

The North Somerset Healthy Schools Network Secondary PSHE Award

*A structured approach
to improving
PSHE in secondary
schools*

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An Introduction to the 'North Somerset Healthy Schools (NSHSN) Secondary PSHE Award'

The 'NSHSN Secondary PSHE Award' is a secondary school-specific component of the North Somerset Healthy Schools Network (NSHSN). It specifically addresses PSHE, because:

- PSHE gives every child and young person an equal opportunity to develop the skills, knowledge and attributes they need to thrive, keep healthy and safe and manage their lives now and in the future.
- It can help students to achieve their academic potential
- Relationships and sex education and health education has been compulsory since 2020
- The national curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'
- PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum
- PSHE is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding

In response to the importance placed on PSHE, the 'NSHSN Secondary PSHE Award' provides secondary schools with an opportunity to:

- raise the profile of PSHE
- identify areas that would benefit from further development
- share ideas through networking
- Celebrate existing good practice

The plan-do-review process will support schools to promote and develop PSHE, so that it meets the needs of all students and is in line with good practice and statutory guidance.

The 'NSHSN Secondary PSHE Award' journey

Stage 1: Engagement

Following a briefing, if the staff member with a remit for PSHE expresses an interest in joining the programme, they will consider nominating other members of staff to support with the coordination.



Stage 2: Identify school needs

The school will use the 'NSHSN Secondary PSHE Checklist' and other information, to highlight existing strengths and identify any gaps in provision.



Stage 3: Action Plan

Information gathered from the secondary PSHE checklist will help schools to formulate actions, which will be recorded on the 'NSHSN Secondary PSHE Award Action Plan.'



Stage 4: Do

While working on the action plan, schools will receive support through network meetings.



Stage 5: Review progress

Schools will review progress against the 'NSHSN Secondary PSHE Award Action Plan', to reflect on the achievements of the year and describe their progress on the 'NSHSN Secondary PSHE Award Journey' template,



Stage 7: Recognition

Schools will receive 'NSHSN Secondary PSHE Award' validation once progress has been demonstrated.

The 'NSHSN Secondary PSHE Award' in more detail

Experience suggests that the 'NSHSN Secondary PSHE Award' works well, if schools complete the PSHE checklist in terms 5 and 6, and then plan, do and review the work between terms 1 and 6 in the following academic year.

Stage 1 - Engagement

(a) The 'NSHSN Secondary PSHE Award' Team

If you decide to commit to the 'NSHSN Secondary PSHE Award', we will ask you to return an agreement form which has the signature of a senior manager, or the name of a senior manager that you have discussed your involvement with.

Experience suggests that you are more likely to make an impact if you engage one or more other members of staff to share the responsibility for completing the 'NSHSN Secondary PSHE Checklist,' deciding on actions for the NSHSN Secondary PSHE Award plan' and making sure the actions are put into practice. You will know the staff in your school and can use your judgement to decide whether it is feasible to involve others and if so, who they might be.

It is also worth considering at the start whether:

- It's possible to work with a school Governor who has responsibility for PSHE.
- It's possible to ensure that a member of Senior Leadership can be involved, to ensure that matters which relate to PSHE education are considered at a strategic level and included in the School Development Plan.
- the views of students can be fed into the 'NSHSN Secondary PSHE Award Team.'
- There are things you can do to help your action plan to succeed (*See appendix 1*).

Stage 2 – Identify school needs

Your school will use the 'NSHSN Secondary PSHE Checklist' to identify areas which need developing. There are two sections:

- The 'NSHSN Secondary PSHE Best Practice Checklist' focuses more on 'how' PSHE is delivered, encouraging reflection on strengths and areas for development. This section is an essential component of the award.
- The 'RSHE Programme Content Checklist' is more about 'what' is delivered. It outlines the statutory content in DfE 'Relationships Education, Relationships and Sex Education and Health Education guidance and relevant elements of the Science Curriculum. This checklist might identify gaps in statutory provision, if not done already.

In addition to the 'NSHSN Secondary PSHE Checklist', other information might help identify developmental needs. E.g.

- National, local or school data such as bullying incidents, alcohol/drug-related incidents, porn and teenage relationship abuse, self-harming incidents, pregnancies, eating disorders, anonymised counsellor or school nurse records etc.
- The PSHE Association PoS, which is more comprehensive than the statutory RSHE curriculum and may highlight priorities that should be included in the PSHE curriculum.
- Existing or newly gathered information which reveals students' perceptions of PSHE and/or their self-reported behaviour. We can advise you on how to collect such information and can provide student health questionnaires for you to use or adapt, should you choose.
- Concerns raised by parents or school staff, which might suggest curriculum development in particular areas.
- The PSHE Association 'principles of effective PSHE' or the '*behaviour and attitudes* and *personal development* sections of the Ofsted framework' might help the school to review current practice (See appendices 4 and 5).

Stage 3 – Action Plan

Completing the 'NSHSN Secondary PSHE Checklist' and/or reviewing existing or newly generated information in the school will provide ideas about actions for the 'NSHSN Secondary PSHE Award Action Plan', which can be found at the end of the 'NSHSN Secondary PSHE Checklist'. There are some examples of possible actions in *appendix 2*.

On the plan, you will need to decide how you can measure your success. You might find the 'success indicators' in *appendix 3*, helpful. To measure success, it may be helpful to collect some baseline information from questionnaires done with students, staff or parents. For instance, you could ask students whether PSHE is meeting their needs or ask teaching staff how confident they feel about teaching PSHE, or certain aspects of it.

We will ask you at the beginning of the process, to write down up to 5 statements that you think currently describe PSHE in the school. You will be able to reflect on these statements at the end of the process, to review your progress.

Your actions are more likely to succeed if you break them down into more manageable steps in the 'How will we achieve it?' column and decide on realistic timeframes for each step and who will be involved.

It is also worth exploring whether the development in your action plan can be included in the School Development Plan, to ensure that it has the support of school governors and senior leaders.

Once you have identified the things that you want to achieve, it will be beneficial to consider how students can contribute ideas to the plan and support it to happen.

Other questions to consider are:

- How can you communicate what you are trying to achieve to staff, students and the whole school community?
- Who, within the school, is monitoring your progress and when?

Stage 4 - Do

This is the main part of the process. We will support you with network meetings to help keep you on track and provide useful advice when necessary.

We will also look at the actions identified in school 'NSHSN Secondary PSHE Award Action Plans' and provide extra resources to support schools to meet them.

During the 'doing' phase, you will need to consider, with others, whether your activities are achieving what you expected.

- Are changes occurring within agreed timescales?
- Are there factors affecting your school's ability to make progress and what can you do about them?
- Have there been unexpected developments because of your actions, which need addressing?
- If things aren't going to plan, what changes can you make to get back on track if necessary?

Stage 5 - Review progress

Reviewing progress, will show you how much you have achieved, enable you to learn from your experience and identify other needs.

The main way to find out if your actions have been successful, is to compare your progress against your success indicators and the statements you wrote at the beginning of the process, but other information in the school might also show improvement.

You may want to do an evaluation with students, to find out how effective your actions have been and this might identify unplanned benefits. You could use discussion groups, student interviews, surveys and written feedback from learning opportunities.

You could also ask relevant staff and parent/carers for their views on the changes achieved, if appropriate, to find out if there are any lessons learnt for the future.

Stage 6 - Recognition

When you are happy with the progress you have made and can demonstrate it, you'll complete a simple 'NSHSN Secondary PSHE Award Journey' template and submit it to the 'NSHSN' Team. The NSHSN Secondary PSHE Award Journey' will describe your progress during the year, including what went well, what challenges were faced and how they were met. It will also include a simple evaluation which shows the impact of your actions, which might include quantitative data or qualitative data such as comments from colleagues, students or parents/carers. Your completed 'NSHSN Secondary PSHE Award Journey' will enable us to share good practice more effectively in the future with other schools.

If you can show progress, you will receive:

- a dated certificate which highlights your achievements
- a 'NSHSN Secondary PSHE Award' logo, which shows that you are committed to promoting PSHE in your school

If you feel that any specific staff or students deserve recognition in the form of a certificate, for their strong, active support, we will also arrange that they receive one.

Appendix 1

Making the 'NSHSN Secondary PSHE Award' work in your School

Below are some tried and tested ways of increasing the chances of success with your 'NSHSN Secondary PSHE Award' work. You may well have some other good ideas of your own.

- ✓ Involve other relevant colleagues in deciding and implementing your actions, preferably with different people taking the lead for different aspects of the work.
- ✓ Arrange 'NSHSN Secondary PSHE Award Team' meetings, for the whole year.
- ✓ Agree who will monitor your work and when progress reports will be made to them.
- ✓ Find ways of meaningfully involving students in your actions, to generate a sense of ownership in the school. What aspects of the work can they contribute towards?
- ✓ Keep the school community informed about progress that is being made and agree in advance what the best way of doing this will be.
- ✓ Is it possible to get additional budget to support your plans, if needed?

Appendix 2

Examples of actions

Below are just a few of the many examples of actions that schools could do to improve PSHE through the 'NSHSN Secondary PSHE Award programme'.

- Review the delivery model for PSHE to ensure that it supports a developmental, spiral curriculum
- Review the curriculum to ensure that it is addressing issues which are 1) Included in the statutory curriculum 2) raised by members of the school community such as students, pastoral staff and parents 2) informed by national or local priorities. 3) in addition to the statutory requirements, such as economic wellbeing, careers and personal safety 4) not being delivered in other subjects or in wider school activities
- Review any policies which are linked to PSHE
- Improve communications about the PSHE curriculum by, for instance, modifying the website or increasing communications to parents via newsletter or social media
- Plan and deliver a consultation event with parents or an information event that addresses their concerns
- Modify the curriculum to include more information about sources of support for students with any concerns about their wellbeing
- Review the resources that are used in the PSHE curriculum to ensure that they meet the needs of all students
- Introduce or review the school's approach to assessing and recording pupils' progress in PSHE
- Organise training for any staff members involved in the delivery of PSHE, to increase their understanding of effective methodology, their skills and confidence
- Introduce systems for identifying students who may be affected by aspects of PSHE delivery and ensure that steps are taken to prevent any potential upset
- Review the curriculum to introduce elements of differentiation, so all students can benefit from the curriculum
- Increase external visitor contributions in line with policy and best practise principles to keep learners safe

Appendix 3

What does success look like?

Some possible success indicators might be:

- *Students' attainment in PSHE is maintained or improved*
- *There is an increase in the number of students who say that PSHE is meeting their needs*
- *Students report increased personal and social wellbeing in school*
- *Staff report increased satisfaction with their role as PSHE teachers*
- *Staff who deliver PSHE show increased confidence that they are responding to their students' needs*
- *Student behaviour is improved and there is a reduction in 'risky' behaviour*
- *Fewer students are excluded from school*
- *There is an increase in students accessing support services*
- *Families report productive engagement with the school in terms of PSHE*
- *The number of visitors contributing to PSHE has increased and their contribution has been positively evaluated by staff and students*

Appendix 4

PSHE Association Principles of Effective PSHE

1. Start where children and young people are; find out what they already know, understand, can do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
10. Provide a safe and supportive learning environment where

children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

Appendix 5

The 'behaviour and attitudes' and 'personal development' sections of the Ofsted framework

Behaviour and attitudes. The extent to which:

- the provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct
- learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements
- learners have high attendance and are punctual
- relationships among learners and staff reflect a positive and respectful culture.
- leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread

Personal development. The extent to which:

- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- at each stage of education, the provider prepares learners for future success in their next steps
- the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law