Personal, social and health education in secondary schools

January 2005

Contents

Executive summary

Schools play a significant role in the personal and social development of their pupils by ensuring that they prepare them for the opportunities, responsibilities and experiences of later life. In most cases, this is achieved through the ethos of the school, planned curriculum outcomes including the school's personal, social and health education (PSHE) programme, and its provision for the spiritual, moral, social and cultural development of its pupils.

PSHE, the focus of this report, is normally provided through discrete lessons as well as through opportunities provided by the subjects of the National Curriculum, assemblies, the tutorial programme, work experience and mini-enterprise schemes, guidance and support systems, special projects and other events that enrich pupils' experiences.

The statutory core of PSHE consists of health education, including sex and relationships education and drug education, careers education and guidance, and work-related learning.

The survey found that PSHE was seen too often as a subject where pupils were to gain subject knowledge and understanding. Too few schools saw achievement in PSHE as related to their pupils' attitudes, values and personal development. PSHE programmes did not all give pupils the opportunities to explore issues effectively.

Some schools have included other subjects such as citizenship within their PSHE programmes. Of these schools, too many have failed to ensure that the curriculum and teaching time for PSHE has not been adversely affected by the demands of provision of National Curriculum citizenship.

The PSHE curriculum is often not broad enough. It needs to include important aspects such as mental health and well-being, parenting education and financial awareness education, which are currently being neglected in many schools.

In many of the schools where PSHE is taught by form tutors the curriculum can be placed under similar pressure. Here, the problem is caused by a lack of clarity between their roles and responsibilities as a tutor and that of the PSHE teacher. This lack of clarity between the two roles leads to a reduction in the time for PSHE as tutors give too much time to other activities such as monitoring pupils' progress and target setting.

Despite the benefits to the pupils of providing a PSHE programme that is well matched to their needs, some schools do not provide the subject in any form. The position of these schools is untenable. Schools are required to contribute to the personal and social development of their pupils and some of this provision is best met by teaching within a PSHE programme.

Unlike National Curriculum subjects and religious education, PSHE recruits few teachers with directly relevant 'subject' qualifications. However, many schools have sought to develop specialist teams of teachers who, through initial teacher training or subsequent professional development, have the necessary subject knowledge and teaching skills to teach with confidence one or more of the strands of PSHE. In some schools specialist teachers teach throughout the school, in others, only in Key Stage 4. Although there is a

growing trend towards such specialist teaching, it remains the case that in many schools PSHE is taught by form tutors.

This report is not new in its finding that the quality of teaching by specialist teachers remains considerably better than that of non-specialist form tutors. Where tutors are teaching PSHE, they are given insufficient training to help them improve their subject knowledge and the teaching skills needed in the subject. If a school has procedures in place to monitor and evaluate the teaching and learning it will be able to determine whether the provision is of an adequate standard. In many cases, where such monitoring has been effective, the school has recognised the benefits of employing a specialist team to raise the quality, consistency and coherence of the teaching of PSHE.

Perhaps the most significant weakness in PSHE relates to assessment. Currently, there is little assessment of pupils' subject knowledge or of their progress. But teaching and learning in PSHE is about more than the acquisition of a body of knowledge. Good PSHE lessons provide opportunities for pupils to reflect on their own attitudes and values as well as those of others. They will have opportunities to further develop key skills such as those of communication and be able to know when and how to be assertive. Schools will need help if they are to develop approaches to assessing not only subject knowledge, but also the attitudes and skills that pupils are developing.

The pupils have the last word. When asked what value they placed on their PSHE lessons, a group of Year 10 pupils responded:

> 'PSHE is not just about learning facts. We have had the chance to reflect on our own and other people's feelings and friendships and have been helped to understand our physical and emotional development. We enjoy the chance to talk about issues that are important to us now and in the future.'

Key findings

- Too many schools perceive achievement in PSHE only in terms of pupils' subject knowledge and understanding; no attempt is made to judge whether there has been any impact on their attitudes, values and personal development.

- In too few PSHE lessons were pupils given opportunities to analyse, reflect, speculate, discuss and argue constructively about their understanding of issues.

- The quality of teaching by specialist teachers remains considerably better than that of non-specialist form tutors. Tutors who teach PSHE are given insufficient training to help them improve their subject knowledge and the teaching skills needed in PSHE.

- Far too little assessment is undertaken of standards or progress in PSHE and, even where it is present, it is often poor.

- Access to individual personal support does not always reflect the needs of pupils and confidentiality is a particular difficulty. Confidentiality cannot be guaranteed in PSHE or other lessons and too few schools have a policy or framework that ensures its provision when needed.

- Combining the PSHE and tutorial programmes often has a negative impact on the time given to teaching PSHE. In a significant number of schools, the introduction of citizenship has reduced the time available for teaching PSHE.

- Some schools do not provide PSHE in any form; the position of these schools is untenable. Schools are required to contribute to the personal and social development of their pupils; some of this provision is best met by teaching within a PSHE programme.

- Too few schools involve pupils in policy development as a way of ensuring that PHSE is relevant to their needs.

- Schools have formed particularly effective partnerships with community police officers, nurses and health workers.

- A minority of schools are not reporting to parents on pupils' progress in the subject.

- Most teachers have opportunities for continuing professional development (CPD) in aspects of PSHE. The majority of schools do not allow those attending training sufficient opportunity to disseminate the knowledge and skills gained to the rest of the PSHE team, however.

- The majority of PSHE co-ordinators provide good or better leadership and management of their teams. However, monitoring and evaluation procedures are a significant weakness in too many schools.

Recommendations

The following recommendations for schools arise from this survey.

❑ Schools should broaden their coverage and their definition of achievement in PSHE to include the development of pupils' values and attitudes as well as the acquisition of factual knowledge, and set out clearly what pupils should learn by the end of each key stage.

❑ Schools should ensure pupils have opportunities to develop the necessary skills so that they can analyse, reflect, speculate, discuss and argue constructively about issues in PSHE.

❑ All secondary schools should consider the benefits of specialist PSHE teams with a view to raising the quality, consistency and coherence of their teaching of PSHE.

❑ Where schools involve tutors in teaching PSHE, senior managers should ensure that tutors receive specialist training to help them improve both their subject knowledge and their use of appropriate teaching approaches.

❑ Schools should be more thorough in their monitoring and evaluation of PSHE, using a wide range of evidence.

❑ Schools should engage with pupils to determine how they can best respond to their individual needs and concerns, drawing on the support of appropriate external agencies.

❑ Senior managers should ensure that guidance on confidentiality is properly in place and pupils, staff and parents understand and adhere to it.

❑ Greater attention should be paid to creating a broad PSHE programme including elements such as mental health and well-being, parenting education and financial awareness education which are currently being neglected in many schools.

❑ Schools should ensure that their curriculum and teaching time for PSHE are not reduced by the demands of provision of National Curriculum citizenship.

❑ Assessment processes should be improved, in particular so that pupils' progress and attitudinal changes are monitored.

❑ Schools should report to parents on pupils' progress in PSHE.

The following recommendation for national bodies involved in PSHE arises from the report.

❑ Schools require further guidance on the nature and content of a broad and balanced PSHE curriculum.

Evaluation

1. Teaching and learning

Pupils' achievement

1. Pupils' knowledge and understanding and their ability to apply them in contexts relevant to their own lives were good or better in two in five lessons and satisfactory in a similar proportion. Their achievement was particularly secure in sex and relationships education (SRE), drug education, and careers education and guidance (CEG).

2. Often PSHE programmes emphasise knowledge and understanding at the expense of other objectives. Teachers with weaker subject knowledge tend to fall back on the more tangible aspects of programmes and conventional teaching methods. As a consequence, for example, four out of ten lessons taught by form tutors, as against one in ten lessons taught by teachers with specialist knowledge, fail to explore what pupils think or to challenge existing attitudes.

3. If pupils are to be able to analyse, reflect, speculate, discuss and argue constructively about their understanding of issues, they need to develop appropriate skills. Where provision was good, pupils had opportunities to develop:

- communication skills, such as putting forward a point of view and listening to those of others

- decision-making so that they can make sensible choices based on relevant information

- the ability to make moral judgements about what to do in actual situations and put these judgements into practice

- interpersonal skills so that they can manage relationships confidently and effectively

- assertiveness

- the ability to act responsibly as an individual and as a member of various groups.

4. In around half of lessons, pupils demonstrated good or better standards in these respects. In about one lesson in ten, these standards were poor.

5. In two in five lessons pupils form good relationships with each other and with teachers and other adults; they show interest in their work in PSHE and have a good understanding of how it relates to their lives now and in the future. Where relationships are unsatisfactory, this limits pupils' progress. Of particular concern is the quarter of lessons taught by tutors where pupils display little interest in the work, resulting in them making little, if any, progress.

Specialists or form tutors?

6.   Unlike National Curriculum subjects and religious education, PSHE recruits few teachers with directly relevant 'subject' qualifications. However, many schools have sought to develop specialist teams with teachers who, through initial teacher training or subsequent professional development, have the necessary subject knowledge and teaching skills to teach with confidence one or more of the strands of PSHE. In some schools specialist teachers teach throughout the school, in others, only in Key Stage 4. Although there is a growing trend towards such specialism, in many schools PSHE is taught by form tutors.

7.   The difference in the quality of teaching by specialists and non-specialist tutors is considerable. At Key Stage 3, almost nine out of ten lessons taught by specialists are good or better, compared with seven out of ten lessons taught by tutors. The quality of teaching is unsatisfactory in twice as many lessons taught by tutors as by specialist teachers. At Key Stage 4, the proportion of good or better lessons taught by non-specialists falls to just over half; while no unsatisfactory teaching by specialist teachers was observed, one in five lessons taught by tutors was unsatisfactory.

8.   This picture is not new and has been cited by Ofsted over several years. For example, the report, *Sex and relationships* (HMI 433), published in 2002, stated that 'the most effective teaching was by teachers with a special interest and expertise in SRE, while nearly all the poor teaching was by form tutors'. Even so, some schools defend the use of tutors for teaching PSHE on pragmatic or educational grounds. Principally, schools make a link between the role of the tutor in the personal and social development of the pupils and the content of PSHE courses. While acknowledging the important potential of tutors in pupils' PSD, there is evidence to suggest that an additional requirement to teach PSHE creates many difficulties for both the tutor and his/her pupils. This is largely because of the different relationship of tutor and pupil when it becomes that of teacher and class. Many teachers who are good tutors do not have the subject knowledge and the understanding of teaching methods appropriate to many topics that comprise PSHE. They are also understandably reluctant to teach some of the content of PSHE. A teacher's lack of knowledge and/or enthusiasm are quickly apparent to the pupils, who react negatively or are simply embarrassed by their tutor's reluctance to teach the subject.

9.   If, despite the weight of this argument, a school involves tutors in teaching PSHE, senior managers need to ensure that:

- tutors receive appropriate, and continued levels of training to help them improve their subject knowledge and their use of appropriate teaching methodologies

- tutors receive appropriate classroom support

- the teaching of tutors is closely monitored.

10. Where schools persevere with the use of tutors to teach PSHE simply as a matter of timetabling expediency, more searching questions need to be asked about the quality of their PSHE provision.

Characteristics of good PSHE teaching

11. In the survey, good teaching in PSHE, whether by specialist teachers or by experienced and appropriately trained tutors, had the following features:

- use of a well-structured lesson with clear, realistic learning objectives

- lesson activities that were matched to the lesson aims

- high expectations of the pupils, taking due note of their prior experiences

- good subject knowledge, manifested in the high quality of teacher exposition

- effective use of a range of strategies including group work, role play and whole-class discussion

- creation of a climate that allowed and encouraged pupils to express their views on their feelings

- promotion of respect for the views of others.

12. Lesson planning was good or better in nine out of ten lessons taught by specialist teachers: there were very few lessons where planning was unsatisfactory. By comparison, lesson planning by tutors was unsatisfactory in over three in ten lessons. Here, tutors relied too heavily on generalised plans produced by the subject co-ordinator and did not ensure that their own plan was adapted to meet the needs of their pupils. The most effective lesson plans:

- provide a clear statement of learning outcomes

- plan for an introductory activity, development activity and a plenary in which pupils can reflect on what they have learned

- include assessment opportunities

- identify classroom support and its use

- make links to the development of ICT and key skills

- identify any cross-curricular links

- provide guidance on appropriate learning styles for use in the particular topic or theme.

13. The identification of learning outcomes within the overall scheme of work and individual lesson plans was good or better in four out of ten lessons but weak in one third. In some schools, such outcomes have been used as a valuable step towards the assessment of the pupils. The annex to the report details the possible learning outcomes for aspects of PSHE. They draw on DfES, QCA and other subject guidance.

14. The match of lesson activities to aims was good or better in over eight out of ten lessons taught by specialists compared with two thirds of lessons taught by tutors.

15. In PSHE it is particularly important that teachers take account of pupils' prior experiences, enabling them to create a climate in which pupils are able to express their views and feelings and reflect on the views of others.

> *The Year 10 SRE lesson was taught by an experienced teacher. After a short introduction the teacher wrote the word 'sex' on the board. Pupils were asked to brainstorm what came to mind. Pupil responses were very good with references to advertising, gender, TV and pregnancy. A short but very successful discussion of key issues followed: again, pupil involvement was good.*
>
> *The teacher then put forward the word 'sexuality'. Again, brainstorming followed with excellent feedback from all pupils identifying key words: bisexual, homosexual, heterosexual were raised. Pupils' understanding of these terms was, initially, insecure but the teacher responded to this by leading an excellent discussion of the terms and their origin. An excellent account was given by the teacher of the history of sexuality. This led to expressions of views by the pupils and the sharing of feelings of the rights and wrongs of homophobia. The pupils were challenged as to how they would react.*
>
> *This was a very good lesson that had pace, appropriate content and challenge. Pupil involvement was excellent. The teacher had created a climate in which pupils participated eagerly, expressed their ideas and views and listened to those of others.*

16. Teachers' subject knowledge was good or better in over eight out of ten lessons taught by specialists compared with six out of ten lessons taught by tutors. In the following example, the teachers' subject knowledge helped him to teach a sensitive topic in a manner that led to a high level of pupil participation.

> *In a Year 9 lesson on sexual health the extent of the teachers' subject knowledge was evident in both the quality of the planning and in the clear, well-delivered exposition. A very good range of resources was well used by the teacher and shared with the pupils.*
>
> *Central to the lesson was the question 'how can we prevent pregnancy?' The initial brainstorming was lively with all pupils participating. The teacher made excellent use of pupils' responses in the exposition that followed. Very good use was made of directed questions to assess the extent to which the pupils understood the new work.*
>
> *The teacher's excellent subject knowledge was also apparent in the very good demonstration of each form of contraception, checking pupils' understanding of how the device protects against pregnancy and whether it could prevent sexually transmitted infections.*

17. This example also demonstrates the importance of good exposition. This is the aspect of teaching which gives many non-specialists the greatest difficulty. In one third of lessons taught by tutors' exposition was poor and this reflects lack of confidence as well as weaknesses in subject knowledge.

18. Specialist teachers made more effective use of group work; it was a weakness in one third of lessons taught by tutors. The following example of a Year 9 lesson on alcohol abuse illustrates how good group work, with well-managed feedback, helped pupils to develop their subject knowledge and to share views in a supportive environment.

> *The lesson began briskly with the teacher re-capping the work covered in previous lessons. The pupils were set a series of tasks to be attempted in their assigned groups that related to developing their understanding of the effects of alcohol.*

> *The pupils settled quickly to the tasks. Each group elected a team leader. All pupils were both excited and motivated by the tasks set. They listened to each other, took note of, and responded to, different viewpoints and were able to agree ways of working.*

> *Feedback to the rest of the class went well. Pupils spoke confidently and all contributions were valued. The use of group work ensured that the pupils were much more closely involved in the learning. Feedback ensured that the teacher could both check on the extent of new learning and ensure that the pupils treated the views of others with due respect.*

19. Role play was rarely used but the few lessons seen demonstrated how effective it can be.

> *The Year 10 pupils had been considering the different relationships in a family. In this lesson the pupils were considering ways in which parents and children might work to resolve conflict. The pupils and the teacher role-played passive, aggressive and assertive responses to the situation of the 14-year-old daughter asking her mother if she could go to a club and stay overnight at a friend's house.*

> *The teacher explained the lesson context and set the objectives. The teacher and some of the pupils role played the three responses. The quality of the role play was very good with opportunities for all pupils to respond to each presentation. In the high-quality discussion that followed, pupils often called on personal experiences: this enhanced the quality of the debate.*

> *The plenary session focused on the main learning points including what personal skills had been used.*

20. The sensitivity of the subject matter of PSHE makes particular demands on teachers. Although pupils are usually encouraged to express their views, teachers do not always seek to challenge existing attitudes or to present opposing views. Lessons start to deteriorate where the ground rules for discussion are either not clearly enough established with pupils or are not maintained or reviewed with sufficient frequency. It is also a problem when pupils do not understand the boundaries for confidentiality in lessons, and when in discussions with teachers and visitors to the school. These are features of PSHE teaching for which there is a general need for professional development.

Assessment

21. Assessment is the weakest aspect of PSHE teaching and is often either poor or entirely absent. One of the consequences of the non-statutory status of PSHE is that the subject

does not have prescribed standards. It is therefore a matter for individual teachers to set the standards and expectations, and this leads to significant variance between and within schools. In too many schools, perceptions of achievement in PSHE are narrow, relating only to pupils' progress in developing their subject knowledge and understanding. Even in this respect, assessment is good or better in less than one third of schools and poor in over one third. Relatively few schools attempt to assess changes in pupils' attitudes or the development of subject skills. Few schools have valid data which might be used to inform planning and, where the data are available, they are not used.

22. Effective lesson planning includes the identification of the required learning outcomes. Such outcomes often specify both the new knowledge to be imparted and the skills to be developed. While lessons often present the teacher with opportunities to assess the pupils, at times, apart from being aware that they appear to know more about the subject, teachers do not incorporate even the simplest of checks on whether effective learning has taken place.

23. One of the reasons for the absence of even simple assessment strategies is the belief that pupils' enjoyment of the subject is due in part to the absence of any assessment framework. The evidence suggests that this is a misguided view: teachers need to know if learning has taken place and if pupils have acquired the intended new knowledge, understanding and skills. In turn this will influence the planning of subsequent lessons to ensure that the pupils continue to make progress.

24. Where assessment practice is effective it:

- is used to determine pupils' existing levels of knowledge and understanding of a topic before new teaching takes place

- is planned as a key element of the teaching and learning

- is seen as a joint activity with pupils that provides them with opportunities to determine their own progress

- gathers evidence on pupils' levels of knowledge and understanding and skills

- seeks to challenge pupils' attitudes and to raise their awareness of how their actions impact on others.

25. In one school, the departmental review identified assessment as a key area for development. The PSHE team has made a good start on the process of assessing pupils using existing sources of evidence.

The PSHE team is attempting to assess the extent to which pupils:

- *understand the issues they are taught and how they relate to their own lives*

- *have personal values and beliefs and are thoughtful about those of others*

- *stand by their principles and assert their points of view*

- *demonstrate the ability to listen to others, present an argument and resolve difficulties*

- *use relevant knowledge and understanding to inform opinions and actions*

- *make appropriate choices based on good knowledge*

- *work well with their peers and others in a range of different situations and develop good interpersonal skills.*

Evidence is gathered from:

- *pupils' evaluative comments*

- *looking at pupils' work*

- *talking to pupils*

- *classroom observations.*

In key areas, the department is gathering sufficient evidence to assess pupils' knowledge and skills and to measure their progress.

26. Such good assessment practice is rare. Too many schools are concerned that to introduce assessment into PSHE lessons will somehow affect pupils' responses to the subject.

27. Schools are required to keep records for all pupils, including information on academic achievement, the skills acquired and the progress made. This information needs to be regularly shared with the pupils and their parents.

The PSHE department has developed a 'reflection' sheet that offers a good opportunity for basic assessments to be made. It involves the pupils in identifying what they have gained from their learning and what evidence they can show of achievement. The reflection sheet indicates the nature of the topic studied, the pupils' views on what they have learned and what they feel about the learning.

The pupil makes an assessment of the learning outcomes achieved. The teacher countersigns the pupil's evaluation of their work when agreement is reached on the standards achieved.

Supporting individual pupils

28. PSHE programmes provide pupils with opportunities to enhance their knowledge and understanding of a range of issues. Most PSHE lessons, through the inclusion of discussion and group work, give individual pupils the chance to raise questions in order to clarify their own understanding. However, such lessons cannot easily provide an opportunity for pupils to seek personal advice.

29. Schools often identify the tutor as the key person to provide such one-to-one advice. However, discussions with pupils indicate that there are some personal issues that pupils would be reluctant to discuss with their tutor. This reluctance arises from pupils' concerns

about confidentiality and whether the tutor has the necessary subject background to be able to advise them on the more sensitive issues such as sex and relationships.

30. The more effective schools have been very successful in developing constructive links with a range of support services who respond speedily to the needs of pupils and their families. A school base for such external support agencies has been established in some schools as a means of co-ordinating multi-agency approaches and, at the same time, creating a solution to the growing demands placed on school staff. The Ofsted report *Sex and relationships* highlighted the positive impact on students of such centres, often staffed by a multidisciplinary team of general practitioners, practice and school nurses, health visitors, and other health and youth workers.

31. The aims of such centres are to provide a service that:

- focuses on teenagers' needs and includes counselling, listening and health information

- is relevant to teenagers' needs and is easily accessible, confidential and non-judgemental

- is user-friendly, promoting health in a friendly atmosphere.

32. The facilities of the centres are being used as much by boys as by girls. Without exception, pupils are very positive about the centres. They are confident that they can go and talk to someone if there is a need. They feel good about being able to discuss matters with adults who do not make judgements about them.

33. An issue as yet unresolved relates to when pupils can access such support and advice. Many school-based services are available only on school days and pupils need access to such support at all times.

34. Some aspects of support continue to be difficult for pupils, teachers and other staff and are in need of further development. One area of difficulty is that of confidentiality. Currently, guidance on confidentiality is good in four out of ten schools but is poor in two out of ten. Pupils rarely understand the boundaries for confidentiality in lessons and when in discussions with teachers and visitors to the school. The classroom is not a place where confidentiality can be guaranteed. A school confidentiality framework is important, but it will only help if everyone, including pupils, parents and carers know, understand and work within it.

35. In one-to-one situations, teachers are not required by law to break confidentiality unless they consider it necessary in order to apply child-protection procedures. Health professionals work within their own professional guidelines to make judgements and, like all professionals, follow child-protection procedures if necessary. In such one-to-one situations, not all teachers are aware of the limitations that are placed on the type of advice they can offer.

36. One aspect of confidentiality that is easy for schools to address is that of access to a telephone in the school where pupils can make calls with a degree of privacy. Too many schools place public telephones in open spaces making it impossible for privacy to be

maintained. Schools need to recognise that they often offer the only place where pupils can seek advice and support through such a route.

2. Management and organisation

Management of PSHE

37. Almost nine out of ten PSHE co-ordinators provide good or better management and leadership of their teams. Effective PSHE co-ordinators, supported by senior managers, ensure that:

- all members of the team, whatever their other roles, are involved in decision-making, and communication systems ensure that all staff are well informed and engaged

- there is a clear educational direction which focuses on improving pupils' knowledge and understanding, and developing their personal skills

- schemes of work are regularly reviewed and new approaches to teaching and learning are readily incorporated

- there are clear policies and practices for assessing, recording and reporting on pupils' progress

- the achievement and progress of all groups of pupils are regularly monitored with the active contribution of the pupils themselves

- there is a well-planned approach to the monitoring and evaluation of teaching and learning, which involves the scrutiny of pupils' work as well as lesson observation

- constructive relationships are established with other subject leaders so that their contribution to the effective teaching of aspects of PSHE can be assured.

38. Both the regularity and the quality of departmental meetings are crucial. They have an important psychological function as well as a practical one. Few of the teachers interviewed in this survey were enthusiastic about meetings per se, but a surprising number admitted to enjoying team meetings if they were well prepared and organised, dealt with significant educational topics and had clear outcomes on which action was taken.

39. However, much of the work of co-ordinators is concerned with inputs, with too little time spent looking at effectiveness. Monitoring of the PSHE provision was good or better in only about one third of schools. Typically, such monitoring included full department reviews, the use of lesson observations, interviews with key staff and interviews with pupils. The most frequently used of these procedures was that of lesson observation which occurred in six out of ten schools. In nearly all these schools, such lesson observations included detailed feedback to the teacher observed and the formation of an overview of teaching and learning within the PSHE department.

40. Even schools with good monitoring procedures in place did not always go on to evaluate the quality of the provision effectively. Overall, evaluation procedures were good or better in only two out of ten schools.

41. In a minority of schools, weaknesses in the support given to PSHE co-ordinators related to senior managers:

- not enabling the co-ordinators to assume sufficient responsibility for monitoring and evaluating provision, especially through classroom observations and scrutiny of pupils' work

- not ensuring that systems for tracking pupils' progress in learning and behaviour were in place and well used

- giving a low priority to the induction of teachers new to the subject and to identifying individual development needs.

PSHE in the curriculum

42. There are remarkable variations in the way in which schools treat PSHE in the curriculum, with relatively generous timetabled provision in some schools, tutor time in others, the use of days when the normal timetable is suspended and, at the extreme, no time given at all.

43. Overall, the time allocated to PSHE at both Key Stages 3 and 4 averages about 60 minutes per week. When provided as a single lesson each week, this presents an opportunity for effective PSHE teaching to take place. Where the teaching of PSHE is partly or wholly provided through tutor lessons, this time may be fragmented into shorter sessions which severely limit the effectiveness of the teaching and learning styles that can be employed.

44. Curriculum overload in PSHE is a continuing problem. In those schools where the course is taught by tutors, the work of the tutor is not sufficiently separated from the PSHE curriculum. From within the time defined on the timetable as PSHE, tutors also have to undertake routine tasks such as checking of planners, teaching revision or research skills and target setting. In part, the inclusion of such issues has also hindered the development of other key aspects of a broad PSHE programme such as mental health and well-being, parenting education and financial awareness education.

45. Over recent years, PSHE programmes have adapted to accommodate, for example, an expansion of careers education and guidance and work-related learning. The pressure on PSHE programmes has now become intense in half of the schools because of the inclusion of parts or all of the National Curriculum programmes of study for citizenship, but with no additional time provided. This has had an immediate and negative impact on the provision for PSHE in these schools, which have had to cut back on their core material.

46. Some schools have sought to augment their programme of lessons or tutor periods with different approaches, such as whole-school 'focus days' on topics such as health or drugs. Such focus days require considerable organisation and the involvement of a range of external agencies to provide key inputs. At their best, as in the following example, they

are well planned, pupils are well prepared for the day, external inputs are well co-ordinated and the school effectively follows up and evaluates the event.

A focus day: Year 9 drugs awareness

The aims were to:

- *raise pupils' awareness and understanding of the drug scene and to recognise the pressures on them to get involved*

- *help pupils to make informed and well-considered decisions and understand the consequences of their actions*

- *explore coping strategies and provide information on where pupils can obtain support to help themselves or their friends should the need arise.*

The programme

The programme comprised sessions on drugs and the law, consequences of drug taking, a focus on cannabis and related drugs, attitudes to drugs and where to obtain advice and support, risk-taking behaviour and drug identification, the effects of drugs and obtaining medical treatment.

Well-managed inputs were made by the Police Youth Affairs Officer, the Assistant County Coroner, the school youth worker, youth counsellor, drugs education adviser and the nurse.

Each pupil was given a booklet which provided a wealth of information about drugs, their effects, legal implications and support agencies. Parents were asked to look through the booklet with their son or daughter and to discuss with them some of the issues it raised.

Issues raised during the day were also addressed in subsequent PSHE lessons.

47. Often, however, the success of these days is limited because they do not connect with pupils' prior experiences or meet their needs and there is no effective follow-up. They have the potential to enrich programmes, but not to replace them.

48. Over nine out of ten schools have PSHE policies in place. Such policies are good or better in over three quarters of schools, but are weak in one in eight schools. Where policies are weak, they do not exert sufficient influence on curriculum and lesson planning and offer little guidance on teaching and learning and assessment.

49. Too few schools are involving pupils in policy development as a way of ensuring that PHSE is relevant to their needs. However, some schools are successfully using the following methods for consulting with pupils:

- through the school council or forum

- questionnaires

- suggestion boxes

- individual pupil interviews

- lifestyle questionnaires/surveys

- pupil evaluation sheets at the end of topics.

50. Well-planned PSHE curricula, as well as providing for a body of knowledge, ensure that pupils have frequent opportunities to take responsibility for their own actions and make informed choices. Also of importance is the provision of opportunities for all pupils, whatever their strengths and abilities, to achieve success and the recognition of, and reward for, their achievements. A good PSHE programme will therefore address those topics identified as contributing to the personal and social development of the pupils which are not fully met elsewhere in the curriculum. Most schools work hard to make links between PSHE and other subjects. For example, to connect the work in PSHE on SRE with the key aspects of reproduction taught in science is helpful as it avoids repetition of content. It allows the work in PSHE to build on what pupils already know from science and to explore the relationships aspect of sex education. However, such curricular links, although improving, remain poor in one school in seven.

51. Good schemes of work organise the teaching in a coherent way that ensures continuity and progression. The nature of PSHE with its particular emphasis on meeting the needs of pupils as they mature requires that learning is revisited and extended throughout their school career. In the following example, the scheme provides teachers with guidance on the outline of the programme of study. It indicates the learning objectives, the key words to be developed and any cross-curricular links. It also indicates how assessment should take place.

Title: Making and keeping friends

Learning objectives are to:

✓ *know about the nature of friendship*

✓ *know how to make and keep friends*

✓ *develop good relationships*

✓ *recognise that goodwill is essential to positive and constructive relationships*

✓ *recognise when others need help and to support them*

✓ *respect the differences between people*

✓ *recognise how others see them*

✓ *give and receive constructive criticism and praise*

✓ *communicate confidently with peers.*

Key words:

- *Trust*

- *Mutual*

- *Respect*

- *Responsibility*

- *Confidence*

- *Praise*

- *Participate*

- *Goodwill*

- *Communication.*

Assessment through:

- *verbal feedback*

- *level of involvement in Circle Time.*

Cross-curricular opportunities:

- *taking responsibility*

- *feeling positive about themselves*

- *meeting and working with people*

- *developing relationships*

- *preparing for change.*

Resources/activities:

- *citizenship and PSHE booklet*

- *who am I?*

- *friendship.*

Links with citizenship:

- *social responsibility*

- *community involvement.*

52. Some schools do not provide PSHE in any form, never having had such programmes, or having removed them from the timetable, usually to give more space to academic and accredited subjects. In some of these schools, headteachers offer the view that parents should play the key role in ensuring the personal and social development of their children. To say that schools should not play their part is to take an untenable position.

53. First, the Education Act 2002 requires schools to provide a balanced and broadly based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and in society

- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

54. Second, research evidence shows that the overwhelming majority of parents do not teach their children about complex issues such as sex and relationships. The evidence suggests that some of this provision is best met by teaching within a PSHE programme.

Partnerships

55. The great majority of schools have formed particularly effective relationships with community police officers, nurses and health workers. Where schools have been able to rely on the support of such key workers, the contribution they have been able to make to the PSHE and support programmes has been considerable. In the following school, the quality of support provided by the school nurse was excellent and she was directly involved in the PSHE programme.

> *The school nurse offers a confidential service to the pupils: she runs a drop-in clinic at the school. All students are aware that they can contact the nurse by email, text or phone. The school nurse involves a network of outside agencies benefiting both the pupils and staff.*
>
> *The school believes that all pupils are entitled to access to a full range of services and that the nurse is the perfect link to services and support.*
>
> *The partnership between the nurse and the staff:*
>
> *The nurse:*
>
> - *offers help, advice, and support*
>
> - *enables the pupils to make informed and responsible choices*
>
> - *offers confidentiality*
>
> - *gains the pupils trust – getting to know those most at risk*
>
> - *is a unique bridge between teachers, parents and outside agencies.*
>
> *The school nurse's involvement with PSHE:*
>
> - *she is included in the schools curriculum planning for PSHE*
>
> - *she helps deliver the sex and relationship education programme in the school*
>
> - *pupils become familiar with the nurse and the role she plays from the start.*

56. Parents, too, are important partners but schools have enjoyed variable success when trying to involve them in discussions of the content and teaching approaches of the PSHE programme. In the following example, the school has taken every opportunity to inform parents on key aspects of PSHE such as drug education.

> *Parents were invited to an evening workshop on drugs and alcohol. The evening was facilitated by the LEA Drug Education Consultant, the Health Promotion Service and the Police–School Liaison Officer.*
>
> *The aims were to:*

- *explore the school's perspective to drugs education*

- *help increase people's awareness of different substances*

- *explore the complexity of drug/alcohol-related issues*

- *increase understanding about local support agencies for young people and parents/carers.*

The programme comprised

- *a welcome and introduction establishing the purposes of the evening*

- *brief presentations from facilitators*

- *discussion of the recent survey of drug use and young people*

- *workshops*

- *feedback from groups.*

57. One feature of this partnership is that schools are required to report to parents on pupils' progress in all subjects and activities studied including PSHE where it forms part of the curriculum.

58. In the following example, the school provides a report for parents on PSHE.

The report comprises:

Name of pupil: *Teaching group:*

Name of teacher: *Date:*

Course description

Grades are given for achievement and effort (participation/contribution) against the key criteria:

- *understanding of the course content*

- *ability to express personal opinions in writing*

- *ability to express personal opinions orally*

- *ability to respond to the opinions of others*

- *contribution to group work*

- *ability to work co-operatively with others*

- *interest shown in social and moral issues.*

Staffing and resources

59. Most schools have a PSHE co-ordinator and almost all of these schools treat this person as the equivalent of a head of department. In the majority of the schools, the

PSHE co-ordinator is well supported in the teaching and the management of the subject by other key staff such as the careers education and guidance co-ordinator. In two thirds of schools, heads of year or heads of house also support the co-ordinator in the effective delivery of the PSHE programme.

60. Opportunities for CPD for aspects of PSHE are in place for most schools. Much of this training is of one day's duration, most frequently provided by the LEA or health promotion service. Much of this training is directed at the core areas of most schools' PSHE programmes, namely drug education, SRE and CEG. Although individual members of departments are given the time and resources to attend such training, the majority of schools do not allow them sufficient opportunity to disseminate the knowledge and skills gained to the rest of the PSHE team. Where such dissemination of good practice is encouraged, schools report a positive impact on the process of departmental review and on the development of teaching and learning.

61. In an increasing number of schools, teachers have been successfully involved in the PSHE certification programme. This major development in CPD for teachers is jointly funded by the Department for Education and Skills and the Department of Health. It has given the teachers involved the opportunity to gain recognition of their experience in teaching PSHE. The programme has enabled them to enhance their skills and increase their confidence in delivering the subject through a local continuing professional development network.

62. The programme is now in its second phase and is being rolled out nationally to 3,000 teachers. It is based around a set of standards for the core skills of teaching and managing pupils' learning in PSHE.

Background to the survey

63. The main purpose of this survey was to report on the quality of schools' provision for PSHE. For all aspects of provision, the intention was to identify what worked best. During the inspections, discussions took place with PSHE co-ordinators, subject teachers, senior managers and groups of pupils. PSHE lessons and those in other subjects contributing to the PSHE curriculum were observed. Reference was made to PSHE policies and schemes of work. Pupils' work was scrutinised.

64. Over 60 schools were visited as part of this survey. These schools were selected to provide a national sample of types and locations. In addition, evidence was gathered from over 100 school inspection reports.

Annex

Learning outcomes for PSHE

The following statements, collated from advice given in a number of recent PSHE reports, are offered as examples of possible learning outcomes for aspects of PSHE.[1] Schools may find it helpful to select from these when planning PSHE programmes. The statements marked with an asterisk are part of the National Curriculum science requirements.

The QCA and the DfES are developing end-of-key-stage statements to help schools to establish expectations for PSHE and to support assessment. These will be published on the QCA website www.qca.org.uk/pshe and schools are advised to refer to them when planning and carrying out assessment in PSHE.

There is some inevitable overlap between the outcomes in the various sections. Such repetition often reflects the importance of the outcome, for example, being able to seek support or being assertive will apply in a range of contexts.

Key Stage 3

Developing confidence and making the most of their abilities

By the end of Key Stage 3, pupils will be able to:
* reflect on strengths, achievements, areas for development and preferred ways of learning in all areas of their lives
* give and receive constructive feedback
* recognise that failure can help them to learn
* manage time and learning effectively
* reflect on the new opportunities of the secondary school
* feel motivated about, and value, learning
* enjoy public recognition of their achievements
* value their own and others' achievements
* be positive when offered new opportunities.

By the end of Key Stage 3, pupils will know and understand:
* what influences their behaviour, for example, how they spend or save money; staying out late.

By the end of Key Stage 3, pupils will have considered:
* what makes them feel good and bad, and that how they see themselves affects self-confidence and behaviour
* how others see them.

Careers education and guidance

By the end of Key Stage 3, pupils will be able to:
* assess personal strengths and set realistic targets for development
* use the outcomes of self-assessment to identify areas for development, build self-confidence and develop a positive self-image

---

[1] *Passport, A framework for personal and social development* (Calouste Gulbenkian Foundation); *PSHE at Key Stages 3 and 4* (QCA); *Drug, alcohol and tobacco education* (QCA)

- use goal-setting, review, reflection and action planning to support progress and achievement, and to set short-term and medium-term goals
- recognise stereotyped and misrepresented images of people, careers and work and how their own views of these issues affect their decision-making
- recognise and respond to the main influences on their attitudes and values in relation to learning, work and equality of opportunity
- recognise that work is more than paid employment and that there is considerable variation in the value individuals and society attach to different kinds of work
- describe how the world of work is changing and the skills that promote employability
- identify and use a variety of sources of careers information, including through ICT
- use appropriate vocabulary and organise information about work into standard and personally devised groupings
- use information-handling and research skills to locate, select, analyse, integrate, present and evaluate careers information relevant to their needs
- use a straightforward decision-making technique
- identify, access and use the help and advice they need from a variety of sources including: parents or carers; teachers; Connexions personal advisers; and other learning providers
- manage change and transition, giving consideration to the longer-term implications and the potential progression opportunities
- make realistic and informed choices of options available post-14
- organise and present personal information in an appropriate format.

By the end of Key Stage 3, pupils will know and understand:
- the broad job categories, aptitudes and basic qualifications needed for them, relating these to subject choices for Key Stage 4
- that jobs and work patterns change and know some of the factors which affect this
- where to access information about jobs, learning and leisure.

By the end of Key Stage 3, pupils will have considered:
- their aspirations in relation to their Key Stage 4 choices and future careers
- alternatives and make changes in response to their successes and failures.

Developing a healthy, safer lifestyle

By the end of Key Stage 3, pupils will be able to:
- look after their bodies during puberty especially in terms of personal hygiene
- feel positive about entering adulthood
- be realistic about body image
- recognise signs of personal stress and use strategies to manage it
- make safe choices, for example on the roads, in the water, with fireworks
- demonstrate ways of resisting pressure which threatens safety
- be assertive in the face of pressure to do wrong
- gain access to help in and out of school
- follow instructions and administer simple emergency aid procedures.

By the end of Key Stage 3, pupils will know and understand:
- how the media influence attitudes to health and health behaviour
- how a balance of work and leisure, and positive relationships can promote mental health
- the safe levels for sunbathing
- the organisations, local and national, which can offer help and support.

By the end of Key Stage 3, pupils will have considered:
- potential risk-taking behaviour
- the benefits of a healthy lifestyle
- what respect for their bodies means
- the consequences of ignoring the law.

Developing good relationships and respecting the differences between people

By the end of Key Stage 3, pupils will be able to:
- show concern for and defend others by challenging prejudice and discrimination
- put themselves into other people's shoes, for example, their parents/carers, friends, teachers
- make and keep friends of the same and opposite sex
- make positive statements to friends and family
- seek help and support by themselves from outside agencies
- talk with, and listen to, peers and adults
- negotiate within relationships, for example, with friends, parents/carers
- resolve conflicts without anyone losing face: at home and with friends
- resist pressure from others to behave in a way which would make them feel uncomfortable
- recognise when others need help and support them
- communicate confidently with adult visitors to the school.

By the end of Key Stage 3, pupils will know and understand:
- what prejudice and discrimination mean, and the effects in relation to difference – culture, gender, sexuality, disability, age and so on
- the different forms of bullying – how it feels, why people do it, the school's code of practice and what is expected of individuals
- that there are different cultural norms in society today in sexual relationships and family life
- how marriage and other stable relationships support children as they grow.

By the end of Key Stage 3, pupils will have considered:
- the unacceptability of bullying
- personal feelings about people who are different
- the benefits and costs of trusting other people and valuing their friends
- the pressures on relationships and the changing nature of relationships with friends and family
- the roles and feelings of parents/carers
- how personal actions can affect others' lives and what influences their own behaviour
- the fact that families are different and respect those differences
- the responsibilities of parenthood and the value of family life
- friends' and others' well-being and show concern for them
- feelings about different sexual relationships
- how far they can, and should, be responsible for others.

Sex and relationships education

By the end of Key Stage 3, pupils will be able to:
- develop skills of assertiveness to resist peer pressure and stereotyping
- manage changing relationships
- recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- ask for help and support
- recognise and manage strong feelings in different situations, including loss and change
- explain the relationship between their self-esteem and how they see themselves
- see the complexity of moral, social and cultural issues and be able to form a view of their own
- develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- be tolerant of the diversity of personal, social and sexual preference in relationships
- develop empathy with the core values of family life in all its variety of forms
- recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.

By the end of Key Stage 3, pupils will know and understand:
- that there are different sexual orientations as they develop a sense of sexual identity
- how the physical and emotional changes that take place at puberty affect them, and that there is a range of physical development which is normal.
- what they need to do to keep healthy especially during puberty
- about human reproduction, contraception, safe sexual practices and the risks of early sexual activity
- about HIV transmission and other sexually transmitted infections (STIs) and the associated high-risk behaviours.

By the end of Key Stage 3, pupils will have considered:
- at what age young people may be ready for sexual activity.

Drug education

By the end of Key Stage 3, pupils will be able to:
- discuss their opinions of drugs, giving reasons for their views
- discuss an issue from a social, moral and political standpoint, expressing and justifying their own opinions
- describe the effects of a drug on a user
- identify appropriate sources of information about drugs
- identify some reasons why people take risks, and why someone might or might not take particular substances
- identify a range of influences and pressures on our decisions about drug, alcohol and tobacco use
- identify and challenge some stereotypical images of drug users
- demonstrate ways of resisting unhelpful pressure.

By the end of Key Stage 3, the pupils will know and understand:
- the laws relating to drugs, alcohol and tobacco
- that there are different levels of government, for example, local, central, and identify certain matters that are the responsibility of the local authority
- the importance of making informed decisions about drug use
- what drug dependency is, and know its possible effects, both short and long term
- school rules and procedures for drug-related incidents
- the effects of smoking including passive smoking
- how to access information, help and support for drug-related problems.

By the end of Key Stage 3, pupils will have considered:
- their opinions on the impact that rules and laws have on drug-taking and discussed them with others
- the role of the media in campaigns
- what they have learned, and consider how it might influence their attitude towards risk-taking
- the perception that all young people use illegal drugs.

Key Stage 4

Developing confidence and making the most of their abilities

By the end of Key Stage 4, pupils will be able to:
- set future personal goals by reflecting on the results of past decisions
- manage different roles confidently
- recognise and manage negative feedback
- manage failure and learn from experience
- recognise and manage positive influences and negative pressures, for example, support from teachers and stress caused by examinations
- budget for living independently
- manage money sensibly through savings accounts and know how to use cash dispensers and banks
- see themselves through other people's eyes
- organise work and meet deadlines in coursework and revision
- gain access to information independently.

By the end of Key Stage 4, pupils will know and understand:
- about their own identity and know the roles they have and want to have
- the need to be adaptable
- about different ways of saving money.

By the end of Key Stage 4, pupils will have considered:
- how they can be positive about the control they have over their own behaviour
- how to be positive about personal achievement
- how to get the best out of school life
- how they can value learning for its own sake
- the importance of success on self-esteem
- the benefits of accepting advice from others
- whether personal values and attitudes have to be the same as other people's
- how the media influence public opinion and promote different lifestyles.

Careers education and guidance

By the end of Key Stage 4, pupils will be able to:
- use self-assessments and career-related questionnaires to help identify and set short- and medium-term goals, and career and learning targets
- review and reflect on how their experiences have added to their knowledge, understanding and skills and use this information when developing career plans
- use review, reflection and action planning to make progress and support career development
- explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work, and suggest ways of doing this
- use guided self-exploration to recognise and respond appropriately to the main influences on their attitudes, values and behaviour in relation to learning and work
- explain the term 'career' and its relevance to their own lives
- describe employment trends and associated learning opportunities at different levels
- identify, select and use a wide range of careers information and distinguish between objectivity and bias
- use work-related learning and direct experience of work to improve their chances
- select and use decision-making techniques that are fit for purpose including preparing and using action plans that incorporate contingencies
- compare different options and select suitable ones using their own criteria and the outcomes of information, advice and guidance
- take finance and other factors into account when making decisions about the future.

By the end of Key Stage 4, pupils will know and understand:

- how further education and training can improve job prospects, job satisfaction and mobility in the labour market
- the links between the UK and the EU in relation to work opportunities
- the qualifications available post-16, and the similarities and differences between sixth form, further education and work-based training
- about the progression routes open to them and compare critically these options and explain and justify the range of opportunities they are considering
- and follow application procedures recognising the need for and producing speculative and targeted CVs, personal statements and application letters for a range of different scenarios
- the purpose of interviews, and select and present personal information to make targeted applications
- what employers look for in relation to behaviour at work, appreciate their rights and responsibilities in learning and work, and know where to get help.

By the end of Key Stage 4, pupils will have considered:

- the importance of life-long learning

Developing a healthy, safer lifestyle

By the end of Key Stage 4, pupils will be able to:

- recognise alternatives and long-term and short-term consequences when making decisions
- counter and challenge unwanted pressure
- recognise the initial signs and symptoms of stress in themselves and others, and have strategies for preventing and reducing it
- assess risks
- seek confidential health advice from advisory and support agencies confidently
- find information related to health, for example, local leisure and fitness facilities
- administer emergency aid.

By the end of Key Stage 4, pupils will know and understand:

- the signs, causes and treatment for depression and know where to get help
- the links between eating disorders, unhealthy eating and low self-image
- consumer aspects of food hygiene and the food-labelling system
- about health and safety in the workplace.

By the end of Key Stage 4, pupils will have considered:

- the benefits of leisure for health and work
- personal attitudes to mental illness
- and developed a respect for the body.

Developing good relationships and respecting the differences between people

By the end of Key Stage 4, pupils will be able to:

- recognise when others are taking advantage and resist it
- give and receive support
- challenge offending or unfair behaviour in others
- work with a range of people different from themselves
- talk about relationships, including sexual relationships, and feelings to a parent/carer and friend/partner
- detect emotional nuances, from tone of voice and body language
- manage changing relationships using a range of strategies
- resolve disagreements peacefully
- negotiate with parents to gain increasing independence
- work well with adults on work experience, and community service.

By the end of Key Stage 4, pupils will know and understand:

- that there is diversity within different ethnic groups
- the power dynamics of prejudice

- what exploitation in relationships means
- the effects of homophobic and racial bullying
- that different communities have their own codes of behaviour
- more about the diversity of sexual orientation
- the stages of child development
- the responsibilities of parents, step-parents and grandparents and the roles they can play in nurturing children
- the needs of babies, and of old and disabled people
- the impact of separation, divorce and bereavement on families
- the statutory and voluntary organisations which offer support in human relationships.

By the end of Key Stage 4, pupils will have considered:
- their personal assumptions about people who are different
- their willingness to live and work alongside people different from themselves
- that people have different needs in relationships and respect these
- how feeling good about themselves affects their relationships
- the costs and benefits of being independent of parents
- the benefits and costs of a stable marriage or partnership in bringing up children
- why loving and caring are important to relationships
- what factors contribute to the quality of family life
- how having a baby changes a relationship.

Sex and relationships education

By the end of Key Stage 4, pupils will be able to:
- recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- manage emotions associated with changing relationships with parents and friends
- see both sides of an argument and express and justify a personal opinion
- have the determination to stand up for their beliefs and values
- make informed choices about the pattern of their lifestyle which promote well-being
- have the confidence to assert themselves and challenge offending behaviour
- develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- work co-operatively with a range of people who are different from themselves.

By the end of Key Stage 4, pupils will know and understand:
- the specific dangers of misusing alcohol and drugs in relation to driving, pregnancy and sexually transmitted infections (STIs)
- the demographic trends in relation to STIs including HIV
- how the different forms of contraception work, to inform future choices
- what is meant by safe and safer sex
- the way in which hormonal control occurs, including the effects of the sex hormones*
- some medical uses of hormones including the control and promotion of fertility*
- the defence mechanisms of the body*
- how sex is determined in humans*
- how HIV and other sexually transmitted infections affect the body
- the link between eating disorders and self-image and sexual identity
- the risks of early sexual activity and the link with the use of alcohol
- how the different forms of contraception work and where to get advice
- the role of statutory and voluntary organisations
- the law in relation to sexual activity for young people and adults
- how their own identity is influenced by both their personal values and those of their family and society
- how to respond appropriately within a range of social relationships
- how to access the statutory and voluntary agencies which support relationships in crisis
- the qualities of good parenting and its value to family life
- the benefits of marriage or a stable partnership in bringing up children
- the way different forms of relationship including marriage depend on maturity and commitment for their success.

By the end of Key Stage 4, pupils will have considered:
- their developing sense of sexual identity and feel confident and comfortable with it
- how personal, family and social values influence behaviour
- the arguments around moral issues such as abortion; contraception and the age of consent
- the costs of early sexual activity
- the advantages and disadvantages of different forms of contraception in terms of personal preference and social implications
- the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both
- the consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others.

Drug education

By the end of Key Stage 4, the pupils will be able to:
- set and keep to safe levels when drinking alcohol
- work together to identify ways of helping their peers to develop knowledge, skills and understanding in relation to drugs, alcohol and tobacco
- identify and evaluate different options for dealing with problems
- identify some effects and risks of using drugs and alcohol
- identify ways to avoid risky situations and to resist pressure, and know where to go for help or advice.

By the end of Key Stage 4, the pupils will know and understand:
- the existence of national and local services and sources of support available to young people with drug, alcohol or tobacco problems
- that drug, alcohol or tobacco use can have a variety of consequences on people's lives and identify a range of these
- the specific dangers of misusing alcohol and drugs in relation to driving, pregnancy and sexually transmitted infections
- that there are times when it is necessary to seek professional support for accurate information or other help
- the roles of different community organisations and agency members in meeting the needs of those with drug, alcohol or tobacco problems
- the risks and effects of taking different drugs
- that sometimes drug-taking can be fatal
- how to respond in an emergency situation
- possible steps to reduce risks and demonstrate the use of resistance skills when under pressure from others
- the effects and risks of drinking alcohol
- that alcohol has different effects on different people, and the reasons for these differences
- the legal limits for drinking alcohol and driving, and the reasons for them.

By the end of Key Stage 4, pupils will have considered:
- their own knowledge and use decision-making skills to make an informed choice in different situations
- that different people have different views on alcohol and drunkenness, both positive and negative
- the costs of using recreational drugs
- their attitudes towards drug users and suppliers
- their attitudes to the law in relation to drugs, including licensing and retailing
- their personal attitudes to drug-taking in sport.