

**Strategic Leadership Team's Commentary on Scrutiny Review of Personal, Social, Health and Economic education (PSHEe)**

| Scrutiny recommendation   | Proposed action/ comment   | Target date          | Link to Themes/ Strategies  | Impact Analysis  |   | SLT recommendation to Cabinet                              |
|---|--|----------------------|---|--|---|--|
|   |  |                      |   | Benefit/ Risk  | Cost implication<br><i>Impact on revenue/capital budget, MTFS</i>               |  |
| 1. The Review Group supports the recommendations of the MacDonald Report ( <i>Independent Review of the Proposal to make Personal, Social, Health and Economic Education Statutory</i> ) and the implementation of SRE guidance in schools. | Decision not made by Government to make PSHEe a statutory subject; awaiting Education White paper  |                      | See 2 below   | <ul style="list-style-type: none"> <li>See 2 below</li> </ul>  | See 2 below   | Defer until Education White Paper published                |
| 2. <b>That PSHEe should be a compulsory part of every student's timetable.</b> This provision should be available from year 7 to year 11  | <ul style="list-style-type: none"> <li>Presented to Secondary Head Teachers 20<sup>th</sup> May 10</li> <li>Strategic backing for the continuation of the Rotherham Healthy Schools scheme in Rotherham so that</li> </ul> | 20/05/10<br><br>asap | PSHEe supports all 5 ECM themes<br><br>Universal education supports | <ul style="list-style-type: none"> <li>Strategic backing for a Rotherham Healthy Schools Scheme would ensure the Healthy Schools Team could</li> </ul> | Salaries for Rotherham Healthy Schools Consultants (Current funding streams end | Approve, however Education White Paper may undermine this. |

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| <p>regardless of ability and examination pressure. Drop down days are a good way to provide a high profile supplement to PSHEe, but should not be the only way that pupils receive PSHEe.</p> | <p>schools can be encouraged to maintain Healthy Schools status which includes providing good quality PSHEe provision</p> <ul style="list-style-type: none"> <li>The Healthy Schools (HS) team will continue to promote as good practice that PSHEe should be a timetabled lesson with a structured curriculum taught if possible by a specialist PSHEe trained team of staff</li> <li>Report recommendations to be promoted at PSHEe Leads meeting 11<sup>th</sup> November 10</li> <li>Final report to be circulated to all PSHEe leads</li> <li>HS team to continue to support PSHEe Leads to develop their curriculum.</li> </ul> | <p>Ongoing</p> <p>11/11/10</p> <p>Autumn 10</p> <p>Ongoing</p> | <p>'prevention' work in several strategies e.g. Teenage Pregnancy Strategy, Drug and Alcohol Strategy, Early Intervention and Prevention Strategy, LA Financial Inclusion Strategy and the Tobacco Alliance strategy</p> | <p>continue to lead on the universal prevention work with schools, and also continue to be the link between agencies and schools/settings for early intervention work. (fulfilling the National requirement on LA's within various Strategies for prevention work)</p> <ul style="list-style-type: none"> <li>Awaiting Education White paper to see if new Government values PSHEe; last Government were going to</li> </ul> | <p>March 2011.)</p>   |                               |

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|                         |                          |             |                            | <p>make PSHEe compulsory and this was encouraging schools to improve their PSHEe provision. If the new Government does not prioritise PSHE then PSHE lessons may disappear from timetables.</p> <ul style="list-style-type: none"> <li>The report reflects PSHEe good practice so is an additional tool for HS team to use.</li> </ul> |   |                               |

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| <p>3. <b>That PSHEe should be taught by trained and confident teachers.</b> 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 PSHEe offered by the Healthy Schools Team.</p> | <ul style="list-style-type: none"> <li>Run the National PSHE CPD course in Rotherham.</li> <li>Promote CPD opportunities for staff teaching PSHEe including Substance Misuse education, Sex and Relationships Education. (SRE)</li> </ul> | <p>Start Spring term 11.</p> <p>July/Sept 2010 and ongoing.</p> | <p>PSHEe supports all 5 ECM themes</p> <p>Universal education supports 'prevention' work in several strategies</p> | <ul style="list-style-type: none"> <li>Benefit staff feel more confident and deliver better quality PSHEe lessons. Students benefit from better quality PSHEe provision.</li> <li>Funding for the National PSHE CPD programme has been cut by new Government; 30 staff wanted to participate in the free training this year but only 5 schools are willing to pay for staff to participate. New national programme to be launched Nov 10.</li> </ul> | <p>£600 per member of school staff</p> <p>Healthy Schools consultant to lead training.</p> <p>Varies</p> | <p>Approve</p>                |

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|  |  |             |   | Funding streams which have provided funding for staff to attend courses free are at risk; schools reluctant to pay for staff to attend and cover costs.   | depending on if HS Consultant posts funded or income generation model |                               |
| 4. Key subjects including SRE and Drug and Alcohol Awareness should be taught to all students. | <ul style="list-style-type: none"> <li>CPD provided for staff to support the development of their skills in teaching SRE and Substance Misuse Education</li> </ul> | Ongoing     | All 5 ECM themes<br>Teenage Pregnancy Strategy<br>Drug and Alcohol Strategy<br>Tobacco Alliance | <p>Students receive up to date quality SRE and Substance misuse education.</p> <p>HS consultants required to lead CPD, current staff cuts may affect this. Loss of funding to support SRE and Substance misuse work</p> | As in 3.  | Approve                       |

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| 5. Drawing on good practice developed in special schools, all pupils should learn about Every Child Matters agenda through the PSHE curriculum.  | <ul style="list-style-type: none"> <li>ECM agenda does not exist within the new coalition Government plans</li> </ul>  |                            |                            |  |   | Approve as we still support the principles of ECM |
| 6. Speakers from outside agencies (such as the emergency services, local businesses and charities) should be used more widely as part of structured curriculum to illustrate aspects of the PSHE curriculum wherever possible. | <ul style="list-style-type: none"> <li>Advertise the Curriculum and Health Events Support Booklet to PSHEe Leads</li> <li>Advertise the use of the Healthy Schools' model Visitors, Working in Partnership Policy</li> </ul> | Autumn 10<br><br>Autumn 10 | As in 2.                   | The PSHEe curriculum is enriched<br><br>Quality control regarding appropriate visitors enhancing the existing curriculum | Already in place  | Approve   |

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| 7. Youth workers could help to deliver some aspects of PSHE depending on the Service's capacity. The opportunity for pupils to learn outside the school environment with trained professionals (with their own distinct skill set) could aid PSHE provision. | <ul style="list-style-type: none"> <li>Explore capacity for partnership working/ working in partnership and training needs.</li> <li>Explore school need for support from Youth Workers.</li> </ul> | 2011<br><br>PSHEe Leads meeting      | As in 2                    | As in 6<br><br>Staff may feel they do no need to teach sensitive issues and abdicate responsibility for SRE/Substance misuse education; if youth workers are not available, the work may not get covered. | Youth service budgets for youth workers to be available during lesson time. | Defer until staffing/ funding of young People's services is clarified re capacity to staff this. |
| 8. The review group recognises the balance between a system for evaluating pupils' progression and allowing PSHE as a flexible forum for discussion (see Macdonald Report Recommendations 17 and 18) and   | <ul style="list-style-type: none"> <li>Raise at PSHEe Leads Meeting and reinforce with PSHEe Leads individually</li> </ul>  | Summer tern PSHEe Leads meeting 2011 | As 2.                      | Staff and students are aware of development, progression and student need re the PSHEe curriculum.  | In school develop0ment. Support by HS Consultants                           | Approve  |

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| would encourage informal checks by teachers (such as an end of term quiz) on key aspects of learning and the curriculum.   |   |                      |   |   |   |                               |
| 9. <b>That schools should structure the curriculum to avoid repetition and explain this clearly to pupils.</b> The IMPACT booklet developed by Rawmarsh is one such approach which clearly communicates to pupils what they will be studying and when. | <ul style="list-style-type: none"> <li>Awareness raised and further explored at PSHEe Leads meeting 11/11/10 and as and when necessary via Healthy Schools team in schools.</li> <li>Schemes of work, lesson plans and resources promoted to ensure prior lessons are built upon rather than repeated.</li> </ul> | 11/11/10 and Ongoing | PSHEe supports all 5 ECM themes<br>Universal education supports 'prevention' work in several strategies | Students are aware of overview of PSHEe provision and their part in influencing provision<br><br>Schools who do not timetable PSHE cannot cover PSHEe curriculum during suspended timetable days. | HS Consultants funding.   | Approve                       |



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| 10. PSHEe should be responsive to the needs and concerns of the local community. Young people, parents and governors should be able to influence the content of the PSHE curriculum ensuring that it is relevant to local circumstances. | <ul style="list-style-type: none"> <li>Promote needs analysis with students</li> <li>Raise awareness of Lifestyle survey data and local health data to inform curriculum</li> <li>Encourage contact with parents/carers re PSHEe curriculum content</li> <li>PSHEe Lead to be a member of the schools' Health and Wellbeing Development Group</li> </ul> | Autumn 10 and Summer 11 PSHEe Leads Meeting | As in 2                    | Main need to meet is that of the students following the guidelines of the DfS for the programmes of study for PSHEe; needs to remain a planned programme, not a series of insular reactive sessions e.g. as a result of an incident. | Within school budgets<br>Support of HS Consultants                | Approve                       |
| 11. Parents should be included in setting PSHEe topics. The Speakeasy project is recognised as an effective way to get young people and parents talking about issues.  | <ul style="list-style-type: none"> <li>Encourage schools to hold Parents Awareness Evenings for sensitive issues to enable parents/carers to feel able to discuss e.g. SRE and Substance misuse with their children</li> </ul>   | Autumn 10 and Summer 11 PSHEe Leads meeting | As in 2                    | Parents feel empowered to discuss sensitive issues with their children and therefore issues may therefore be addressed at an earlier stage; parents would be aware of where to go for help/advice if                                 | School budget<br>Support of HS consultants                        | Approve                       |

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|  |   |  |  | requiring support   |   |  |
| <p><b>12. That the quality of PSHEe delivery needs to be evaluated and assessed.</b> The views of young people are crucial and the system adopted for evaluation should allow pupils to give anonymous feedback.</p> | <ul style="list-style-type: none"> <li>Awareness raised and further explored at PSHEe Leads meeting 11/11/10 and as and when necessary via Healthy Schools team in schools.</li> <li>Promote the use of PSHEe Assessment tool developed by HS team and/or school evaluation of PSHEe and assessment procedures</li> </ul> | 11/11/10 and ongoing   | PSHEe supports all 5 ECM themes Universal education supports 'prevention' work in several strategies | Students feel that the PSHEe curriculum meets their needs and that they can influence provision. Schools who do not timetable PSHE cannot cover PSHEe curriculum during suspended timetable days. | HS consultants funding  | Approve  |
| <p><b>13.</b> The Youth Cabinet to conduct a bi-annual (every two years) survey of PSHE to measure progress. This could be completed at the</p>  | <p>Youth Cabinet to organise survey and feed results to partners involved in scrutiny as a minimum</p> <p>Schools could be offered the opportunity to do their own survey based on the same</p>   | 2 years after recommendations are announced in the first instance. | As in 2  | <p>Comparison could be made to data used in the scrutiny review.</p> <p>Schools who chose to survey their own students could</p>  | Young People's service support                                    | Defer to consult capacity of Young People's Services |

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| Rotherham Show.   | questions.               |             |                            | compare school data to 'Youth Cabinets Rotherham data. |   |  |
| <b>14.</b> Each school Governing Body should receive an annual report on the PHSE curriculum which should include student evaluation of its impact and relevance. |                          |             |                            |  |   | Reject as needs parity with other subjects. Other subjects do not have to do this. |
| <b>15.</b> Briefings and Training should be developed for Governing Bodies on the importance of the PSHE curriculum incorporating the findings of this review.    |                          |             |                            |  |   | Defer until feedback from Governor Services  |

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| 16. That PSHEe to be part of the induction process for Governors and each school could have a governor champion for PSHEe. | <p>23<sup>rd</sup> June 2010 this was presented to Governors.</p> <ul style="list-style-type: none"> <li>• HS team will continue to promote that having a Governor with a Healthy Schools remit is advisable; PSHEe would fit within this remit.</li> <li>• HS team will advise schools to include this Governor in their Emotional Health and Well being Development Group</li> <li>• HS team to offer introduction to PSHEe/Healthy Schools Scheme as part of the Newly Qualified Teachers induction programme</li> </ul> | <p>10/11 schools year during Learning Community and 1 to 1 meeting agendas</p> <p>During the NQT induction programme annually</p> | <p>Healthy Schools work supports all 5 ECM themes and supports 'prevention' and early intervention work in several strategies</p> | <p>The National Healthy Schools scheme remains under the new government but will not be funded; it is up to each local area to decide how it will support Healthy Schools Work in order to meet local needs and priorities</p> | <p>HS consultants funding</p>                                     | <p>Defer until feedback from Governor Services</p> |