

Personal, social, health and economic education in schools

This report is based on evidence from inspections of personal, social, health and economic education in schools between September 2006 and July 2009 in 165 maintained schools in England. It reports on standards in the subject, and highlights the key areas in need of improvement.

Age group: 4–19

Published: July 2010

Reference no: 090222

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Executive summary

Personal, social, health and economic (PSHE) education has now been part of the National Curriculum for over 10 years, and is intended to support pupils' learning and personal development. This report draws evidence from inspections of PSHE education between September 2006 and July 2009 in 92 primary and 73 secondary schools in England. Much of the evidence comes from direct observations of PSHE lessons or of lessons that the schools described as having PSHE content. It also draws on evidence from visits related to business and economic education during the same period. Discussions with teachers, school nurses and parents and observations of activities related to PSHE, such as assemblies and clubs, also contributed to the evidence.¹

Part A of the report presents evidence on overall standards of PSHE in primary and secondary schools. Ofsted's triennial report on the subject in 2007 noted improvement in PSHE, and this was reflected in the most recent three-year sample of schools.² Provision was good or outstanding overall in more than three quarters of the schools visited.

Part B explores some key issues in PSHE education: schools' response to the introduction into the curriculum of economic well-being and financial capability; inclusion and meeting the needs of vulnerable pupils; and the weaker areas of provision, namely education on sex and relationships, drugs, including alcohol, and mental health. In about a third of the schools visited, pupils had some gaps in their understanding of these issues, and their knowledge of mental health issues in particular was generally underdeveloped.

Pupils' achievement was good or outstanding in over three quarters of the schools visited. Across all the schools visited, the pupils seen enjoyed their PSHE lessons and saw their relevance. The development of their personal and social skills was a particular strength. They generally knew how to stay safe and healthy, although not all of them applied this knowledge to the choices they made, for example in relation to the food they ate. The new economic well-being and financial capability aspect of PSHE is still in its early stages and achievement in this area was less strong.

The better schools provided a wide range of interesting extra-curricular activities, such as music and drama productions, school councils and residential visits, where students could develop and practise their personal and social skills. Many of the

¹ *Healthy schools, healthy children? The contribution of education to pupils' health and well-being* (HMI 2563), Ofsted, 2006; www.ofsted.gov.uk/publications/2563.

Developing financially capable young people (070029), Ofsted, 2008; www.ofsted.gov.uk/publications/070029a.

² *Time for change? Personal, social and health education* (070049), Ofsted, 2007; www.ofsted.gov.uk/publications/070049a.

schools were using peer mentoring schemes successfully, where pupils were trained to use their skills to support others.

The teaching of PSHE was good or outstanding in over three quarters of the schools visited and characterised by good relationships, strong discipline and purposeful activities. External agencies provided expert contributions and enlivened lessons. However, in the remaining schools, the lessons observed were inadequate or no better than satisfactory. In these lessons, many of them taught by form tutors, teachers lacked the necessary expertise to engage pupils and to challenge their misconceptions. In both the primary and secondary schools visited, assessment and tracking of pupils' progress in PSHE education were still the weakest aspects of provision.

The most effective curriculum model seen was one in which discrete, regularly taught PSHE lessons were supplemented with cross-curricular activities. However, many of the secondary schools visited failed to provide discrete curriculum time for PSHE education. In these schools it was taught only through tutorial time by form tutors or through 'suspended timetable' days. This teaching lacked continuity and did not cover some aspects of the subject in sufficient depth.

Most secondary schools have not yet implemented the new 2008 programmes of study effectively, which include economic well-being and financial capability. In addition, too few of the schools visited had made a concerted effort to consult or involve parents in planning the PSHE curriculum and so missed out on a valuable resource.

Key findings

- Overall provision for PSHE education was judged to be good or outstanding in over three quarters of the schools visited and at least satisfactory in all but one of the schools surveyed.
- Pupils' personal development was good in most of the schools visited and was outstanding in about a third of the schools. Pupils had positive attitudes towards PSHE education.
- Pupils had good knowledge and understanding of healthy eating and the importance of exercise, although they did not always put this knowledge into practice in the choices they made.
- PSHE teaching was good or outstanding in over three quarters of the schools visited, characterised by good relationships and effective classroom management. The more effective schools used a range of external agencies to engage pupils successfully and enliven lessons.
- Elsewhere, the quality of teaching was often too variable and, in about a quarter of the lessons seen, teachers had insufficient subject knowledge and expertise. The result was lessons that were dull and sometimes superficial. The use of

external presenters was poorly planned and less effective and did not link well with classroom activities.

- Most of the schools visited provided a wide range of extra-curricular activities where pupils could apply and develop their PSHE learning. The many peer mentoring schemes which had been introduced, where students were trained to support one another, were particularly effective.
- Lack of discrete curriculum time in a quarter of the schools visited, particularly the secondary schools, meant that programmes of study were not covered in full. The areas that suffered included aspects of sex and relationships education; education about drugs, including alcohol; and mental health issues that were not covered at all or were dealt with superficially.
- Effective PSHE education was supported by the National Healthy School programme, the national programme for continuing professional development in PSHE and the social and emotional aspects of learning (SEAL) initiative.³
- In the schools visited, parents were rarely involved with or consulted about PSHE education, although there were some examples of outstanding practice involving parents.
- The assessment and tracking of pupils' progress in PSHE education were inadequate in 15 of the 73 secondary schools visited. The assessment of PSHE was ineffective in important respects in about half of the primary and secondary schools, although elements of it were in place.
- Nearly all the secondary schools visited in the final two years of the survey were aware of the new programme of study for economic well-being and financial capability. However, the early evidence from the survey suggested continuing issues of concern in this area, with the provision for financial capability weaker than that for enterprise or careers education.

Recommendations

The Department for Education, with its delivery partners, should:

- support work to ensure that all trainee teachers understand the role of PSHE education in the National Curriculum, develop routes for initial teacher education in PSHE education, and promote the take-up of continuing professional development in PSHE education

³ The Social and Emotional Aspects of Learning (SEAL) programme is a resource for primary schools to develop pupils' social, emotional and behavioural skills. For further information, see: <http://nationalstrategies.standards.dcsf.gov.uk/primary/publications/banda/seal>.

- with other government departments, such as the Department of Health, support schools to implement systematically the revised guidance on sex and relationships education and drugs education
- support the development of good practice in assessing PSHE education, and publicise this widely to schools.

Local authorities should:

- consider how they can support schools most effectively in developing PSHE education programmes by providing access to high-quality continuing professional development
- facilitate networks of teachers to develop PSHE knowledge and skills and, in particular, encourage the involvement of schools where the provision is weak.

Schools should:

- ensure that the timetable is organised so PSHE education is coherent, comprehensive and of high quality
- meet the needs of pupils for timely and appropriate teaching about high-risk areas such as sex and relationships, drugs and mental health issues
- focus on pedagogy to make lessons active, compelling and relevant, and ensure that teachers have the specialist knowledge, training and skills they need to teach PSHE education successfully
- implement systems for assessing and tracking pupils' progress in PSHE education
- involve and consult parents more in developing and implementing the PSHE curriculum, so they are aware of the topics being covered.

Part A: PSHE in primary and secondary schools

Introduction

1. Personal, social, health and economic education is a planned programme to help children and young people develop fully as individuals and as members of families and social and economic communities. Effective PSHE education is intended to help equip them with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.
2. For primary schools, the current, non-statutory content related to PSHE education is set out in the frameworks for PSHE and citizenship for Key Stages 1 and 2.⁴
3. For secondary schools, non-statutory PSHE education is described in two new, interrelated, programmes of study for Key Stages 3 and 4:
 - for personal well-being
 - for economic well-being and financial capability.

Personal well-being draws together personal, social and health education, including sex education and the social and emotional aspects of learning. The programme of study for economic well-being draws together economic understanding, careers education, enterprise, financial capability and work-related learning. The programmes of study support the statutory requirements for careers education and sex education at Key Stages 3 and 4 and work-related learning at Key Stage 4.

4. The overall effectiveness of the provision for PSHE was good or outstanding in over three quarters of the schools visited. The National Healthy Schools Programme, the National PSHE Continuing Professional Development Programme and the National Strategies' SEAL initiative were some of the positive influences.
5. The National Healthy Schools Programme aims to reduce health inequalities, promote social inclusion, raise attainment and promote closer working between health promotion providers and education establishments.⁵ To date, 99% of schools participate in the programme and approximately 82% of them have achieved National Healthy School Status.

⁴ *The National Curriculum: Handbook for Primary Teachers in England: Key Stages 1 and 2*, Department for Education and Employment and QCA, 1999; <http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=QCA%2F99%2F457&>

⁵ The programme is funded jointly by the Department of Health and the Department for Education. For further information, see: www.healthyschools.gov.uk.

6. Around 10,000 teachers, community nurses and other professionals have completed the National PSHE Continuing Professional Development Programme.⁶ The programme, which has been running for seven years, aims to improve the competence and confidence of those teaching PSHE education.
7. The SEAL initiative was introduced into primary schools in 2005 and into secondary schools in 2007. It promoted the social and emotional skills that underpin pupils' effective learning, positive behaviour, the effectiveness of staff and the emotional health and well-being of those working and learning in schools. It supports PSHE education.

Achievement in primary schools

8. In 78 of the 92 primary schools visited, achievement in PSHE was good or outstanding. None of the primary schools was inadequate in this respect. This was because teachers knew their pupils very well; PSHE was an integral part of the curriculum and PSHE themes were woven into the majority of lessons observed across subject areas. In these schools, the SEAL initiative had a positive impact on improving achievement through classroom activities and resources and through raising teachers' awareness of pupils' emotional development.
9. In about three quarters of the schools visited, pupils were developing their self-confidence and sense of responsibility successfully. For the most part, they were friendly and caring towards each other and respectful to adults. They had a strong sense of right and wrong and, with support, were able to name and express their feelings and emotions. They were learning to deal with their own feelings well, and were given strategies, for example to control anger. Their personal and social skills were often outstanding. They were friendly, polite and had high levels of self-esteem. They understood risk and danger and could make sensible choices. They listened to each other well and were confident and articulate when presenting their opinions. They had positive attitudes to PSHE and really enjoyed their lessons. As one pupil said, 'We learn lots and it is good fun.'
10. These positive features were particularly marked in the Early Years Foundation Stage where children developed their social skills rapidly. The best schools seen created an effective balance of high-quality play that involved exploration and communication with more formal interaction with adults. Consequently, children were able to maintain simple routines and participate in social activities in groups, such as taking turns and sharing toys. Children were developing a good grasp of the concept of belonging and a sense of justice and fairness.

⁶ VT Education and Skills. The programme is funded by the DfE. For further information, see: www.pshe-cpd.com/.

11. In around a quarter of the primary schools visited where personal development was only satisfactory, although pupils behaved well and had positive attitudes towards learning, they often lacked the same levels of confidence and had weaker social skills than those observed in the better schools. These pupils did not always listen well to each other and their concentration span was short. They often struggled to express themselves. Sometimes teachers did not give pupils the time and encouragement to explain their feelings and give their opinions, and they shied away from discussing more sensitive issues. In inspectors' discussions with the pupils in these schools, it was clear that the pupils did not have the knowledge appropriate for their age about how to cope with problems or deal with difficult personal events such as divorce or bereavement.
12. The pupils spoken to generally knew how to keep themselves safe and deal with risky situations. Most of the schools had regular visits from police and fire officers. As a result, pupils knew the simple road, rail and fire safety rules. Many pupils had the opportunity to practise resisting peer group pressure, as in the following example.

Year 2 pupils performed their short 'staying safe' scenes to the two male police community support workers. The scenes were well rehearsed and included techniques learnt from their drama lessons, such as freeze frame and voice projection. The scenes showed groups of four children confronted with a decision, such as finding a safe place to play or whether to pick up and play with a box of matches lying in the street. The scenes involved peer group pressure, with one person persuading the rest to do the right thing. As each scene was performed to the police officers, the officers consolidated the learning and the right decisions by praising the pupils and extending their knowledge. For example: 'If you see some matches, don't even pick them up to give to an adult; just tell an adult what you have found.' The impact of the police visitors was clear: as authority figures praising the pupils' work and decisions; as male role models; and in developing the pupils' relationships with significant adults whom they saw regularly in their community.

13. The pupils seen had good knowledge and understanding about bullying, including racist and cyber-bullying. However, in seven of the schools visited pupils did not know about homophobic bullying or why they should not call each other 'gay' as an insult.
14. Although all the pupils spoken to knew about 'stranger danger', many of these pupils, when inspectors probed their knowledge further, did not know about protective behaviours, such as what to do or say if someone they knew touched them in a way they did not like.
15. In around two thirds of the schools visited, pupils' understanding of how to live healthily was good or outstanding. They knew that bacteria and viruses spread

disease and understood the importance of basic hygiene, such as following simple hand washing routines. In these schools, they also knew what was meant by a balanced diet; one pupil explained, 'Protein makes you grow.' Many had a good understanding of recycling and growing vegetables, gained from practical experience in school gardens and allotments. Pupils across the age range understood the 'five a day' message about fruit and vegetables and knew which foods they should limit. However, they were not always clear about the reasons and did not always put what they had learned into practice. The packed lunches they ate in school often contained crisps and chocolate biscuits but not enough fruit. The pupils observed, however, generally understood the importance of exercise in keeping physically healthy, and most of them participated enthusiastically in the wide range of activities that their schools provided.

16. In the 31 primary schools visited where pupils' achievement in developing a healthy and safer lifestyle was no better than satisfactory, the weaker aspects included pupils' knowledge and understanding of drugs, including alcohol and tobacco, and sex and relationships education. Younger pupils generally knew which dangerous substances they must not touch, although their knowledge of solvent misuse was vague. Older pupils knew the difference between prescribed, legal and illegal drugs and understood the effects of smoking. However, their understanding about the reasons for and dangers of drug misuse was more inconsistent. The dangers of alcohol were not as well understood, often because, in the schools visited, the topic was not covered at all or was left to Year 6.
17. The picture in the primary schools visited was variable in terms of pupils' age-appropriate understanding of sex and relationships education. Their understanding of the mental and physical changes that occur while growing up was less secure because, in many of the schools visited, the topic was not properly discussed or taught until late in Year 6, after the national tests had taken place. For example, in one of the schools visited, older pupils knew about the basic physical changes that occur at puberty but had received no further information and had not discussed issues related to sex and relationships.

Achievement in secondary schools

18. In 52 of the 73 secondary schools visited, achievement was good or outstanding. Students were generally well informed about making healthy and safe choices and dealing with risk, and they were developing good personal and social skills. However, in 21 of the schools visited, the way in which PSHE education was provided was fragmented and there was a lack of specialist teaching. The result was that students' knowledge and understanding were superficial and their development of relevant skills was limited.
19. Where students' achievement was good, they were able to reflect on and discuss a range of issues maturely. Their self-confidence was developing well

and they were willing to ask searching questions on sensitive topics in a responsible way. They were able to explore their own feelings, values and attitudes and showed respect for the views of others. The students' work showed that they were able to communicate confidently, both orally and in writing, and present their opinions constructively. They enjoyed their PSHE education lessons and recognised their relevance, currently and in the future. They were keen to participate and use their personal and social skills in supporting other students. The example below illustrates some of the features of outstanding achievement seen in PSHE education.

Older students in one of the schools visited had positive attitudes to PSHE education. Their behaviour in lessons was excellent. They had well-developed debating skills, were lively and articulate, but also willing to listen to and empathise with the views of others. For example, a sixth form boy said he thought drug dealers were 'cool' until he heard a presentation from a serving prisoner. This had a profound effect on him and, he said 'changed his life'. Students showed their social and personal skills in practical ways, for example, by mentoring younger students, by acting as excellent role models for, in particular, Black boys at local primary schools, and by raising large amounts of money for charity.

20. In the 21 schools where achievement was no better than satisfactory, students generally struggled to express their views and were often inarticulate or inaudible. They were sometimes not encouraged to extend their answers or to reflect on and question their own opinions or those of others. They often felt that PSHE education had a low status and 'doesn't matter'. Sometimes, they missed their PSHE education lessons because they were scheduled to do other activities or the assembly at the start of the day overran.
21. In around three quarters of the survey schools, the students showed that they had a good understanding of the key issues in PSHE education and could explain how to stay safe and healthy. Their awareness of the need to exercise regularly to maintain fitness was good and most of them participated enthusiastically in extra-curricular sport. The students had a good understanding of what constituted a balanced diet. The vast majority of them had learnt the 'five a day' message about fruit and vegetables and knew which foods they should limit in their diets. However, as in the primary schools, not all of them applied this knowledge to what they chose to eat at lunchtime. In a few of the schools visited, students were confused about which food groups were the most important. This was because the 'pyramid model' of a balanced

diet had been used, which puts protein and fats at the top, as well as the 'balanced plate', the model recommended by the School Food Trust.⁷

22. Helping students to understand how to maintain their mental and emotional health was a relatively neglected aspect of the curriculum. In seven of the secondary schools visited, students' knowledge of this area was inadequate. They knew little about mental health or had only limited understanding about the power of feelings and emotions. In the schools where the provision for this area of learning was satisfactory, the students knew about the positive impact of exercise on mental well-being and they had been taught about managing emotions. However, they did not understand about different sorts of mental illness or their symptoms. Students' knowledge and understanding were good in only three of the schools. In these schools, they had a good understanding of the causes of stress and how they might be tackled, including through increased physical activity and different forms of relaxation. They knew about different types of mental illness, possible causes and symptoms and where to go for help. In one of these schools, as well as recognising the signs of personal stress, the students were able to recognise them in others, providing support and seeking help if necessary.
23. In over half of the secondary schools visited, students had a good basic knowledge of facts about alcohol, tobacco, and legal and illegal drugs. They knew the main types of drugs, the difference between illegal and legal drugs and the classification of drugs. They had a basic understanding of the harmful physical and mental effects of drugs, especially smoking. Students in one of the schools visited, for example, were shocked to realise how small one unit of alcohol was. However, in the remaining schools, students' knowledge about the social risks and physical effects of excessive alcohol consumption was rudimentary. They had little knowledge about the long-term social consequences of drug and alcohol misuse and the underlying reasons for drug-taking. In 15 of the schools visited, students' factual knowledge about drugs, including alcohol and tobacco, was inadequate.
24. In all the schools visited, usually in PSHE education lessons, students learnt about different sorts of bullying and how to deal with it. Practical support for students to resist negative pressure and keep themselves safe was good in about a quarter of the schools visited, as illustrated here.

As a result of effective teaching in PSHE education lessons, the students had a good understanding of bullying. A bullying intervention group had been set up, supported by the National Society for the Prevention of Cruelty to Children, and the students were trained by the charity to

⁷ The School Food Trust is an independent body with the remit of transforming school food and food skills. It was set up as a non-departmental public body in 2005. For further information, see: www.schoolfoodtrust.org.uk/.

support those who had been bullied. The group conducted an audit in school and ran a wide range of events, including one which allowed victims to work together. They won the Diana award for this work.⁸ The group contributed very effectively to helping students deal with bullying and feel safe.

25. In the other schools visited, the development of skills to combat negative pressure was limited. Although lessons referred to these skills, students did not have enough opportunities to use assertiveness techniques and drama, such as role-play, to practise the skills. Ten of the 73 secondary schools in the survey did no work on homophobic bullying. The students in these schools were unsure what the term 'homophobic' meant and did not understand why the word 'gay' as a term of abuse was unacceptable.
26. In 48 of the secondary schools visited, sex and relationships education was good or outstanding. Most of the students had a secure knowledge and understanding about contraception and preventing sexually transmitted infections, and knew where to get help and advice. To a lesser extent, the students were able to identify and discuss relationships – marriage, parenthood, same-sex relationships and family life – and how these could have an impact on their lives. In these schools, the students' knowledge was detailed and they could discuss their views and feelings maturely and sensitively.
27. However, in the other 25 secondary schools visited, students' knowledge of sex and relationships education was no better than satisfactory; in three schools it was inadequate. Students' knowledge and understanding was often good about the biology of sex but weaker about relationships. They said that their sex and relationships education was taught too late and there was not enough of it to be useful. Discussion was sometimes limited because of the teacher's embarrassment or lack of knowledge. In these schools, the students did not have the opportunity to explore the nature of relationships in any depth. They had not discussed managing risks, saying no, negotiation in relationships, divorce and separation, or living in reconstituted families. The teaching rarely touched upon topics such as how the media portrayed sex, domestic violence or conflict in relationships.
28. In the better schools visited, the emphasis in the PSHE education curriculum on communication skills, self-esteem and confidence-building helped students to play an active and informed role in their schools and in the wider community. This was often through their participation in the school council and involvement in sports leadership, drama and musical productions, residential trips and charity work. The wealth of extra-curricular and enrichment activities provided

⁸ Diana Awards recognise the achievements of young people. For further information, see: www.diana-award.org.uk/.

by all the schools in the survey gave students the opportunity to put into practice the skills they had learnt in PSHE education, as in this example.

The students felt that lunchtimes were boring as there was nothing to do. Discussion and student questionnaires, initiated by the school council, showed that the students would like games of all sorts to be made available. An enthusiastic, newly qualified teacher took overall responsibility for the initiative as part of her Schools' Sports coordination role and the recently introduced Active Playground Scheme became a huge success. The school bought chess sets, snakes and ladders games, and skipping ropes. Over 80 students applied for jobs as playground leaders and over 60 were appointed. The leaders set up the equipment each day and initiated the games, usually playing alongside other students. All the students described the success and fun of the initiative. Staff also became involved and enjoyed activities alongside members of their tutor groups. The incidence of poor behaviour at lunchtimes reduced and the number of students sent to the duty room at lunchtime by mid-day supervisors had declined. The initiative also encouraged healthy physical activity and a wide range of social skills.

Teaching in primary schools

29. In 79 of the 92 primary schools visited, the teaching was good or outstanding. It was inadequate in only one of the schools. In the 11 schools where the teaching of PSHE education was outstanding, it was characterised by excellent relationships between teachers and pupils, excellent knowledge of and care for individual pupils and their families and very good classroom management skills. Teachers were good role models. They treated pupils with respect and listened to their views, and this was often reflected in the way pupils behaved towards each other. The teachers used praise, humour and encouragement effectively and managed pupils' behaviour well. As a result, pupils were confident in expressing ideas and sharing personal thoughts. The example below illustrates some of the best practice seen.

The emphasis on teachers' demonstration of social skills had a significant impact on all the pupils. Using 'Our Time', a social skills programme, all the staff had consistently high expectations of pupils' responses in every social situation. The pupils' exceptional manners and courtesy testified to the impact of the teachers' consistent approach to developing pupils' personal and social skills.

Many of the pupils arrived at the school from other countries and required a lot of individual support, but all of them settled quickly, since the demonstration of social skills was so embedded in the school. The good teaching and the responsibility that pupils were given enabled individuals to learn how to deal with their anger and grow in confidence. Pupils'

outstanding personal development and well-being were having an impact on standards of attainment, which were on an upward trend.

30. The teaching of personal, social and emotional skills was particularly good in the Early Years Foundation Stage and the lessons seen during the survey were often outstanding. Short, focused tasks took place in a rich environment with excellent displays of the children's work. One school, for example, presented the rules for circle time clearly in pictures and symbols so that all the children could be included in the circle time and games, as illustrated here.

The teaching in the Early Years Foundation Stage was outstanding. It used teaching assistants very effectively to translate for children who were at an early stage of learning to speak English. Games, signing and symbols reinforced learning, supported by high-quality resources such as a large puppet and well-presented song sheets. All of the children took part in the singing with an enormous amount of enjoyment, even though many of them did not speak much English or had poor spoken language skills. They supported each other and attempted to act as interpreters for one another. The children were able to talk about sharing and taking turns.

31. Subject knowledge was generally good in well over half the schools visited and it had been improved by teachers and school nurses achieving the National PSHE Continuing Professional Development Certificate. Good subject knowledge meant that the teachers observed were unafraid to tackle sensitive issues and answer difficult questions. Training and thorough preparation of lessons paid dividends, as in the following example.

A great deal of thought had gone into how to teach PSHE. Pupils and staff were given opportunities to express any concerns before lessons started. Guidelines about setting boundaries meant that all those involved felt at ease with teaching PSHE. Staff had four or five of their own 'circle times', led by the coordinator, following national training. Staff went through the same procedures that they expected the children to follow. These circle times enabled staff to experience and pilot new materials in a setting very similar to that experienced by the children. The sessions included warm-up work and group work, as in the lessons. As a result, the staff taught PSHE enthusiastically. They developed empathy and subject-specific knowledge by being able to ask questions, pose problems and clarify areas of uncertainty.

32. In the remaining schools, however, teachers' subject knowledge was more limited and they sometimes missed opportunities to extend learning, as in this example.

A teacher showed her class of Year 2 pupils two bottles containing red liquid and asked them what was in the bottles. Several pupils replied, 'Red

wine'. The teacher laughed in response and said she would enjoy it if it were red wine. When asked how they would find out what the bottles contained, pupils said, 'Sniff it.' The teacher missed the opportunity to warn them against sniffing liquids. When the pupils went on to say they would taste the liquids, she managed to elicit the response that this would not be a good idea because it might be poison. However, she missed the opportunity to discuss the dangers to small children of drinking alcohol and, instead, reinforced the inappropriate view to them that alcohol is a treat.

33. PSHE lessons and activities were usually planned and prepared well in the schools visited, with clear learning objectives and success criteria. However, the learning objectives were not always made clear to the pupils. Sometimes, there were too many objectives for them to be realistically achieved. In one lesson, the objective was simply, 'Consider changes that occur in our lives'. When objectives were not sufficiently sharp and focused on what pupils needed to learn, it was difficult to say what they had gained as a result of the teaching.
34. All but four of the schools in the survey planned well to include pupils of different levels of ability, those with special educational needs and disabled pupils. The schools which planned well identified pupils who were especially vulnerable early on and gave them effective extra help in small nurture groups, to develop their personal and social skills and ensure access to the curriculum. The schools visited generally used teaching assistants effectively to support the most vulnerable pupils.
35. Across the age range in the primary schools visited, teaching methods were often very well planned. Good teaching emphasised activity, experience and discussion and pupils enjoyed their PSHE education lessons as a result. The more effective teachers were skilful in questioning pupils to assess them and then providing extra challenge, as in the following example:

Pupils were presented with a scenario that beings from another planet were going to visit the school. The teacher asked them how the aliens were going to feel, and how they would feel. This was an outstanding lesson, linked well to the feelings of some pupils in the class who had recently joined the school. The teacher's questions challenged the higher-achieving pupils effectively. For example, one pupil who was 'dealing with shock' about the aliens, said the aliens might be embarrassed because they might be feeling different from everyone else. The teacher managed the pupils well, enabling them to express quite complicated emotions. One said, 'If I met an alien, I would feel jealous because he can do things I can't do. He can do more than me.' The teaching assistant worked effectively with pupils in groups, helping them to plan how to entertain an alien at the school.

An outstanding plenary session provided good opportunities for the pupils to reflect on what they had learnt. The teacher took photographs of the freeze frames that pupils had constructed in groups and asked them to talk about the feelings that their freeze frames were illustrating. There was excellent development of pupils' confidence and exploration of empathy when the teacher interviewed all the pupils, made more realistic by the use of a hand-held microphone, asking them about the aliens' visit. This elicited very thoughtful responses as the pupils' learning had been enhanced through a scenario which was relevant to what was happening to them at the time.

36. Over half the primary schools visited used effective and varied teaching methods for PSHE education. Well-considered games, activities and drama techniques such as talk partners, role-play and hot seating engaged pupils in learning. The example illustrates some of the very effective practice seen.

The teachers prepared detailed lessons each week with a range of interesting activities, including debate and teamwork, reporting back, note-taking, and the practising of skills such as resuscitating a dummy. As a result of the latter, the school became involved in the Heartstart resuscitation programme.⁹ All staff were trained in how to resuscitate someone and dummies were bought on which the pupils could practise mouth to mouth resuscitation. Progress could be monitored through the programme's carefully structured assessment scheme. As a result, the whole of the school community knew what to do in a crisis, from being able to phone 999 to being able to resuscitate a person fully, put them in the recovery position, and notify the emergency services.

37. In just under a quarter of the primary schools visited, teachers tended to talk too much in PSHE lessons, so not allowing pupils enough time to discuss, debate, share ideas or develop vocabulary for talking about their emotions. Too often, the range of vocabulary used to describe emotions was limited. For example, in a Year 1 lesson seen during the survey, a teacher talked about someone who was special to the pupils and asked them how they felt when they were with the person. The only descriptions used were 'happy' or 'sad'. The pupils' emotional vocabulary was not extended or challenged.
38. In these schools, the teachers sometimes missed opportunities to reinforce learning in other subjects and overlooked pupils' responses. For example, in a lesson in a Reception class about change, a child made the profound comment that 'everything dies'; the teacher did not respond to this in any way at the time, and there was no follow-up in the lesson or later. Frequently, pupils were

⁹ Heartstart is a programme coordinated by the British Heart Foundation to teach the skills and practical advice needed in a life-threatening emergency. For further information, see: www.bhf.org.uk/events_and_volunteering/other_ways_to_get_involved/heartstart_uk_training.aspx.

kept sitting passively for too long and were not given sufficient opportunities to find things out for themselves through exploration and play. Teachers did not always use circle time properly: they talked too much themselves and did not make enough use of opportunities for the pupils to work in pairs and groups or play games that helped them to learn. Pupils did not always have enough structured support for speaking, such as by being given the start of a sentence to complete. Instructions for pupils were not always matched well enough to their needs, for example, some of them could not read the instructions and words in the games being used.

39. About two thirds of the primary schools visited used a wide range of resources to good effect in teaching PSHE education, including computers, story books and puppets, as well as visiting speakers. Teachers occasionally made excellent use of computer software on keeping healthy and drug awareness, but this was not generally widespread in the schools surveyed. Interactive whiteboards were well established, and were helpful in bringing topics to life and recording pupils' ideas. However, there was a tendency for the technology to be in the hands of the teacher rather than the pupils, meaning that pupils were not sufficiently engaged in using it. Many of the pupils observed regularly produced simple and effective publications and used the internet for individual research. One school, which used technology extremely well, made outstanding use of high-quality photographs of pupils role-playing aspects of bullying. Groups of pupils used the photographs, taken in the previous lesson, to analyse the feelings portrayed and consider the consequences of different courses of action. Carefully selected story books were a powerful tool for engaging pupils' interest and raising sensitive issues.
40. In several lessons seen during the survey, the teachers used puppets as a way of engaging pupils and as a 'distancing' technique. This enabled pupils to discuss personal issues without embarrassment.

The lesson started with the teacher asking pupils to move to different ends of the room, depending on whether they thought particular actions were fair or unfair. Then they sat in a circle to watch two large puppets. The teacher and teaching assistant manipulated the puppets to divide real food between them. The teacher asked the pupils who should get what and whether the division was fair. The pupils were fascinated by the puppets and motivated to answer and think about what was fair or unfair. The teacher avoided putting words into their mouths but allowed them to express their emotions, even when this involved one of the puppets hitting the other. The scenario that the teacher had set up enabled the pupils to suggest other ways of settling the conflict.

41. The primary schools visited used visitors extensively to enhance pupils' learning in PSHE education. School nurses were the most regular source of expertise. They helped pupils to keep healthy and taught them about drugs education.

The police and fire brigade also visited regularly. A few of the schools used Coram Life Education.¹⁰ This charity employs skilled tutors, normally working in specially designed mobile learning centres called Life Education buses. Such visits were most effective when they formed part of a planned programme to teach sex and relationships education and drugs education. In these cases, the pupils were well prepared and time could be given to follow up the work in lessons. Although pupils enjoyed one-off events, they did not always remember what they had been taught. A couple of the schools visited relied completely on the Life Education bus to provide sex and relationships education and drugs education, but this did not provide sufficient continuity to achieve high standards of knowledge and understanding.

42. Assessment in PSHE education was good or outstanding in 36 of the 92 primary schools visited, satisfactory in just over half and inadequate in seven schools. In the schools where assessment was good, teachers checked pupils' progress regularly in PSHE, just as they did for other subjects, and assessment of it took its place alongside all other work. Teachers used a wide range of assessment techniques and assessment evidence. For example, some took photographs to illustrate pupils' work or completed simple grids and recording sheets. The SEAL assessment criteria were used effectively to track the development of skills, while interesting and appropriate assessment tasks were built into commercial schemes of work for PSHE.
43. In one of the primary schools visited, pupils had PSHE exercise books, completed tasks that were carefully marked and sat end of unit tests to identify if they were making progress. Points for improvement were provided and these allowed pupils to discuss their work with the teacher. The teachers were aware of the standards that pupils were working towards; these were linked to the end of key stage statements as well as to the PSHE framework. Self-assessment and peer assessment, such as commenting on each other's role-play or presentations, were used well, but they did not take the place of teacher assessment. The pupils' own comments and evaluations enabled teachers to follow up specific points and support individuals to develop strategies to overcome difficulties.
44. Schools with good PSHE assessment generally reported to parents, with clear judgements on progress in PSHE. The reports were detailed, without being too long. Too often, however, reporting to parents in the less effective schools was too generic and said little about personal development. It was not really about pupils' knowledge and understanding in PSHE or about the progress that individual pupils were making.

¹⁰ Coram Life Education is a national charity. For further information, see: www.lifeeducation.org.uk/newsletter/newsindex.php?action=publicarticle&id=285.

Teaching in secondary schools

45. In 48 of the 73 secondary schools visited, the quality of teaching of PSHE education was good or outstanding; in seven of them it was outstanding. In the other schools visited, the quality of teaching was satisfactory. Although the teaching was not inadequate in any of the schools, these figures mask some aspects which were inadequate in some of the satisfactory schools, despite other stronger features. The variable quality and consistency of the teaching in these schools often depended on whether PSHE education was taught by non-specialist teachers (who were often tutors) or by teachers who had had some training in PSHE education.
46. In almost all of the schools visited, the teachers seen had good classroom control and discipline skills. Sensible ground rules enabled students to learn about sensitive topics in safe and secure environments. Teachers often acted as good role models for students. Good teacher/student relationships had been established in most of the lessons seen. As a result, the students were confident to contribute and express their opinions.
47. A characteristic of the good and outstanding teaching was the skilled management of discussion and debate about sensitive and controversial issues. The teaching was also characterised by teachers' non-judgmental approach to students' responses and use of ground rules to maintain a clear set of values about right and wrong. A Year 9 lesson illustrated these features:

The lesson began promptly. The teacher had high expectations and maintained strong discipline, and the students were attentive. Good questioning involved all of them and gave them the opportunity to reflect on and explain their views. Answering using small whiteboards helped to make sure that all of them were engaged fully. The teacher stressed the 'PEE' approach: that is, present your point, explain and give evidence. The worthwhile and searching discussion that followed revealed some disturbing but typical attitudes to alcohol which the teacher listened to calmly before explaining the known facts about the physical and social effects of alcohol misuse. The students listened and worked together. By the end of the lesson, they understood the effects of alcohol much more clearly and had had the opportunity to examine and reflect on their own opinions.

48. In the schools where teaching was good or outstanding, the teachers' knowledge of the subject was good. Often, this was because they were in specialist teams and had the opportunity to develop their expertise. They also had access to training such as the national PSHE Continuing Professional Development Certificate.
49. In over half the schools in the survey, the methods used to teach PSHE education were good or outstanding. Open-ended questions, drama techniques,

games and debate engaged students in their learning and developed their knowledge, understanding and skills. Good opportunities existed for them to research and discuss issues that affected their lives and the lives of others. Teachers understood how to deal effectively and confidently with sensitive and controversial topics. The students to whom inspectors spoke said that they learned more in lessons when teachers' approaches included simulations, role-play, case studies and information and communication technology (ICT). Inspectors' observations corroborated this. The following example illustrates particularly good practice.

'Jo's Journey' was a research project to make a video. It was carried out with the help of the Refugee Council following the arrival at the school of two unaccompanied minors from Afghanistan. The cast were all from minority groups; young carers, minority ethnic students, looked after children and one student who was an elective mute. The resulting film, 'Jo's Journey', was an outstanding piece of creative work made by a group of Year 9 and Year 10 students about the experience of young immigrants.

The project gave the students the opportunity to examine the challenges that young refugees face. It raised their self-esteem, built confidence and independence, and encouraged them to reflect on their own opinions and actions. The film was shown at all the assemblies for year groups in the school and is now part of its PSHE education programme. The video has also been included in the local authority's resources for minority ethnic groups.

50. Teaching and learning that were no better than satisfactory were usually a result of insufficient time for PSHE education or a lack of specialist knowledge. Teaching by non-specialists, either tutors or teachers of other subjects, was consistently weaker than teaching by those who had been given opportunities to build up their skills and expertise. Their expectations of the students' learning were too low and, occasionally, some of the information they provided was inaccurate. In a Year 7 science lesson on sex and relationships education, for example, the students were able to summarise most of the physical changes at puberty and the teacher clearly explained sexual maturity in terms of being able to conceive. However, saying categorically that this occurred only between the ages of 12 and 16 was incorrect. Emotional and mental changes or changes to relationships during puberty were not mentioned.
51. This frequent lack of subject knowledge meant that lesson objectives were often too complicated and not easily assessed. The lack of knowledge was characterised by an over-reliance on worksheets and, sometimes, inappropriate resources. In these lessons, the students quickly picked up on a lack of confidence, as illustrated by a boy in Year 10 who said: 'Teachers just try to get

it over as fast as they can' and a girl in the same year: 'Teachers are not confident in their subjects because they aren't specialists.'

52. The quality of teaching by form tutors in the schools visited was inconsistent. It reflected whether tutors adapted curriculum materials to meet the needs of their students. The extent to which the teaching allowed students to be actively engaged in their work varied across their tutor groups. One group of Year 10 students said that they participated in lots of debate and role-play and used computer programs; another Year 10 group in the same school said that they learnt only from worksheets and were bored. The quality of the PSHE lesson depended on the quality of their form tutors; this, in turn, had an impact on the extent to which students felt they could confide in them. This was a particular concern if the same tutor stayed with one form for the whole of the students' time in school.
53. Tutors who were given effective training and support often taught PSHE education effectively, as in this example.

The coordinator for PSHE education, working with form tutors, developed a teaching programme for Key Stage 3 students on anti-bullying. A core component was Adrian Mitchell's poem 'Back in the Playground Blues'. The form tutors had been well prepared and trained and were enthusiastic. They helped the students to understand the poem's exploration of the roles of perpetrator, victim and bystander and led them to develop self-awareness, social intervention, moral and personal skills.

This initiative was given an 'Innovative Practice Award' by the joint local authority – primary care trust partnership and had been recorded in a local authority School Innovation DVD.

54. The planning for the PSHE lessons seen in the survey was satisfactory overall, but it varied considerably in its effectiveness. It was often done by the subject coordinator and not by the teachers who actually taught the lesson. This occurred where lessons were taught by form tutors or where lessons were cross-curricular and taught by teachers of other subjects. One result of the lack of involvement in the planning was, sometimes, a failure to prepare properly for the lessons.
55. When PSHE work was taught through other subjects, often the subject teaching was good in these lessons, but there was very little specific PSHE education. In the best lessons seen, teachers planned a good range of activities that was matched well to students' needs and engaged and interested them. Weaker planning did not always identify clearly the key objectives and outcomes for PSHE education and how these would be assessed. This resulted in low expectations, a lack of rigour and pace, and lessons that were dominated by the teacher, with students not encouraged to think independently.

56. In the majority of the lessons seen during the survey, teachers planned securely for students' different levels of ability. In one of the schools visited, unusually the students were grouped by ability for their PSHE education lessons and the materials used were matched carefully to their different needs. In six of the schools, the tasks set did not match the students' abilities. In a sex and relationships education lesson, for example, the text in the handout being used was very difficult and inaccessible for students who struggled with literacy. In a lesson on human rights, the less academically able students did not grasp even the basic concepts.
57. In around a third of the schools surveyed, ineffective use of time for PSHE education limited the teaching methods used. In these schools, the lessons seen were heavily directed by the teachers and lacked challenge; students' engagement was limited and they did little learning independently. As one student said, 'You want to learn it for yourself and not just have a teacher telling you.' In some of these lessons, too, the teachers had not managed the lesson time effectively enough to leave enough time at the end to assess what the students had learnt.
58. In 22 of the 73 secondary schools visited the quality of assessment was good or outstanding; in just under half it was satisfactory and in 15 it was inadequate or was not attempted in a regular and systematic way. Assessment was weakest when PSHE education was taught by tutors or through other subjects. Typically, tutors assessed only students' attitudes and general personal development. This meant that the planning of further units of work took insufficient account of what students already knew, especially as they moved through the school. Generally, the better schools evaluated the themed days which took place and whether students found them to be useful or enjoyable. The analysis was used to plan other events. However, the evaluations rarely considered the learning that had taken place. A few of the schools had devised schemes to assess cross-curricular attainment in PSHE education, but most of them did not attempt this. Assessment that did take place was often insufficiently detailed, consisting only of tick lists. Students' self-evaluations, such as responses to 'What I have enjoyed...', with no encouragement to give reasons, did not provide useful data.
59. In some of the secondary schools visited, the idea of assessment in PSHE education remained controversial, since it suggested that students could be seen to be 'failing life skills'. This view, however, was changing slowly. The weaker schools used students' self-assessment as a substitute for a teacher's assessment, and this assessment therefore tended to be superficial. However, examples of good practice were found, as in this illustration.

Students assessed their own work at the end of each module. This assessment covered a wide range of skills, including teamwork, communication, leadership and participation. The students took this very

seriously and set themselves targets which were discussed at annual review meetings. Teachers provided extra support if students' self-assessment indicated any problems with knowledge and understanding. The students felt that their assessment was important and valued, not least because their form tutors used their PSHE files in reporting on their progress to parents. They also felt that they knew how well they were progressing in PSHE education.

60. The inadequate schools visited did not build assessment tasks into units of work so that students' progress could be assessed through the programmes of study. The lack of assessment meant that students received little diagnostic feedback on how they might improve their work. There was little marking because the students did little written work. The marking that was done tended to be encouraging, but provided little support or challenge. Several of these schools used students' self-assessment as a substitute for assessment by teachers, but self-assessment was often superficial.
61. Sufficient resources were available to teach PSHE education. The better schools visited used them effectively, including ICT, to engage students. Information and communication technology for PSHE education was used best in the schools where it was readily available, for example where it enabled students to do their own research about career choices. One school had set up a 'Worry Website' so that students could ask personal questions anonymously outside the sex and relationships education lessons. However, ICT was not used as extensively as it might have been for individual research on PSHE topics and teachers missed opportunities to extend students' learning in this way.
62. The better schools visited used an extensive range of external presenters very effectively to enhance lessons, particularly in sex and relationships education and drug education, careers education and financial capability. In around two thirds of the schools where sex and relationships education was well taught, school nurses played an important role in classroom teaching as well as providing individual advice through drop-in clinics. In the weaker practice seen, visiting presenters provided good factual knowledge on sex education but the teaching about relationships was limited and discussions were sometimes constrained by embarrassment.
63. The effectiveness of external presenters depended very much on how they were used. They were most effective when visitors and students were well briefed, where the students were actively engaged and where the teacher kept the responsibility for the learning. The schools which used external presenters particularly effectively reviewed and evaluated their use with the students. The presenters were asked to ensure that students debated and were engaged rather than just listening, and the presenters were offered feedback. The students enjoyed and valued such contributions, including from the Connexions service, the police, theatre companies and local businesses.

64. Lack of preparation for visits from external presenters meant a failure to capitalise on their knowledge. In one sixth form lesson, for example, a presenter from a hostel for the homeless was invited to talk about his experiences. Although the audience was very attentive and obviously moved by the presentation, it was clear from the questions that the students asked that they had not been well prepared and knew little about the causes of homelessness. No provision had been made for them to discuss their perceptions after the presenters' input, and no follow-up sessions were planned; as a result, their learning remained superficial.
65. The secondary schools surveyed reported to parents infrequently about PSHE education and such reports tended not to be very informative. However, the reports from tutors often commented positively on the development of social and personal skills.

The curriculum in primary schools

66. In 68 of the 92 primary schools visited the PSHE curriculum was good or outstanding. In 19 of the schools, it was outstanding. Only one school was judged to have an inadequate curriculum for PSHE.
67. The schools where the curriculum was good or outstanding placed a strong emphasis on developing the whole person. PSHE was embedded in the curriculum as a whole and permeated the school's ethos. Many of these schools had allocated some time to teaching discrete PSHE themes. This was in addition to 'circle time' when the teacher would lead a discussion and games on a particular theme.
68. Unlike the secondary schools visited, the PSHE curriculum in the primary schools visited was often characterised by good links with other subjects. Subject links with science, physical education and English were particularly effective. Many of the themes in PSHE provided a meaningful context for one school's work in literacy. For example, pupils from Years 3 to 6 discussed aspects of emotional health in their work on a story and used poetry to reflect on their ideas and feelings.
69. The curriculum in the 22 schools where PSHE was no better than satisfactory was fragmented and the schools had not planned for what the pupils should learn. This was either because the PSHE lessons were too short (15 to 20 minutes), which limited the learning that could take place, or because the schools had not coordinated the way in which PSHE was taught through other subjects.
70. The teachers seen knew their pupils and their families well, so there was generally a good match of content and activities to pupils' needs in terms of age and ability. The best schools seen were flexible and not afraid to deal with

sensitive issues. As a result, lessons were challenging, engaging and relevant and the curriculum was responsive to local needs.

71. In three quarters of the schools visited, the planning and schemes of work were good or outstanding. The planning made explicit links with all other curriculum areas and integrated each aspect of the programmes of study. Assemblies were planned so that they regularly tackled topics such as self-esteem, bullying, sun safety and stranger danger. Good planning ensured excellent continuity and progression from the Early Years Foundation Stage onwards. Long-, medium- and short-term planning were broken down into objectives, outcomes and assessment. The PSHE themes were carefully matched to age, taking full account of mixed-age classes. These schools had followed the Qualifications and Curriculum Development Agency's guidance, but the curriculum was flexible and responsive to pupils' needs. Their views on activities were taken into account.
72. However, in the satisfactory primary schools, although the whole-school approach and work in other lessons meant that the outcomes for PSHE were satisfactory, the planning for PSHE specifically was generally weak. Five of the schools did not have schemes of work for the subject and so could not make sure that they developed pupils' knowledge, understanding and skills in a systematic and comprehensive way. Where schemes of work were not well developed, the coverage of the PSHE curriculum tended to be patchy. When the schools depended solely on using 'circle time' to teach PSHE, there was insufficient emphasis on knowledge and understanding and little chance for pupils to practise skills through drama and role-play. Several of the satisfactory schools did not support teachers sufficiently, leaving them to plan their own lessons without a scheme of work.
73. All but two of the schools visited had achieved the Healthy Schools award. This had a positive impact in raising pupils' awareness of healthy lifestyles, especially healthy eating and the need for exercise. The award had also influenced planning for PSHE and helped to ensure that the curriculum matched pupils' needs. In most of the schools visited, the award had sparked a range of initiatives to encourage healthier lifestyles. The school in the case study below described the effect of the award on its health promotion curriculum as 'massive'.

As a result of the work on healthy schools, members of the school council had monitored the quality of school lunches and attended a governors' meeting to give feedback on their findings. They had also met the catering service and the school cook to discuss menus. The kitchen and lunchtime supervisory staff had run a promotion to encourage more pupils to eat fruit and vegetables which had had an impact on the pupils' willingness to try new food. Children had water bottles at hand in the classrooms. The pupils visited a local supermarket and a supermarket employee visited the

school to discuss food production. An outside agency ran a workshop for parents and carers on healthy packed lunches. Year 5 pupils had a vegetable plot to grow their own vegetables. A breakfast club, run for pupils whose circumstances made them vulnerable, promoted healthy eating and the pupils most in need had a nutritious start to the day.

74. Around half of the schools visited used the materials from the SEAL programme very effectively to support the PSHE curriculum. The materials were used best as themes for assemblies and then used in lessons later to encourage pupils to discuss experiences and to recognise their own and others' achievements and positive behaviour. The resources were most effective when the schools linked their work in PSHE and SEAL to make a more coherent experience for pupils and when they adapted the materials for different classes.
75. A few of the schools visited taught much of their PSHE curriculum through the SEAL programme. This generally worked well, but certain aspects of PSHE, such as economic well-being, sex and relationships education, and the misuse of drugs and alcohol were not always covered in sufficient depth. This happened when the teachers used the broad aims of the SEAL materials but did not break these down enough into specific learning objectives. As a result, in some of the lessons seen, the learning objectives lacked clarity and relevance or there were too many of them. Occasionally, the teachers missed opportunities to enhance pupils' learning because they followed the lesson plans in the materials too rigidly, and so failed to tackle the challenging issues that pupils raised, such as dealing with bereavement, divorce and puberty. In the few schools that relied totally on SEAL, inspectors' discussions with the pupils showed that the curriculum had not provided enough of the knowledge and understanding they felt they needed.
76. The better schools visited used extra-curricular and enrichment activities extremely well to help pupils apply their PSHE learning. In one of the infant schools visited, the PSHE curriculum was enhanced by creative activities which included dance, drama, music, sculpture and sport. These allowed pupils to express their emotions, develop cultural awareness and boost their self-esteem. These schools often consolidated learning in PSHE with practical activities: healthy eating was reinforced by practical cooking lessons; work on the environment was reinforced effectively through recycling projects, conservation areas and gardening clubs. The following example illustrates this.

The school's involvement in environmental projects had helped to develop the pupils' understanding of PSHE, citizenship and social responsibility. An outstanding feature of the curriculum was the work done by pupils in installing a wind turbine and setting up a nature reserve. They gained an environmental award as a result. The pupils had taken the lead on the projects and had made an excellent video and presentation of their work.

77. The schools provided high-quality clubs and experiences which compensated for the relatively deprived backgrounds of some pupils. Visits were used very effectively, such as one for pupils in Years 5 and 6 to a local university to help raise their aspirations. Other schools visited took pupils to safety centres which simulated dangerous scenarios and helped pupils to manage risk and danger.

The curriculum in secondary schools

78. The quality of the PSHE curriculum varied considerably across the secondary schools visited. In about two thirds of the schools, the curriculum was good or outstanding, but in 22 it was only satisfactory and in three schools it was inadequate.
79. The schools visited had different models for teaching PSHE education, including:
- timetabled lessons
 - use of tutor time
 - occasional days when the timetable was suspended
 - a cross-curricular approach where there was no dedicated time for PSHE and PSHE education was taught entirely through other subjects
 - different combinations of the above.
80. The curriculum model chosen had a direct impact on the quality of the provision for PSHE. The most effective curriculum model seen was one in which discrete, regularly taught PSHE lessons were supplemented with cross-curricular activities. Schools that taught PSHE solely across the curriculum, through religious education or other subjects, 'suspended timetable' days or tutor groups usually allocated too little time to teaching PSHE education discretely. The result tended to be fragmented learning, too much variation in the quality of teaching, and a lack of clear learning objectives, outcomes and assessment.
81. The best schools seen matched the content of their PSHE curriculum closely to the assessed needs and levels of maturity of their students, including those who were the most vulnerable. Key content was revisited each year to consolidate students' learning. One school responded to students' views, expressed in a school survey, by introducing a first aid course for all students, and adding work in Year 8 on the dangers of social networking sites. Another school responded effectively to the needs of students and the local area by providing specialist input on sex and relationships education, mental health and well-being. The PSHE coordinators in these schools used evidence from course evaluations and discussions with the students to very good effect. As new sections of the curriculum were taught, feedback was used to revise the content and approach before the material was used with the next group. In

several schools, governors were involved in planning the curriculum for sex and relationships education and drugs education.

82. Nearly all the schools planned their programmes well and had clear schemes of work for PSHE education. However, seven of the schools had either no schemes of work or those they had were insufficiently detailed, and lacked clear outcomes, assessment methods, or reference to how to match work to students' differing needs. One of the schools had excellent schemes of work but had not allocated any time in the curriculum for teaching PSHE.
83. Across the schools visited there was very little evidence of any curriculum liaison with primary schools. This led to repetition, work not matched to students' maturity and ability, and disenchantment. In a Year 8 lesson, the students were involved in a 'circle time' activity on being a good friend in a simpler and less effective way than inspectors had observed in a similar lesson in Year 2 of a primary school.
84. The most effective schools that had sixth forms had good programmes of well-planned PSHE-related activities which the sixth form students enjoyed. These activities usually took place once a week in regular tutorials and seminars. Most of these were carefully selected to be topical and to prepare sixth formers for adult life. In one school, for example, the aim of the sixth form programme was to develop attributes and skills and equip students for life. A flexible programme covered relevant issues, and the students led some of the sessions themselves as 'personal interest' talks. There were many opportunities for speculation and debate, and effective use was made of the school nurse and the Connexions service, both in and outside the formal lessons. The sixth formers evaluated the programme they had received and felt that the sessions had been relevant and useful.
85. Many of the schools tried to combine citizenship with careers education and guidance into a one-hour lesson each week or, in some cases, 20 or 30 minutes with tutors twice a week. Administrative matters often ate into these sessions. They were not long enough for the lesson to develop, or for high-quality teaching and learning, for extended activities and, in particular, for meaningful discussion.
86. In the schools that taught PSHE education only through other subjects across the curriculum, it was often fragmented across several areas. Learning objectives for PSHE education, although mapped into schemes of work and often identified in lesson plans, were frequently not referred to in the lessons observed during the survey.
87. The cross-curricular approach worked best when the schools identified certain lessons within subject areas to be used to teach PSHE aims. However, such arrangements made it difficult to achieve continuity and depth of learning. Even when the programmes had some very good features, they were often only

satisfactory overall because too little time was allocated to teaching PSHE discretely. In 12 of the secondary schools visited, inspectors identified serious gaps in the coverage of the PSHE curriculum, mainly related to sex and relationships education, drugs education, mental health, and tackling sexism and homophobia.

88. A few of the satisfactory schools visited confused PSHE, citizenship, personalised learning and the personal, learning and thinking skills in the Key Stage 3 curriculum. This confusion slowed the development of the schools' PSHE curricula. It led to duplication of content and a lack of clarity for students about what was being taught.
89. One way in which the schools visited had attempted to overcome the problem of lack of curriculum time was to teach PSHE education through days or half-days when the normal timetable was suspended. More time could be devoted to PSHE education and external experts brought in to lead sessions. In the schools where these days were a well-chosen addition to a planned programme, and complemented the regular weekly lesson, they were effective, enjoyed by staff and students, and involved school staff working successfully with external agencies, as in the following example.

PSHE was carefully mapped into the religious education syllabus and across the curriculum as a whole. In order to support and supplement this approach, the school also held PSHE conference days for all the year groups, as well as a programme of reflection days for all students. These days were planned carefully to ensure continuity of delivery. The school engaged health professionals and specialists from various agencies to provide teaching on certain topics to ensure that the students received expert and up-to-date knowledge and information. This also helped to raise the profile of the events. Reflection days were organised by the school's chaplain, the religious education department and pastoral staff. The majority of these days took place off the school's site. This also helped to raise their profile.

90. 'Suspended timetable' days alone cannot guarantee to provide a planned, progressive programme of PSHE, but six of the schools visited had abandoned PSHE lessons entirely in favour of them. When questioned, their students could not easily identify what they had learnt and said they wanted more continuity. Sessions once a term were too far apart and the day went on for too long. In many cases, learning outcomes were not assessed and the teaching was not monitored rigorously. Preparation and follow-up were often sketchy. One school said that attendance fell on these days.
91. The most effective schools took advantage of opportunities to formally accredit PSHE work. This raised the profile of PSHE education in the eyes of staff and students. One school used the Trident Gold Award; this includes work experience, community placements and personal service. Another school used

GCSE-equivalent courses: a Certificate in Enterprise and Employability was taught in Year 10 and Preparation for Working Life in Year 11. Both courses were very successful in the school and all students taking the courses passed both, each was worth half a GCSE. Success in these courses enhanced students' self-esteem and confidence and improved overall student attainment.

92. Most of the schools visited had gained the Healthy Schools award. This had a positive impact on PSHE education, particularly in relation to healthy eating and the importance of exercise, by providing a focus for planning and development. The Healthy Schools award proved invaluable in involving teachers, governors, students and even some parents in promoting healthy lifestyles.
93. During the course of the survey, the SEAL initiative was being introduced into secondary schools. Around a fifth of the schools surveyed were using it very well to plan for the development of students' ability to understand, communicate and reflect constructively on their feelings. SEAL resources were being used well to supplement PSHE resources in topics such as bullying and target-setting. Two of the schools visited, however, had inadequate programmes for PSHE education. They relied too much on the SEAL programme and did not give enough emphasis to the other aspects of the PSHE curriculum. The SEAL initiative is not a substitute for PSHE education.

Leadership and management

94. The issues that affected the quality of leadership and management were broadly the same in both the primary and secondary schools visited. They are therefore reported together in this section.
95. The leadership and management of PSHE education were good or outstanding in just over three quarters of the 165 schools visited. This was broadly the same proportion in secondary as in primary schools. Leadership and management were outstanding in 35 of the schools and satisfactory in a further 35. In three of the schools visited, two secondary and one primary, leadership and management of PSHE education were inadequate.
96. PSHE education flourished in the schools where senior leaders recognised its potential to contribute to pupils' well-being. They gave it a high priority, on a par with other subjects. In the better primary schools visited, senior staff had created a stimulating learning environment where pupils felt included and safe to explore their values and beliefs. As one pupil remarked, 'This school is more like a family. It's friendly and everyone knows each other.' In a secondary school where the headteacher was very supportive of PSHE education and citizenship, as part of the ethos which would raise standards, the personal development faculty thrived on new ideas and tried out initiatives confidently. The more effective schools had engaged governors successfully in guiding and monitoring this area of the curriculum.

97. In contrast, where PSHE education had lower status there was often no policy for it, no coordinator, little training for teachers and little monitoring or evaluation of the programmes of study.
98. The subject leader was a crucial factor in the quality of the provision. Inspirational and open leadership supported all staff well. Collaborative work and opportunities for training ensured that all staff were confident to use new resources and approaches. Effective leadership rose to the challenge of change, adapting the curriculum to reflect new initiatives. In the schools where the PSHE coordinators had completed the PSHE certificate, they were in a strong position to train and support other staff. For example, in a secondary school where the leadership and management were outstanding, teachers' subject knowledge was developed by the PSHE coordinator, who actively sought funding, introduced new resources and followed up initiatives. The example below illustrates similarly effective leadership in a primary school:

The coordinator, the other teachers and the teaching assistants worked well together to plan the PSHE programme and share ideas on effective teaching, learning and assessment. The impact of this cooperative planning was evident in the detail of the lesson plans. Regular monitoring and evaluation of the teaching ensured good feedback. This in turn reinforced successful teaching and eliminated weaker practice.

The annual survey of pupils gave the teachers a very good overview of what was working. The teachers were encouraged by this feedback and developed further approaches that worked.

This small school (three teachers and the headteacher) had benefited considerably from working with the other small primary schools in its local authority cluster and the PSHE coordinator had led the sharing of good practice across all the other schools. This broadening of experience had helped to identify and disseminate effective practice.

99. Eight of the schools visited had no PSHE coordinator and lacked effective subject leadership. In one school where leadership and management were inadequate, there had been no PSHE coordinator for a number of years. The result was a lack of monitoring of PSHE lessons, insufficient support for teachers, and little specific training or assessment. Even in the weaker schools which had a coordinator in post, the coordinators themselves lacked training and expertise. The potential to have an impact on achievement was unrealised and they could not help others to develop. Other schools visited which had a PSHE coordinator often did not allocate sufficient time for them to carry out their management responsibilities. Frequently they had too many teaching commitments to focus sufficiently on developing PSHE education further.
100. In just under half of the schools visited, access to training and professional development was good or outstanding. Inspectors discussed the training

sessions with senior leaders. Most of the sessions focused on anti-bullying, drugs, and sex and relationships education, and were provided by local authorities and regional coordinators for Healthy Schools. Local authorities often supported PSHE coordinators well with courses, resource materials, advice, and assessment guidance.

101. In the schools in which teachers, and particularly subject coordinators, had successfully completed the PSHE certificate, this had had a positive impact on provision. The greatest impact was felt in the few schools where the school nurse, as well as the coordinator, had gained the certificate and they had then worked together to improve provision.
102. More than half the schools visited had no detailed programme of activities to tackle any training designed to raise achievement and improve the effectiveness of the subject. They relied instead on ad hoc, often in-house training 'when and if' the need arose. This meant that many teachers, especially form tutors, had had no recent training and were not given sufficient, specific support and training to teach PSHE education successfully.
103. Monitoring and evaluation were the weakest aspects of leadership and management. Nearly half the schools had monitoring and evaluation systems for PSHE education which were no better than satisfactory and 28 of the schools visited did no monitoring and evaluation of PSHE education. Because subject leaders themselves were often not trained in PSHE education, lesson observations were not rigorous enough or focused sufficiently on the learning taking place. As a result, evaluation was over-generous. Effective monitoring and evaluation were on a par with those in other subjects: they were undertaken by subject specialists and supported by senior leaders; they regularly included observation of lessons and discussions with students, and the teachers observed received accurate feedback.
104. Development planning in the best schools focused on appropriate priorities and the plans were linked well to whole-school planning. Weak action plans often consisted simply of a series of activities or tasks, which lacked clear success criteria, milestones or measurable outcomes.
105. Although transfer arrangements between schools for pupils were generally good and much pastoral information was exchanged, liaison over the PSHE curriculum was effective in only around a fifth of the schools visited. The majority of the primary schools surveyed had very few links with their local secondary schools. This led to work being repeated. However, inspectors' discussions with students in the secondary schools visited showed that, occasionally, the most sensitive PSHE work was not being tackled in either phase.
106. Links with parents and the local community were generally not well developed for PSHE. However, six of the schools visited had worked hard to establish

excellent links with parents and carers. These schools involved the parents and carers closely in PSHE activities, such as visits, and consulted them on policies and practice. For example, one primary school had invited parents to attend discussions about sex and relationships education before their children began this aspect of their learning so the opinions expressed could inform provision. The girls' sex and relationships education was moved to start during Year 5, instead of Year 6, at the request of parents.

Part B: Current issues in PSHE

Adding the 'E' for economic well-being

107. The new Key Stage 3 curriculum, introduced in September 2008, included the new subject of personal, social, health and economic education. This meant that 53 of the secondary schools and 72 of the primary schools included in the survey between 2006 and 2009 were inspected for economic well-being. This was added to the PSHE curriculum starting with students in Year 7. Economic education is reported here separately from the more established elements of PSHE.
108. While a large majority of the secondary schools visited were already making some provision for economic well-being at Key Stage 4, it was a new area for many of them at Key Stage 3. A national support programme was provided to help schools meet the requirements. As a result, nearly all the schools visited for this aspect of PSHE were aware of the new programme of study for economic well-being and the great majority of them were beginning to implement it. However, the provision seen by inspectors was often provided on an ad hoc basis. The support programme for economic well-being and financial capability and students' understanding remained inconsistent.
109. About half of these secondary schools had tried to identify gaps and fill them by mapping their provision against the new programme of study. Much of this was still in progress and at the time the visits were made it was too early to evaluate the longer-term impact, but the effect at the time was marginal. Although a few of the schools had changed the way they organised Year 7 so that there were 'areas of learning' or integrated courses rather than separate subjects, most of the schools were attempting to build on provision that was already in place rather than introducing anything very different. Early evidence suggested that provision for economic well-being continued to lack coherence and that few of the schools identified what students needed to learn and then assessed this.

110. Over half the secondary schools visited had well-planned careers education programmes.¹¹ Teaching methods included mock interviews, visits to local businesses, work experience and work placements. However, in the remaining schools visited for economic well-being, the quality of careers education was very variable because it was often taught in tutor time by staff who had no qualifications in careers education or information, advice and guidance.¹² Six of the secondary schools visited in the final year of the survey did not fulfil the statutory requirement to have a planned programme of careers education from Year 7 to Year 11. This was because they did no planned careers work in Year 7. However, the schools that provided careers education, and information, advice and guidance well did make a difference to the students' final destinations, as illustrated here.

The programme for careers education began in PSHE education in Years 7 and 8. In Year 9, separate careers lessons familiarised students with materials from the Connexions service, how to get careers information online and through the school website. They learnt about the role of trade unions and undertook a pilot programme in enterprise education. The students had excellent access to impartial guidance materials and a wide range of up-to-date references through the Connexions library, a careers convention organised by the school at the Town Hall, and individual support and advice. They were encouraged to visit a range of institutions. Extensive advice helped them to make the most appropriate choices post-16. An induction programme and subject taster days in Years 12 and 13 helped students to select suitable subject options.

Because of the expertise of staff in this school, they were called on to advise other schools in the local authority. Although the school was in a relatively deprived area, the success of careers education, and information, advice and guidance was reflected in the school's excellent destination data: only 2% of students were not in education, training or employment at the end of the year, the lowest percentage in the area, and 95% of students who were aiming for higher education were accepted by their first choice of university.

111. The quality of provision was generally good where careers coordinators were qualified, had equal status with heads of other departments and were responsible for training other members of staff. Through using a good range of careers education and guidance software and through activities such as the

¹¹ Careers education comprises lessons and other activities to develop students' knowledge of opportunities in learning and work, and their skills for employment. www.teachernet.gov.uk/teachingandlearning/subjects/CEG/.

¹² Information, advice and guidance is intended to help young people to make informed choices more widely, including about what options might be right for them and the career opportunities they might pursue; www.lifelonglearning.co.uk/iag/.

'Real Game', students were helped to develop their understanding of careers, business and the economy and become financially literate. A student said, 'It started out as a game, but you realise that it is really hard and you learn from it.' Well-organised work experience, usually in Year 11, gave students a valuable opportunity to test out their skills and motivated many of them.

112. Effective work with the Connexions service also had a positive impact on provision, as in this example:

Careers education and guidance was the responsibility of the deputy headteacher and had a high priority. The school had used the information, advice and guidance standards toolkit to audit its provision; the outcomes of the audit were outstanding. In Year 7, students had a distinct careers education and guidance lesson to introduce them to the careers library and resources. In Year 9, an adviser from the Connexions service addressed an assembly and individual interviews were held to discuss the options programme. Work experience occurred in Year 10. Year 11 students used computer software for post-16 choices.

Work with the Connexions service was outstanding. The Connexions adviser visited students on work experience and was involved in the Year 9 options programme and all Year 11 progression events, as well as teaching the use of information, advice and guidance computer software. Local labour market information was made available and intensive work was carried out with students who were known to be seeking employment. A Connexions personal assistant worked with students who had special needs and helped to prepare all transition reports. The school was well on the way to achieving the Investors in Careers award.

113. Several secondary schools in the survey had used the Aim Higher scheme well to raise the aspirations of students, many of whom would be the first in their family to go to university. It ensured that they were aware of pathways into further and higher education. The scheme had also enabled the schools to work in partnership with higher education institutions to provide visits, student summer schools and coaching for academically high-achieving students.
114. Not all the schools visited had the specialist staff to teach economic education and financial capability. The more successful schools actively sought opportunities for 'real life' projects through, for example, fundraising, enterprise projects, the management of school events such as music and drama performances, and citizenship projects based in the community.
115. The provision for financial capability was weaker than that for enterprise or careers education. Nine of the secondary schools visited in the final year of the survey were inadequate in this respect: they did not plan to cover financial capability in their programmes and, as a result, students did not understand basic concepts such as credit and debt. Students in the schools visited that

were successfully developing personal finance education showed a good understanding of personal finance, used financial terms correctly and were able to apply their knowledge in making financial decisions. These schools had often made effective use of external agencies such as the Personal Finance Education Group to support them in developing this work.¹³

116. To teach economic well-being the most effective schools seen used a combination of dedicated lessons, often as a module within the PSHE programme, and 'suspended timetable' days, often called enterprise days, to work through a range of subjects. Where schools depended solely on 'suspended timetable' days, the students developed only a very partial understanding of the whole programme. Frequently, the students had enjoyed the days. Reflecting on their learning, they referred to skills such as 'working in a team' but rarely recalled key ideas.
117. A great deal of useful activity was taking place to develop students' basic economic understanding and enterprise skills, but little of this work was underpinned by clearly identified learning objectives, assessment or monitoring. The schools did not always identify or track what the students had learnt and it was therefore hard to judge whether the provision was effective. The students' economic and business understanding remained patchy.
118. Little or no evidence was seen that the secondary schools built on students' experiences of enterprise and personal finance in their primary schools.

The primary 'E'

119. The current non-statutory guidelines for PSHE recommend that pupils in Key Stages 1 and 2 should be taught to look after their money and realise that future wants and needs may be met through saving. They should be aware of the range of jobs carried out by people they know and helped to understand how they can develop skills to contribute themselves in the future.
120. Inspectors considered economic understanding and financial capability in 72 of the primary schools visited in the final two years of the survey. Involvement with the community, enterprise days and business links were examples of how the curriculum helped prepare pupils for their future economic well-being. Through these activities pupils developed the ability to handle money, to react to specific circumstances, to work collaboratively and to take the initiative. The example below illustrates some of the best practice seen.

¹³ Personal Finance Education Group is an independent charity that helps schools to plan and teach personal finance relevant to students' lives and needs. It provides free support, resources and consultancy to teachers and school leadership teams. For further information, see: www.pfeg.org.uk.

By publishing a newspaper, a Year 6 class gained practical experience of working together to produce something worthwhile. They gathered local news and then reported back to the class. Every pupil had a particular role; they learnt about how a newspaper is produced and developed the skills of working as a team. They used information and communication technology skills to publish the paper and, in the lesson observed, they were working out their net profit. They learnt more about concepts such as total and net costs and profits and developed their numeracy and literacy skills effectively.

121. Several of the more adventurous primary schools visited had set up an equivalent of work experience.

A school had excellent links with local businesses and professionals who were inspirational role models for older pupils. Opportunities were provided for pupils to talk to them about their jobs and qualifications and they learnt about the skills and qualities needed. Year 6 pupils worked with the local Spanish restaurant and became much more aware of economic issues, menus, ordering, and the skills of serving customers. Such activities motivated the pupils to ask for specific jobs to be represented on the next occasion.

Another school, in an economically deprived area, had developed strong links with the local university; regular visits by the Year 6 pupils broadened their horizons. There was, however, a wide gap between the schools which tried to teach pupils about economic well-being and financial capability and those which did not cover these topics at all.

122. In the better primary schools visited, pupils had well-developed opportunities to take responsibility through the school council, in outdoor games and fund-raising, as in the following example of outstanding practice:

The relatively small size of the school helped to ensure that all pupils took part in some enterprise activity. Through the school council, year councils, environment group, the ECO team, buddy schemes and as sport and play leaders, the pupils developed an excellent awareness of roles, rights and responsibilities related to the world of work. They developed independence and the capacity to deal with risk and challenge.

Years 5 and 6 raised funds for their residential visit by a sponsored walk, sponsored sleepovers and jumble sales, and developed a good awareness of the costs of trips. The older pupils ran the Fruity Friday and Tasty Tuesday food stalls, where they bought, prepared and sold food.

The school council had an annual budget that the pupils spent on their priorities. The ECO crew were in charge of reducing the school's annual

energy bills by 10% at the time of the visit, while in the Green Club the pupils grew and sold produce.

Regular visits to the local garden centre, supermarkets, post office, cheese factory, doctor and local hospital developed the pupils' awareness of employment. They were also involved in enterprise and business partnership mini-projects each year.

123. Not enough work, however, took place on topics such as managing personal finances or on enterprise education. Schools did some work on these topics, but not as often as on other aspects of the PSHE curriculum and often in an ad hoc way. As with other aspects of the PSHE curriculum, learning objectives and assessment were often not planned. The result was that pupils' knowledge of enterprise and their financial management skills were less well developed. In 10 of the primary schools visited, provision for teaching about financial capability was inadequate.
124. Too little attention was given to handling money and making decisions about spending and saving pocket money. The relatively few schools that were more successful in teaching financial capability had used the Personal Finance Education Group's unit for primary schools on personal finance, which includes using pocket money, financial planning, credit and debt. One of these schools developed pupils' financial awareness further: the pupils worked out the costs of school meals and researched the buying of props for the school production.

Good practice in inclusion in PSHE education

125. In over four fifths of the schools visited, all pupils were included well in PSHE activities and their individual needs were met effectively, both in and outside lessons. Pupils from minority groups were, on the whole, well integrated, and they achieved as well as others. Support for pupils who were potentially vulnerable or disaffected and for those who had special educational needs and/or disabilities was often effective. Peer mentoring, where pupils are trained to support each other, and multi-disciplinary approaches to the support of pupils were particularly successful.
126. Pupils of all abilities made good progress in PSHE. Those who often came from widely diverse backgrounds were learning to live and work together well, discussing ideas and views openly and reflectively. Vulnerable pupils, including those recently arrived from other countries as well as those who had not coped well in other local schools, were integrated successfully into the school, settled quickly and developed their confidence. The work of teaching assistants and learning mentors, and support for pupils who were learning to speak English as an additional language helped with pupils' inclusion. Parents as well as pupils felt part of a strong, supportive and cooperative community. The impact of this was evident on a boy who had recently arrived from another country. His father had been persuaded to come to the 'Achievement assembly'. Supported well by

his teacher, the boy spoke of his chess tournament to the whole school in halting English. Both he and his father were deeply moved by the experience and the boy's self-esteem rose considerably.

127. The example below from one of the secondary schools visited illustrates the way in which PSHE education prepares young people to live in a diverse society.

The school had very good oversight of students' progress, welfare and well-being. It had a small group of students from Traveller families whose progress had been monitored to ensure parity of opportunity and provision. It used its Teenage Life Centre with its primary care trust partnership very well and was developing an outreach programme linked to health and fitness. It was piloting a programme where fitness instructors used village halls as 'mother and baby' fitness clubs. This helped to prevent isolation, reduced travel problems and supported its outreach work. In some cases, young mothers were former students and they appreciated the continuity that these arrangements provided.

128. The schools visited did not often tackle inequalities in terms of gender. An infant school successfully challenged gender and racial stereotypes through, for example, a link with the Royal Ballet and presentations by a male ballet dancer. A primary school established a group to help raise the aspirations of boys, called 'Tomorrow's Men', where male role models were invited into school to discuss relevant topics and to act as mentors for the boys. However, this was generally an area of PSHE education which would benefit from further development.
129. The most effective schools visited tried hard to identify students who had health, social or emotional difficulties and ensured effective oversight of their progress, especially by one person who knew an individual student well; support for them through an individually tailored PSHE curriculum; cooperation with a range of agencies; and the employment of community psychiatric nurses, school nurses and school counsellors. The better schools seen had set up places where students could go, without being stigmatised, for support and advice.

A school for the age-range 13 – 18 employed learning mentors, an inclusion manager, family support workers, and a school health adviser. The base for these staff was also used by visitors who had expertise in drugs misuse matters and other aspects of community and youth work. Students were referred to the support base by concerned staff, or students could refer themselves. Confidentiality was ensured and students could also send an email to the base if they did not want to visit in person. All the support was tailored to need, whether it was advice on sex and relationships, the opportunity to look at DVDs about drug misuse or to work through a careers choice computer program. All the students to

whom inspectors spoke described the success and quality of the base and the support they had received when they needed it: 'If you are worried about something or you want advice about a sensitive issue, you go to Room 21.'

130. Generally, the better schools provided extra support for students to enable them to develop their personal and social skills, as in this example.

Vulnerable students in a 14 to 19 years secondary school received outstanding support. Individual students in Year 10 who were struggling were identified early. For part of the week, work in an off-site Enterprise Centre replaced certain GCSEs for them. In the centre, which was rented and run by the school, individual work with staff in a relaxed and calm environment helped the students to develop skills in woodwork, hair and beauty, craft, and ICT. Trusting relationships with good adult role models fostered the students' personal skills, confidence and self-esteem. They developed the skills they needed to cope with their emotions and achieved well when they rejoined the main school on the other days of the week. All the students left the centre at the end of Year 11 with a job or a place in further education.

131. Many of the schools visited had used behaviour improvement programmes and learning mentors effectively to help students develop their personal and social skills. In one challenging primary school in the survey, the work of its three learning mentors had improved pupils' social skills so much that there had been no exclusions for the previous three years. Learning mentors had been used to train peer mediators and 'buddies' so that pupils were able to support each other. The school also began to use a 'vulnerability assessment' screening tool, which was developed to assess pupils with mental health problems, as part of the local authority's strategy for emotional well-being. As a result, several groups were established: the breakfast club to support pupils before school and encourage their access to sports and games; a nurture group to protect pupils during lunchtime, enabling them to make friends in the small group and build confidence to go into the playground together; and a 'listening matters' group which ran a programme to build self-esteem and coping strategies to help children deal with domestic violence. The most effective of these programmes were those which had definite cut-off points and where the impact was closely measured.
132. Training pupils to undertake support roles, such as playground buddies, peer mediators and prefects was a widespread and successful method for enabling pupils to maximise their social and personal skills.

A school's previous inspection report had found that Year 2 children were given insufficient opportunities to take responsibility. To tackle this, Year 2 pupils now acted as 'playground pals', looking after any child who was lonely by playing with them. A local authority team trained the pupils

thoroughly and they learnt a large number of games and other activities to support their roles. Bright yellow caps and tabards enabled them to be spotted easily. Lunch-time monitors wore a coloured band and helped supervisors with simple tasks such as wiping tables after lunch. They took their responsibilities seriously and were proud of their roles. The scheme had improved behaviour, attitudes and self-esteem. A girl who joined the school from an asylum-seeking family and spoke no English had become a 'playground pal' and was flourishing.

133. Pupils can also help others to learn, as in this example from a primary school:

A group of Year 5 pupils was chosen specifically to provide peer tutoring to younger pupils. The Year 5 pupils selected had been identified as those who had low self-esteem, which often resulted in poor or attention-seeking behaviour.

Groups of pupils worked together for a day making resources for English or mathematics to use with Year 1 pupils who were having difficulties. Over six weeks, every day for 10 minutes, the Year 5 peer tutor acted as the teacher, working one-to-one with a Year 1 pupil using the resources they had made. The teacher allowed the Year 5 pupils to take total responsibility for leading each session, monitoring from a distance. For example, a Year 5 boy, whose punctuality was poor, took the role of time-keeper. Using a stopwatch, he told everyone when the five-minute teaching session had finished and when the five-minute 'checking for understanding' session began.

The younger pupils' learning benefited from the older role models and there was a huge improvement in the peer tutors' self-esteem and behaviour when they returned to their own class. Their focus and concentration improved as they felt valued and empowered.

134. A secondary school's peer mentoring programme had a considerable impact on developing the confidence, self-esteem and social skills of very large numbers of students:

The inclusion of all the students was a strong feature of the school's provision and central to its ethos. All the students were encouraged to contribute positively to the school community. Over one third of the school population become peer mentors, not only to support their peers in school but also to devise programmes to use in their local primary schools. Some of the programmes involve devising role-play and then leading discussions about the issues raised, for example, about bullying or peer group pressure.

The students developed as a result of the leadership opportunities provided by the peer mentoring. Students who had special educational

needs and/or disabilities, in particular those with physical disabilities, were involved fully. Students who had struggled to settle in other local schools quickly settled and developed their personal and social skills.

Areas for improvement

135. As Part A reports, much of the provision observed in PSHE was effective in helping pupils to make healthy and safe choices and develop good personal and social skills. However, there were three key areas of relative weakness in the schools visited. Pupils needed more knowledge and better understanding in the areas of:
- sex and relationships
 - drugs and alcohol
 - mental and emotional health.
136. There are a number of reasons why these topics frequently did not receive enough attention. Sometimes, schools did not give enough time to PSHE, and such topics tended to be squeezed out. This was particularly so for sex and relationships education for older pupils at Key Stage 2. Since the topics were particularly sensitive, some teachers felt uncomfortable in teaching such demanding themes. A lack of effective staff development often accentuated this problem.
137. Although teaching and learning about sex and relationships were good in the majority of the secondary schools visited, they were no more than satisfactory in a third of the schools. In the primary schools, pupils often had only partial understanding. Therefore, a sizeable minority of the pupils, including those going through puberty, lacked a good understanding of emotional changes and their impact on relationships.
138. The timing of sex and relationships education was crucial. Pupils, particularly girls, told inspectors that they needed more knowledge and information earlier than the end of Year 6, which was when it was often taught. Students in secondary schools said that their sex and relationships education was too late and too limited to be of much use.
139. Information and advice from school were particularly important for some pupils, such as the girl who said to inspectors:

‘I have loads of questions inside me but I am too embarrassed to talk to my mum about them because she is embarrassed as well.’

Some of the girls said that they would not turn to their mothers as they felt they ‘didn’t know anything about it’. Schools also need to ensure good communication with parents about the content and timing of lessons on sex and relationships.

140. Many of the pupils who spoke to inspectors said that they felt they learned a lot about sensitive issues from television, including both factual and drama programmes. This highlights the need for sex and relationships education in schools to help pupils make sense of and, where appropriate, build on other sources of information. While it is difficult to isolate the impact of education from wider social factors, a few of the schools visited had improved their programmes of sex and relationships education to respond to high rates of teenage pregnancies in their local area.
141. Part A of the report indicated that students' knowledge about the social and physical effects of alcohol was rudimentary in about half the secondary schools visited and they were not always aware of the long-term social consequences of drug and alcohol misuse. In around a third of the primary schools visited, knowledge and understanding of drugs, including alcohol and tobacco, were two of the weakest aspects of PSHE. In a few of the lessons observed, teachers did not make it sufficiently clear that it is illegal for people under the age of 18 to buy or sell alcohol, and accounts of under-age drinking were not challenged sufficiently.
142. A common misconception among the students to whom inspectors spoke in secondary schools was that heroin and cocaine were the drugs responsible for most deaths every year; in fact, the number of deaths directly attributable to alcohol and tobacco is much higher. However, the survey did find examples of good practice in drugs education more generally, as illustrated here.

Taking account of the progress that all pupils were making from the time they started in the primary school, achievement in PSHE was outstanding. They gained most of their knowledge of drugs, such as smoking, from external presenters and much information from visiting theatre companies and the school nurse. Girls and boys told inspectors that smoking was the biggest problem outside school. Boys, especially, were taunted by older brothers and teenagers if they did not smoke. The pupils said that they had had good training in how to say no, such as practising strategies to do so.

The pupils developed a good vocabulary to enable them to communicate confidently and with understanding about healthy eating, staying active, global citizenship and the dangers of smoking and alcohol. This was largely through excellent teaching and the consistent use of a social skills programme, 'Our Time'.

143. The mental and emotional health of young people is fundamental to other aspects of their well-being and development. In the schools visited, education about this was the weakest area of provision and students' understanding about mental and emotional health was the least well developed. Students' understanding of mental illness, its types, symptoms and treatment was good in only a handful of the secondary schools visited.

Notes

This report is based on evidence from inspections of PSHE education between September 2006 and July 2009 in a range of maintained schools in England. The sample of 92 primary and 73 secondary schools visited by inspectors consisted of a range of geographical contexts and institutional types, including middle schools, voluntary aided schools and schools with specialist status in a range of subjects. No school judged to be inadequate in its last whole-school inspection was included in the sample.

Inspectors evaluated achievement, teaching and learning, curriculum provision, and the leadership and management of PSHE education. Aspects of PSHE education selected for specific attention during the survey included assessment, and economic well-being and financial capability.

The findings were also informed by discussions with those involved in PSHE education, including teachers, pupils and students, subject leaders, Healthy School co-ordinators, Connexions advisers, senior staff in schools and others within the wider PSHE education community.

Further information

Publications by Ofsted

Developing social, emotional and behavioural skills in secondary schools: a five-term longitudinal evaluation of the Secondary National Strategy pilot (070048), Ofsted, 2007; www.ofsted.gov.uk/publications/070048a.

Time for change? Personal, social and health education (070049), Ofsted, 2007; www.ofsted.gov.uk/publications/070049a.

Food in schools: encouraging healthier eating (070016), Ofsted, 2007; www.ofsted.gov.uk/publications/070016a.

Developing financially capable young people (070029), Ofsted, 2008; www.ofsted.gov.uk/publications/070029a.

Other publications

Statutory guidance: impartial careers education (00978-2009DOM-EN), DCSF, 2009; <http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00978-2009>

Independent review of making personal, social, health and economic (PSHE) education statutory (DCSF-00495-2009), DCSF, 2009; <http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00495-2009>.

Personal, social, health and economic (PSHE) education – research evidence note Schools Research Team, Schools Analysis and Research Division (00495-2009BKT-EN), DCSF, 2009; <http://publications.teachernet.gov.uk/>.

Quality, choice and aspiration: a strategy for young people's information, advice and guidance (DCSF-00977), DCSF, 2009; <http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00977-2009>

Websites

The association for Careers Education and Guidance (ACEG) works to support its members in providing high-quality careers education and guidance.

www.aceg.org.uk.

The Drug Education Forum is the umbrella body for national organisations that provide or support the delivery of drug education in England.

www.drugeducationforum.com.

The Economics, Business and Enterprise Association (EBEA) is the professional subject association for the teaching and study of economics, business and enterprise.

www.ebea.org.uk.

The National Health Education group promotes health education, including drug and sex education, for children and young people.

www.nheg.org.uk.

The National Healthy Schools Programme (NHSP) was a joint initiative between the former DCSF and the Department of Health (DH) to promote a whole-school approach to health.

www.healthyschools.gov.uk.

NSCoPSE is the professional organisation for advisers, inspectors and advisory teachers in local authorities who have responsibility for personal and social education, including health education.

www.nscopse.org.uk.

The PSHE Association is the leading national subject organisation providing advice, information, and curriculum support for PSHE education.

www.pshe-association.org.uk.

Personal Finance Education Group (pfeg) is an independent charity helping schools to plan and teach personal finance.

www.pfeg.org.uk.

Stonewall works for equality for lesbians, gay men and bisexuals. Among other aspects of its work, the charity helps to tackle homophobia and homophobic bullying in schools.

www.stonewall.org.uk.

The remit of the School Food Trust is to transform school food and food skills, promote the education and health of children and young people and improve the quality of food in schools.

www.schoolfoodtrust.org.uk.

The Sex Education Forum is a collaboration of over 50 organisations working to ensure that all children and young people receive good-quality education on sex and relationships. It is hosted by the National Children's Bureau.

www.ncb.org.uk/sef/home.aspx.

The Social and Emotional Aspects of Learning (SEAL) initiative promotes the social and emotional skills that underpin effective learning, positive behaviour, staff effectiveness and emotional health and well-being in schools. It is funded by the DfE.

www.nationalstrategies.standards.dcsf.gov.uk.

Annex: Schools visited

Primary schools

Primary schools	Local authority
Acocks Green Primary School	Birmingham
Aldington Primary School	Kent
Archbishop of York's CofE Voluntary Controlled Junior School, Bishopthorpe	York
Arncliffe Church of England Voluntary Controlled Primary School	North Yorkshire
Aughton Primary School	Rotherham
Birdwell Primary School	North Somerset
Bishops Hull Primary School	Somerset
Breckon Hill Primary School	Middlesbrough
Brigstock Latham's Church of England Primary School	Northamptonshire
Broadclyst Community Primary School	Devon
Brookside Primary School	Nottinghamshire
Burnt Oak Junior School	Bexley
Castle Cary Community Primary School	Somerset
Cheetwood Primary School	Manchester
Clifton Green Primary School	York
Colemore Infant and Nursery School	Birmingham
Colne Primet Primary School	Lancashire
Coupe Green Primary School	Lancashire
Derwent Vale Primary School and Nursery	Cumbria
Dinnington Community Primary School	Rotherham
Dorrington CofE Aided Primary School	Shropshire
Drayton CofE Junior School	Norfolk
Eaton Mill Primary School	Milton Keynes
Egremont Primary School	Wirral
English Martyrs' Catholic Primary School	Birmingham

Eyres Monsell Primary School	Leicester
Ferndale Infant School	Swindon
Fleet Primary School	Camden
Gilmorton Chandler CofE Primary School	Leicestershire
Hadnall CofE Primary School	Shropshire
Haydon Wick Primary School	Swindon
Haydonleigh Primary School	Swindon
Holme Lacy Primary School	Herefordshire
Holy Trinity CofE Primary School	Hillingdon
Hunter's Bar Infant School	Sheffield
Ingleby Mill Primary School	Stockton-on-Tees
John Gulson Primary School	Coventry
Kingsbury Primary School	Warwickshire
Knockhall Community Primary School	Kent
Knowle Primary School	Plymouth
Leen Mills Primary School	Nottinghamshire
Limbrick Wood Primary School	Coventry
Linton C of E Infants School	Cambridgeshire
Markland Hill Primary School	Bolton
Matthew Boulton Community School	Birmingham
North Cadbury CofE Primary School	Somerset
North Crawley C of E School	Milton Keynes
Nyehead C of E Primary School	Somerset
Offa's Mead Primary School	Gloucestershire
Our Lady and St Oswalds Catholic Primary School	Shropshire
Oxspring Primary School	Barnsley
Paddock Junior Infant and Nursery School	Kirklees
Parks Primary School	Leicester
Perry Beeches Infant School	Birmingham
Prince Edward Primary School	Sheffield

Rainford CofE Primary School	St Helens
Redditch, Feckenham CofE First School	Worcestershire
Redditch, Webheath First School	Worcestershire
Redhill Primary School	Telford & Wrekin
Reedley Primary School	Lancashire
Rice Lane Junior School	Liverpool
Rockwell Green CofE Primary School	Somerset
Scargill Junior School	Havering
Simonside Primary School	South Tyneside
St Cuthbert Mayne Catholic Primary School, Cranleigh	Surrey
St Gildas' RC Junior School	Haringey
St John's Primary School	Warwickshire
St Joseph's Catholic Primary School, Bishop Thornton	North Yorkshire
St Marie's Catholic Primary School	Sheffield
St Martin De Porres Primary School	Luton
St Neot's Primary School	Cornwall
St Osburg's Catholic Primary School	Coventry
St Oswald's CofE VC Primary School	York
St Paul's CofE Primary School	Staffordshire
St Peter's Catholic Primary School	Essex
St Peter's CofE Primary School	St Helens
Stanton Middle School	Milton Keynes
Stanville Primary School	Birmingham
Stewart Headlam Primary School	Tower Hamlets
Stocks Green Primary School	Kent
Stockwell Primary School	Lambeth
The Bawburgh School	Norfolk
The Howbridge Infant School	Essex
The Orchard Primary School	Hertfordshire
Trinity St Mary's CofE Catholic Primary School	Wandsworth

Two Moors Primary School	Devon
Tylers Green Middle School	Buckinghamshire
Watergall Primary School	Peterborough
Westlea Primary School	Durham
Woodside Primary School	Hertfordshire
Worcester, Our Lady Queen of Peace Catholic Primary School	Worcestershire
Worthinghead Primary School	Bradford

Secondary schools

Secondary schools	Local authority
Alder Grange Community and Technology School	Lancashire
All Saints Catholic High School	Sheffield
Alvechurch CofE Middle School	Worcestershire
Arthur Mellows Village College	Peterborough
Astor College for the Arts	Kent
Bradfield School	Sheffield
Carmel Roman Catholic College	Darlington
Chamberlayne College for the Arts	Southampton
Chase High School	Southend on Sea
Cullompton Community College	Devon
Danesfield C of E Voluntary Controlled Community Middle School	Somerset
Eastlea Community School	Newham
Emerson Park School	Havering
Fallibroome High School	Cheshire
Forelands Middle School	Isle of Wight
Fowey Community College	Cornwall
Frederick Gent School	Derbyshire
George Mitchell School	Waltham Forest
Henley-in-Arden High School	Warwickshire
Hetton School	Sunderland
High Storrs School	Sheffield

Hinde House 3–16 School	Sheffield
Hindley High School	Wigan
Howard Middle School	Suffolk
Humprey Perkins High School	Leicestershire
Ilford County High School	Redbridge
King Edward VI Handsworth School	Birmingham
King Edward VI High School	Staffordshire
King's School	Hampshire
King's Wood School	Havering
Laurence Jackson School	Redcar and Cleveland
Leek High Specialist Technology School	Staffordshire
Lord Lawson of Beamish Community School	Gateshead
Lordswood Boys' School	Birmingham
Lutterworth College	Leicestershire
Maricourt Catholic High School	Sefton
Melbourne Village College	Cambridgeshire
Newport Free Grammar School	Essex
Northbrook Church of England School	Lewisham
Oakwood Pupil Support Centre	Leeds
Pensnett High School	Dudley
Plume School	Essex
Prenton High School For Girls	Wirral
Queen Elizabeth School	Warwickshire
Queen Elizabeth School	Cumbria
Queen Elizabeth's Community College	Devon
Queen Elizabeth's School	Dorset
Rossett School	North Yorkshire
Roundwood Park School	Hertfordshire
Saint Aidan's CofE Technology College	Lancashire
Scaltback Middle School	Suffolk
St Bede's Catholic Comprehensive School and Sixth Form College	Durham
St Bedes Inter-Church School	Cambridgeshire
St Benedict's Catholic High School	Cumbria
St Benedict's College	Liverpool

St Luke's Science and Sports College	Devon
St Michael's CofE High School	Sandwell
St Peter's RC High School and Sixth Form Centre	Gloucestershire
St Philomenas School	Sutton
St Ursula's Convent School	Greenwich
The Archbishop Lanfranc	Croydon
The Earls High School	Dudley
The FitzWimarc School	Essex
The Grange Comprehensive School	Halton
The Harwich School	Essex
The High Arcal School	Dudley
The Manor School	Nottinghamshire
Tiverton High School	Devon
Tollbar Business and Enterprise College	North East Lincolnshire
Wellacre Technology College	Trafford
Wilmington Enterprise College	Kent
Wirral Grammar School For Girls	Wirral
Woodford County High School	Redbridge