

Personal development, behaviour and welfare

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Findings of Ofsted's 2013 PSHE survey

There is a close correlation between the grades that the schools in the survey were awarded for overall effectiveness in their last section 5 inspection, and their grade for PSHE.

All but two of the schools graded **outstanding** at their last section 5 inspection were also graded **outstanding** for PSHE education and none were less than good.

Not Yet Good Enough: PSHE education in schools Ofsted 2013

This fits well with the findings of a 2012 DfE research report which states that:

- 'Children with higher levels of emotional, behavioural, social and school well-being on average have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.'

The impact of pupil behaviour and wellbeing on educational outcomes,
Department for Education, 2012;

So why is personal development important?

- The Education Reform act states schools should prepare young people for the '...responsibilities and opportunities of life' .
- We expect most of today's five year olds to:
 - Stay in education or training until 2031
 - Be part of the workforce till 2080
 - Live long enough to see in the next century
- Which aspects of their schooling are best preparing them to cope with, and contribute positively to their futures?

Key moments:

- Cross my first busy road without someone to watch over me
- Travel to school on my own for the first time
- Have my first 'sleep over' at a friend's home
- Travel into town on my own for the first time
- Experience my first 'dare'
- Make my first decision to spend my own money
- Question if my body looks okay
<https://www.gov.uk/government/publications/promoting-positive-body-image-within-primary-schools>
- Witness or experience my first incident of bullying, either in person or online
- Experience the start of puberty

More key moments ...

- Experience my first bereavement
- Witness or experience my first incident of homophobia or transphobia
<https://www.gov.uk/government/publications/tackling-homophobic-bullying-and-ingrained-attitudes-at-school>
- Witness or experience my first incident of racism
- Be offered a cigarette for the first time
- Open my first savings account
- Go on my first date
- Fall in love (or lust) for the first time
- Meet my first boyfriend or girlfriend
- Have my first sexual experience

More key moments ...

- Be offered and perhaps have my first taste of alcohol
- Make my first decision about drug use
- Have my first opportunity to become a member of different groups, perhaps have my first opportunity to join a gang
- Make a choice about my career path
- Live my first day when I am responsible in law for my own actions
- Take on my first financial debt
- Attend my first interview
- Have my first day at college or at my first job
- Live my first day on my own

www.pshe-association.org.uk

When personal development is good or outstanding ...



Pupils demonstrate excellent personal and social skills

- They form open, harmonious and trusting relationships that enable them to express their feelings and opinions.
- Typically, pupils would listen well to each other in PSHE education lessons, ask thoughtful questions of their teacher and each other and use sound evidence to justify their own views.

Outstanding sex and relationships education in a Catholic context: The John Henry Newman Catholic School



- 'Everyone has such confidence in the school and the teachers – you can ask anyone for help and you don't feel judged'
- 'We can always write down any questions and the teacher will answer them next lesson – but as we get older and more confident we just ask whatever we like - knowing that it will be taken seriously'
- 'We learn about the possible outcomes of the choices we may make – to help us make the choices that are right for us'

<https://www.gov.uk/government/publications/outstanding-sex-and-relationships-education-in-a-catholic-context>

Pupils share a sense of pride in the contribution they make in school



- For example, as school and eco-council representatives and playground leaders.
- Older pupils may plan and deliver PSHE education lessons for younger pupils, become involved in the local youth parliament and help with environmental planning around the school.
- Through effective monitoring, schools ensure that *all* pupils are encouraged and have an opportunity to make a genuine, valued and recognised contribution to school life.

When behaviour is good or outstanding

- attitudes to learning are positive (behaviour for learning)
- pupils are ready and eager to learn
- low-level disruption is rare
- there is a positive ethos in and around the school
- pupils have a good awareness of different forms of bullying and how to prevent and tackle it

Ofsted's definitions of safeguarding ...



Now includes:

- bullying, including cyberbullying (by text message, on social networking sites, and so on) and prejudiced-based bullying
- racist, disablist, and homophobic or transphobic abuse
- radicalisation and extremist behaviour
- child sexual exploitation
- sexting
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- particular issues affecting children including domestic violence, sexual exploitation, FGM and forced marriage

Inspecting safeguarding in maintained schools and academies para. 10 Ofsted Sept 2014
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-maintained-schools-and-academies-briefing-for-section-5-inspections>

Recommendations from the HoC Education Committee

The Select Committee report of 11 February recommends that:

- the DfE develop a workplan for introducing age-appropriate PSHE and RSE as statutory subjects in primary and secondary schools
- the DfE restore funding for the National PSHE CPD programme, with the aim of ensuring that all primary and secondary schools have at least one teacher who has received specialist training in PSHE
- That Ofsted set out clearly in the school inspection handbook the way in which a school's PSHE provision relates to Ofsted's judgements on safeguarding and pupils' SMSC development
- <http://www.publications.parliament.uk/pa/cm201415/cmselect/cmeduc/145/14502.htm>

Ofsted's findings

- 'Lack of high-quality, age-appropriate sex and relationships education in more than a third of schools is a concern as it may leave children and young people vulnerable to inappropriate sexual behaviours and sexual exploitation'.

Not Yet Good Enough: PSHE education in schools Ofsted 2013

- 'This is because they have not been taught the appropriate language or developed the confidence to describe unwanted behaviours or know where to go to for help'.

Not Yet Good Enough: PSHE education in schools Ofsted 2013

What the pupils want

- 'I think that they would become more useful if you were to be given examples of what you might come up against. I think that you should be taught what to do and how to react in different situations.' *Girl Year 9*
- 'How about something on sex abuse?' *Girl Year 9*

What the pupils want

- 'Rape culture. What to look for in a healthy relationship.' *Girl Year 12*
- 'The influence of the media such as porn on people's views of sex and the human body.' *Boy Year 10*

Safeguarding skills

- In just under half of schools, pupils had received lessons about staying safe but few had developed the skills to effectively apply their understanding, such as the assertiveness skills to stand up for themselves and negotiate their way through difficult situations.

Not Yet Good Enough: PSHE education in schools Ofsted 2013

Conclusion

- Evidence from research and Ofsted's own PSHE survey show that the knowledge, skills, qualities and attitudes that pupils develop through a good personal development education can help to safeguard them, improve behaviour and enhance their achievement in all areas of life, in school and beyond.

Thank you

