



School Health & Wellbeing Service

e-bulletin

ISSUE 3 SEPTEMBER 2018

Welcome back to the new academic year! Hopefully you will be rested and raring to go for 2018-19. To help ease you back into the world of PSHE education (or welcome you to it if you are a new coordinator) we hope that this third edition of the **School Health & Wellbeing Service e-bulletin** gives you some useful updates. The aim of these bulletins is to give schools an overview on current key issues around **Personal, Social, Health and Economic education (PSHEe)** and related topics. There has been an awful lot going on in the last few months, and the next few years will bring plenty of changes for PSHE education and related health and wellbeing topics, so there is plenty to be **getting on with!**

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, or to share any positive stories, resources or best practise with others then please contact us.

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

Service News

For schools not familiar with 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 or in an ad-hoc 'pay as you go' method. Packages of support run during the financial year (so from April to March) but these can be purchased to use within this timescale 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 contact us and we will be happy to direct you to a package which can best meet your needs.

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 be of benefit to your school.

What's inside?

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Let us know your key PSHEe contact in school for 2018/19

As the new academic year starts, it is often the case that colleagues take on new areas of responsibility and coordinators of subject change. So that we can keep you up-to-date with all things PSHE, it would be helpful if you could let us know who your current PSHEe lead is. For schools with a package of support with the 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 your school has purchased, such as accessing one of our regular training sessions or booking us in for some specific support.

Please contact Russell Stanley via russell@schoolhwb.co.uk to let us know the contact details of your PSHE education coordinator.

Personal, Social, Health, and Economic education updates

In this section we will look at any recent developments and stories across PSHEe, including signposting to useful resources, reports and projects which might be of interest to schools. There has been a lot going on over the last few months so there's plenty to fit in!

Health education element of PSHE to become compulsory too

For those of you who have been following the recent events around national policy towards PSHE education, you will be aware that relationships and sex education (RSE) had been finally designated to become a statutory part of the national curriculum from September 2019. As reported in previous bulletins, as part of this, the Government was also consulting on the other aspects of PSHE education to help decide if the subject as a whole was to also become compulsory to deliver in all schools.

On 19 July, just as schools were breaking up for the summer, the Government committed to making both the health and relationships aspects of PSHE education compulsory from September 2020. Whilst this is amazing news, in a somewhat confusing move, the Government has decided that statutory RSE will have a 'phased' start date and not come into force until 2020, so that it can sit alongside the launch of compulsory health education. Schools who are ready to deliver against the statutory RSE requirement are encouraged to begin in 2019 as previously planned. This therefore means that the majority of PSHE education will become mandatory from September 2020 – about time too!!

Chief Executive of the PSHE Association Jonathan Baggaley said:

“The government’s commitment to mandatory health and relationships education is welcome and a major step forward. Damian Hinds has shown outstanding leadership in guaranteeing young people an education that supports their physical and mental health, wellbeing and relationships. Many schools are already preparing young people for life through high quality PSHE education and these measures will encourage them to continue this work while helping to ensure a levelling up of PSHE standards across all schools so that all pupils benefit.”

Health and wellbeing are central pillars of PSHE education, and this – along with recent commitments to mandatory relationships education – gives a clear signal to all schools that regular, high-quality PSHE should be a central part of their curriculum.

We are disappointed that mandatory status doesn't apply to the whole of PSHE, but schools mustn't feel any need to de-prioritise aspects of the subject that fall outside health, wellbeing and relationships. Learning about economic wellbeing and preparing for work are vital to preparing young people for modern life – and are inextricably linked to health and relationships. Schools should continue to plan their PSHE as a coherent programme taking all aspects into account.”

As is often the case with new developments in education, there is the obligatory consultation on the draft regulations and statutory guidance, which in this case runs to 7th November 2019 for all elements. We would urge all teachers, governors, parents and frankly anyone with an interest in the wellbeing of young people to visit the DfE website, read the draft documents and complete the on-line survey to give your views. You can find this information and access to the survey link on the Department for Education website [here](#). You will also be able to see what the proposals are in terms of what the curriculum will contain and by when, which is what most of us have been waiting for since the initial announcement regarding statutory RSE was made last year. We take a more specific look at the guidance document in our 'Focus on...' section later in the bulletin.

Whilst many schools are already delivering the vast majority of what will be required within the new compulsory subjects, the good news about the Government's announcement is that it gives schools a reasonable amount of time to review their practise and prepare for these requirements before they become statutory. This is not to say this will make it a straightforward task to implement what is required to effectively deliver the subjects and ensure that they achieve the over-arching aims that the Government has highlighted; the issue of training and support for schools to enable them to do this is still to be addressed. Schools will also want to ensure that, whatever the statutory elements required, they are still meeting the needs of the pupils in their schools based on the specific circumstances of their communities. The obvious danger of not making the entire spectrum of PSHE compulsory is that things like economic education will simply be discarded and this would be a mistake; best practise in PSHE is still best practise, whether the elements are statutory or not.

One thing is for sure, the momentum for improvements in curriculum provision around the health and wellbeing of pupils is great, so don't be too surprised if we see further additions and changes to the compulsory elements before they come into effect in 2020.

New case studies around tackling bullying

A new report has recently been published by the DfE aimed at highlighting effective approaches in schools for the prevention of bullying. 'Approaches to preventing and tackling bullying: Case studies' has been put together after the DfE commissioned Cooper Gibson Research (CGR) to conduct in-depth qualitative interviews with senior leaders in schools. These schools were identified by anti-bullying organisations as exhibiting examples of promising practice to combat bullying.

The report outlines the approaches taken in the schools and the case studies which have been developed, along with common themes found across the schools interviewed. Some of the key strategies to tackling and preventing bullying in these schools were:

- **Taking a 'whole-school' approach**
- **Creating an inclusive ethos and culture**
- **Focussing on practices around prevention**
- **Responding quickly and consistently to bullying incidents**
- **Empowering pupils and keeping anti-bullying messages high-profile**

These findings aren't exactly surprising, but it is useful to see them linked closely together by the case studies and the report acts as an excellent point of reference for schools looking to revisit their approaches to tackling bullying, especially as the new school year begins. The document is well worth a read for all staff members - view the report by [clicking here](#).

It is also worth flagging that the annual Anti-Bullying Week campaign is taking place this year from 12th – 16th November; so get the date in your diary and sign-up to the Anti-Bullying Alliance website as a supporter! Visit the [ABA here](#) for lots of information (and free stuff) around Anti-Bullying Week.

Ofsted says schools not 'silver bullet' to tackling childhood obesity

After the publication of the '[Obesity, healthy eating and physical activity in primary schools](#)' document in July, Ofsted has made it clear that some of the expectations placed upon schools around this agenda are challenging and that the issue is much more than one for schools to solve alone. The report was published as part of the follow-up work from the Government's 2016 Childhood Obesity Plan and sees Ofsted review obesity, healthy eating and physical activity in schools.

Chief Inspector Amanda Spielman said:

“Obesity is a serious public health challenge with wide-ranging and deep-rooted effects. Schools have an important role to play in the fight against childhood obesity. A broad curriculum, which emphasises healthy lifestyles and high-quality PE is vital to this but is too often given insufficient focus. We must also recognise that schools cannot provide a silver bullet for all societal ills. Teachers and school leaders are already stretched; they should not be held responsible for an issue that requires concerted action across the board.”

There is no doubt that schools have a huge part to play in addressing childhood obesity, and a lot of excellent work goes on in schools. However, it is refreshing to see that Ofsted are emphasising the need for a 'system-wide' approach to the topic, rather than it becoming yet another issue which schools are tasked with dealing with and potentially distracting them from their core purpose of educating children. The report contains some interesting and useful findings, so is worth referring to pick out some good (and not so good) practice. It also highlights some common issues which schools face – well worth a read in supporting your own settings approach to provision in this area.

Focus on... draft statutory guidance for RSE & Health Education

Not the snappiest of article titles, but with the announcement that health education will now join relationships and sex education in becoming statutory, we thought it would be a good idea to take a closer look at the draft statutory guidance and give colleagues an idea of what they will be asked to deliver. Although the guidance is draft and out for consultation until November, it is worth understanding what this looks like, so that schools can start to plan for what this will mean for them.

What's the general flavour of the guidance?

An important thing to flag straight away is the changes to the previous timeline around statutory RSE. Schools that are ready to provide high quality RSE by September 2019 based on the guidance are being strongly encouraged to do so, but the extension to 2020 for the statutory requirement aims to give schools needing more support the time to get their provision right and for the statutory elements of RSE and Health Education to kick in together. This may, however, result in some confusion for schools and bring about a false sense of security over timings – we shall see.

In the foreword of the document, the Secretary of State reflects on the content of the feedback from the 23,000 respondents:

“The depth and breadth of views is clear, and there are understandable and legitimate areas of contention. Our guiding principles have been that compulsory subject content must be age appropriate. It must be taught sensitively and inclusively, with respect for the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.”

“We are determined that the subjects must be deliverable and give schools flexibility to shape their curriculum according to the needs of their pupils and communities.”

It is clear then that the onus for the specifics of delivery, such as a programme of study, will still be for schools to decide upon based on the guidance, which will certainly be easier for schools who already offer a broad, balanced and planned PSHE education curriculum to operate within.

The guidance starts by explaining how the requirements vary for different types of schools; the right to be 'excused' if parents don't want their child to receive sex education; the role of religion and belief; and what should be covered by the school policy – for primary schools this includes the task of defining relationships education. We then get the information on the big question: what exactly the curriculum should contain.

This basically is divided into relationships education – for primary schools, RSE – for secondary schools and a brand-new subject: health education – to be mandatory at both primary and secondary level.

What is taught and when?

This is the crux of what many educators have been waiting on. In a nutshell, the draft statutory guidance shows tables that set out what pupils should know 'by the end of primary' and 'by the end of secondary' but do not break down content by year or key stage. As such, this allows a certain scope for schools to decide how to pace the learning within phases based upon the needs of their pupils. Whilst there is this flexibility, it is also clear that learning should start at the beginning of the primary phase, with a 'building blocks' approach whereby 'core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons'. This marks the end to RSE being delivered solely via drop-down days or as one-off sessions from external visitors, although these would still be valuable for additional learning opportunities. If your school has previously opted for this approach it is really important to start thinking about the logistics around your provision, such as timetabling, staff and programmes of study this academic year.

Further content and information on the 'Relationships Education' and 'Sex Education' 'Health Education' elements are also given within the document. These include a wide-range of topics within the specific areas and it can feel that some topics have been made to fit (puberty included within 'changing adolescent body' within health education, rather than simply electing to make this statutory within a sex education element for the primary phase, for example?) Overall though, regardless of where it is located, by the end of secondary phase pupils are all ensured of getting a much better offer than some do now.

What else do I need to know?

There is lots in here, so it is worth a read through to see what specifics might be more relevant to your setting. However, there is a refresh on the need for a statutory policy around RSE which has been statutory for ages, but that some schools will undoubtedly need to review as part of the new approach (see p.8/9 of the document).

The 'right to be excused' from sex education elements of the curriculum is a small but major part of this guidance. Even though the subject is statutory, there remains the right of withdrawal (as it was previously known) although this is now only "*up to and until three terms before the child turns 16*" which is a change in previous guidance. Schools will need to understand these rights and explain it clearly in their policies.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE." (p.13).

This applies to all phases, although as sex education is not statutory within the primary phase, any schools who wish to teach additional elements would pay attention to the next piece of text, below.

"Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum." (p.14).

This is pretty much as you were really – sex education is not statutory for primary schools in the new curriculum, but some elements of it sit within the NC for science which parents are not able to withdraw pupils from.

As ever, schools will need to ensure that they have a robust policy to cover this 'right to be excused' and engage with parents to help them understand what the new curriculum is or isn't, in order to ensure pupils aren't missing out on vital education due to misunderstandings. It is easy to imagine an initial influx of excuse requests from parents, with schools getting confused as to what they can or can't insist upon themselves and how to handle these requests.

High quality RSE and health education will depend on investment in training for schools and staff and many organisations are still lobbying the Government to make a commitment to this. This is not really addressed in the draft guidance, although there is a recognition that external agencies and support can be beneficial to schools. No doubt schools will need to consider how they address this themselves as waiting to see what happens centrally may mean they run out of time.

Final thoughts...

The draft guidance is a bit of a mixed bag, really. It is quite a bold step forwards for relationships education, a somewhat cautious approach to sex education, and throws in a surprise of including puberty in the Health Education element, which is in itself a bit of a catch-all for other elements within PSHE education. There's a lot to get to grips with and some more clarity will hopefully follow after the end of the consultation period.

So, despite not making the entire spectrum of PSHEe statutory (poor old Economic education, the E is always forgotten...!), overall, we do have the bulk of what has been lobbied for here. Time will tell if it does what we hope it will, and there is certainly a lot to digest and prepare for before 2020. A final, simple quote from the guidance though does really sum it up:

“All of these subjects should be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school.”

Basically, if you approach health and wellbeing as distinct, separate topics then you are doing your pupils a disservice. Make the most of wider approaches and opportunities within the context of high-quality PSHEe and you won't be going far wrong. The same as it ever was...

If this has all made your head spin somewhat, then fear not! We will be offering a training session which looks at the new guidance and best practise from an RSE perspective later this term, as well as developing additional sessions to support schools around the pending changes. Please check out the training opportunities section for more information or get in touch with us to see how we could support you to get ready for statutory RSE and Health Education.

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, and give schools a quick look at actions they might wish to take.

Updated Government guidance on Keeping Children Safe in Education (KCSiE) – links to PSHE education

As promised in the last issue, we have taken a closer look at the new KCSiE guidance and picked out some of the key issues and/or changes regarding PSHE education which may be useful for schools to consider. The main headline is the close links being made with the new statutory curriculum for Relationships, Sex Education and Health Education, which is great to see. There are numerous cross-references in the draft statutory guidance to the KCSiE 2018, so it does need to be read in conjunction and kept in mind in any related school policies and procedures

The latest version of KCSiE statutory guidance for schools comes into effect from 3rd September 2018. From a PSHEe perspective, as with the previous 2016 version there are some very useful sections which make clear links to how schools should promote safeguarding via teaching in PSHEe related sessions. There is also still the information around 'specific safeguarding issues' with a list of themes which schools needed to consider. This now looks like this:

49. All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

50. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);*
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;*
- sexual violence and sexual harassment;*
- sexting (also known as youth produced sexual imagery); and*
- initiation/hazing type violence and rituals.*

51. All staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

Keeping children safe in education Statutory guidance for schools and colleges (September 2018)

Further information on safeguarding issues is also presented in Annex A of the document and is a useful reference point for staff to refer to before delivering associated curriculum elements with pupils. It is pretty obvious to see that PSHE education can be used as the curriculum vehicle to address virtually all the topics above, depending on age and the needs of your pupils and issues they may face.

As with the previous version of KCSiE, this is again made abundantly clear in the 2018 iteration. For example:

Opportunities to teach safeguarding

80. Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.

81. This may include covering relevant issues through Relationships Education and Relationships and Sex Education (also known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education.

Keeping children safe in education Statutory guidance for schools and colleges (September 2018)

The above excerpt will no doubt alter when the date for statutory relationships, sex education and health education comes into effect, but it is a very useful reference point to share with governors and staff.

From a policy perspective, it is still highly important to link your child protection policy to those related to PSHE policies and themes (e.g. anti-bullying, drug education, RSE, PSHE education policy, etc.) so that you can demonstrate the expectation that this is where you will reinforce positive behaviours and take a pro-active approach in encouraging pupils to more effectively protect themselves and understand what do if things go wrong. Safeguarding should be highlighted as the 'golden-thread' which runs across your PSHEe provision and is a key driver for why you do what you do.

Some key quotes from within the new draft guidance for statutory RSE and Health Education also reinforce the absolute importance of PSHE-related practise in supporting pupils around the safeguarding agenda.

At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education. Keeping Children Safe in Education (KCSiE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of the processes to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

Through Relationships Education (and RSE), schools can help prevent abuse and protect children, by teaching the knowledge they need to be safe and to report abuse, including emotional, physical and sexual abuse. For example, in primary schools, this can be done by focusing on boundaries and privacy, ensuring young people are taught that they have rights over their own bodies and know how to report concerns or seek advice. This should include understanding boundaries in friendships with peers and also in families and with others (both online and offline). These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding all children.

Relationships Education, Relationships and Sex Education (RSE) and Health Education. Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (draft) July 2018.

So, not a huge amount of change to the latest guidance, but it is good to see the clear links made between safeguarding our children and PSHE education. Please ensure that you refer to the new KCSiE guidance as you conduct any PSHE education policy updates this year, and vice versa.

Summary of suggested actions:

- When updating your child protection policy, cross-reference and link KCSiE 2018 to PSHEe related policies and include updated excerpts to reinforce your reasons for your provision, such as those given above
- Ensure all staff who deliver PSHEe-relates topics (especially those that relate to sections 49, 50 and other topics listed in Annex A) refresh on KCSiE 2018 and your own child protection policy prior to delivery of these topics
- Review your PSHE education curriculum to ensure you give appropriate and adequate coverage to any of the specific safeguarding issues which might be required in your school. Clearly link this curriculum delivery as a central aspect of your child protection policy

Training opportunities

New series of 'Introduction to Health & Wellbeing in Schools' for Governors

The service is pleased to announce that we will be offering some new training sessions aimed specifically at school governors over the next academic year. Offered via the S4S Training and Development Service, the series will cover a variety of themes within the children and young people's health & wellbeing arena. The sessions are aimed at raising awareness of these issues with governors who are unfamiliar with the themes in order to enable them to better support improved practise in schools.

The great news is that governors from schools who are signed up to a support package with the School Health & Wellbeing Service can attend the sessions as part of their package with us, so there is no additional charge!

For further information, including course content, venues and dates, please visit

www.services4schools.org.uk/training and click on the 'Governor Training' section.

continued →

Service Training Calendar: September 2018 – January 2019

As part of our regular programme of central training available to all school staff, we will be running the following sessions in the coming months:

Training session	Date/time
Understanding PSHE: An introduction for new coordinators	Thursday 27th September, 12.45 pm – 4.30 pm
Basic Drug Awareness	Friday 19th October, 12.45 pm – 4.15 pm
Relationships & Sex Education: Update & preparing for statutory status	Thursday 22nd November, 12.45 pm – 4.30pm
Assessment in PSHE Education (Primary phase)	Thursday 31st January, 12.45 pm – 4.30pm

The sessions are available to all school staff, regardless of whether your school is signed up to a service package or not.

Please note, courses will run subject to sufficient 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.

For more information on the training that we offer, or any other element of the service provided, then please contact us. 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. Contact us via:

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