



School Health & Wellbeing Service

e-bulletin

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Welcome back to the new academic year! Hopefully you will be rested and ready to go for 2019/20 – we've got a lot to get done this year! To help get you back into the swing of all things PSHEe this latest edition of the half-termly School Health & Wellbeing Service e-bulletin gives you some useful updates and pointers.

This academic year is a very important one for PSHE education in schools. We have just three terms remaining to make sure that we have a functional and effective curriculum in place which meets the needs of our pupils and communities, as well as ensuring best practice and compliance with the statutory requirements around Relationships Education, Relationships and Sex Education and Health Education. Some brave schools, who have signed-up as 'early adopters' of the new requirements as part of the DfE's programme to help shape future support and guidance for schools, will already be delivering the new requirements during this 2019/20 academic year.

Wherever your school is at, we are here to support you in your journey towards statutory status and share best practice from other schools that we are working with. With this in mind, we are planning to hold another one of our FREE PSHEe network meeting for coordinators early in the spring term, so please look out for information on this as we get closer to Christmas! You don't need to wait until then to work with us though – we have plenty of training sessions running over this term and we can always fit in more direct school support if needed – just say the word! We hope you enjoy this e-bulletin – the next edition will be with you early in November.

Please note, the stories within this e-bulletin are sourced from a range of agencies including the PSHE Association, DfE, Sex Education Forum and others who focus on supporting the health and wellbeing of children.

Who are we?

For schools that are not yet familiar with the role of the S4S School Health & Wellbeing Service, we offer specialist, high-quality support around the health and wellbeing practise of schools, particularly in relation to Personal, Social, Health & Economic education (PSHEe). The service's main motivation is to empower and support your school's delivery of PSHEe and whole-school approaches to promoting pupil health and wellbeing.

The various elements of the service can be accessed either by a service level agreement support package or in an ad-hoc 'pay as you go' method. Packages of support run during the financial year but these can all be purchased and used at any point during the school year, so if you are not yet signed up to our service but find that you do now need support, please get in touch and we will be happy to direct you to a package which can best meet your needs.

What's inside?

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Please contact the S4S School Health & Wellbeing Service via info@services4schools.org.uk if you would like any further information about what we do or to arrange a free initial planning meeting to see how the service could be of benefit to your school.

Please let us know your key PSHEe contact in school for 2019/20!

As the new academic year starts, it is often the case that colleagues take on new areas of responsibility. So that we can keep the right people up to date with all things PSHEe, it would be helpful if you could let us know who your current PSHEe lead is and any other relevant contacts across the field of PSHEe in your school. For schools with a package of support with the S4S School Health & Wellbeing Service, this is especially important so that we can ensure that you access all the information you need to get the most from the service you have purchased, such as training opportunities and access to on-going support.

Please contact Russell Stanley via russell@schoolhwb.co.uk to let us know the contact details of your PSHE education coordinator and any other relevant contacts for your school.

Personal, Social, Health, and Economic education updates

In this section we look at any interesting recent developments and news from across the PSHEe sector...

Healthy Schools is back... well, kind of!

Ah, the nostalgic images conjured up by the mention of the phrase 'Healthy Schools'! Even though central government funding for this national programme ended back in 2010, Healthy Schools has remained synonymous with the world of health and wellbeing and PSHEe in schools (no, it wasn't just about 5 a day!) Many local authority areas continued with some kind of support for related programmes in their own areas, although these have slowly dwindled down or turned into other versions of support functions for schools based on local needs. Well, much like many good ideas that have come and gone before, it looks like the wheel has turned back towards this one as in July the DfE released a 'new' guidance document for schools called the 'Healthy schools rating scheme: Guidance for schools'.

After initial piloting with schools over the last few years, the voluntary ratings scheme is now available for all schools to participate in. It is a bit of a red herring to use the Healthy Schools moniker, as the old National Healthy Schools Programme covered much broader topics and themes than this new guidance document, which is fundamentally about supporting the government's Childhood Obesity Plan. To be fair, the new document does make it very clear that the new rating scheme is designed to promote and recognise work by schools around healthy eating and physical activity. Given that this area of children's health is of long-standing national concern, then it is a very useful tool for schools to make use of in both celebrating and identifying improvements of their offer around pupil health and wellbeing in relation to diet and physical activity.

In a nutshell, the healthy schools rating scheme is a self-assessment tool which will give schools a rating based on survey responses around things like healthy eating education, physical education, and school food standards

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compliance. It is fundamentally about promoting proven models to impact upon pupil's behaviour and choices around these topics and helping schools to embrace a whole-school approach in tackling these.

Once a participating school has completed the initial survey, they receive a bespoke report summarising their results. This is sent to school leaders and covers measures of children's activity levels, physical literacy, swimming proficiency, wellbeing, self-efficacy and levels of social trust, as well as their 'healthy schools' rating.

The rating will indicate whether the school has achieved a gold, silver or bronze award (or in some cases, no award at all), and will contain a link to download the relevant certificate. The DfE flag the fact that schools can signpost Ofsted to their rating as evidence of their offer to pupils, particularly in relation to aspects of the Personal Development judgement area. No doubt this will prove to be quite a big incentive for schools to complete the rating...

Thinking about the bigger picture around health and wellbeing in schools, including statutory status for Health Education where many of the themes covered by the new guidance would sit within a curriculum strand, it's hard not to feel like the healthy schools rating scheme has missed a bit of a trick and not gone as far as it could in terms of its ambition. After all, many of the things in here are already required of schools. However, this is the first iteration of the scheme so it may be that once a wider number have schools have accessed and used the self-assessment, feedback may point to further development and ambition. Who knows, perhaps they will even think about launching some kind of national programme for schools to help drive work in supporting pupil's wider health and wellbeing... anyone got any ideas for a good name?!

As with any self-assessment tool, the results will only be as true as the input is frank and honest, but if used correctly then it should be a really useful way to focus on some of the key elements that schools can support in relation to physical activity and healthy eating. To access and view the DfE healthy schools rating scheme guidance document, [click here](#).

DfE produces useful RE, RSE & Health Education guides for parents

The DfE has produced a simple and useful guide for schools to use with parents of primary and secondary aged pupils to communicate some of the basics around the statutory changes to the curriculum. If you've not yet come across these documents, then we would urge you to take a look at them!

Presented as PDF's on two-sides of A4, the guides offer a quick and useful reference point from the Government about the new requirements for each phase. Each guide has information specific to parents of either primary or secondary pupils and summarises the content into easy to understand sections. The document also explains parents' rights of withdrawal – a crucial point to cover accurately with all parents.

These guides may be useful to schools to include within relevant sections of their websites, to print out and send home, at parent evenings or events or even as part of a broader approach to any initial consultation with parents around curriculum and policy. The guides also make it clear that parents should speak directly with schools if they have any further queries, so it is worth keeping this in mind so you can prepare accordingly for any additional questions or enquiries. Either way, these guides are well-worth a read for schools and colleagues who lead on PSHEe and related subjects.

To access either the primary or secondary documents, visit the relevant DfE website [here](#).

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Parental consultation is an essential element of the preparation work schools should do as part of their planning to embrace the necessary statutory guidance for Relationships Education, Relationships and Sex Education and Health Education. The School Health and Wellbeing Service can offer advice and support on consultation with parents, so if you require further help around this then please contact us.

Anti-Bullying Week 2019: Change starts with us

It's a little way off, but advance notice of this year's Anti-Bullying Week is worth noting now. Organised by the Anti-Bullying Alliance, Anti-Bullying Week takes place in schools across England each November. This year's Anti-Bullying Week has the theme 'Change Starts with Us' and is happening from Monday 11th November – Friday 15th November 2019. This year the goal of the event is to inform schools and settings, children and young people, parents and carers that it takes a collective responsibility to stop bullying.

Schools can get a flavour for what will be coming via the ABA website [here](#).

YoungMinds launches '#5YearOldSelfie' campaign

YoungMinds, the fantastic young people's mental health charity, has recently launched a new initiative to get young people to talk positively to themselves and also flood social media with positive messages! As YoungMinds say on their website:

“We all have negative thoughts sometimes and tell ourselves unkind things, but how we speak to ourselves affects who we believe we are.

“When we feel good about ourselves it's easy to deal with life's challenges. If you're going through a difficult time right now, you can practise speaking positively to yourself with our #5YearOldSelfie campaign. Here's how it works:

- *Find your favourite photo of your younger self or something that reminds you of when you were younger.*
- *Type three positive things you would like to tell your younger self. This could be something like 'You're brave and strong', 'your grades won't define you', 'you'll grow up with kind friends around you'.*
- *Tag three friends to join and take part and share on social media with #5YearOldSelfie and @YoungMindsUK*

“The next time you catch yourself thinking a negative thought about yourself, remember all the kind things you said to your inner child and remember they still apply to you today. As you take part in #5YearOldSelfie, we hope it will help you realise all the challenges you've overcome and encourage you to show some love and compassion towards yourself.”

Schools may wish to promote this campaign with their pupils and signpost them to YoungMinds – please visit the [YoungMinds website](#) for more information about the charity and the #5YearOldSelfie campaign.

NSPCC FGM helpline calls rise dramatically in 2018/19

Latest figures show contacts to a dedicated NSPCC FGM Helpline rose by 36% from those taken in 2017/18.

Concerns that girls were about to undergo, or had suffered, the practice were reported by a wide range of people including teachers, doctors, relatives, members of the community and even a small number of people who have been subjected to FGM.

Since its launch in June 2013, the helpline has received over 2,500 calls. Almost 1 in 5 calls were deemed to be so serious that they were referred to external agencies.

If you're worried a child is at risk of or has already had FGM, call the anonymous NSPCC FGM helpline on **0800 028 3550** or email fgmhelp@nspcc.org.uk

Focus on... new Ofsted framework and PSHEe

In this section, we focus commentary on a particularly topical element of PSHEe. This time, we look at the new Ofsted framework and the opportunities this gives to strengthening PSHEe...

For a long time, agencies such as the PSHE Association have rightly trumpeted the relevance of high-quality PSHE education practice to better outcomes for pupils and schools. This is no doubt one of the many reasons why we are soon to ensure that all children receive statutory education within many themes traditionally covered by PSHEe. The links between good and outstanding PSHEe and similar Ofsted gradings for schools have also been well-established. Despite this, it is often the case that PSHEe leads are rarely asked for evidence to include as part of self-assessment or broader contributions to practice and school improvement.

Although the last version of the Ofsted framework was incredibly useful from a PSHEe perspective, the new Education Inspection Framework has bucket loads of relevance to PSHEe. We thought we'd take a look at the new School Inspection Handbook to highlight some of these for you. All quotes and references below are taken from pages within the **School inspection handbook, May 2019**.

What is relevant from PSHEe in the new framework?

Colleagues will know that the Education Inspection Framework has a well-revised set of new judgment areas. Most obviously, 'Personal Development' is the judgement area where PSHEe can have most influence. As the new school inspection handbook states:

“The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. The personal development judgement evaluates the school’s intent to provide for the personal development of all pupils, and the quality with which the school implements this work.

“Inspectors will use a range of evidence to evaluate personal development, including:

- ***how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationship and sex education, contribute to pupils’ personal development”***

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Examples of relevant topics covered within an effective PSHEe programme are cited within the Personal Development judgement as:

- **developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults**
- **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' confidence, resilience and knowledge so that they can keep themselves mentally healthy**
- **enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them**
- **developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education**

This is all great news for the impact a high-quality PSHE education curriculum can have then!

It's also worth pointing out that Ofsted have clearly noted that schools alone are not responsible for being accountable for the health and wellbeing of pupils. Moreover, they are supportive of the fact that schools will not necessarily be able to show assessable impact of work with pupils on their behaviours – this is a refreshing addition to the framework document, and is helpful in schools understanding the intrinsic value of delivery in some topics even if they cannot always provide impact of this for individual pupils.

“It recognises that the impact of the school's provision for personal development will often not be assessable during pupils' time at school. 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 always determine how well young people draw on this... 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.”

So, from a Personal Development judgement perspective, relevant, high-quality PSHEe is fundamental to providing pupils with what Ofsted expect.

Is that it?!

No! The contributions that a broad subject like PSHEe can make are wide and varied. We would encourage PSHEe leads to take a good look at the new framework from their subject perspective. Some of the more obvious examples within other judgement areas are:

The quality of education

This has quite a lot of content for a single judgement area! However, in relation to the arrangement of a curriculum which is broad, balanced and matched to the needs of pupils, an effectively planned and organised PSHEe

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curriculum can clearly demonstrate these things. For example, within the educational 'intent' element of this judgement, PSHEe topics could demonstrably give schools evidence to show how

“The school’s curriculum is rooted in the solid consensus of the school’s leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.”

Behaviour and attitudes

Formerly part of the same judgment as personal development, this new judgement also holds much in the way of relevance for PSHEe. PSHEe curriculum delivery can help schools to create and maintain ***“a positive and respectful school culture”*** and ***“an environment in which pupils feel safe, and in which bullying, discrimination and peer-on-peer abuse – online or offline – are not accepted...”***

A positive and appropriate PSHE curriculum offer can also influence how pupils and staff perceive the school and how it deals with things like bullying and safeguarding; these topics are covered within surveys used in inspections to help inspectors understand a school’s approach to these themes.

One of the outstanding grade descriptors for behaviour and attitudes is ***“Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated”***. This reinforces the importance of many strands of teaching within PSHEe including effective relationships and sex education, mental health and anti-bullying where covering these themes could make direct links to these types of descriptors.

Leadership and management

The contribution that PSHEe can make to demonstrating how leaders ensure that education has a 'positive impact' on pupils seems fairly straightforward. There are also some contributions to things like staff CPD (if you engage in training around PSHEe themes) and staff wellbeing.

Within this judgement, one of the factors specified within the handbook is ***“whether leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils’ education”*** – this could be well evidenced through consultation as part of preparations for statutory relationships, sex and health education.

Overall effectiveness – SMSC

Whilst SMSC is most definitely not a school subject or something which is just found within PSHEe, there is no doubt that a strong PSHEe offer can give schools valuable evidence regarding spiritual, moral, social and cultural (SMSC) development. Whilst the individual SMSC development provisions are listed within the personal development judgement, their importance to overall effectiveness is maintained within that judgement area:

“Before making the final judgement on overall effectiveness, inspectors will always consider the spiritual, moral, social and cultural development of pupils at the school...”

Final thoughts

For a long time, PSHEe provision has had much to offer schools in terms of evidence for Ofsted inspections and impact on other strategic drivers. However, with the pending statutory elements from 2020, along with the changes to key judgment titles and focus within the new Ofsted framework, it is certain that the weight to this argument has strengthened dramatically. Schools who recognise this and ensure that they clearly signpost Ofsted to relevant evidence of effective provision and impact, will no doubt not only see the benefits from an Ofsted perspective, but also to outcomes for their pupils. It's a win-win!

As a final salient reminder of the importance of delivering the new statutory requirements for RE, RSE and HE, Ofsted notes that:

“From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level.

If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement. “

So basically, if you don't make sure that you are delivering what is required within the new statutory requirements from 2020, you might have a bit of bother getting a decent grading within Personal Development...

As luck would have it, we have a half-day training session for schools in December entitled 'Ofsted & PSHEe: Making the Links'. This has been recently updated to focus on the new Ofsted Education Inspection Framework, so if you would like to find out more in-depth information about the relevance of PSHEe to the wider schools agenda and Ofsted expectations, and how you can make the most of these opportunities, then please do come along!

We also regularly work with individual schools to help them improve their PSHEe practice in relation to whole school improvement, so please talk to us if you'd like us to do this with you!

Training opportunities

As well as our regular centralised training programme, we can offer INSET or 'twilight' training opportunities to enable schools to deliver key learning points to wider groups of staff and/or governors. We can also develop bespoke sessions on PSHE-related themes if schools have additional topics they would like to address.

For this school year, we have developed a couple of new training sessions specifically for primary and secondary phase colleagues focussing on Relationships Education/RSE and Health Education. These build upon the previously popular cross-phase 'RSE: Updates and Preparing for Statutory Status' course and take more of a phase-specific 'deep-dive' into related themes. The first of these sessions are being offered in November, so please visit the S4S training website for further information if they are of interest.

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

Service Training Calendar: September 2019 – December 2019

These training sessions are open to all, regardless of whether your school is signed up to a service package with us or not. We are always looking to explore new areas and venues to ensure everyone can attend at a convenient location to them. If you would be interested in potentially hosting a training session, then please get in touch!

Training session	Date/time
Understanding PSHE: An Introduction for New Coordinators	Friday 27th September, 12.45pm – 4.30pm
Understanding the Impact of Online Pornography on C & YP	Thursday 3rd October, 12.45pm – 4.30pm
Assessment in PSHE Education (primary phase only)	Wednesday 9th October, 12.45pm – 4.30pm
Effective Student Councils: Helping Pupils to Use Their Voice	Friday 18th October, 12.45pm – 4.15pm
Basic Drug Awareness/Drug Education Intro	Thursday 24th October, 1pm – 4.30pm
Relationships & Sex Education (RSE): The Role of Governors (suitable for Governors only)	Monday 4th November, 3pm – 5pm (TBC)
Getting Ready for Statutory Relationships Education in Primary Schools (primary phase only)	Wednesday 13th November, 12.45pm – 4.30pm
Getting Ready for Statutory Relationships & Sex Education in Secondary Schools (secondary phase only)	Wednesday 20th November, 12.45pm – 4.30pm
Ofsted & PSHE: Making the Links	Wednesday 11th December 12.45pm – 4.30pm

Please note, courses will run subject to enough delegate numbers. To book your place on any of these training sessions offered by the service, please visit www.services4schools.org.uk/training and click on the 'Workforce Development' section. If you are not currently signed up to a package of support with the service, you simply need to select the 'other delegates' option to process your booking.

We are always looking to develop new training sessions to meet the changing needs of schools, so if you have any suggestions or specific needs then please let us know.

CONTACT DETAILS

We would love to hear from you to talk to you about how we can help! Contact us via:
email: info@services4schools.org.uk or russell@schoolhwb.co.uk
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