



Sex and relationship education, healthy lifestyles and financial capability

Teacher's handbook for the units of work



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Contents

Introduction	1
■ PSHE and the national curriculum	1
■ What is the purpose of this guidance?	2
■ Who is this guidance for?	2
■ What does the guidance include?	2
■ Why is sex and relationship education important?	3
■ Why is healthy lifestyles education important?	4
■ Why is financial capability education important?	4
■ How does teaching and learning about sex and relationship education and healthy lifestyles education contribute to national strategies and targets?	5
Section 1: How to use the guidance	7
■ What the units cover	7
■ Assessing performance in the activities	8
■ The units: topics, year groups and curriculum areas	10
Section 2: Teaching the units	11
■ Setting ground rules	11
■ Handling sensitive and controversial issues	12
■ Recognising bias	13
■ Developing a policy on confidentiality	13
■ Planning and developing a PSHE programme	14
■ What is the starting point for PSHE?	16
■ What kind of teaching and learning approaches can be used to deliver the units?	17
■ What teaching and learning opportunities can be provided?	18
■ Training and support for teachers	19
Appendices	
Appendix A: Summary of different teaching approaches	20
Appendix B: Inclusion, and teaching about diversity in PSHE	25

Introduction

Personal, social and health education (PSHE) is a planned programme of teaching and learning that promotes pupils' personal and social development and their health and well-being. It helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

PSHE and the national curriculum

The content for PSHE is described in the joint framework for PSHE and citizenship at key stages 1 and 2, and in the framework for PSHE at key stages 3 and 4. See *The national curriculum: handbook for primary teachers* (QCA, 1999) and *The national curriculum: handbook for secondary teachers* (QCA, 2004).

These non-statutory frameworks were introduced as part of the revised national curriculum in September 2000. They should be used in the context of the statutory requirements of section 351 of the Education Act 1996, which requires all maintained schools to provide a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

The frameworks at all key stages comprise three interrelated strands that support pupils' health and their personal and social development. These are:

- developing confidence and responsibility and making the most of their abilities
- developing a healthy, safer lifestyle
- developing good relationships and respecting the differences between people.

At key stages 1 and 2 a fourth strand is included: preparing to play an active role as citizens.

The PSHE frameworks are designed to be flexible so that schools can develop a curriculum relevant to their pupils, connecting with their interests and experiences and relating to their abilities and backgrounds. The school's curriculum should provide pupils with opportunities to address real-life issues and show them that they can make a difference.

This guidance is designed to allow teachers to provide for PSHE through a combination of:

- discrete provision for PSHE within separate curriculum time
- explicit opportunities in other curriculum subjects
- whole-school and suspended timetable activities
- involving pupils in the life of the school and wider community.

What is the purpose of this guidance?

This guidance is designed to help teachers deliver the following aspects of the PSHE curriculum: sex and relationship education, healthy lifestyles and financial capability. The guidance is not a scheme of work, but it could be used as part of a wider programme of training and support or to enhance a school's existing scheme of work for PSHE. The content is based on the relevant aspects of the non-statutory framework for PSHE and citizenship at key stages 1 and 2, and the non-statutory framework for PSHE at key stages 3 and 4. There are links with other subject areas, particularly the programmes of study for science at key stages 1–4.

Who is this guidance for?

This guidance could be used by:

- all teachers responsible for the delivery of PSHE
- PSHE coordinators as part of staff development sessions
- senior managers with responsibility for developing a whole-school approach to the subject
- local authority advisers for continuing professional development work
- school governors responsible for PSHE policy.

As the PSHE curriculum has implications for the whole school, it is essential that the senior management team and governors consider how it is provided alongside other aspects of whole-school planning. Those who deliver PSHE, including sex and relationship education, should receive sufficient training and support to ensure that they are confident in terms of content, approaches and teaching styles.

What does the guidance include?

The guidance consists of 12 units of work and this *Teacher's handbook*.

This handbook:

- provides guidance on planning and delivering work around sex and relationship education, healthy lifestyles and financial capability
- suggests appropriate teaching and learning approaches
- provides information on how to use the units of work

- provides guidance on dealing with sensitive and controversial issues
- provides information on how to include parents and carers in planning.

The units of work:

- illustrate a range of appropriate teaching and learning activities
- highlight links with relevant subject areas such as science
- outline the expected learning outcomes of each set of activities
- provide starting points for schools to develop their PSHE programmes
- highlight progression between key stages
- contain flexible teaching and learning activities for each year group identified
- contain activities that can be adapted for different purposes and age groups, according to the needs of the class, school or individual pupils.

The units may be supplemented or replaced with other materials, for example existing local authority programmes or school-developed resources.

The units, including the topics covered and suggested year groups, are shown on page 10.

Why is sex and relationship education important?

Effective sex and relationship education is essential if young people are to make responsible, informed and healthy decisions about their lives, both now and in the future. A successful programme will help young people learn to respect themselves and others, and move confidently from childhood through adolescence and into adulthood. The most appropriate context for sex and relationship education provision is as part of a wider programme of PSHE. The school's sex and relationship education provision should also include those aspects that form part of the national curriculum programmes of study for science.

What are the requirements for sex and relationship education?

In primary schools headteachers and governors are responsible for deciding whether to provide sex and relationship education beyond the statutory requirements of the science programmes of study. They should also decide how it should be provided and what should be included.

In secondary schools headteachers and governors are required to provide all pupils with a full and appropriate programme of sex and relationship education.

Parents have the right to withdraw their children from all or part of sex education, except those areas that are included in the national curriculum programme of study for science.

Parents should be involved and consulted when planning a sex and relationship education programme, and informed of content on an ongoing basis (for example at an annual meeting). See 'Involving parents and carers' on page 14 for more information about this.

Schools should refer to the Department for Education and Skills (DfES) guidance for sex and relationship education (*Sex and relationship education guidance*, DfEE, 2000), which was circulated to schools in July 2000. This contains information on reviewing school policies as well as on curriculum content and delivery. It can be viewed on the DfES website (www.dfes.gov.uk/sreguidance).

Why is healthy lifestyles education important?

Good health is important for effective learning, and learning about healthy lifestyles helps to give pupils the confidence and support to make informed choices about their current and future health. A healthy lifestyle encompasses physical, nutritional and emotional health. Schools should look for opportunities to promote and improve health in every area of school life, for example by organising physical activities, cooking and growing fruit and vegetables, assessing pupils' eating and exercise habits and offering access to health support services.

The National Healthy Schools Programme (NHSP) helps schools develop a whole-school approach to promoting pupils' health and well-being. See page 5 for more details.

The DfES publication *Healthy living blueprint for schools* (DfES, 2004) outlines the government's commitments to, and objectives for, supporting schools in creating a healthy environment. It can be downloaded from the 'Healthy living' section on the *Teachernet* website (www.teachernet.gov.uk/wholeschool/).

Why is financial capability education important?

Financial capability is an important life skill for everyone. Financial education helps young people to:

- explore attitudes to money and financial services and learn to take responsibility for financial decisions
- develop skills to think ahead about financial needs and to plan and budget
- increase knowledge, awareness and understanding of financial services and products so they can make informed choices.

These attitudes and skills will help young people move into adulthood with confidence in their ability to deal effectively and efficiently with the range of financial decisions they will have to make.

For more information on personal financial education, see the DfES guidance *Financial capability through personal financial education* (DfEE, 2000) at key stages 1 and 2, and key stages 3 and 4. The guidelines are available from the *Teachernet* website by going to 'Personal financial capability' in the section 'A to Z of school leadership' (www.teachernet.gov.uk/management/).

How does teaching and learning about sex and relationship education and healthy lifestyles education contribute to national strategies and targets?

Every Child Matters aims

Every child matters: change for children is a government programme of change to improve opportunities for all children and young people. It focuses on five outcomes that children and young people have identified as crucial to well-being in childhood and later life: be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. The Children Act 2004 provides the legal framework for this programme of reform. The *Every child matters* website (www.everychildmatters.gov.uk) contains more information.

The relevant Every Child Matters aims are given at the start of each unit.

National Healthy Schools Programme (NHSP)

NHSP and its local programmes help schools review and develop a whole-school approach to promoting health and well-being. The programme's aim is to raise pupil achievement, reduce health inequalities and promote social inclusion.

Schools are asked to demonstrate standards in the following: PSHE (including sex and relationship education and drug, alcohol and tobacco education), healthy eating, emotional health and well-being, and physical activity.

A healthy school achieves national standards that demonstrate a key contribution to the five Every Child Matters aims.

Every local authority in England has a healthy schools partnership with its primary care trust(s), employing a local programme coordinator to work with schools to help them achieve healthy school status. For more information, see the *Wired for health* website (www.wiredforhealth.gov.uk). The *Local healthy school programmes* website (www.lhsp.org) contains contact details for the local programme coordinator.

Social and emotional aspects of learning (SEAL)

Excellence and enjoyment: social and emotional aspects of learning (DfES, 2004) is a whole-curriculum framework and resource from the Primary National Strategy. This resource focuses on five qualities and skills that help to promote positive behaviour and effective learning: self-awareness, managing feelings, motivation, empathy and social skills. These aspects of learning are referenced in the units where relevant.

SEAL was made available to all schools from April 2005. For details of where to find this information see 'Useful resources' on the PSHE pages of the QCA website (www.qca.org.uk/pshe/).

Teenage Pregnancy Strategy

The aims of the Teenage Pregnancy Strategy are to, by 2010, halve the under-18 conception (from the 1998 baseline) and increase the proportion of parents aged 16 to 18 who are in education, employment or training to 60 per cent. Making sure that all young people receive a planned programme of sex and relationship education, delivered within the PSHE framework, is a main aim of the strategy.

Section 1: How to use the guidance

The exemplar units are not intended to be prescriptive or to comprise a complete PSHE programme. They are examples of teaching and learning activities that may be developed as part of a school's PSHE scheme of work. In addition, the examples show how activities can link with the programme of study for science and other curriculum areas.

The units could be used as starting points for schools to develop PSHE programmes that respond to the specific needs and priorities of their pupils, regardless of their religious, ethnic or cultural backgrounds. The units also support schools in developing their sex and relationship education provision as part of a PSHE programme of work.

The units may be delivered as part of discrete PSHE programmes, within other subjects or as off-timetable activities or events. They have been organised to ensure progression in knowledge, skills and understanding, with activities that build on prior learning. The units are flexible, and many of the ideas are transferable to other age groups and key stages depending on the pupils' stage of development and level of maturity. Teachers can decide which units or activities to use, in which order they want to carry out the activities, and which year group within their school the units suit best. They can adapt the activities to meet the specific needs of individual pupils, and they can combine the units with other materials to form a complete programme of learning.

What the units cover

There are 12 units of work covering aspects of sex and relationship education, healthy lifestyles and financial capability.

Year group

This shows the recommended age groups with which to use the units. However, as outlined above, units are flexible and may be adapted for different age groups and key stages.

About the unit

This sets out the main focus of the teaching and learning. It outlines the knowledge, skills and understanding that the unit will develop. There are examples of links to other PSHE units.

Where the unit fits in

This indicates the aspects of PSHE that the unit addresses.

Expectations

These are provided to help teachers assess pupils. They broadly describe the knowledge, skills and understanding that most pupils should achieve after completing the unit, as well as what pupils working at a lower or more advanced standard should achieve.

Possible teaching activities

These activities are designed to help pupils develop the knowledge, skills and understanding outlined in the objectives. They may be adapted and amended to fit in with the school's priorities and provision for PSHE.

Points to note

This section includes notes on teaching the content of the unit, planning and management of work and possible alternative or extension activities. Links with other subjects and references to appropriate sections of the *Teacher's handbook* are also provided.

Learning objectives

These outline the knowledge, skills and understanding that are the focus of the activities within the unit.

Learning outcomes

These indicate the knowledge, skills and understanding that pupils should develop through the teaching and learning activities. They provide opportunities for checking progress and reviewing work with pupils.

Links with other subjects

This gives the relevant programmes of study and schemes of work in other subjects that the unit addresses.

Resources

This lists materials and sources of information that may be helpful in delivering the unit or planning for further work.

Assessing performance in the activities

Teachers should make assessment an integral part of their planning. Assessment, in all its forms, gives teachers and pupils clear expectations for standards and achievement. When planning, teachers need to be clear about how pupils will get feedback on their work and how to judge pupils' success, the progress they are making and next steps. Pupils should be involved in assessing their own work. Feedback and assessment may also come from peers, teachers and other audiences.

Assessing the outcomes of each section of the units will help teachers and pupils to be clear about pupils' achievements and how their learning can progress. The

activities in each section of the units are clearly mapped to the learning objectives against which success can be evaluated.

The understanding gained both by teacher and pupil will inform judgements about how pupils have performed in relation to the unit expectations. This feeds into end-of-year and end-of-key-stage assessments of pupil performance against the non-statutory framework and end-of-key-stage statements for PSHE.

For further guidance on how to assess PSHE, see QCA's publication, *PSHE at key stages 1-4: guidance on assessment, recording and reporting*, which incorporates the new end-of-key-stage statements (see www.qca.org.uk/pshe/).

The units: topics, year groups and curriculum areas

The table below lists the 12 units of work and shows:

- the suggested year groups
- the topics covered
- the relevant joint PSHE and citizenship framework references at key stages 1 and 2
- the relevant PSHE framework references at key stages 3 and 4
- links to curriculum areas.

The units may be adapted for different age groups and key stages.

Unit title	Topic	PSHE framework	Links to curriculum areas
1 Special people (years 1 and 2)	Sex and relationship education	1b 1c 1d 4d	RE 3j 3k 3p
2 Keeping the body healthy (years 1 and 2)	Healthy lifestyles	3a 3b 3c 3e 5a 5b 5c	Science Sc2 1b 2a 2c 2f 4a
3 Making choices for a healthy life (years 1 and 2)	Healthy lifestyles	3a 5c 5d	Science Sc2 2b 2c; PE 4a 4b
4 Support networks (years 5 and 6)	Sex and relationship education	1b 1c 4a 4c 4g 5a 5b 5e 5f 5g	RE 3p
5 How the body works and changes in puberty (years 5 and 6)	Sex and relationship education	1c 3c 5b 5f 5h 5i	Science Sc2 1a 2f
6 Eating healthily, being active (years 3 and 4)	Healthy lifestyles	3a	Science Sc2 2b 2c 2d 2h 5f; PE 4a 4c
7 Looking after my money (years 3, 4, 5 and 6)	Financial capability	1f 5d	Mathematics Ma2 1e 4b
8 Bullying (years 7 and 8)	Sex and relationship education	1b 2g 3a 3b 3j 3k	En1 2 3b 4a 4b; RE 2c 3i 3j
9 Healthy friendships and relationships (years 7, 8 and 9)	Sex and relationship education	1b 2b 3e 3h 3i	English En2 5a 5b 5c 5d; RE 1e 2c 2e; Science Sc2 2f
10 Spending and saving (years 7, 8 and 9)	Financial capability	1g 4d 4h	Mathematics Ma2 1e 3a
11 Relationships: making healthy choices (years 10 and 11)	Sex and relationship education	1b 1d 2a 2b 2e 2f 3e 3f	English En1 2b 2d 4a 4b; Science Sc2 2f 2g
12 Sexuality (years 10 and 11)	Sex and relationship education	1b 1d 2a 3e 3f 4b	Citizenship 2a 2b 2c 3a

Section 2: Teaching the units

Fundamental to PSHE is the need to discuss sensitive, controversial and challenging social and moral issues, and to make sense of them in the context of pupils' own life experiences now and in the future. It is important that any such discussion takes place in a climate of trust, cooperation and support. Teachers need to create a safe environment in which pupils can share their feelings, explore their values and attitudes, express their opinions and consider those of others without attracting negative feedback. This will help to enhance self-esteem and encourage more open discussion. It will also help to make sure that teachers are not anxious about unexpected language use or comments.

To do this, teachers should:

- help pupils set ground rules about how they will behave towards each other in discussion
- judge when to allow pupils to discuss issues confidentially in small groups and when to support them by listening in to these group discussions
- make sure that pupils have access to balanced information and differing views, including contributions made by visitors to the classroom, with which they can then clarify their own opinions and views
- decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the framework of the school's values
- make sure that they are sensitive to the needs of individuals in the class when tackling issues of social, cultural or personal identity.

Setting ground rules

Ground rules help to minimise embarrassment, inappropriate and unintended disclosures and comments of a negative nature made towards other pupils, whether intentional or not. Ground rules will support broader class rules and the school's own code of conduct.

It is essential that pupils and teachers develop ground rules together rather than being presented with ones produced elsewhere. They will then need to test them in discussion and group activities, amending them as necessary. Some examples of ground rules might include agreeing an appropriate vocabulary to use (during sex and relationship education activities, for example), or not asking personal questions. The rules could also include respecting what people say, listening, using anonymous examples ('when someone ...') and having the option to 'pass'. Using distancing techniques such as role play and case studies with invented characters can help to depersonalise discussions.

Try to keep the statements positive – a list of do's rather than don'ts. For example, one year 5 class agreed the following ground rules.

- Listen to each other.
- Make positive comments that help people.
- Respect what people say or do.
- Take turns and help each other.
- You don't have to say anything if you don't want to.

Pupils should be regularly reminded of the ground rules and their importance when handling sensitive issues during whole-class and group discussion.

Handling sensitive and controversial issues

Learning from real-life experience is central to PSHE. Sensitive and controversial issues are certain to arise. Pupils should not be sheltered from such issues; through them they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict and distinguishing between fact and opinion.

Almost any issue can prove sensitive to an individual. However, issues that are most likely to be sensitive or controversial include those that have a political, social or personal impact, deal with questions of values and beliefs or are raised by sex and relationship education. Other issues likely to be sensitive or controversial in the context of these units of work include:

- family lifestyle and values (including cultural and religious values)
- physical and medical issues
- financial issues (including unemployment)
- bullying (including homophobic and racist bullying)
- bereavement.

The law relating to teaching about controversial issues is contained in the Education Act 1996. Section 406 requires school governing bodies, headteachers and local authorities to forbid the promotion of partisan political views and to forbid the pursuit of partisan political activities by pupils under 12. Section 407 requires them to take all reasonably practicable steps to make sure that where political or controversial issues are brought to pupils' attention, a balanced presentation of opposing views is offered.

If anyone thinks that a school is not complying with these requirements, they can make a formal complaint to the governing body. If they are not satisfied with the response, they can complain to the local authority. If they are still dissatisfied, they can make a complaint to the Secretary of State.

Recognising bias

When teaching controversial issues there is always a risk of bias, whether unwitting or otherwise. Teachers should include in their PSHE provision activities that allow pupils to learn how to recognise bias, evaluate evidence put before them, look for different interpretations, views and sources of evidence, and give reasons for what they say and do.

The need for a balanced judgement should not be regarded as inhibiting a clear stand against racism and other forms of discrimination. Our common values require that there are behaviours we should not tolerate. For example, racism, bullying and cruelty are never acceptable in any form.

Developing a policy on confidentiality

Pupils occasionally make personal disclosures, either in class or to individual teachers. For example, they may disclose that they or their friends or relatives are using drugs, are engaging in illegal activity or have been abused. As there are many circumstances through which teachers may come to possess sensitive information about pupils, a school policy about confidentiality should be developed to provide guidance for teachers. The following general principles should be considered.

- All members of the school community need to be clear about the rules of confidentiality. Information about pupils should not be passed on indiscriminately. The headteacher may wish to be informed in all or some circumstances, in which case staff have a contractual obligation to comply.
- Teachers are not able to offer pupils or their parents unconditional confidentiality. If staff receive information about behaviour likely to cause harm to the pupil or to others, they must pass it on to the appropriate agency, following the school's child protection procedures.
- Teachers should make it clear to pupils that it is not possible to keep all information confidential and that it is sometimes necessary to tell someone else. However, the pupils need to know when this has to happen, what will be done with the information, and who will have access to it.
- In the case of illegal activity, action should be taken in the best interests of the pupil. This does not necessarily involve informing the police. Teachers are not statutorily required to inform the police about illegal drug activity, for example. The school's police liaison officer will provide guidance about specific instances.
- The school's policy should clarify if, when and how teachers should communicate information or concerns about pupils to their parents.
- Where outside agencies and others provide support for the PSHE and citizenship provision, they must be made aware of, and abide by, the school's policies for PSHE, including disclosures and confidentiality. However, they may also have a role in providing advice and support directly to young people. The boundary between these two roles must be agreed with the school. Pupils must be clear about what their rights to confidentiality are.

- Other professions are bound by their own codes of confidentiality. For example, health professionals, such as the school nurse, are bound by the medical code of confidentiality in their work with children and young people.

In lessons, teachers should establish from the beginning that it is inappropriate to disclose some personal information. Pupils need to be clear about not putting pressure on one another to answer questions about their own experiences. This also applies to any adult in the school.

Guidance on issues of confidentiality and disclosure can be found in:

- Appendix 6 of *Citizenship: a scheme of work for key stages 1 and 2: teacher's guide* (QCA, 2002)
- Appendix 9 of *Citizenship: a scheme of work for key stage 3: teacher's guide* (QCA, 2001)
- section 7 of *Sex and relationship education guidance* (DfEE, 2000)
- section 4.3 of *Drugs: guidance for schools* (DfES, 2004).

Planning and developing a PSHE programme

Any PSHE programme should be developed to meet the needs and concerns of the pupils in a particular school community. The programme should address the diversity of the school community, including its range of faiths and cultures, and it should consider local health issues such as data on teenage pregnancy and substance misuse. It is important to consult pupils themselves about how to develop the PSHE programme and to include parents and other community groups as appropriate.

Involving parents and carers

Schools may want to involve parents and carers in planning a PSHE programme and developing related school policies. However, schools should involve them in planning a programme that includes sex and relationship education. This gives parents and carers the opportunity to support their children's learning in this area. It will also help avoid misunderstandings over sensitive or controversial issues. Parents should be given information about what their children will be taught, and access to support before, during and after the programme. This can be achieved through parents' evenings, PTA meetings, newsletters and questionnaires, open days and shared learning activities that involve parents and carers in homework activities. In addition, schools should keep parents informed of any policy or programme content changes from year to year.

A small number of parents and carers may want to withdraw their children from sex and relationship education lessons, even after effective consultation. In this situation it may be appropriate to offer leaflets or details of organisations that can support them in talking to their child about sex and relationships. The DfES provides a leaflet, *SRE and parents*, that supports parents and carers who withdraw their children from sex and relationship education. The leaflet is available

from the DfES website (www.dfes.gov.uk/sreandparents/) or from the DfES orderline on 0845 60 222 60 (reference number 0706/2001).

The National Children's Bureau (NCB) produces a number of factsheets designed to help adults speak about sex and relationships to their own children, to children in foster care and to looked-after children in public care. These are available from the Sex Education Forum (www.ncb.org.uk/sef/).

Involving the wider community, including faith groups

Consulting with the wider community helps to build support for sex and relationship education. It makes sure that consistent values are being promoted across different settings. In planning any such consultation, it is useful to draw on the skills and knowledge of a wide range of professionals and individuals.

Links with community groups may be helpful in supporting parents and pupils with English as an additional language. Local authority advisers and faith group representatives may be able to support work with parents, community groups and other agencies.

The DfES guidance for sex and relationship education emphasises that sex and relationship education should be sensitive to the range of values and beliefs within a multifaith and multicultural society. NCB has produced the factsheet *Faith, values and sex and relationships education* to assist teachers with this. The leaflet can be downloaded from the Sex Education Forum (www.ncb.org.uk/sef/). NCB has also published a longer booklet with the same title, which includes a useful overview of the perspectives on aspects of sex and relationships of all the major faiths.

NHSP supports partnerships with parents and carers and other outside networks. See *National Healthy School Standard: getting started – a guide for schools* (DfEE/DoH, 2001). This is available from the 'Teachers' section of the *Wired for health* website (www.wiredforhealth.gov.uk) by navigating to 'National Healthy Schools Programme' and 'Publications'.

Involving pupils

Schools may want to involve pupils in planning the PSHE programme. This could be done in a number of ways, for example through the student council, by using classroom surveys and through retrospective monitoring and evaluation or assessment findings. Pupils' suggestions can be combined with those of the school, parents and carers and governors to form a more encompassing, inclusive PSHE programme and policy.

More information about planning for teaching and learning in PSHE can be found on the QCA website (www.qca.org.uk/pshe/).

Involving visitors and outside organisations

Involving visitors can be an extremely worthwhile and rewarding experience for pupils. The units provide opportunities to involve a range of visitors from the

community and organisations who have a particular interest in the issues and activities developed. Visitors may include pupils from other schools, for example the schools to which the pupils will transfer at the end of the key stage. Whoever is involved, however, the use of visitors should be in accordance with the school's own agreed policy and procedures.

In their planning, teachers should:

- involve the pupils in discussion about who would be an appropriate visitor to support the work undertaken
- allow pupils, wherever possible, to write invitations and plan the visit
- brief the visitor as to the nature and purpose of the visit
- make sure that sufficient time is given to preparing questions the pupils may wish to ask
- follow up what has been learnt from the visit and feed this back to the visitor.

Visitors should be thoroughly briefed before the visit and understand their involvement. They will need to know:

- how much time is available
- how many pupils are involved, and their ages and abilities
- what equipment and accommodation are available.

Visitors should never be left alone in the classroom to work with pupils. Their contribution should complement that of the teacher, not replace it. Some visitors will come from organisations that work closely with schools and they may be very confident. Other visitors may be daunted by the prospect. However, thorough preparation, clear communication and the active participation of pupils should enhance the experience for all involved.

The teacher has a responsibility to make sure that if a visitor promotes a partial view of a controversial issue, the opposing view is presented at some point to provide a balanced perspective. The teacher should make sure that unanswered questions are addressed.

The DfES provides guidelines on health and safety of pupils on education visits. The guidelines are available from the 'Health and safety' section of the *Teachernet* website (www.teachernet.gov.uk/wholeschool/).

What is the starting point for PSHE?

Pupils will have some existing knowledge, skills, understanding and beliefs relating to many aspects of PSHE. They will have been exposed to parental, family, peer, school, media and community views on different issues and they will be aware of a range of related attitudes and values. They will be rapidly developing their own ideas and responses, and it is important that teachers are aware of this.

Teachers can use pupils' existing knowledge, skills, understanding and beliefs as a starting point. They may wish to begin units or topics with activities that establish what pupils already believe or know and identify what misconceptions pupils hold. Teachers may also wish to start with areas where pupils can draw on relevant real-life experience.

These methods include:

- group or class brainstorming
- draw-and-write activities*
- responding to and interpreting an incident or story
- graffiti sheets
- using photographs and pictures to stimulate discussion – either brought in by pupils or provided by teachers (photopacks, newspapers and magazines may help)
- pupil-to-pupil interviews
- a 'round', where each pupil in turn can contribute something they know about a topic.

Appendix A summarises a number of different teaching approaches.

*In draw-and-write activities, pupils are asked to respond spontaneously to an open-ended question by drawing a picture about a particular issue or situation and then writing a sentence or notes to explain the drawing. For example, the teacher could ask 'What could you do to keep yourself healthy?'. Ideas can be collected before and after the activity to provide evidence of change in knowledge, views or perceptions.

What kind of teaching and learning approaches can be used to deliver the units?

The way pupils learn in PSHE is integral to what they are learning. It is important to create a supportive learning environment and provide a range of teaching strategies to meet the needs of all pupils.

Participatory approaches such as group work, role play, simulations, drama, discussion, debate, structured games and action research should be used, as well as more formal styles. The use of interactive teaching styles will ensure that the programme clarifies and extends knowledge and information, explores attitudes and values, and allows skills to be developed and practised. Pupils should have opportunities to research and investigate problems and issues, and to communicate their views and opinions to their peers and adults in the school and wider community.

Learning outside the classroom should be included in planning. Pupils can benefit from well-organised visits, community activities and getting involved in wider school projects (such as helping to organise information, reviewing policies and providing peer support). Guidance on involving visitors is included on page 16.

This variety of approaches, both inside and outside the classroom, caters for pupils' different learning styles and abilities.

What teaching and learning opportunities can be provided?

Pupils should have the chance to develop knowledge, skills and understanding through opportunities to:

- take responsibility, for example by helping to draw up classroom and school rules; acting as a peer supporter; liaising with outside visitors; and taking responsibility for their own learning (by making informed choices within learning activities, reflecting on and recording what they have learnt and achieved, and setting targets to establish next steps)
- feel positive about themselves, for example by giving and receiving positive feedback; recording evidence of their progress and achievements
- participate, for example in groups of different sizes and composition (including single-sex groups); in workshops and events related to personal, social and health issues; in developing and reviewing school policies; in action research projects for local health targets; and in activities that promote positive relationships with peers and others
- make real choices and decisions, for example about issues affecting their health and well-being such as diet, exercise and smoking
- meet, talk and work with people, for example by using visits appropriately; and by meeting, talking and working with people such as health and emergency-service professionals
- develop relationships, for example with pupils from other schools or year groups through projects or peer support schemes and with adults from the wider community through citizenship activities
- consider social and moral dilemmas, including the varied attitudes and values underpinning some of the issues they encounter in their communities, for example by considering other people's experiences and demonstrating their own skills and attitudes through role play
- find information and advice, for example through helplines and websites
- learn to provide information to others
- prepare for change, for example by anticipating the challenges of new and widening social groups as they get older; and by considering the choices they may have to make.

(See *The national curriculum: handbook for primary teachers in England*, pages 138 and 141, and *The national curriculum: handbook for secondary teachers in England*, pages 190–1 and 193–4.)

Wherever PSHE takes place, and whatever opportunities and approaches are chosen, it is essential that a secure learning environment is established. Pupils should have time to reflect on all their experiences across the curriculum, identifying what they have learnt. This will help them transfer their knowledge to situations in their own lives, now and in the future.

Other ways of managing a secure learning environment include:

- using distancing techniques, for example role play, scenarios based on real situations, and boxes in which pupils can place anonymous questions or concerns to avoid having to voice them in front of the class
- making sure that teachers and pupils understand school policies on pupils disclosing confidential information and following up concerns in a more appropriate setting outside lessons
- teachers presenting themselves as facilitators for pupil learning, rather than as the sole authority on matters of fact or opinion
- making sure that outside visitors adhere to the school's policies and programme aims
- linking PSHE into the whole-school approach to supporting pupil welfare
- making pupils aware of sources of support both inside and outside the school.

Training and support for teachers

It is essential that people providing PSHE have opportunities to develop skills, knowledge and confidence in addressing sensitive issues with pupils, and have ongoing access to support.

Ofsted has reported that the quality, consistency and coherence of teaching in PSHE are improved when the subject is taught by specially trained teachers (see *Personal social and health education in secondary schools*, Ofsted, 2005).

The 'PSHE' section of the *Teachernet* website (www.teachernet.gov.uk/pshe/) includes additional information and materials to help teachers identify their training needs for delivering PSHE. It also provides a resource bank to support teaching programmes. The website contains information about a programme of continuing development to help teachers to be recognised for their experience in teaching PSHE. The programme was developed to improve the effectiveness and raise the profile of PSHE, including sex and relationship education and drug education.

Appendix A: Summary of different teaching approaches

Group work

The ability to work as a member of different groups is fundamental to PSHE. When planning, teachers should consider the purpose of group work for specific activities to decide whether pupils should work in:

- single-sex groups or mixed groups
- groups of mixed ability or selected by ability
- groups randomly formed or manipulated to make sure that certain pupils do or do not work together
- small groups (of no more than four or six pupils) or larger groups (with eight or 10).

Should the pupils move from pairs to fours to eights as part of this process?

Fun activities can be used to arrange the groups. The ground rules should include a willingness to work together cooperatively. With older pupils, group members can decide who will make notes, who will report back and who will make sure that everyone has their say. Effective group work gives pupils who do not normally work together the opportunity to do so. In addition, it encourages pupils who are isolated within the class to participate, and provides opportunities for pupils to experience both leadership and membership, and to share responsibility for the outcomes of their group activities.

To help discussion, pupils can be given, or develop for themselves, prompt questions such as:

- What do we (think, feel, believe) about ...?
- How can we/will we/should we/do we ...?
- Why do we/should we ...?
- What if...? What can ...? What will ...?
- Who can help us with ...?
- When do we need to ...?

In group discussions, pupils might decide to have a formal process for sharing ideas. For example, they take turns and listen without criticising each other, and they agree not to become attached to their own ideas or suggestions. When an individual puts forward a suggestion, the group takes ownership of it. The group decides whether to accept, modify, radically change or reject the idea. A vote may be taken if necessary to determine the majority view.

This process can:

- make sure that the group maintains unity of purpose
- prevent stronger personalities from overriding the wishes of the majority
- reduce the potential for tension arising from a clash of egos
- allow less confident group members and more confident or popular group members to feel that they are being listened to equally.

Jigsaw

A jigsaw activity is when, after a group discussion or activity, pupils number themselves, for example 1 to 4 if there are four in the group. Then all the number 1s from each group join together, all the number 2s do the same, and so on. Each person then becomes a spokesperson for their original or 'home' group, sharing the results of their discussion with the new group.

To help them feed back to the new group, they can ask their home group questions. For example:

- What are our main points?
- What do we all agree on?
- Where do we differ in our views and ideas?
- Why do our viewpoints differ?
- Could we make up a rule or law to apply to the situation to make it fairer?
- What might be the best outcome for all concerned?

The same approach can be used in reverse for the first stages in a discussion, where each member of the home group is allocated an aspect of a project, problem or investigation to research or clarify. They divide into their number groups to discuss their allocated aspect and to share ideas and information. They then return to their home group with the results of these discussions, to put together the whole picture.

Role play

Role play is not about performance or performing – it is a method through which pupils are able to explore personal and social experience. Role play is used to explore:

- how different people behave, in ways that are perceived to be good or bad
- different ways of life
- different beliefs and opinions
- being of different social standing
- a range of feelings and emotions.

The real learning comes not from the role but through reflection on the actions of those whose roles they and others are playing. It is very important for the pupils to think through questions about motives, consequences of actions and effects of

circumstance, context and environment. They should consider the attitudes of those whom they are pretending to be, and challenge their own and others' attitudes. Being in role allows pupils to develop empathy and practise skills they will need in real-life situations.

The teacher's role is to help pupils reflect on what they have learnt, for example about themselves, about others and about being sensitive to the needs of others. This can include individuals and groups within the class for whom the issue explored in role play may be personal.

The following questions can be used to support role play or drama. They should be adapted according to the pupils' age and stage of development.

- What could you say to someone in that situation to persuade him or her to act differently?
- How might that action affect other people, family, friends, school and neighbourhood?
- What should happen to people who do that?
- What would happen if everyone behaved like that?
- Who has power and authority in this situation? Was it used wisely in your opinion?
- Who should decide about that? How? Why?
- How far should these people be treated as equal or different (for example with regard to their needs or level of responsibility)?
- How would things be different if...?
- What are the rights and wrongs of the situation?

Circle time

In circle time, pupils sit in a circle to show that they are all equal and that everyone has an equal opportunity to participate and speak. It helps pupils to explore issues of shared concern, develop relationships with each other and experience silence and reflection, and it can create a sense of belonging.

Within agreed ground rules, pupils speak in turn (a 'round') in response to prompts or a previously agreed agenda. They listen to each other without interrupting or making judgements. This encourages pupils to talk positively about themselves, affirm their achievements and express their opinions. Circle time helps them work together to resolve individual issues and issues shared by the group.

Circle time should be carried out in an atmosphere of trust, cooperation and mutual respect, and it can incorporate group work and role play. It helps develop communication skills, confidence and individual and group responsibility.

Using photographs

Photographs are an important stimulus for classroom discussion and should be used in the context of other classroom activities. Photographs from published teacher resources may be used, or from newspapers and magazines where the event to be considered is current. It is important to use good-quality photographs and, where appropriate, to photocopy these for group or whole-class work. The photographs may be used in a variety of contexts. The teacher can either give pupils information to help them understand and interpret what might be happening, or pupils may be left to develop their own scenarios. Pupils can develop enquiry questions to help them explore what is happening in the picture. For example:

- Who might have taken the photo?
- Why was it taken?
- What might have happened before the photograph was taken?
- What could have happened afterwards?
- What is the bigger story behind the photo?

To develop empathy, pupils can explore the links between their own lives and the events and people in the photographs.

Using cameras

Pupils can take their own photographs, preferably using a digital camera if one is available. They can begin by discussing in groups what to look out for and then take photographs of real situations, for example to represent evidence of playground rules being followed, or of equal opportunities. If a digital camera is used, pupils could be involved in editing the photographs to show, for example, an image to represent 'respecting others' or 'cooperation'. The results can be used to make displays, illustrate school policy documents, and contribute to leaflets or resources for younger pupils.

Storytelling

Storytelling will always have an important place in helping pupils to consider social and moral issues and examine their own responses to situations. In so doing, they will clarify their own attitudes and values, and learn to respect the values of others where they differ from their own.

Storytelling can also be used to develop pupils' moral reasoning and to develop the skill of empathy. Sensitive questioning by the teacher allows pupils to assess the alternatives, make reasoned choices and develop problem-solving skills. Storytelling can be the basis for circle-time activity and role play. The stories should reflect the lesson objectives and different cultures and times, and should explore real and imaginary events. Pupils should be allowed to make their own choices for stories that cover the themes being explored.

Pupils could use the following questions to discuss fiction.

- Imagine that you are X. What do you think she/he is thinking? What reason would you give for her/his actions?
- Who was affected by that situation? How? How much does it matter?
- What might it feel like to be in that situation?
- Can you think of a similar situation in real life?
- Was X right to do that?
- Why do you think that was right/wrong?
- How far do you think the character's ideas come from her/his religion, culture, family, friends, own thoughts?
- Can you think of other examples from your own experience?
- How far does what we have been thinking about apply to people in general?
- What kind of community do you/we want?

Activity weeks

Suspending the timetable for a week and focusing the class or whole school on a single theme, for example health-related activities, the environment or being an effective community member, can be an effective teaching approach. Such events can generate enthusiasm and commitment. They allow pupils to take part in visits, experience the perspective of external agencies and visitors, and work in partnership with parents and other members of the community.

Activity weeks require extensive planning and coordination. However, they allow issues to be explored in-depth and they can bring about changes in the culture of a school, while developing and reinforcing skills in pupils. Each curriculum subject may contribute to the chosen theme. An activity week provides opportunities for pupils to work in mixed-age groups, taking responsibility for their own learning and experiencing both leadership and membership. Some schools plan their activity weeks as residential experiences.

The outcomes may be recorded on video or digital cameras, written up using word-processing or desktop-publishing software for displaying to the school community and parents, or used for assemblies, art work and drama. Pupils' achievements are recognised and celebrated in this way.

Examples of activity days or weeks are included in the booklet *Taking part: developing opportunities for children to participate* (QCA, 2002), which forms part of the citizenship scheme of work material for key stages 1 and 2. It can be downloaded from the 'Taking part' section of the *Standards site* (www.standards.dfes.gov.uk/schemes2). DfES guidelines on health and safety during educational visits are available from the 'Health and safety' section of the *Teachernet* website (www.teachernet.gov.uk/wholeschool/).

Appendix B: Inclusion, and teaching about diversity in PSHE

Inclusion

Teachers who use this guidance can adapt the materials to make sure it takes account of the different experiences, strengths and needs of their pupils. In doing this, they will need to refer to the statutory requirements and guidance on inclusion. The full inclusion statement, 'Inclusion: providing effective learning opportunities for all pupils', can be found in *The national curriculum: handbook for secondary teachers* or in the 'Learning difficulties' section of the *National curriculum online* website (www.nc.uk.net/ld/).

Teachers of pupils with learning difficulties may find *Planning, teaching and assessing the curriculum for pupils with learning difficulties: personal, social and health education and citizenship* helpful (QCA, 2001). The publication can be ordered from QCA Orderline (reference number QCA/01/749) and it can be found in the 'Learning difficulties' section of the *National curriculum online* website (www.nc.uk.net/ld/).

Teachers should consider whether to:

- emphasise or expand particular activities
- give pupils more time for particular aspects of a unit or allow them to progress more rapidly
- give pupils opportunities to revisit knowledge and skills in different contexts
- use these materials as a resource for developing alternative units of work.

If adapting particular units, teachers should consider whether to:

- modify the expectations, learning objectives and activities (for example by making them more or less challenging)
- modify the outcomes to take account of any changes to the expectations, objectives and activities
- help pupils who are working below the demands of the learning objectives by giving them short, guided and focused tasks
- vary contexts, resources or teaching and learning styles to take account of the different learning needs of boys and girls, and the needs of pupils from different social and cultural backgrounds and with different lifestyles
- adapt the activities for pupils who have difficulties with communicating, or who have poor language or literacy skills.

Every effort should be made to maintain entitlement and equality of opportunity.

Teachers should support pupils by using strategies that overcome barriers to learning. These strategies may include:

- reducing the amount of written work and reading
- giving pupils the opportunity to clarify their ideas through discussion, modelling, role play and the use of tape recorders, video and photographs, rather than relying on written materials
- emphasising small steps and short-term goals
- providing highly specific outcomes
- making subject matter relevant to pupils' needs and interests
- using specialist equipment to give motivating and relevant experiences to pupils with sensory and physical disabilities
- using alternative and augmentative communication.

Teaching about diversity

The national curriculum requires schools to develop a whole-school approach to creating policies, practices and a curriculum that helps pupils to understand and accept each other.

The Stephen Lawrence Inquiry Report (MacPherson, 1999) called for 'a national curriculum aimed at valuing cultural diversity and preventing racism, in order to better reflect the needs of a diverse society'. Subsequently, the Race Relations (Amendment) Act 2000 proposed that each school in England and Wales should have a specific duty to:

- prepare a written policy on race equality
- assess the impact of its policies on ethnic minority pupils, staff and parents with an emphasis on the attainment of ethnic minority pupils
- monitor the levels of attainment of ethnic minority pupils and the impact of the school's race equality policy on pupils, staff and parents.

The national curriculum statutory inclusion statement explains how teachers can help pupils to understand and respect cultural diversity. The learning environment should help pupils to appreciate and view positively differences in others, whether these arise from race, sex, ability or disability. Schools should create learning environments in which:

- all pupils feel secure and are able to contribute effectively
- the contribution of all pupils is valued
- stereotypical views are challenged
- all forms of bullying and harassment are challenged
- pupils are able to participate safely in clothing appropriate to their religious beliefs.

Pupils' motivation and concentration is improved if teachers:

- use, where appropriate, a range of teaching and learning approaches to make sure that learning styles and needs are properly addressed
- plan work that builds on pupils' interests and cultural experiences
- plan appropriately challenging work for pupils whose ability and understanding are in advance of their language skills
- use materials that reflect social and cultural diversity and provide positive images of people of all races, both sexes and with disabilities
- use assessment materials that are free from discrimination and stereotyping in any form
- take action to maintain interest and continuity of learning for pupils who may be absent for extended periods of time.

For pupils who have English as an additional language teachers will need to:

- take account of such factors as the pupil's age, length of time in the country, previous educational experience and skills in other languages
- build on pupils' experiences of language at home and in the wider community, so that their developing use of English and other languages support one another
- use the home or first language where appropriate.

PSHE is integral to a school's equal opportunities policy and its policies on anti-bullying and anti-racism. The national frameworks for PSHE underpin this work, providing a context for pupils to learn:

- the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively
- how to empathise with people different from themselves
- how to resist pressure to do wrong
- to recognise when others need help and how to support them.

Guidance and legislation

'Respect for all' pages on the QCA website

The 'Respect for all' section of the QCA website (see the 'Race and ethnicity' pages at www.qca.org.uk/inclusion/) contains examples of using the inclusion statement to value difference and diversity and challenge racism throughout the curriculum at all key stages. It includes best practice examples of approaches to lesson planning, class management and learning activities that integrate mutual understanding and positive action into learning programmes. All of these ideas could contribute to the school's PSHE provision.

The Office for Standards in Education (Ofsted)

Ofsted emphasises educational inclusion in its inspection framework *Framework for the inspection of schools in England from September 2005* and in its inspection handbooks. A focus on educational inclusion is central to judging the overall

effectiveness of a school. In summary, inspectors must pursue the following questions in relation to diversity and inclusion issues.

- Do all pupils get a fair deal at school?
- How well does the school recognise and overcome barriers to learning?
- Do the school's values embrace inclusion and does its practice promote it?

These criteria are also linked to the Every Child Matters aims.

In addition, inspectors must consider:

- a school's duties under existing legislation related to diversity
- the school's promotion of its pupils' spiritual, moral, social and cultural development
- how well teachers promote the inclusion approach set out in the national curriculum
- government policies related to inclusion
- Ofsted's role in responding to the recommendations of the MacPherson report.

The Ofsted website (www.ofsted.gov.uk) contains more information. For the inspection framework and other relevant documents see its 'Publications' section.

The Race Relations (Amendment) Act 2000

The Race Relations (Amendment) Act 2000 provides new powers to tackle racism in public authorities. It requires public authorities, for example local authorities and educational institutions, to take the lead in eliminating unlawful discrimination and promote equality of opportunity and good race relations. The Commission for Racial Equality issues codes of practice for public authorities about how to comply with the general and specific duties required.

Human Rights Act 1998

This act provides new powers to protect the basic rights of every person in Britain, including in areas such as education and family life. It can be used informally to support negotiation but also enables people to take action in courts in the United Kingdom instead of in Strasbourg. Further information can be obtained from the Office of Public Sector Information website (www.opsi.gov.uk).

The Commission for Racial Equality (CRE)

The CRE has compiled *Learning for all*, a guidance document that sets out standards for race equality work in England and Wales in seven core areas of education. By working towards these standards, schools will make sure that they are implementing the recommendations put forward in the Stephen Lawrence Inquiry Report and that they are fulfilling the requirements of the national curriculum.

The Disability Rights Commission (DRC)

The DRC works towards eliminating discrimination against disabled people. For guidance on the DRC's strategic priorities see the DRC website (www.drc-gb.org).

There are two specific acts of parliament that deal with disability: the Disability Discrimination Act 1995, which prohibits discrimination against disabled people, and the Special Educational Needs and Disability Act 2001, which makes it unlawful for education providers to discriminate against disabled pupils, students and adult learners. The acts can be downloaded from the Office of Public Sector Information website (www.opsi.gov.uk).

About this publication

Who is it for?

All teachers responsible for the delivery of PSHE, PSHE coordinators, senior managers developing a whole-school approach to the subject, local authority advisers, school governors responsible for PSHE policy.

What does it include?

These materials include a teacher's handbook and 12 units of work on sex and relationship education, healthy lifestyles and financial capability.

What is it about?

- *Teacher's handbook*: this provides guidance on planning and delivering the units. It suggests teaching and learning approaches and provides more general guidance on how to plan and deliver a programme of work for PSHE.
- *Units of work*: these illustrate a range of flexible teaching and learning activities. They include expected learning objectives and outcomes, links with relevant subject areas and resources to support teaching.

What is it for?

These materials will help teachers deliver aspects of the PSHE curriculum, including sex and relationship education. The guidance is not a scheme of work, but it could be used as part of a wider programme of training and support or to enhance a school's existing scheme of work for PSHE.

Related materials

Drug, alcohol and tobacco education: curriculum guidance for schools at key stages 1–4 (QCA, 2003).

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