Schools Scheme, which is accredited by the National Healthy School Standard (NHSS).

As well as the above nationally recognised schemes, LEAs and a number of independent agencies run courses for continuing professional development in PSHE and related subjects.

Note: Some schools use the term PSHCE to denote the inclusion of Citizenship within their PSHE planning and delivery.
Fictional characters and role play

Using characters from fiction has been identified earlier (see p.11) as an important technique in distancing the pupils from the issue being discussed. This enables even the quietest pupils in a class to speak up in reference to somebody else’s story. The character can provide a link across several lessons and can come alive through the use of role play.

Flexibility in dynamic situations

The way role play is run in an active learning model is a dynamic subject and things do not always go to plan. You need to be responsive to this and prepared to sometimes follow where the activity may take the discussion e.g. Refusing the persuaders may become negotiation skills. If this happens it is important not to tell the pupils that they have ‘got it wrong’ but rather to examine with them what changed and why. Real care needs to be taken about involving pupils in a persuader role – see note on model of responsible role play on p.10.

Assertiveness skills

To help children develop the ability to make a safe choice and to see that through, role plays may need to be preceded by an opportunity to explore strategies to do this. The ‘Blueprint Drug Education Research Programme’ currently running has identified the following strategies based on good practice. These strategies are used in the Programme with Year 7 pupils and can be adapted for Key Stage 2:

• **Decision making** – practice with the pupils a process of the four C’s:
  - Get CLEAR what the issues or problem is
  - Then CONSIDER options
  - Think about the CONSEQUENCES of each option
  - Finally, CHOOSE the best option

• **Refusal skills** – review with pupils five ways of saying ‘no.’
  1. Say a simple ‘no’ or ‘No thanks’
  2. Tell it like it is e.g. ‘No thanks, I don’t want a drink’
  3. Use the broken record – repeat ‘no’ over and over, or use variations such as ‘No, I’m not interested.’
  4. Walk away – say ‘no’ and walk away
  5. Avoid the situation – stay away from situations and people who put unwanted pressure on you – choose friends who like you for who you are.

Scene 2

**Assessment through review**

In section A of this resource book two types of assessment were identified:

Assessment of learning (or summative assessment) is any assessment which summarises where learners are at a given point in time – it provides a snapshot 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.

Assessment can take place through review at the end of a lesson or sequence of lessons as a natural part of the active learning cycle. This can happen through:

• self-evaluation, response partner evaluation or group evaluation
• using sentence stems and other prompts to check learning
• mind mapping to assess learning
• monitoring the development of the ‘whole child’ as a method of assessing skills development.
Recording assessment

Schools are required to keep records on all aspects of a pupil's development, so it is appropriate for the (annual) school report to include a commentary on personal and social learning. In the earliest years teachers should produce these statements, with pupils taking increasing responsibility for them as they grow up this can be done via pupil self-reflection and a self assessment sheet. The teacher can then build upon the pupils’ comments.

When writing reports the following points should be addressed:

• Is what the teacher has observed real, or imagined because of how the teacher feels about the child?
• Has this pupil had an equal opportunity to their peers to acquire the knowledge/attitudes/skills being assessed?
• Is the teacher able to be objective about the values being assessed here? Are they biased because of the teacher's feelings?
• Are the judgements being made by the assessors consistent?
• Is the assessment based on educational outcomes rather than behavioural outcomes?

Emotional Intelligence and Social, Emotional and Behavioural Skills

Emotional intelligence (sometimes known as emotional literacy) is a relatively new concept in the education world. By helping children to recognise and handle their emotions and to become better listeners, it can assist teachers in the classroom and raise standards.

The DfES is trialling a Social, Emotional and Behavioural Skills curriculum in a number of LEAs. This initiative is founded on the belief that that positive behaviour requires a proactive, whole-school approach to developing children’s social, emotional and behavioural skills within a learning community that promotes the emotional well-being of all its members. Further details are available on the Standards website, at: www.standards.dfes.gov.uk/primary/features/litnews/873235/

See www.teachernet.gov.uk for further information and discussion on emotional intelligence.

Questions to prompt reflection

• When a PSHE lesson has not developed according to your plan, were you able to identify an unexpected learning outcome with the children and then return to your original intention? What would give you the confidence to do this in the future?
• What do you think are the key life experiences (e.g. change, loss, discovery etc.) around which you want to develop your pupils’ emotional intelligence?

Prompts to implement change

• Look through the examples of fictional material that you use with your pupils in PSHE. Identify whether there are any characters who are rich enough in detail to provide a bridge across several lessons and who can be developed into a tool for role play, decision making etc.
• Choose a recent PSHE lesson and look for examples of assessment activities undertaken. Review the variety of types of assessment, ensuring that you incorporate individual, pair and group reflection in the future.
• Review your school’s reporting procedures to ensure that a child’s personal development is recorded in relationship to the knowledge and skills they have acquired in PSHE.
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. You may wish to consider whether some topics are better supported by using specialist teachers either in place of or in addition to the classroom teacher.

It will be crucial to select learning objectives that are clearly related to the PSHE framework and which are supported by activities that 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

Most PSHE teachers appreciate the value of working within clear ground rules that have been developed with the children. This principle of starting from where the children are needs to be extended to ensuring that the content of the lesson meets their needs.

PSHE is more effective when it is developmental and you are able to link lessons to prior learning rather than creating a series of one-off topics. You need to incorporate an opportunity for the children to review their prior learning and firmly link this to a new topic.

Running the lesson

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

- developing group work skills and pairing strategies
- guiding children to the use of appropriate language
- using literature and fictional characters to create distancing techniques
- exploring role play.

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. assertiveness can be learned by children. 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 to these opportunities.

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 children 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 way forward....

Now that you have had an opportunity to read through this resource book you can identify your own action plan based on the questions for review and prompts for reflection at the end of each episode. 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 (DfES)
2. Primary National Strategy Teaching and Learning Framework (DfES)
3. PSHE Framework (National Curriculum)
4. National Healthy School Standard (NHSS)
5. OFSTED reports on PSHE – highlighting best practice
6. QCA Drug, Alcohol and Tobacco Education curriculum guidance for schools KS 1-4 (QCA 2003 – ref: QCA/03/1030)
7. QCA Guidance and exemplar units of work for PSHE (to be published in 2005)
8. PSHE at KS1-4: guidance on assessment, recording and reporting, QCA 2004
11. Sex and Relationship Education Guidance (DfES, 2000)
13. QCA Schemes of Work for Citizenship KS1&2, KS3 and KS4

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