



School Health & Wellbeing Service

e-bulletin

ISSUE 2 JUNE 2018

Welcome to the second edition of the School Health & Wellbeing Service e-bulletin. The aim of these bulletins is to give schools a brief update on current key issues around Personal, Social, Health and Economic education (PSHEe) and related topics. We have scoured the PSHEe world for useful information to present to you in this bulletin, so hopefully it is useful.

We are keen to ensure that this bulletin gives you what you need, so if you'd like to get in touch with any suggestions around the format or content, or to share any resources and best practise with others then please contact us.

Please note, the stories in this e-bulletin are sourced from a range of sources and websites including the PSHE Association, DfE, NSPCC and other agencies with a focus on supporting the health and wellbeing of children and young people.

What's inside?

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School Health & Wellbeing Service

The **S4S School Health & Wellbeing Service** offers 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. This can be achieved through consultancy advice, training and staff development, curriculum development and a variety of other support functions available from the service.

Please contact the **School Health & Wellbeing Service** via info@services4schools.org.uk if you would like any further information, to receive a service catalogue or to arrange a free initial planning meeting to see how the service could benefit your school.

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Personal, Social, Health, and Economic education updates

In this section of the bulletin we will reflect on any recent developments and stories across PSHEe, including signposting to useful resources, reports and projects which might be of interest to schools. If you're a PSHEe 'fan' then you'll like this!!

Ongoing call for statutory PSHE education

A recent report from the cross-party Education and Health and Social Care Committees on the government mental health Green Paper once again stresses the need for compulsory Personal, Social, Health and Economic (PSHE) education in all schools. Both Committees have recommended statutory PSHE education in recent years and this report reiterates their joint call for the Department for Education to take this step, this time in relation to children's mental health.

Parents, teachers, campaigners and young people themselves have called for compulsory PSHEe to address concerns about reduced curriculum time and variable standards. As colleagues will be aware, the government is still deciding whether to strengthen the status of PSHEe by making it statutory, having so far only committed to the relationships and sex education (RSE) element of the subject.

PSHE Association Chief Executive Jonathan Baggailey said:

“The PSHE Association welcomes the committees’ reiteration of the need for government to make PSHE compulsory in all schools. The future of the subject is in the balance, and although strengthening sex and relationships education is overdue and welcome, this isn’t the only aspect of PSHE that’s vital to children’s safety, health and readiness for the modern world. Issues such as mental health and contributory factors such as social media, drugs, physical health and economic literacy can’t be addressed through relationships and sex education alone, so the government must act to make PSHE a statutory curriculum subject in its entirety”

Teacher and school leaders call for ‘meaningful change’ in PSHE education

A new report from a coalition of organisations shows overwhelming support for making Personal, Social, Health and Economic education a compulsory subject for all pupils in all schools.

The [Statutory PSHE Education: meaningful change supported by busy teachers & school leaders report](#) outlines how making PSHEe statutory would have a meaningful impact on children and young people's lives, in return for only a modest impact on workload and timetabling. The report is co-authored by organisations covering the breadth of PSHE education including the NSPCC; NAHT; NEU; Sex Education Forum; PSHE Association; Young Enterprise; British Heart Foundation; Brook and Mentor UK.

Sarah Hannafin, senior policy advisor for the NAHT, said:

“Almost everyone involved with the care, protection and education of children believes that PSHE is the best way to help prepare young people for the challenges they will encounter in their adult lives and the current challenges they face beyond the school gates. With ever-increasing expectations and responsibilities on schools, statutory PSHE would ensure some curriculum time is protected to enable children and young people to learn about key issues including physical and mental wellbeing, online safety, healthy relationships and preparation for the workplace.”

Over 90% of school leaders surveyed by the NAHT support compulsory PSHEe. The Children's Commissioner, the National Police Chiefs Council Lead for Child Sexual Abuse, the Bank of England's Chief Economist, the Chief Medical Officer, Public Health England, teaching unions, four Commons Select Committees, two Royal societies and six Royal medical colleges are all amongst the many major organisations that also support statutory PSHEe.

Sarah Hannafin continued:

“It's important that PSHE is given statutory status. The school curriculum is over-stretched, but it is vital that we give space to preparing pupils for their lives in the real world, not just for exams. The government is due to announce a crucial decision on the future of PSHE soon, and we really hope that they will listen to educators and experts by making the subject mandatory in all schools.”

Bank of England's Governor writes on need to learn about economic wellbeing

The Bank of England's Governor Mark Carney has recently written in the TES about why the Bank of England is on a mission to 'demystify' economics for young people and support their economic wellbeing. In his article, Mr Carney highlighted the recently launched Bank of England econoME teaching resources which have received the PSHE Association's 'Quality Mark'. The benefits of PSHE education were also discussed at the econoME launch, with ITV's Robert Peston commenting that "PSHE is the glue that can hold together the whole curriculum". Bank of England Chief Economist Andy Haldane also wrote to the DfE recently urging them to make PSHE compulsory in all schools to increase understanding of the economy and economic wellbeing.

Financial education is an often-overlooked element of PSHE education, so the attention of Mark Carney and his BoE colleagues is very welcome. We take a look at the econoME resources and reasons why economic education is so important in our 'Focus on...' section later in this bulletin.

LGA report shows impact of RSE on the drop in teenage conception rates

The Local Government Association and Public Health England have published a report around teenage pregnancy and young parents. Focussing as an update 15 years after the Government launched its Teenage Pregnancy Strategy, the 'Good progress but more to do' (the clue on content is in the title!) report presents several case studies and an overview of the journey to reduce teenage conception rates. The main finding is that the teenage conception rate has dropped by 60 per cent and highlights that high-quality relationships and sex education (RSE) – a core part of PSHE – helps young people to delay sex until they are ready and to use contraception in the right way. This is great news given the pending change to statutory RSE.

This report is certainly worth a read for colleagues who deliver or coordinate RSE in schools, if for nothing more than to reiterate the importance of continuing to develop and adapt an RSE and PSHE curriculum to meet the changing needs of our pupils.

To view the report, visit:

https://www.local.gov.uk/sites/default/files/documents/15.7%20Teenage%20pregnancy_09.pdf

New relationships resources from the NSPCC

The NSPCC, in partnership with the PSHE Association, have produced resources to support schools in teaching about relationships and sex within a PSHEe context. The newly launched resource [**Making sense of relationships**](#) includes lesson plans for teachers covering key stages 2, 3 and 4. Age-appropriate lessons across the resources cover topics including: transition to secondary school; online safety and online friendships; consent; sexualised behaviour; unhealthy relationships; sharing sexual images, abuse in relationships and pornography.

If we take a closer look, the three sessions in the key stage 2 pack are ideal for schools to use now as part of their transition provision for Y6 pupils. This series of lessons provides foundational learning for the exploration of healthy and unhealthy relationships which follows in the key stage 3 and 4 units. The six sessions within the key stage 3 pack would work well with Y8 or Y9, depending upon pupil need. These lessons support young people in navigating the challenges and opportunities that relate to forming and maintaining personal relationships. Finally, the series of three lessons within the key stage 4 pack develops a more sophisticated approach to the understanding, attributes and skills introduced in key stage 3. The resource also includes a guide for teachers on creating a safe learning environment for the lessons, what to do if they receive a disclosure and where young people can go for further help.

Having reviewed these sessions, it is fair to say that these are high-quality resources which we would recommend to all schools as part of their planned PSHEe curriculum – and best of all they are free! The sessions are also mapped to the current PSHE Association Programme of Study, so colleagues can be assured that they are delivering best-practise within these sessions. Please visit the [**NSPCC website**](#) and download your pack now.

If you require any assistance in mapping these resources into your curriculum or addressing RSE within your school, then the **School Health & Wellbeing Service** can help you with this!

Focus on...the E stands for 'Economic'!

In each bulletin, we will focus commentary on an aspect or topical element of PSHE education. In this edition, we look at economic education, its importance and signpost colleagues to a number of useful resources and national services.

As the tenth annual '[My Money Week](https://www.young-money.org.uk/resources/mymoneyweek)' takes place on 11 – 17 June, it seems a pertinent time to take a quick look at the importance and relevance of economic and financial education as part of a planned PSHEe programme.

What do we mean by financial education?

Financial education is a programme of study that aims to equip young people with the knowledge, skills, and confidence to manage their money well. High quality teaching ensures that learners grow to understand their attitude to risk and become aware of their own behaviour and emotions when making financial decisions. It is also achieved through applied learning, for example as a context for teaching mathematics, where students grasp mathematical concepts through real-life scenarios.

In the **primary phase** financial education features in mathematics and non-statutory programmes of study for Citizenship and PSHE education at key stages 1 and 2.

In the **secondary phase**, the importance of financial education was recognised in the 2014 secondary National Curriculum for England. From September 2014 financial education was an aspect of citizenship and mathematics. Together with PSHEe, this provided more opportunities than ever for well-balanced and rounded financial education. Financial education therefore lends itself well to creative teaching across a variety of themes and subjects.

As well as developing mathematical skills, pupils also need to consider their attitudes towards money, so they can understand what drives the choices they make and how they will feel about the consequences. A well-planned programme of financial education will use all the opportunities a school curriculum provides for developing financial capability – mathematics, PSHE education and Citizenship all have a role to play in helping young people make the most of the opportunities and challenges that money brings in life.

Why should we bother?

Fundamentally, everyone needs a basic grasp of finances to be able to function as a citizen in the modern world. Think about bank accounts, mortgages and even buying your weekly shop – these all require a degree of financial capability and skills to get right. Children need to have an understanding of money, spending and saving so that when they become adults, they are prepared for this and even the most basic of everyday transactions. Like any other aspect of PSHEe, pupils need the opportunity to reflect and gain knowledge, skills and understanding to then make appropriate and well-informed choices around money. Children are also becoming increasingly financially active (think mobile phones, on-line gaming/purchases, part-time jobs, debit cards) so they need an age-appropriate economic education to allow them to participate in the modern world, both now and in the future.

Whilst economic education within PSHEe offers additional learning around numeracy and math's skills, taught via PSHE education as part of a wider planned curriculum it can have a different slant. Elements around values, the emotional impact of money, choices and responsibility can all be explored and linked to other, wider aspects of PSHEe. The personal and emotional aspect of economic education can help pupils become more confident decisionmakers, understand consequences and think about what influences them – all core parts of PSHE provision – and most definitely promote transferable life-skills.

From a strategic point of view, there are clear statutory reasons why schools should deliver financial education to their pupils. Schools have a duty to provide a balanced and broad curriculum which prepares pupils for the opportunities, responsibilities and experiences of later life (2002 Education Act/2010 Academies Act). Within the current common inspection framework and school inspection handbook, there are a number of considerations inspectors will make within key judgments where economic education can provide valuable evidence.

For example:

“the design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils’ outcomes and their personal, development, behaviour and welfare”

(Effectiveness of leadership and management)

“English, mathematics and the skills necessary to function as an economically active member of British society are promoted through teaching and learning”

(Quality of teaching, learning and assessment)

Provision of a high-quality and age-appropriate PSHEe programme, of which financial education is a key part, will therefore help schools to demonstrate their statutory responsibilities as well as ensure that they are meeting the needs of their school and local community.

There is also a desire at the highest level of national and international banking to make financial education more effective in schools. Andy Haldane, the Bank of England's chief economist, believes financial literacy should be built into the core curriculum early in secondary school. “There is a huge gulf between the amount of resource and effort put into core literacy and numeracy, which are fundamental, and what we put into economic and financial literacy”. He argues that financial education can help reach those in society that are ‘disconnected’ from the economic and social mainstream.

In all, there are some compelling moral and statutory reasons to make sure that economic education has a place within your curriculum offer.

What materials should we use?

Fitting economic education into your curriculum needn't be a chore! There will be many opportunities to introduce a financial element into existing subjects and topics that are being taught; a unit of work about the Romans could look at currency and how this has developed through time; a school or pupil voice project around fundraising or fair-trade also offers up plenty of opportunities for class discussions and whole-school focus.

As a guide for economic education within a PSHEe context, the PSHE Association Programme of Study has some useful learning opportunities mapped across its core themes which relate to economic education from KS1 – KS5. As with other elements, you should start with establishing what pupils already know, so carrying out an initial needs assessment or baseline of what they know will also be helpful.

For specific resources and programmes, the following materials and sources would be worth looking at to include within a wider planned programme of PSHE education:

Young Money – part of Young Enterprise, these are the 'go-to' organisation for financial education support, resources and advice. They offer a range of materials for use in schools, as well as a whole host of other 'wrap-around' support, including a free advisory service on any aspect of financial education. Young Money also offer a wide range of resources across different subjects, including PSHEe and are also the people behind the annual 'My Money Week' project, which offers an ideal opportunity to introduce the concept of financial education to your school community. Visit their website to find out more: <https://www.young-money.org.uk/>

econoME – The Bank of England has very recently launched econoME, a free PSHE education resource for secondary students aged 11 to 16 for teaching about economic wellbeing and the economy. The three lessons aim to give young people greater economic awareness and the analytical skills to make informed decisions, using real-world examples. The resource has achieved the PSHE Association 'Quality Mark' and consists of three engaging lesson plans, accompanying PowerPoint presentations, interactive activities and videos, a visual guide to the economy and a glossary of terms. The Bank also has other resources aimed at different age-groups.

Download your free Econome resource pack here: <https://www.bankofengland.co.uk/education/econome>

Banks & building societies – all produced out of the goodness of their own hearts (!), there are some decent lessons and materials available from a number of financial institutions. Some of the better ones currently include:

- **Nationwide** – <https://www.nationwideeducation.co.uk/>
- **Barclays LifeSkills** – <https://www.barclayslifeskills.com/teachers/>
- **Natwest MoneySense** – <https://natwest.mymoneysense.com/home>
- **MyBnk – not a bank, but they provide finance education workshops** – <https://www.mybnk.org/>

The best approach in terms of creating a financial education programme that is right for your school community is to take a pragmatic approach to the materials that are out there and mix and match what you need. Most importantly, although from a curriculum perspective economic education can sit within PSHE (remember what the E stands for, after all) it is definitely a topic which benefits from a more holistic approach across other subjects and wider school life.

Information for Action

In this section we aim to briefly summarise any relevant new guidance and updates which are issued to schools, such as those by DfE and national agencies which link into the PSHEe agenda.

Updated Government guidance on keeping children safe in education (KCSiE)

As schools will be aware, the Government recently published updated statutory guidance for schools on safeguarding children in the revised KCSiE which is to come into effect from 3rd September 2018. From a PSHEe perspective, in the previous 2016 version (which remains in place until the new guidance start date) there were some very useful sections which made clear links and references to how schools should promote safeguarding via teaching in PSHEe related sessions and topics. There was also a 'specific safeguarding issues' list of themes which schools needed to consider; again, this was useful in encouraging schools to cover these topics via PSHEe.

As the pending guidance is in consultation, we will await the final version before taking a more in depth look at the links between the new KCSiE document and PSHE education, but just to flag that this new guidance looks to have some minor changes around the aforementioned elements which will need to be noted by schools in relation to their PSHE education provision. It may also be that by the next academic year PSHEe will be pending statutory status, so this too may have an impact on any safeguarding guidance. We live in hope! Either way, expect to see this covered in our next bulletin in the Autumn term.

Service Training Calendar: June & July 2018

Effective Student Councils

Wednesday 27 June, 12.45 pm – 4.15 pm
(Wolverhampton venue)

Please note, course will run subject to sufficient delegate numbers. For more information on the training that we offer, or any other element of the service provided, then please contact us.

Next time...

The next edition of the **School Health & Wellbeing Service** e-bulletin will be ready to go out to schools in the early part of next academic year. If you have any suggestions or ideas for content, then please contact us at info@services4schools.org.uk with the subject header marked '**School Health & Wellbeing Service**'.

CONTACT DETAILS

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