



School Health & Wellbeing Service e-bulletin

June 2024

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Welcome!

And so we are finally here! The last stretch of summer term 2024 is upon us, which means that this is the last issue of our PSHE bulletin for current academic year. Whilst you are dusting off those flip-flops and checking the use by date on that bottle of sun cream, please take time out to read this edition to keep you up to speed with the comings and goings of all things PSHE... and beyond!

Given the rather surprising announcement from the DfE on the release of the updated draft statutory RSHE guidance last month, we'll of course be giving our thoughts and opinion on that and what the general election announcement means for this update, too. How exciting!

Otherwise, we're keeping it fairly brief in this bulletin, but we've still got the regular reminder about our service and the usual updates from across the world of PSHE and health and wellbeing. Plus the last of our training programme for this academic year is included, too. We have some great courses coming up!

Please note, the stories in this e-bulletin are sourced from a range of services including the PSHE Association, NSPCC and other reputable organisations who focus on working to support the health and wellbeing of children across the broad spectrum linked to PSHE. Links to external websites and organisations are provided but these do not necessarily reflect the views and opinions of the S4S School Health & Wellbeing Service.

Enjoy the read and we hope that it's interesting and useful for you! Previous issues of all our service bulletins can be accessed [here](#).

S4S School Health & Wellbeing Service Offer

If your school is in the market for some PSHE support and would like to find out about the range of PSHE education-related help that we can offer, please contact us for a free consultation. Here's a bit about what we do and why...



The S4S School Health & Wellbeing Service is provided as a partnership between Service 4 Schools and Health & Wellbeing in Schools Ltd. This service offers a broad range of high-quality specialist support around the health and wellbeing practice of schools, particularly in relation to Personal, Social, Health & Economic (PSHE) education. Our service is designed to empower and support your school's delivery of best practice in PSHE education and whole-school approaches to promoting pupil health and wellbeing, including around high-priorities such as statutory RSHE and Personal Development.

As a service, we are passionate about supporting schools, professionals and young people. Fundamentally, we know that a whole-school approach to improving the personal development, health and wellbeing of your school community will have a positive impact on wider school improvement and outcomes for children and young people. We can offer you the additional capacity and specialist support to help you achieve this!

Whether you are one of our existing service-package schools, an ad-hoc attendee at our training sessions or would just like to find out more about the range of support that we can offer, then this brochure will tell you everything that you need to know. **You can download a copy via this link!**



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Some of the benefits of using the S4S School Health & Wellbeing Service include:

- Specialist support from a dedicated advisor to your school
- High-quality advice, guidance and consultancy support to SLT, governing bodies, subject leads and teachers around PSHE themes
- Reliable advice on effective PSHE planning, delivery, and subject leadership, including guidance on appropriate curriculum materials and resources
- Ensure best practice on statutory and non-statutory policies within PSHE-related themes
- High-quality training opportunities to improve staff knowledge and confidence in delivery
- Support around statutory priorities, such as Relationships, Sex and Health Education (RSHE)

The various elements of the service can be accessed by purchasing one of our support packages which offer a cost-effective, high-quality and individualised focus for schools.

If you'd like a chat about any of the help that we can offer around PSHE, including any bespoke needs you might have, then please contact us via info@services4schools.org.uk or call **0333 772 1272, option 2**.

You can find out more about what we do by [visiting our section of the S4S website here](#) for more details.

Schools that are interested in purchasing support from our service can also access a FREE 30-minute consultation session to discuss your plans and school requirements. So please get in touch!!





Education Select Committee want statutory economic education



A cross-party Education Select Committee's inquiry into financial education has concluded that the economic and financial elements of PSHE education should be made statutory in primary and secondary schools. In the [Delivering effective financial education report](#) which was published on 22nd May, the Committee made clear that the Government should ensure pupils benefit from financial education from primary-age upwards in order to effectively expand provision and bring about consistency.

There are a wide range of sweeping recommendations in the report, including a cross-curricular approach to financial education, financial education co-ordinators in schools, specific qualifications for pupils in financial literacy, changes to the maths curriculum and the Ofsted inspection framework, and initial teacher training in financial education.

Some of the key findings and recommendations in the conclusion section are summarised in the quotes below:

- ***Whilst there are some examples of exemplary practice, in the main financial education in primary schools in England is insufficient and should be expanded.***
- ***Effective financial education needs to begin early, during primary school years. We have heard evidence that the limited provision of financial education in primary school mathematics does not adequately prepare children for the fast-changing financial world in which they increasingly participate. Building a strong foundation for financial education at primary school would also ensure that as children develop their cognitive abilities and a sense of delayed gratification, they will do so informed by good financial practice***



- *The amount of delivery time dedicated to financial education in secondary school mathematics is insufficient and does not reflect the importance of personal financial literacy or the emphasis which has been placed on it by the Government*
- *Financial education is crucial for 16-to-18 year-olds, many of whom are transitioning into the workplace, paying taxes, considering applying for a student loan, and living away from home for the first time. Yet it is post-16 students who miss out on any form of compulsory financial education. Providing post-16 students with a comprehensive financial education as part of its plans to continue maths education to the age of 18 should be a priority for the Government*
- *Making the economic and financial elements of PSHE education statutory at primary and secondary school level appears to us to be a simple and effective way of expanding financial education at both levels and signalling the increased importance of the subject to all students*

As the Government already has the power to expand the parts of PSHE that are statutory within existing legislation that made the RSHE elements of PSHE compulsory, it is to be hoped that this report finds some influential ears.

In our opinion, economic education is probably one of the strongest elements of PSHE in terms of the teaching resources available to schools but is very often overlooked or delivered sparsely when compared with other elements of PSHE. This report provides an important opportunity to change this and make economic and financial education a statutory component of the PSHE curriculum for all schools and strengthen the links to other subjects such as maths to ensure that our pupils and students reach adulthood with the financial competencies that they need to navigate their working and personal lives successfully.



My Money Week is a national activity week from Young Enterprise that takes place in June every year and aims to get children and young people aged 3 – 19 interested and excited in all things money and finance! It's a great introduction for educators who are new to financial education and each year it provides brand new resources, materials and ideas. The materials are designed to be flexible for use in a variety of settings, and the latest resources include both a Teacher's Guide and a Home Learning Guide to support teachers, parents, and youth workers in using the My Money Week resources both in school and at home.

My Money Week 2024's theme is saving money and protecting the planet. Pupils will be exploring how to reduce waste and take care of what they have. They will consider how their spending and saving decisions impact the planet and their financial wellbeing as well as others around the globe.

Teachers, parents and anyone working with children and young people can sign up for a free My Money Week account which will give you access to all of the My Money Week resources back to 2014 and ensure you are kept up to date when new resources are available.

My Money Week really is a great opportunity to deliver financial education content across the curriculum. To find out all about the week and access the resource hub to use as part of your economic education offer and broader PSHE, please visit the [Young Enterprise website here](#)

ANOTHER FREE PSHE NETWORK MEETING THIS TERM!

Yes, we are hosting a second free PSHE Network Meeting this term for PSHE education subject-leads and staff who are responsible for delivering PSHE education. This final meeting of 23/24 will be more of a retrospective look back at highlights across the field this year, as well as a look ahead to what 24/25 might hold. Of course, we will be devoting a chunk of time to discussing the draft RSHE guidance and what this means for schools right now and potentially in the future.

There will also be plenty of time for Q & A around any PSHE issues, topics or queries that attendees might have, so it's your chance to ask away on any niggling issues!

This meeting is taking place on Thursday 11th July 3:45 – 5pm. [Click here to book a place for this session!](#)

If you have a specific (or anonymous) question you'd like us to address during the meeting, then please email russell@schoolhwb.co.uk in advance and we will do our best to get it in as a priority.

Please feel free to spread the word about this session, we welcome colleagues from all schools and phases. As these are FREE events, places are allocated on a first come, first served basis – they do go quickly! All we ask is that you can definitely attend and that if anything changes, you let us know if you can't make it!

TEACHING FIRST AID IN SCHOOLS WITH RESUS RANGERS!

We know how empowering and important first aid knowledge is to children and young people. As schools will also know, there are (and will continue to be!) a number of expectations for both primary and secondary phase schools to deliver learning to pupils as part of basic first aid within statutory Health Education.

Current guidance states that by the time a child leaves primary school education, they should know:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first aid, for example dealing with common injuries, including head injuries

And by the time a student leaves secondary school, they should know:

- basic treatment for common injuries.
- life-saving skills, including how to administer CPR
- the purpose of defibrillators and when one might be needed.

Statistics from St John's Ambulance certainly support the teaching of first aid skills to children and young people:

- 140,000 people die each year in the UK from incidents where first aid could have possibly saved their lives.
- 59% of people would not feel confident in saving a life, and 24% of these people would do nothing and wait for someone else to help!
- Nearly 9 in 10 teenagers have been confronted with some kind of medical emergency, and 4 out of 5 of them say they would feel safer if they gave some basic first aid knowledge to assist in those situations.

This is where Resus Rangers can help schools! Resus Rangers was founded in 2019 to teach First Aid to primary and secondary school children across the UK in a friendly child-centred way.

They provide learning resources and materials including lessons, assemblies, and workshops to make First Aid accessible for all both primary and secondary schools.

- **Resus Rangers** are for 4–11-year-olds, delivering first aid lessons via animations, songs, rhyme, literacy, and promoting numeracy skills
- **Resus Responders** are for 11–18-year-olds featuring exclusive videos, activity sheets, and role-playing activities involving teamwork

For more information about Resus Rangers and their programmes for schools, please visit www.resusrangers.com or email them directly via enquiries@resusrangers.com



NATIONAL RSE DAY REMINDER!

We've definitely mentioned this in previous bulletins this year, but a reminder that RSE Day 2024 is soon to be upon us, taking place on Thursday 27th June.

If you register you will also get access to some free resources by assorted providers – so that in itself is reason alone to get involved!! **[Click this link to find out more.](#)**

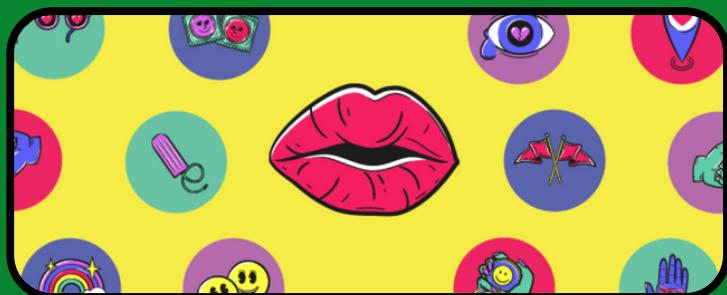


NSPCC LEARNING UPDATE 'TALK RELATIONSHIPS' PORTFOLIO

In April, NSPCC Learning added to its secondary phase 'Talk Relationships' suite of learning resources around healthy relationships by creating a framework that will support school leaders to implement a comprehensive whole-school approach to RSE. The new suite of resources consists of the following documents:

- the evidence base for a whole-school approach
- an implementation guide
- a framework setting out eight components to a whole-school approach
- a 'snapshot' tool for self-assessing your RSE provision
- an editable action plan template

These are **FREE** so **take a look here** – you just need to fill out a short form to register.



AT LAST...THE UPDATED DRAFT RSHE GUIDANCE LANDS (WELL, SORT OF...)

Well, after waiting for what felt like FOREVER for it to be released, the DfE sprung a bit of a surprise on us all by suddenly announcing and then releasing the draft RSHE statutory guidance update in mid-May.

After a flurry of leaks and media headlines the day before, the draft document was released on 16th May and it's fair to say caused a pretty big reaction from the education sector and beyond.

Then less than a week later, just as we were starting to get our heads around the document and in gear for the consultation period, the cheeky old Government sent Rishi out to announce that a general election was being called...for the week before the draft RSHE guidance consultation ends!! Talk about putting the cat amongst the pigeons!! So what does this all mean for RSHE, then? Let's take a look at some of what we know, some of the responses to the draft guidance so far and then indulge in some reflection to help us get our heads round this latest twist in the road for RSHE!

What we know

The draft updates RSHE guidance was published on 16th May 2024. **[This link will take you to the draft document.](#)**

This draft guidance is just that...draft! To be clear from the get-go, the document released on 16th May does not replace the current statutory guidance document that was first released back in 2019. A number of schools and colleagues have mistakenly interpreted the draft as being new requirements, and this is categorically not the case. It's important to understand that schools should not change anything about their RSHE curriculum right now based on this new draft document. **[This link to the GOV.UK site](#)** will take you to the **current legally required** version of the RSHE guidance which schools in England must follow.

There is a public consultation period of eight weeks from 16th May to 11th July. During this time, educators, parents, stakeholders, and children and young people, are able to feedback. The following link will take you directly to the webpage where you can give your views on the proposed changes via an online survey, as well as being able to download a PDF of the consultation questions, if needed. **[Review of the RSHE statutory guidance - consultation.](#)**

The draft guidance proposes new content at appropriate points for both primary and secondary phases, including knife crime, vaping, road, rail and water safety, gambling and online safety.

The draft guidance proposes setting legal age limits on teaching on certain subjects, including changing adolescent body, sexual harassment and sexual violence, sexual relationships and sexual health, pornography and sexual orientation. There is a proposed degree of flexibility around these age restrictions to allow schools to respond promptly to issues which pose an imminent safeguarding risk to their pupils.

The draft guidance proposes that schools should not teach pupils about the concept of gender identity.

Once the consultation period ends on 11th July, the DfE will review the feedback and publish a final version of the updated RSHE guidance document at a future date. No timescale was given on this.

Responses from the sector to the draft guidance

Clearly there will be a whole spectrum of voices and opinion around the content of the draft guidance. If we consider how some of the leading specialist organisations in the field responded to the release of the guidance and communicated their thoughts, this gives us a flavour of how the draft guidance has been received. We are not saying these are all of the views that are out there, of course!

Sex Education Forum



The 2019 RSHE guidance is based on the established research evidence on RSE and has flexibility for schools to deliver curricula that meets the needs of their learners. A review of the guidance was needed and welcomed by Sex Education Forum, because children and young people's lives have changed since 2019. There are also gaps that need to be addressed, for example on how to sequence learning – which was highlighted by Ofsted as part of their review of sexual violence and sexual abuse in schools and colleges in 2021.

Sadly, the draft updated RSHE guidance published for consultation by Government on 16 May 2024 fails to acknowledge the views and experiences of children and young people about their RSE. It is not underpinned by research evidence and, should the proposals go ahead, would create a culture of fear and stigma around the teaching of, and discussion about key topics that are intrinsic to comprehensive relationships and sex education.

If topics were to be age-rated or censored entirely – as is proposed for teaching about gender identity - children will be left even more dependent on getting answers about issues such as pornography, coercive control and STIs from online sources. We already know that around a fifth of young people are relying on the internet as their main source of sex education - which was one of the many reasons why compulsory RSE came into being in the first place.

As always, the priority will be ensuring children and young people's safeguarding. The current guidance was introduced in 2020 and is based on robust evidence on what is required from education to keep children safe. It had support from across the political spectrum and consensus from national safeguarding bodies, medical colleges, parents, teachers and young people on its value.

Its introduction has had a positive impact on preventative, protective education in school, and despite Covid and other challenges, PSHE education has had more focus and rigour in schools as a result. Standards are improving but we have a way to go before all schools are confident in teaching high quality RSHE. Rather than halt or reverse what progress has been made, we will be looking at whether the draft updated guidance supports schools to build on what has been achieved to date, drawing on equally robust evidence and expertise.

There are significant safeguarding challenges facing children and young people, such as the dangers of online pornography, grooming and the sharing of sexual images. We will be particularly keen to identify any areas in which we see the new guidance as being inadequate for meeting such challenges, including restriction or removal of content that undermines children's (and parents') right to age-appropriate, preventative and protective education.

Brook

The Brook logo, featuring a stylized blue 'B' followed by the word 'brook' in a bold, black, sans-serif font.

As an organisation dedicated to fighting for improved Relationships and Sex Education we are deeply concerned by the age-restrictions that will be introduced by this guidance.

Young people are already disproportionately affected by STIs, they are experiencing extreme misogyny and sexual harassment in schools, and their mental health (particularly those who identify as LGBT+) is at crisis point. Denying young people the right to timely, inclusive and comprehensive sexual health information and education will only put them at greater risk of harm. Explicitly excluding discussion of gender identity will create a silence and a vacuum where misinformation and bullying will thrive.

The draft guidance is out of touch with the realities of what young people tell us they are experiencing and need to be taught. It puts politics above the safety of children and young people and fails to consider the wealth of knowledge and evidence that exists in this area.

Rather than providing the clarity they want, teachers have told us this guidance is unworkable. The advice about what can be taught and when lacks consistency and chronology; it contradicts other Government guidance on equalities and bullying; and undermines best practice in terms of both pedagogy and safeguarding.

Our Opinion

We would echo many of the responses to the updated draft RSHE guidance document from leading organisations and other professionals in the field.

The original guidance was released in 2019 by the current Government and became legally required from 2020. It is worth remembering that this was based on robust evidence and had widespread support from across the political spectrum, passing in Parliament with a huge majority. Despite the obvious issues with the current guidance (it's fuzzy and open to interpretation), it did seem that the requirements were beginning to bear fruit and improve standards around RSHE delivery in schools, although it was clear that more needed to be done to ensure pupils needs were met in the rapidly changing world of PSHE/RSHE.

There feels like there is a lot of missed opportunity within this new draft guidance. The apparent lack of attention given to the raft of evidence and research provided to the review panel by experts is deeply concerning. The effective banning of topics before certain ages feels heavy handed and does not seem to be based on the needs of children and young people or some of the practical evidence associated, more as a means of pacifying a small number of opponents to certain topics in RSHE. Whilst age appropriate RSHE content is an absolute must, censoring subjects and adding age restrictions is not the solution here and may likely cause more harm than good if pupils still seek out answers from less reputable and reliable sources than the classroom. This has the potential to drive very unhealthy behaviours and outcomes, rather than the opposite. Practice based on evidence always has and always will be key to effective PSHE education.

There is also a distinct lack of pupil voice in the updated guidance, which was also true of the current version when that came into law. This is such a missed opportunity! There is already plenty of evidence out there from young people that calls for much greater learning than the current guidance provides, so this update feels like a backwards step in many ways, especially in key areas which ultimately help to keep children safe – and evidence supports this.

With this said, it is certainly heartening to see the inclusion of some specific topics in the draft update such as vaping, knife crime and personal safety made statutory. Allowing schools flexibility to address certain safeguarding based topics is also welcome, although the age-restrictions will inevitably drive some schools to completely avoid certain topics rather than risk covering them and being criticised or challenged.



Our Opinion

And of course, the elephant in the room is the fact that the general election has been called for 4th July, a week before the consultation closes. Whilst this does not necessarily mean that the consultation will not run its course eventually, based on current polling we will likely have a different political party in power who may take a different view to that which has been presented within the draft guidance document. This means that the updated guidance in its current form may not even see the light of day. So, much of the 'hoo-ha' around the draft guidance might mean absolutely nothing anyway!

Regardless of what happens to this version of the draft guidance, we would urge all schools to ensure that their staff, pupils, parents and carers are all aware of this document and have the chance to read it and add their thoughts and views to the consultation. You can do this by sharing with staff and pupils, sharing the links and signposting via your school website. By doing this, we can provide the DfE with an accurate reflection of the thoughts and opinions (and evidence) of what is needed in any future update.

We would also remind schools that it is as important as ever to communicate what is going on around the RSHE agenda with their school community; the draft guidance will no doubt once again have kicked the hornets nest of opinion, so it is important we let everyone know what is, or isn't, going on in our curriculum

Until the draft becomes a new legally required guidance document (and let's be honest, this could take ages or not happen at all due to outcome of the general election) then you should continue to provide your RSHE/PSHE curriculum in line with the current statutory requirements. **DO NOT CHANGE YOUR PRACTICE TO MATCH THE DRAFT GUIDANCE!** If and when any new guidance does come out, schools will be given a period of time to adjust and implement these, so there really is no reason to do anything different right now.

We'll definitely be taking some time to reflect and discuss the draft guidance document and what this means for schools at our **free PSHE Network Meeting on 11th July** (how apt that this is the same day the public consultation closes!), so please come along if you want to find out more about this important development in the world of PSHE!

Please also remember that our specialist support service operates across the spectrum of RSHE so we are here to help schools and professionals navigate any elements – just reach out for a conversation or **visit our website**.

TRAINING & DEVELOPMENT OPPORTUNITIES

Our professional development training sessions run across the academic year, with courses covering a wide range of themes related to PSHE education. Our training sessions are open to all, regardless of whether your school is signed up to an active service support package with us or not (although having a support package does mean there are no additional costs to access any of our training sessions!)

We also offer Inset or 'twilight' training opportunities to enable schools to effectively deliver key learning points to wider groups of staff, either virtually or face-to-face in your school. We can develop bespoke sessions on PSHE-related themes if schools have additional or combined topics they would like to address.



A variety of introductory Governor-specific training sessions are also available, aimed at raising awareness around health and wellbeing themes, such as RSE, Health Education, Substances and Mental Health and Emotional Wellbeing. These can be delivered both virtually and in school to Governors to make them as accessible as possible.

Interested in running one of our sessions for a whole-staff online twilight session for your school? We can do this for a discounted rate per delegate! Please contact the S4S School Health & Wellbeing Service if you would like to find out more about any of the training and professional development support that we offer.

Service Training Calendar:

June 2024 – July 2024

As part of our regular programme of online training available to all school staff, we will be running the following courses over the next few months. Click the title of each course in the table below to go straight to the information and booking page for each session.

TRAINING SESSION

DATE/TIME

[What You Need to Know About Ofsted & PSHE!](#)

Tuesday 11th June 1 pm - 3:15 pm

[Bitesize CPD: Knife Crime: What are the influences?](#)

Wednesday 19th June 3:45pm - 5 pm

[Bitesize CPD: Top Tips for Engaging with Parents/Carers on RSHE!](#)

Wednesday 26th June 3:45 pm - 5 pm

[Bitesize CPD: Staff Wellbeing – What does it really look like?](#)

Thursday 27th June 3:45 pm - 5 pm

[Bitesize CPD: Teaching & Discussing the Protected Characteristics](#)

Wednesday 3rd July 3:45 pm - 5 pm

[Planning & Developing an Effective PSHE \(RSHE\) Curriculum for Primary Schools](#)

Tuesday 9th July 1 pm - 3:15 pm

[FREE PSHE Network Meeting](#)

Thursday 11th July, 3:45 pm - 5 pm

Please note, courses will run subject to sufficient delegate numbers. You can get further information about these courses and make bookings by visiting the **S4S workforce development website**.

If there are any specific topics you or your colleagues in school would like training on, then please let us know - we can always create added content! Remember, we will also come to you if you need any twilight, Inset or Governor training - get in touch to find out more.

Contact details

Don't be a stranger - we would love to hear from you!

Contact us by email via:



info@services4schools.org.uk

or

russell@schoolhwb.co.uk



**Health & Wellbeing
in Schools**

PSHE Education Consultancy

www.schoolhwb.co.uk



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