

## ROTHERHAM BOROUGH COUNCIL – REPORT

<b>1. Meeting:</b>	<b>Cabinet</b>
<b>2. Date:</b>	<b>8<sup>th</sup> September, 2010</b>
<b>3. Title:</b>	<b>Scrutiny Review – Personal, Social, Health and Economic education (PSHE)</b>
<b>4. Directorate:</b>	<b>Chief Executive's All wards</b>

### **5. Summary**

The report sets out the findings and recommendations of the scrutiny review into Personal, Social, Health and Economic Education (PSHE). The report is attached as Appendix 1.

### **6. Recommendations**

**That:**

- a. That Cabinet receives the report and recommendations**
- b. That the Cabinet's response to the recommendations be fed back to PSOC within two months of its submission.**

## 7. Proposals and Details

The review was initiated because members of the Youth Cabinet identified PSHE provision as an area of concern and asked that the Children and Young People's Scrutiny Panel look into it further. The Youth Cabinet agreed to take part in a Scrutiny Review to investigate the way in which PHSE was being taught in schools.

Specifically the review looked at:

- To consult young people about their experiences of PSHE.
- To understand the current PSHE provision in Rotherham schools in theory and practice.
- To recognise good practice in PSHE teaching locally and nationally.
- To gather the views of School Governors regarding PSHE.
- To identify examples of quality PSHE learning resources both locally and nationally.

7.1 The recommendations from the review are detailed in Section 6 of the review and include:

- PSHE should be compulsory and part of every student's timetable. This provision should be available from year 7 to year 11 regardless of ability and examination pressure. Drop down days are a good way to provide a high profile supplement to PSHE, but should *not* be the only way that pupils receive PSHE.
- PSHE should be taught by trained and confident teachers. As many members of staff as possible should access the year long Continuing Professional Development Program delivered by the Healthy Schools Team. Schools should be encouraged to access the Inset Days around PSHE offered by the Healthy Schools Team.
- Schools should structure the curriculum to avoid repetition and explain this clearly to pupils. The IMPACT booklet developed by Rawmarsh is one such approach which clearly communicates to pupils what they will be studying and when.
- The quality of PSHE delivery needs to be evaluated and assessed. The views of young people are crucial and the system adopted for evaluation should allow pupils to give anonymous feedback.
- PSHE to be part of the induction process for Governors and each school could have a governor champion for PSHE.

7.2 The report was submitted to the Children and Young People's Scrutiny Panel on April 9<sup>th</sup> 2010. The Review Group has decided that prior to the report going through the Council's reporting structures a period of consultation on the feasibility and implementation of the report will be undertaken; this will include presentations to the meetings of the Chair and Vice Chair of Governors and the Secondary Headteachers. The Governors meeting is taking place on 23<sup>rd</sup> June 2010 and the Secondary Headteachers meetings is taking place on 20<sup>th</sup> May 2010.

## **8. Finance**

A number of the review recommendations may have financial and resource implications if adopted. This would require further exploration by RMBC, Senior Managers from Schools, Governing Bodies, the School Effectiveness Service and the Healthy Schools Team on the potential cost, risks and benefits of their implementation. These resource issues will be discussed further during the consultation period.

## **9. Risks and Uncertainties**

There is currently much good work being done in Rotherham on PSHE. However, the full value of PSHE to all schools, pupils, teachers and communities is not yet being fully realised and the quality varies considerably. In the (2008) Lifestyle Survey only a third of pupils felt they had been taught about contraception at the right time. Only 40% of females and 38% of males felt they had been taught about pregnancy at the right time (12 out of 15 secondary schools responded.) These perceptions about a lack of information, or a failure to provide guidance at appropriate times, manifest themselves in continuing patterns of risky behaviours amongst young people in Rotherham.

## **10. Policy and Performance Agenda Implications**

10.1 PSHE is not only important to improving outcomes and behaviours of individual pupils but can also be the basis for a “21<sup>st</sup> Century School.” School-level well being indicators were introduced as part of the new Ofsted inspection Framework. As well as looking at ‘hard data,’ these indicators will take into account of pupil and parent perception data. In providing pupils with valuable information on how to be safe, happy and healthy PSHE plays a major role in schools contribution to the five Every Child Matters outcomes. Schools are evaluated on the five outcomes. Ofsted is particularly keen to monitor “the extent to which pupils adopt healthy lifestyles” in terms of physical, emotional and mental health. PSHE can also be used to help schools to enhance the level of safeguarding. In the new Ofsted Framework safeguarding is a limiting judgement.<sup>1</sup> Although in early inspections Ofsted has focussed on the practicalities of safeguarding such as the security of the school site, PSHE can add value by ensuring that pupils are risk aware – for instance about the potential dangers on the internet and social networking sites.

10.2 The Local Authority has consistently underperformed in comparison to statistical neighbours with regard to teenage pregnancy and Sexually Transmitted Diseases (i.e. NI 113 “Prevalence of Chlamydia in under 24 year olds.) It has been recognised that the Sex and Relationship aspect of PSHE can play an important role in addressing PSA 11a and NI 112 “Under 18 Conception Rates.”

## **11. Background Papers and Consultation**

The report has been circulated to all agencies/individuals that participated in the review for their comments and to check for factual accuracy.

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<sup>1</sup> Safeguarding is one of several limiting judgements, i.e. the grade awarded for Safeguarding, especially if satisfactory or inadequate, affects the whole school grade. If, for example, Safeguarding or Equality and Opportunity, is judged as inadequate then the whole school will be judged inadequate.

- Macdonald, Alasdair. *Independent Review of the Proposal to Make Personal Social Health and Economic Education Statutory* (DCSF, 2009)
- *The Evaluation Schedule for Schools* (Ofsted, 2010)
- *Sex and Relationships Education Guidance to Schools* (DfES, 2010)
- *SRE: Are You Getting It?* (UK Youth Parliament, 2007)
- *Maidstone Youth Scrutiny Committee Report: Sex and Relationships Education* (2007)

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