



School Health & Wellbeing Service

e-bulletin

ISSUE 6 MARCH 2019

That first half-term went quickly, didn't it?! We hope that you enjoyed a relaxing, if not all too brief, half-term break and are already in the swing of the second part of Spring term 2019. We think we've got some useful updates for you in this edition of the e-bulletin, along with the regular features such as our training schedule and the new (ish) section signposting you to useful resources and services. All in all, this edition is a veritable feast of PSHE education bits and bobs – hopefully you'll find something within to whet your appetite.

Please note, many of the pieces in this e-bulletin are sourced from a range of services such as the PSHE Association, DfE, Sex Education Forum, Young Minds, and other organisations who have a focus on supporting the health and wellbeing of children across the spectrum of PSHEe and beyond.

What's inside?

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S4S School Health & Wellbeing Service support package 2019-20... sign-up now!

By now you should have received the latest service brochure from us here at the School Health & Wellbeing Service, as part of the full S4S brochure. If not, then please drop us an email and we can send you a full or service specific version.

After a successful year, we are offering the same high-quality level of support for the coming financial year, so if you are a new customer interested in hearing what we can do for your school, or an existing customer who wants to renew your package, then please let us know or invite us in for a free initial one-hour review to see how we can help by emailing info@services4schools.org.uk

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Benefits to your school of using the S4S School Health & Wellbeing Service include:

- **Specialist support on driving improvement in PSHE education and health and wellbeing provision from a dedicated PSHE education advisor allocated to your school**
- **High-quality advice, guidance and consultancy support to senior leadership teams, governing bodies and teachers around PSHEe themes**
- **Advice on effective PSHE education planning and coordination, including guidance on appropriate curriculum materials and resources to enable schools to build a comprehensive PSHE education programme which meets statutory requirements**
- **Ensuring best practice on statutory and non-statutory school policies within PSHEe-related themes (e.g. RSE, Anti-bullying etc.)**
- **High-quality professional development opportunities covering the breadth of PSHE education to improve staff knowledge and confidence in delivery**
- **Support around associated new and emerging priorities and national strategies, such as statutory RSE and Health Education requirements from September 2020**

To demonstrate our commitment to providing effective service and value for money, we are delighted to say that the cost of the standard 2-day and enhanced 4-day support packages have been frozen at last year's prices. We've also developed a new enhanced-plus 8-day support package which offers access to the service at the lowest cost. We believe this means that whatever your school need around PSHEe, or budget, we have something that can work for you. Please contact us to talk through your requirements and our options to match this via info@services4schools.org.uk or by calling 01902 203990.

As we announced in the last bulletin, we are also very excited to be part of a new and much bigger Personal Development, Health & Wellbeing offer to schools from S4S for this coming financial year. To meet the growing demand for high-quality support that schools tell us they need and value, the existing School Health & Wellbeing Service will now be joined by additional partners who will provide a specialist Social, Emotional and Mental Health Service to give further support for schools and pupils.

The distinct services available as part of the new S4S Personal Development, Health & Wellbeing offer are designed to be complementary to each other and support your school's approach to whole-school processes which promote the health and personal, social and emotional development of pupils.

If you'd like to find out more about any part of the Personal Development, Health & Wellbeing offer to schools from S4S please contact us via info@services4schools.org.uk or by calling 01902 203990.

Personal, Social, Health, and Economic education updates

A look at some PSHE education-related updates from across the sector...

RSE debate in Westminster

A parliamentary debate about RSE will take place in Westminster Hall on 25th February in response to a parliamentary e-petition. The e-petition is entitled 'Give parents the right to opt their child out of Relationship and Sex Education' and has received over 100,000 signatories, meaning it will need to be debated in Parliament. The petition states

“We believe it is the parent’s fundamental right to teach their child RSE topics or to at least decide who teaches them and when and how they are taught. We want the right to opt our children out of RSE when it becomes mandatory in Sept 2020”.

In an initial response to the e-petition, the Government gave a fairly lengthy response. Excerpts of this included:

“As primary educators, parents must be consulted on their school’s curriculum for Relationships, and Relationships and Sex Education and may request their child’s withdrawal from Sex Education. We are proposing that schools will be required (as set out in draft regulations) to consult with parents on their Relationships Education and RSE policy, which will help minimise any misconception about the subjects and enable parents to decide whether to request that their child is withdrawn from sex education. Schools should engage proactively with parents, to set out how and when they plan to cover topics included in Relationships Education and RSE so that parents can understand clearly what is going to be taught.

“The draft guidance advises head teachers that parents can request that their child be withdrawn from sex education as part of RSE and unless there are exceptional circumstances, they should agree the parents’ request until 3 terms before the child turns 16. Good practice is also likely to include the headteacher discussing with the parents any detrimental effects that withdrawal might have on the child, including any social and emotional effects of being excluded e.g. receiving information from peers or from the internet. We believe that the new framework is the best way to secure the proper balance between parents’ rights and the rights of young people once they are competent to make their own choices.

“Primary schools are not required to teach sex education but where they do cover elements of sex education other than those taught within the science national curriculum, this must be included in the school’s policy, which is subject to consultation with parents. This will make clear that all requests from parents to withdraw their child from sex education at primary will be automatically granted.”

As you might expect, much of the initial Government response is taken from the draft guidance on Relationships Education, RSE and Health Education which closed for consultation in November and is expected to be completed and published fully at some point in the Spring. It is however a timely reminder for schools that a key part of their work in preparing for these changes is meaningful consultation and communication with parents and the wider

school community. In a response briefing paper to the e-petition for MP's, the Sex Education Forum (SEF) has re-iterated the case for statutory RSE and picked up on some of the key reasons for this, as well as acknowledging that parents are a vital component of RSE both in and out of schools. In their briefing paper they state:

“Effective RSE is a partnership between parents and schools. Parents need to be given adequate information about what is taught and when. School-home communication about RSE should start early so that parents can anticipate topics covered at school and make their own timely input or follow up at home. And parents have just as much right to expect good quality teaching in RSE as in other subjects.”

There is no doubt that the bulk of the draft guidance for schools will enter into the final version of the statutory guidance to be issued ahead of 2020. What will be interesting to see is the extent to which debates such as this one will have on this.

To read the SEF briefing paper, which includes links to the e-petition and Government response, please click [here](#).

Figures Show Rise in Young People's Mental Health Problems

NHS Digital recently released data from a 2017 survey which looked at the prevalence of mental health problems among children and young people between the ages of 2-19. This data was published in the 'Mental Health of Children and Young People in England, 2017 [PAS]' publication.

This was the first data of its kind to be released about the number of young people experiencing mental health problems since 2004, and it found that:

- **Just over one in eight (12.8%) children and young people aged between 5 and 19 has at least one diagnosable mental health condition**
- **Nearly a quarter (22.4%) of young women aged 17-19 has an emotional disorder**
- **A third (34.9%) of the young people aged 14 to 19-years-old who identified as lesbian, gay, bisexual or with another sexual identity had a mental health condition, as opposed to 13.2% of those who identified as heterosexual**
- **Emotional disorders have become more common in five to 15-year-olds – going from 4.3% in 1999 and 3.9% in 2004 to 5.8% in 2017. All other types of disorder, such as behavioural, hyperactivity and other less common disorders, have remained similar in prevalence for this age group since 1999**
- **Only a quarter (25.2%) of 5-19-year olds with a mental health condition had contact with mental health specialists in the past year**

Whilst this is not about school-related practice, this 2017 survey provides the best source of data and trends in children's mental health in England for a long time and will no doubt strike a chord with everyone working in schools. To view the full publication and a range of summary documents and other resources, please visit the NHS Digital website [here](#).

Focus on... proposed Ofsted Education Inspection Framework & PSHEe

Colleagues in the world of PSHEe should hopefully know by now that we have a seismic change coming in September 2020 when the statutory requirements to deliver Relationships Education, Relationships and Sex Education and Health Education kick in. If not, then you should read our previous bulletins and come along to one of our training sessions – quickly!

What might have so far slipped by the keen eye of some PSHEe leads and deliverers is the strong links to PSHEe-related themes within the currently-being-piloted Ofsted education inspection framework. You'll no doubt have heard about the new approach Ofsted intend to make in becoming a 'force for improvement' and the changes to the inspection framework – intent, implementation and impact will be the new words destined to haunt our dreams ahead of inspections now! However, changes to the key judgment categories arguably make PSHEe and related health and wellbeing themes even more valuable sources of evidence to schools than even the current framework. Although it is in draft form, we thought it would be useful to pick out some of the pertinent points from the document ahead of the final version which will launch in September 2019 in order to highlight the important part PSHEe has to play in whole school strategies and improvement.

Key judgements

The key judgements within the current Ofsted Common Inspection Framework certainly all contain elements where effective PSHEe can contribute, but none more so than the 'Personal Development, Behaviour and Welfare' category. With this now effectively being 'split' into separate 'Personal Development' and 'Behaviour and Attitudes' in the proposed new framework, does this mean that PSHE education and health and wellbeing now carry even more weight in evidencing practice within schools? Let's look at the new Personal Development section within the draft school inspection handbook to get a flavour for how PSHEe can contribute to Ofsted inspection requirements...

Personal Development

The following excerpts are all taken from the draft **Ofsted school inspection handbook** published in January.

The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. This judgement evaluates the school's intent to provide for the personal development of pupils, and the quality with which the school implements this work. It recognises that the impact of the school's provision for personal development will often not be assessable during pupils' time at school. (p.56/7)

This is interesting – there is a clear emphasis here on the intention behind why a school is delivering elements which support personal development as well as the quality of this. The fact that much of PSHE education does not have an immediate, assessable impact on children's lives in school but helps safeguard their futures seems to now be supported in this excerpt, which can only be good news for long-term outcomes for learners around the themes that PSHEe addresses.

At the same time as the school is working with pupils, those pupils are also being influenced by other factors in their home environment, their community and elsewhere. Schools can teach pupils how to build their confidence and resilience, for example, but they cannot determine how well young people draw on this. Similarly, schools cannot make children active, engaged citizens, but they can help pupils understand how to engage with society and provide them with plentiful opportunities to do so. Schools are able to take effective action to prepare pupils for many aspects of life, but the impact of this work may not be seen until many years later. In this judgement, therefore, inspectors will seek to evaluate the quality and intent of what a school provides but will not attempt to measure the impact of the school's work on the lives of individual pupils. (p.57)

Carrying on in the same vein as the previous excerpt, Ofsted seem to be really championing an approach which will reward schools for providing a PSHEe curriculum and opportunities which are effective, appropriate and of high-quality but acknowledge that this will not always manifest itself in a measurable set of impacts visible to stakeholders (is this at odds with the whole 'impact' concept though?!). It's also clear that Ofsted are seeking to 'shield' schools from the notion that they are responsible for addressing society's ills alone by pointing out that 'pupils are also being influenced by other factors in their home environment, their community and elsewhere'. This echoes previous viewpoints made by Amanda Spielman when she has stated that schools are part of a wider-system approach rather than a 'cure-all' for the woes of society.

It does feel like Ofsted are saying that as long as schools can explain why and how they are providing their curriculum, that provision is of a demonstrable quality and that it meets the needs of learners, then they understand that some topics are intrinsically of value and just inherently the right thing to deliver. This is great news for a 'bespoke' approach to PSHEe, especially given the new curriculum guidance from 2020 and the fact that schools will still need to address issues which are specific to their own communities, regardless of whether these are included in any statutory guidance or not.

This judgement focuses on the dimensions of the personal development of pupils that our education system has agreed, either by consensus or statute, are the most significant: (p.57/8)

- *developing responsible, respectful, active citizens who are able to play their part and become actively involved in public life as adults*
- *developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance*
- *promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique*
- *promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation*
- *developing pupils' character, the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society*

- *developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy*
- *developing pupils' understanding of how to keep physically healthy and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities*
- *developing an age-appropriate understanding of healthy relationships through appropriate relationship and sex education*

These bullet points for this judgement's 'significant dimensions' read like a recipe for the aims and content of PSHEe provision in pretty much any setting! There are some obvious parallels with the themes covered in the RSE & Health Education guidance although that clearly goes into far more detail. There can be no doubt that, much like the PDBW judgement in the current existing Ofsted framework, PSHEe can provide bucket loads of evidence for schools to use within this new Personal Development judgement.

Inspectors will use a range of evidence to evaluate personal development, including: (p.59/60)

- *how curriculum areas such as personal, social, health and economic education, and relationship and sex education contribute to pupils' personal development*
- *how well leaders develop pupils' character through the quality of education that they provide*
- *pupils' understanding of the protected characteristics and how equality is promoted, and diversity and how the things we have in common are celebrated.*

And just to add the cherry onto the PSHEe cake, we have a name-check for the subject as one of the main sources of specific evidence for this judgement, along with a couple of other bullet points which are about content of provision. Happy days!

Final thoughts...

Although still in draft form, it seems pretty clear that the new Ofsted Education Inspection Framework and School Inspection Handbooks present some real opportunities to raise the profile and value of PSHEe in schools even further. Coupled with the statutory requirements of Relationship Education and Health Education across both phases and Relationships and Sex Education at secondary, it genuinely feels like PSHEe will be at the fore of the core focus schools will be providing to their learners. How this plays out in reality will be interesting, and it will also be worth keeping an eye out for any changes to the document with reference to statutory RSE and Health Education as there could possibly have been more made of this – perhaps this will come in both document final versions?

We will of course take another look in greater depth when the final version is published by Ofsted, as we will with the DfE RSE & Health Education guidance document, but for now this is hopefully a useful reminder for all PSHEe leads that their subject is definitely one which needs to be included on the strategic agenda in schools in the years ahead. Please take a read of both of these documents in full for your own reference if you have time!

In the meantime, for those schools who wish to look at the **current** Ofsted framework and PSHE education, the School Health & Wellbeing Service is running a training session entitled 'Ofsted & PSHE education: Making the links' – so this will do what it says on the tin! No doubt we'll also try and squeeze in a brief look at what's coming along regarding the new Ofsted framework too if we can... Please see our training section later in the bulletin for more info.

Signposting and partners

The Centre for Digital and Online Behaviours (CeDOB)

Given the strong links between PSHE education content, the digital world and online behaviours, especially those emphasised in the new statutory guidance on RSE and Health Education, we would like to signpost colleagues to a new service which is available to schools.

The Centre for Digital and Online Behaviours (CeDOB) is a service designed and led by qualified and respected experts which aims to support schools and other educational establishments to develop best practice in online safety, wellbeing and behaviour. The service provides a holistic approach to ensure that young people, their families and school staff who work with them develop positive and healthy online behaviours and practices. This can be provided by offering:

- **Support to ensure statutory compliance**
- **Strategic review & action planning to ensure best practice**
- **Curriculum review, development & support**
- **Co-production with young people**
- **Professional development & accreditation**
- **Support towards national accreditation**
- **Parent and Carer engagement, support & guidance**
- **Email and telephone 'Help Line'**
- **Online surveys, evaluation & reporting**

The School Health & Wellbeing Service will be working closely with colleagues from CeDOB to ensure that those 'shared elements' within the new statutory guidance are an even more integral part of both our work moving forward. An important part of this will be to develop effective training opportunities for colleagues which highlight topical issues and promote a holistic view of how schools can 'mesh' their PSHE and online safety messages to young people rather than seeing these as somehow separate. The first one of these co-delivered sessions is around the theme of Youth Produced Sexual Images ('sexting' in old money) – please take a look at our training section for details.

For more information about the work that CeDOB do then please visit their website www.onlinebehaviours.co.uk or contact them via email info@onlinebehaviours.co.uk or telephone 0333 444 5038.

Training and development

As well as our regular centralised training programme, we are also able to offer brief 'twilight' training opportunities to enable schools to deliver key learning points to wider groups of staff. Some of the most popular sessions delivered in schools recently have been around RSE, Health Education and raising awareness of the pending statutory changes to PSHE-related content. We can also develop bespoke sessions on PSHE-related themes if schools have additional topics they would like to address.

Please get in touch with the S4S School Health & Wellbeing Service if you would like to make a booking or find out more about these 'condensed' training sessions available to the school workforce.

Service Training Calendar: March 2019 – May 2019

We will be running the following courses in the coming months. The sessions are open to all, regardless of whether your school is signed up to a service package or not, so please do book on and come along to see what we do!

Training session	Date/time
Relationships & Sex Education: Update & preparing for statutory status	Wednesday 6th March, 12.45 pm – 4.30 pm
Ofsted & PSHE education: Making the links	Thursday, 28th March, 12.45 pm – 4.30 pm
Relationships & Sex Education (RSE): The Role of Governors (suitable for Governors only)	Thursday 4th April, 2 pm – 4 pm
Youth Produced Sexual Images (Sexting): Understanding the issues and managing incidents RE-SCHEDULED SESSION	Thursday 11th April, 12.45 pm – 4.30 pm
Relationships & Sex Education: Update & preparing for statutory status	Thursday 2nd May, 12.45 pm – 4.30 pm
Mental Health & Emotional Wellbeing in Schools (suitable for Governors only)	Thursday 9th May, 6 pm – 8 pm
Understanding the impact of online pornography on c & y p (Secondary-phase only)	Wednesday 15th May, 1 pm – 4.30 pm
Basic Drug Awareness training	Friday 17th May, 12.45 pm – 4.15 pm
An Introduction to Health Education for Governors (suitable for Governors only)	Tuesday 21st May, 6 pm – 8 pm

Please note, courses will run subject to sufficient delegate numbers. To find out more or book your place on any of these training sessions, please visit www.services4schools.org.uk/training or contact Dave Lea or Ben Osbourne on 01902 203996.

CONTACT DETAILS

We would love to hear from you. Contact us via:

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