CPD

and PSHE Education in Staffordshire & Stoke-on-Trent

2024

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INTRODUCTION

The PSHE Education Service, funded by Staffordshire Police, Fire and Crime Commissioner aims to support the development and delivery of age-appropriate, good quality, consistent PSHE education across Staffordshire and Stoke on Trent.

Within our Key Principles for Effective PSHE education, we highlight that for PSHE to be effective it must be delivered by trained, confident and competent professionals.

The purpose of this document is to support PSHE Leads with education settings based in Staffordshire and Stoke-on-Trent in developing their Continuous Professional Development (CPD) plans. Helping them ensure that their PSHE education is effective, up-to-date, and responsive to the needs of the children and young people they work with.

WHY IS CPD IMPORTANT?

A Continuing Professional Development (CPD) plan is crucial for PSHE education for many reasons:

- **Enhancing Staff Skills:** CPD helps education staff stay updated with the latest teaching methods, technologies, and research findings, which can significantly improve their teaching practices. This is especially important in PSHE, where topics are constantly evolving.
- Meeting Statutory Requirements - A well-structured CPD plan ensures that education staff are well-prepared to meet the standards highlighted within the DfE's <u>statutory guidance of Relationships, Sex and Health Education</u> (RSHE).
- **Supporting Children and Young People's Wellbeing** - Effective PSHE Education is key to keeping children and young people safe, healthy and prepared for life. CPD equips education staff with the skills to address sensitive topics confidently and appropriately.
- **Promoting Whole-School Improvement** - A CPD plan can drive setting-wide improvements by fostering a consistent and comprehensive approach to PSHE education. This can lead to better outcomes for children and young people and a more supportive environment within the education setting.
- **Addressing Local Needs** - CPD allows educators to tailor their PSHE curriculum to the specific needs of their population, ensuring that the education is relevant and impactful.

KEY PRINCIPLES FOR EFFECTIVE PSHE EDUCATION

Within Stoke-on-Trent and Staffordshire we believe that for PSHE education to be effective it must be:

- Delivered within a safe learning environment based on the principle that prejudice, discrimination and bullying are harmful and unacceptable
- With clear learning objectives and outcomes and ensure sessions and programmes are well-planned, resourced and appropriately underpinned by solid research and evidence.
- Relevant, accurate and factual, including using the correct terminology
- Positively inclusive in terms of:
  - Age;
  - Disability;
  - Gender identity;
  - Pregnancy and maternity;
  - Race;
  - Religion or belief
  - Sex;
  - Sexual orientation
- Designed to include the development of knowledge, skills and values to support positive life choices
- Using positive messaging, that does not cause shame or victim blaming
- Challenging attitudes and values within society, such as perceived social norms and those portrayed in the media
- Reflective of the age and stage of the children and young people and be tailored to the environment and group
- Utilising active skill-based learning techniques that accommodate a range of learning styles
- Ensuring that children and young people are aware of their rights, including their right to access confidential advice and support services within the boundaries of safeguarding
- Delivered by trained, confident and competent professionals
- Empowering and involving children and young people as participants, advocates and evaluators in the development of PSHE education.

In September 2022, the National Association of Schoolmasters Union and Women Teachers (NASUWT) and the NSPCC carried out a joint survey of over 1,000 secondary schools teachers in the UK. The survey found:

- Almost half of secondary school teachers (46%) said that they do not feel confident teaching relationships and sex education
- Over a quarter of teachers do not feel confident answering difficult or sensitive questions in lessons
- The majority of teachers (86%) feel they need more resources and training in the subject area
- 57% feel that support from the government has been poor

In March 2023, the Sex Education Forum published Young People's Relationship and Sex Education (RSE) Poll 2022. This showed the findings of over 1,000 young people aged 16-17 years, living in England.

- 51% agreed that RSE was taught by people with enough knowledge and confidence
- 3 in 10 respondents agreed that they were taught by people who enjoyed teaching RSE

An academic research paper into "preparing to teach relationships: student teachers' perceived knowledge and attitudes" highlights again that teacher comfortability is one of the key components of high-quality and effective Comprehensive Sexuality Education and teachers' competence and confidence is one of the gaps repeatedly highlighted in respect of the consistent implementation of CSE in schools. Poor confidence, competence, and comfortability in teaching this subject can result in certain topics (e.g. LGBTQ+ issues, sex positivity etc) not being taught while other issues such as physical health are frequently privileged in the teaching of RSE, but are frequently taught without critical evaluation. Many student teachers often feel that the training received to deliver RSHE/PSHE is insufficient compared to other subjects, despite this they report moderate to high levels of perceived knowledge and comfort in teaching RSE, and a strong commitment to delivering it once qualified.

IMPROVING CONFIDENCE

Improving confidence in staff delivering PSHE can be achieved through several effective strategies:

1

Comprehensive Training:
Providing thorough and ongoing professional development is crucial. Training should cover not only the content but also pedagogical strategies, classroom management, and how to handle sensitive topics.

2

Mentorship and Peer Support:
Pairing less experienced educators with mentors who are confident in teaching PSHE can provide valuable guidance and support. Regular peer discussions and sharing of best practice can also help build confidence.

3

Access to Quality Resources:
Ensuring educators have access to high-quality, up-to-date resources and teaching materials can make them feel more prepared and supported. Our free Resource Library provides nationally sourced and locally produced resources.

4

Creating a Safe Learning Environment:
Encouraging an open and non-judgmental classroom environment where children and young people feel safe to ask questions and discuss topics can help educators feel more comfortable and confident. See our Creating a Safe Learning Environment Guide for tips and strategies on how to do this.

5

Child-Centred Approached:
Using interactive and child-centred teaching methods, such as discussions, role-plays, and group activities, can make the session more engaging and less daunting for educators. See our Active Learning Techniques Guide for more information.

6

Feedback and Reflection:
Regular feedback from participants and colleagues, as well as self- reflection on teaching practices, can help educators identify areas for improvement and build their confidence over time.

ASSESS NEEDS

Identify Gaps

- Speak to staff who deliver PSHE sessions and find out their thoughts and assess current skills and knowledge gaps. This could be done as an individual or group activity.
- Utilise the curriculum map and find out if staff feel for each topic area it is:
  - Comfort
  - Stretch
  - Panic - please note that if a staff member says a topic area is in their panic area it is not safe or appropriate for either them or children/young people to teach on the topic.

We have created a template worksheet that can be utilised for this activity that can be found in the suggested resources.

- Use the PSHE Education Audit tool to create an action plan that includes identifying training needs.

Set Objectives

- As with effective lesson planning a good CPD plan with have clearly defined objectives for what you want to achieve. These should align with both the education setting's goals and individual professional development needs.

PLAN CONTENT

Core Topics

- Ensure that the CPD covers essential PSHE topics such as mental health, healthy relationships, digital literacy and financial education.

Current Issues

- Include training on current issues relevant to the children and young people who attend your setting, such as online safety, consent and wellbeing. Utilise views expressed through your Voice of the Child work and the latest research shared within the PSHE Digest to help identify current issues for your context.

Teaching Strategies

- It is recognised that the pedagogy for PSHE can be different to that of other subjects, being more of a facilitator. Our <u>Active Learning Techniques Best Practice Guide</u> has more information on this. A CPD plan should incorporate best practices for teaching PSHE, including interactive and student-centred approaches.

CHOOSE DELIVERY METHODS

Workshops and Seminars

- Organise in-person or virtual workshops and seminars led by experts in PSHE Education.

Online Courses

- Utilise online CPD courses that offer flexibility and can be accessed at any time. You will find links on the PSHE Education Service's website under Training – https://pshestaffs.com/training/

Peer Learning

- Encourage peer observations and collaborative planning sessions where educators can share best practice and resources. Our PSHE Leads Network Meeting provides a space for PSHE Leads from across Staffordshire and Stoke-on-Trent to come together and engage in peer learning. We also host a Facebook Group dedicated to PSHE Leads working in Staffordshire and Stoke-on-Trent. This is a space for us to come together, share best practices, exchange valuable resources, and discuss the unique challenges we face in our roles. You can join the group by clicking this link.

We have created an Observation of Practice template that can be found in the Suggested Resources within this document.

MONITOR AND EVALUATE

Feedback Mechanisms

- As with PSHE sessions with children and young people feedback should be collected from professionals who attend CPD opportunities to assess its effectiveness and identify areas for improvement.

Impact Assessment

- Evaluate the impact of the CPD on teaching practices and outcomes for children and young people. This can be done through classroom observations, feedback from children and young people and performance data.

ADAPT AND IMPROVE

Reflect and Adapt

- Regularly review and adjust the CPD plan based on feedback and changing needs. Stay updated with the latest developments in PSHE education to ensure the training remains relevant and effective - the PSHE Digest will share these updates so please ensure your details are on our mailing list.

Outcomes :
- Staff will report increased confidence in delivering PSHE lessons, particularly on specific topics as identified through the needs analysis.
- Staff will develop and apply effective teaching strategies in line with best practice guidance from the PSHE Education Service
- Students will demonstrate higher levels of engagement and participation in PSHE sessions linked to identified topics as staff are more confident in delivery based on annual student survey.

Term 1:
- Workshop on Mental Health Awareness with Mental Health Support Team
- Online course on Media Literacy with The Economist Education Foundation
- Peer Observation and Feedback Session

Term 2:
- Seminar on FGM - utilise PSHE Education Service webinar
- Twilight session on Financial Education with Young Enterprise
- Resource Sharing and Collaboration

Term 3:
- Workshop on Teaching Strategies for PSHE
- Online course on Recognising and Responding to Prejudice and Identity-Based Bullying by Equaliteach
- Impact Assessment and Feedback Collection

CHOOSING EFFECTIVE TRAINING

Choosing effective training for PSHE education is crucial for ensuring that educators are well-prepared to deliver high-quality sessions. Here are some key considerations.

1

Research Training Providers:
- Look for training provided by reputable organisations, ensuring that the trainers have expertise in PSHE education and a track record of delivering effective training.

2

Evaluate Training Content:
- Ensure that the training content is relevant to the current curriculum and guidance and addresses the specific needs identified in your assessment.
- Look for training that provides practical strategies and resources that educators can immediately apply in their classrooms.

3

Consider Delivery Methods:
- In-person or virtual workshops and seminars can provide interactive and engaging learning experiences.
- Online courses offer flexibility and can be accessed at any time, making them convenient for busy professionals.
- Blended Learning, a combinations of in-person and online training can provide a balanced approach, catering to different learning preferences.

4

Evaluate:
- Collect feedback from professionals who completed the training to assess its effectiveness, impact and identify areas for improvement.

5

On-Going Support:
- Choose training that includes follow-on sessions or ongoing support to help staff implement what they have learnt.

There are three main areas that educators report that they would like additional support around. These are:

- Handling Sensitive Topics
- Managing Questions
- Managing Challenging Behaviours

HANDLING SENSITIVE TOPICS

Handling sensitive topics in PSHE education requires careful planning and a supportive approach. Here is a summary of practical advice on how educators can effectively manage these discussions:

- Establish a Safe Learning Environment
  - Ground Rules - Work with children and young people to establish clear ground rules for discussions. This includes respecting others' opinions, not asking personal questioning, and allowing the right to pass on answering
  - Trust and Support - Create a climate of trust where children and young people feel safe to share their thoughts and feelings without negative feedback
- Use Distancing Techniques
  - Fictional Scenarios - Use stories, role plays, or scenarios based on real situations to discuss sensitive topics. This help depersonalised the discussion and makes it easier for people to engage.
  - Media and Characters - Incorporate TV programmes, books or fictional characters to stimulate discussions and explore different perspectives.
- Provide Balanced Information
  - Multiple Viewpoints - Present balanced information and differing views to help children and young people form their own opinions. Ensure that harmful behaviours like discrimination and bullying are clearly identified as unacceptable.
  - Reliable Sources - Use credible sources and up-to-date information to support the lessons.

- Encourage Confidentiality and Anonymity
  - Anonymous questions – Provide opportunities for children and young people to ask questions anonymously, such as through a question box. This can help to address sensitive issues without putting anyone on the spot.
  - Small Group Discussions – Allow for confidential discussions in small groups before sharing with the larger group.
- Be Prepared for Disclosures
  - Safeguarding Policies – Familiarise yourself with the setting's safeguarding policies and procedures. Ensure children and young people know how to seek help and understand the limitations of confidentiality.
  - Work with the Designated Safeguarding Lead – Share the curriculum map with the Safeguarding Team so they can prepare themselves for spikes in disclosures.
  - Support Systems – Make children and young people aware of support systems both within and outside the education setting, such as youth services, helplines, support services.
- Reflect and Adapt
  - Feedback – Collect feedback from children and young people to understand their comfort levels and adjust the approach accordingly.
  - Continuous Learning – Stay informed about best practices and new research in PSHE education and the specific topics covered within the curriculum to continuously improve teaching methods.

MANAGING QUESTIONS

It is important to encourage questions from the group to support children and young people to check their understanding and own thoughts. Answering questions requires the educator to feel confident in handling the questions asked.

Managing questions in PSHE lessons is a delicate balancing act, but with preparation and thoughtful strategies, educators can create an inclusive and supportive environment.

Sometimes a child or young person will ask a difficult question. As with all questions the first thing is to value the question whilst either allowing time to consider an appropriate answer or to deflect an inappropriate question.

- Thank them for the question
- Check understanding of question
- Give factual, age appropriate answer or, if not able, give time – "I'll get back to you"
- Consider response/answer to whole class or if a more personal, individual response is required
- Do colleagues need to be consulted?
- What is the organisation's policy?
- Safeguarding considerations?

Be aware of:

- Body language
- Facial expressions
- Tone

It is essential for educators to avoid making any child or young person feel that the question is too simple or unimportant.

One approach is to recognise the complexity of the question and offer a balanced response. When a question involves a potentially sensitive topic, educators should be careful with their language and take into account the diverse perspectives in the classroom. Sometimes, it may be best to address the question privately or steer the discussion in a way that fosters understanding and respect among all those present.

It can be tempting, even for our own comfort as adults, to provide unclear or untrue answers to quickly move past sensitive topics. However, this should be avoided at all costs, as it undermines the educator's credibility as an information provider. Always strive to be honest and factual in your responses. If you don't know or are unsure of an answer, it's perfectly acceptable to admit it. Teachers are human too, and acknowledging your fallibility shows students that it's okay not to know everything.

It is perfectly acceptable to explain in a way that is appropriate for the child/young person/group that a question may not be within the scope of what you can answer e.g. sex education topics where a parent/carer's right to withdraw applies, due to age or topic.

Always be ready to refer children and young people to appropriate resources or support if there are questions beyond the scope of the classroom, ensuring that their well-being remains the priority.

Sometimes it may be that not all questions can be answered immediately. When a question arises that cannot be answered on the spot, it is important to acknowledge the question and commit to finding the answer. This could be an opportunity to involve children and young people in the process of finding the answer, though a research task or revisit the conversation in the next session.

IDEAS FOR RESPONDING TO QUESTIONS

- That goes beyond the scope of this session, but I'd be happy to chat with you about that after the session"
- "That question deserves a really good answer, let me give it some thought and come back to you later"
- "That's a really interesting question! No one's ever asked me that before, so I'm going to think about that for a while. Can you remind me if I haven't given you an answer before the end?"
- "We agreed not to put anyone on the spot so it wouldn't be right for me to answer that question"
- "We agreed not to talk about our personal experiences so it wouldn't be right for me to answer that question"

Consideration

Have an "ask-it" basket in the room for anonymous questions available before, during and after the session. Give participants time to ask questions, you could ask for questions or if they don't have a question to write down what they had for breakfast so everyone in the group is writing and putting a question into the box.

Date:

Top Tips:

The Facilitator should....	The Facilitator should not...
Value questions from the participants. Use phrases like "that's a really interesting question..." "Thanks for asking that...."	Pick on an individual to either ask or answer a question
Give participants thinking time to come up with questions and answers. Let them discuss in pairs before talking in front of the class	React with sarcasm, frustration or anger to a question - even if it is suspected that the question has been asked to challenge
Ask for volunteers to ask or answer questions	Ignore questions. There may be some questions that are inappropriate to answer, but in this case, politely explain why (refer to ground rules)
Answer the question in a factual, honest and age-appropriate way without referring to own opinions or experiences	Try to answer a question if they don't know the answer. It is better to be honest with participants and buy time to check an answer rather than saying something inaccurate or misleading.
Create an anonymous question box or envelope that participants can add their questions to throughout the session and agree with the host organisation how and when these questions will be answered.	

MANAGING CHALLENGING BEHAVIOUR

The majority of participants in the session will want to learn and will appreciate the experience of being able to interact in a learning environment. However, in a small minority or cases – and for a variety of reasons – it is possible that some children and young people will present challenging behaviour that is disruptive.

It is useful to check your organisation's behaviour policy, and to discuss common techniques used for responding to low level disruption. For example, many organisations will use a consistent technique for attracting attention back to the professional in between activities or to signal that they want quiet. This might be silently raising an arm at the front and waiting for everyone else to mirror this action before they stop talking. Some professionals will clap their hands and the group will have to repeat the pattern, whilst others will countdown from "3,2,1" before expecting there to be silence and for everyone to be paying attention.

When engaging with an external provider, it is vital that a member of staff, from the education setting, is present to help manage classroom behaviour.

If external providers facilitating the session can use the same techniques, it helps to maintain consistency for the children and young people and means they are more likely to be ready to listen.

Equally, each organisation will have systems to manage behaviour that is consistently disruptive, such as giving a number of warnings before the child/young person is removed from the group.

The acronym WILMA can help facilitators to manage different types of behaviours as shown on the next page.

W

Worried
Reassurance, ask what they want from the session, set out early on what you are going to do and expect from them, get them to work with a friend.

I

Insecure
Reassurance, ask questions which the children and young person would be comfortable with to start with, encourage them to work with a friend.

L

Loud
Lay out the group agreement including something around taking turns to share opinions, create a rule that everyone has the opportunity to share one opinion over a set time, create opportunities to work in small groups which change so they do not dominate the same conversations.
It is known that people either take 5 seconds to formulate an answer or 10 seconds. Encourage everyone to wait until 10 seconds before answering to give everyone a chance.

M

Mute
Ask them closed and direct questions which are easy to answer. Create more opportunities for small group work; it may be that they just don't want to talk in front of everyone.

A

Aggressive
Lay out on the group agreement that it is not acceptable, position the individual close to you to keep an eye on them. Ask someone else to intervene if distracting you from the rest of the group and the outcomes (e.g. teacher, youth worker etc.).

Encouraging Participation

Participation does not come naturally to all children and young people. When we are delivering sessions we will create a positive, safe environment with the use of ground rules. Here are some additional tips to encourage participation.

Different methods:

Participation does not just mean a reliance on speaking. Ensure the session utilises different activity styles to incorporate participation. Discussions can be in pairs or threes rather than in the full table and then get feedback from these smaller groups.

Thinking Time:

It can be tempting to jump into a question and ask for reactions from the participates. Stop and give them time to think. Embrace silence do not expect an immediate response.
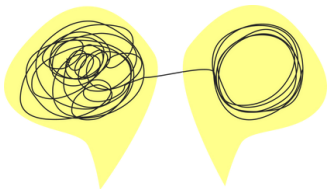
Clarity:

It is important to anticipant and plan for point of confusion or different questions/responses. Be ready to explain or demonstrate the different activities.

# SUPPORT FROM PSHE EDUCATION SERVICE

The PSHE Education Service is dedicated to supporting the development and delivery of high quality, age-appropriate PSHE education across Staffordshire and Stoke-on-Trent.

The service provides regular webinars and training session to help educators stay updated on best practices and new developments in PSHE Education.

PSHE Leads Network Meetings:
These half-termly online meetings provide an opportunity for PSHE Leads to come together, share best practice, address challenges and build connections. Information and booking can be found here.
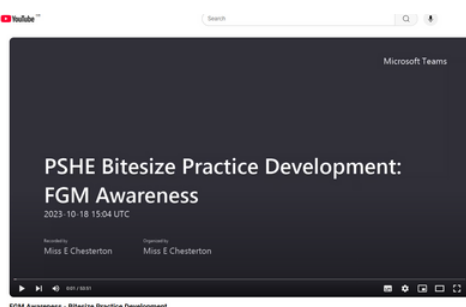
Bitesize Practice Development Sessions:
Aimed at improving the knowledge on specific topics taught within the PSHE curriculum, these webinars are led by subject experts who share their knowledge and expertise.

... & PSHE Packs:
Showcases how a topic links to the statutory guidance and PSHE Association's learning outcomes and provides information to equips professionals with the knowledge required to meet them. Including national and local signposting information.
All completed ... & PSHE packs can be found on our website and under the relevance topic's heading within the Resource Library. (Registration required and free to access for settings in Staffordshire and Stoke-on-Trent)

Resource Library:
A central repository of high-quality nationally sourced and locally produced high-quality resources. Free to access for education settings in Stoke-on-Trent and Staffordshire, registration is required and there is no limit to the number of accounts each setting can have.
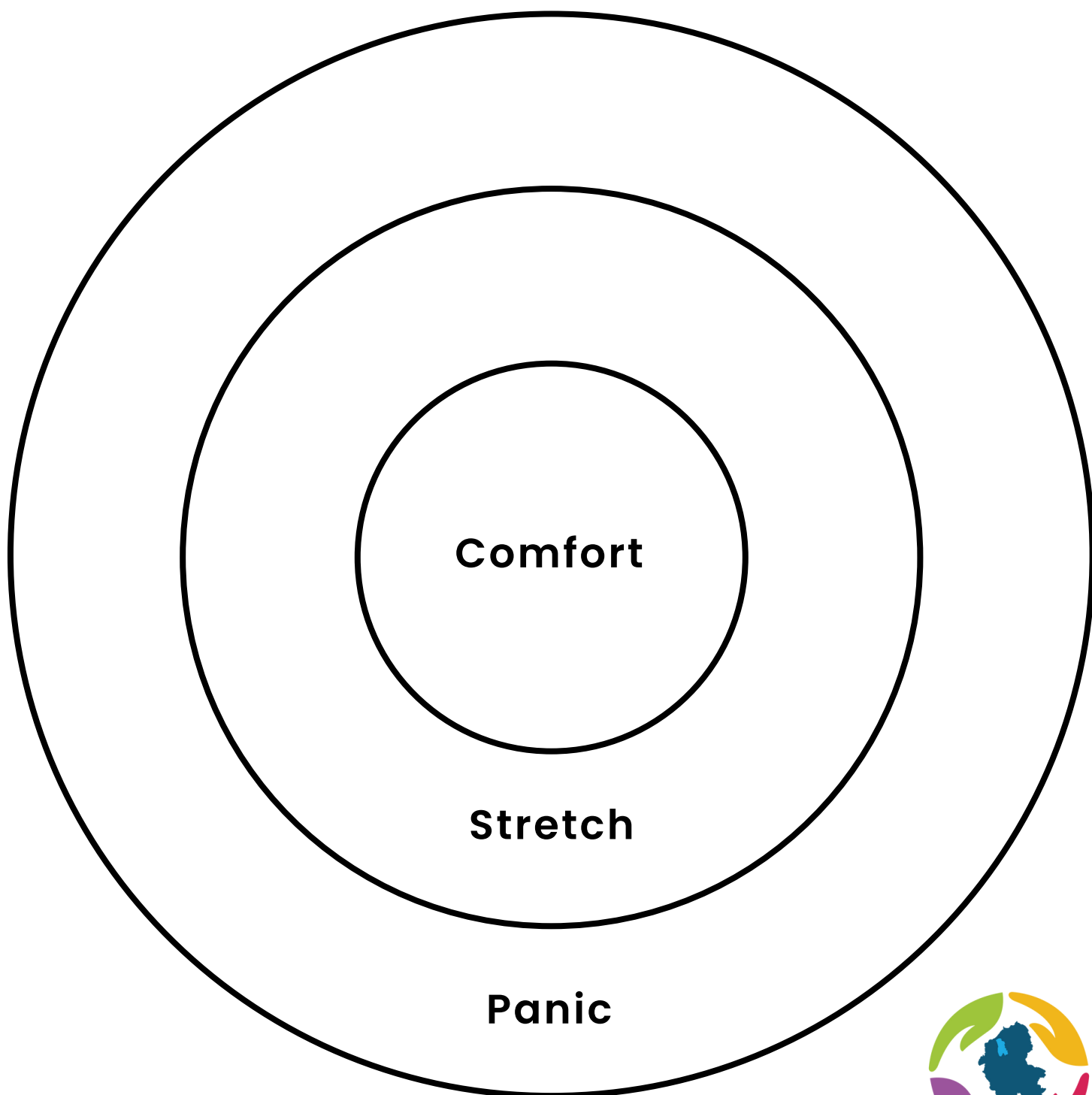
SUPPORTING RESOURCES

Use your setting curriculum map and consider each topic area. Mark on the diagram below the zone that best describes how you feel about teaching PSHE sessions on this topic.

Comfort

Stretch

Panic

PSHE
Education
STOKE-ON-TRENT
STAFFORDSHIRE

OBSERVATION OF PRACTICE

This form is designed to create discussions around positive and constructive feedback and identify learning needs.

Delivery

Prompts:
- Is the facilitator passionate and enthusiastic?
- Time management – how does the facilitator keep to the specified timings? Is the session pacey? Is the content sufficiently explained but points not overlaboured or repeated?
- Is the atmosphere positive?
- Has a safe learning environment been created?
- Is the facilitator engaging/ are the group engaged and enthusiastic?

Content

Prompts:
- Does the facilitator have a good grasp of the content?
- Does the session flow well?
- Is the facilitator familiar with the session resources and materials?
- Are the activities well explained and executed?

Skills

Prompts:
- How well are discussions managed?
- Does the facilitator respond appropriately to members of the group that might be challenging?
- Does the facilitator use inclusive strategies to ensure wider participation e.g. asking for feedback from different groups?
- Is the facilitator about to keep the attention of the group and keep them on task?

General Comments and Feedback

Person Observed:

Date:

Observer:

Session Observed:

PSHE
Education
STOKE-ON-TRENT
STAFFORDSHIRE

PSHE
Education
STOKE-ON-TRENT
STAFFORDSHIRE

SASCAL
STRONGER TOGETHER

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