



Delivering Effective PSHE

in Staffordshire & Stoke-on-Trent

2024

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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.

When taught well, there is compelling evidence that PSHE education helps to keep children and young people safe, mentally and physically healthy and prepared for life and work.

In 2015, the Department for Education published a review that demonstrated the subject's importance to children and young people's wellbeing and positive impact on academic achievement. The report states:

"THE EVIDENCE SHOWS THAT PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION CAN IMPROVE THE PHYSICAL AND PSYCHOSOCIAL WELL-BEING OF PUPILS. A VIRTUOUS CYCLE CAN BE ACHIEVED, WHEREBY PUPILS WITH BETTER HEALTH AND WELL-BEING CAN ACHIEVE BETTER ACADEMICALLY, WHICH IN TURN LEADS TO GREATER SUCCESS."

The Pan-Staffordshire PSHE Education Service aims to support education settings across Staffordshire and Stoke-on-Trent to deliver PSHE that aligns with relevant research and impact evidence.

This pack links to the local quality framework developed from evidence and research into delivering effective PSHE education to help professionals who teach this subject build their practice and understanding of how to provide effective PSHE education.



KEY PRINCIPLES FOR EFFECTIVE PSHE EDUCATION

Within Stoke 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.

SAFE LEARNING ENVIRONMENT

Participants who feel safe are more likely to engage in learning. It is essential to create a safe learning environment to enable children and young people to learn in a positive, supportive, and empowering environment.

A safe learning environment will enable children and young people to share feelings, explore values and attitudes, and express their opinions without fear of negative feedback from their peers.

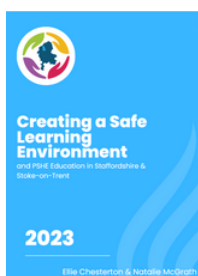
A safe learning environment with clear boundaries also helps professionals to manage discussions with greater confidence. It should be assumed before every session that at least one person in the room could have first-hand experience of the topic being discussed or find it sensitive for another reason and planning of the session should take this into account when considering language use, resources, and activities to use.

A supportive atmosphere fosters trust between children/young people and professionals. This trust is essential in enabling children and young people to feel confident to express their opinions and ask questions and also to disclose any safeguarding concerns.

A safe learning environment is also part of a trauma-informed approach. Trauma-Informed Practice is a way of working that recognises that:

- Anyone may have experienced trauma
- That people who have experienced trauma are less likely to engage with the learning
- The importance of relationships

PSHE Leads should have an effective working relationship with the Designated Safeguarding Lead (DSL), where more than one person holds these posts. This helps to ensure that the curriculum is reflective of the challenges facing children and young people, within the local context, and also ensure the PSHE Lead is aware of any potential triggers and the DSL is aware of any curriculum content that may lead to an increase in safeguarding disclosures.



Our guidance pack: Creating a Safe Learning Environment has more information, tips and resources on this essential key principle.

KEY PRINCIPLES FOR A SAFE LEARNING ENVIRONMENT

It is good practice for professionals to:



Set up clear ground rules about the group will behave towards each other during the session



Provide opportunities for discussions in small groups as well as whole class discussions



Provide a space for anonymous questions or concerns to be placed



Ensure access to a balanced information and differing views to enable children and young people to clarify their own opinion (remember to make clear that racist, homophobia, biphobia, transphobia, discrimination and bullying are always unacceptable)



Be aware and follow local setting policies on behaviour, safeguarding, confidentiality and other relevant policies and procedures



Be aware of any participants who may have particular needs or be at a particular risk, need additional support



Give participants the opportunity to opt out of the session, if appropriate (without the expectation to justify their absence to their peers) or have a designated person for them to speak to if required. You will need to consider how to follow-up on the missed session as some of the learning may still be relevant to them



Don't talk about your own experiences or views. As a person in a position of power, your opinions matter and can influence others



Signpost participants to trusted adults and organisations, both within your setting and outside including local and national organisations

CLEAR LEARNING OBJECTIVES 7

Learning outcomes enable alignment between different sessions and elements, for example, assessment strategy and learning and teaching approach. They provide evidence of compliance with OFSTED Personal Development judgement and should be linked to the curriculum to show the purpose of the resource and session.

It is recommended by the Pan-Staffordshire PSHE Education Service that the most effective learning outcomes are SMART:

- Specific
- Measurable
- Achievable
- Realistic
- Time-bound

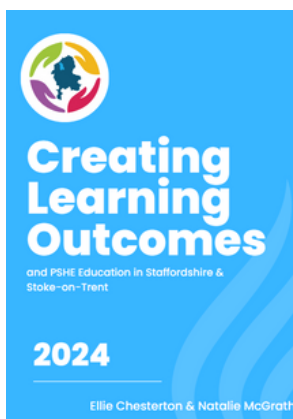
This helps to assess the learning within a session or programme of sessions.

Learning outcomes should enable children and young people to:

- Gain knowledge
- Develop skills/strategies
- Explore and reflect on own values

Clearly defined learning outcomes help both the children/young people and professionals understand the goals of each session. This ensures that the teaching is focused and that children and young people know what they are expected to learn and achieve. When this happens they are more likely to be engaged and motivated as learning outcomes help to make the connections between the session and real-life application.

Learning outcomes grounded in research and evidence ensure that the PSHE curriculum is effective and impactful.



Our guidance pack: Creating Learning Outcomes has more information, tips and resources on this essential key principle.

HELPFUL STARTER WORDS

The table below lists some words to use when writing outcomes, and those to avoid – this will help to ensure outcomes are SMART. The Pan-Staffordshire PSHE Education Service recommended all outcomes should have the prefix “by the end of the session participants will be able to...” to support assessment and demonstrate achievement

SMART Words to Use		Words to avoid – not SMART	
Analyse	List	Accept	Join
Answer	Make	Adapt	Judge
Assemble	Measure	Adopt	Know
Build	Name	Allow	Learn
Calculate	Obtain	Apply	Listen
Carry out	Operate	Appreciate	Look
Change	Organise	Assist	Maintain
Choose	Participate	Attempt	Manage
Clarify	Perform	Be aware of	Outline
Classify	Practise	Believe	Plan
Compare	Present	Challenge	Praise
Complete	Print	Criticise	Prepare
Construct	Produce	Defend	Provide
Contrast	Recall	Develop	Question
Convert	Recap	Devise	Rationalise
Create	Recognise	Discuss	Read
Define	Repeat	Dispute	Reflect
Demonstrate	Select	Enable	Review
Describe	Show	Encourage	Save
Differentiate	Sketch	Enjoy	See
Draw	Solve	Establish	Share
Estimate	State	Evaluate	Study
Explain	Summarise	Facilitate	Suggest
Identify	Switch	Formulate	Support
Illustrate	Use	Gain	Understand
Justify	Weigh	Hear	Visualise
Label	Write	Help	Volunteer
		Interpret	Watch
		Introduce	

RELEVANT, ACCURATE AND FACTUAL

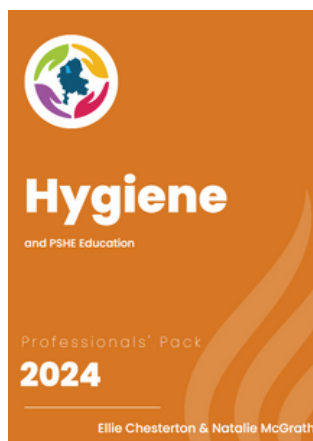
When PSHE content is accurate and factual, it builds trust among children, young people, parents/carers, and professionals. This credibility is crucial for ensuring that children and young people take the session seriously and apply the learning to their lives.

Relevant and accurate information ensures that children and young people are learning what is most pertinent to their lives now and in the future. This helps to make the learning more meaningful and impactful, which helps children and young people to understand better and retain the information. It also helps to bring information from a national level to a local one.

Providing accurate information on health, safety, and well-being helps children and young people identify and recognise the risks and benefits of different behaviours. This knowledge is essential for promoting safer practices and preventing harm.

Effective PSHE should empower children and young people by providing them with the tools they need to navigate complex social and personal issues. The world is constantly evolving, as are the challenges that young people face, and keeping PSHE content relevant ensures that it addresses current issues and prepares children and young people for the realities of today's society.

Providing accurate and factual information enables children and young people to make informed decisions about their health, relationships, and finances.



The PSHE Education Service for Staffordshire and Stoke-on-Trent has created a series of information pack for different topics that provide information to help professionals have the knowledge to meet the learning outcomes. Where completed, these can be found in the [Resource Library](#) in their relevant topic heading.

The list below provides details of some websites that provide accurate and factual information on a range of topics.

Health

<https://www.healthforteens.co.uk/staffordshireandstoke/>
www.nhs.uk

<https://www.talktofrank.com/>
www.themix.org.uk
<https://thesleepcharity.org.uk/>
www.youngminds.org.uk

Data to support local context:

<https://fingertips.phe.org.uk> (public health data)
https://www.stoke.gov.uk/directory_record/333579/joint_strategic_needs_assessment (Stoke-on-Trent Joint Strategic Needs Assessment)
<https://www.staffordshire.gov.uk/Observatory/insights/Health-and-wellbeing/Joint-Strategic-Needs-Assessment/Joint-Strategic-Needs-Assessment-2021/Joint-Strategic-Needs-and-Assets-Assessment-2021.aspx> (Staffordshire Joint Strategic Needs Assessment)

Relationships

<https://anti-bullyingalliance.org.uk/>
<https://www.healthforteens.co.uk/staffordshireandstoke/>
<https://www.internetmatters.org/>
www.brook.org.uk
www.childline.com
www.openclinic.org.uk
www.themix.org.uk

Living in the Wider World

<https://barclayslifeskills.com/>
<https://www.hsbc.co.uk/financial-education/>
<https://www.internetmatters.org/>
<https://www.natwest.com/learning.html>
<https://swgfl.org.uk/>



In 2024, the Sex Education Forum Poll found that only 43% of young people agreed that they felt personally represented and included in the RSE that they received at school.

An inclusive PSHE curriculum ensures that all children and young people see themselves reflected in the content. This helps them to feel valued and understood and helps them to see the relevance of the topic to their own life. When children and young people see their identities and experiences reflected in the curriculum, it can validate their existence and foster a sense of belonging. This is particularly important for children and young people from marginalised or under-represented groups.

An inclusive PSHE curriculum supports the mental health and wellbeing of all students, particularly those who belong to marginalised groups. Feeling seen and understood can have a profound impact on a student's self-esteem and overall mental health. Inclusive education provides a safe space for students to discuss their experiences and challenges, which can be therapeutic and empowering.

Creating a safe space that encourages discussions provides effective learning opportunities. For some children and young people, the classroom may be the only place they experience varying perspectives on the variety of topics covered within the PSHE curriculum.

Effective PSHE can help foster a supportive and inclusive school environment by recognising and celebrating the unique contribution each person brings.

By including diverse perspectives and experiences, inclusive PSHE can help to challenge and dispel stereotypes and misconceptions. This is essential for promoting equality and respect among children and young people. Educating children and young people about diversity and inclusion can significantly reduce instances of bullying and discrimination. When children and young people understand and appreciate differences, they are less likely to engage in harmful behaviours. Inclusive PSHE teaches about the impact a person's behaviour can have on others and encourages empathy and respect for all individuals.

Schools have a legal obligation under the Equality Act (2010) to eliminate discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not. PSHE can help schools to meet these requirements.



Ensure that the curriculum includes content that reflects the diverse backgrounds, identities and experiences of the community it serves.

This should be within scenarios, and case studies through the use of names and images.



Using a spiral curriculum means that key topics are revised at different stages, building on prior knowledge and skills.

This helps to reinforce the learning and ensures all children and young people can engage with the learning at an appropriate level.



Create a safe learning environment in which children and young people respect and support each other.



Utilise books to support the curriculum.

Picture books can be especially helpful for Early Years and Primary education settings.



Ask children and young people for their feedback about the content of the curriculum and if it represents them.

KNOWLEDGE, SKILLS AND VALUES

13

Topics explored in PSHE education, relate directly to a child's or young person's life, when they might find themselves in a tricky situation or "crunch" moment – and need to make a quick decision; for example, a child who is dared to run across the road by their friends, or a teenager who is being pressured to carry a knife. They will need to recall learning from PSHE education at that moment to help them make a decision. It also is about increasing their ability to be able make healthy decisions.

They will, of course, require knowledge e.g. being aware that you should do CPR does not equip you with the skills to perform it. Defining what a "do not resuscitate order" is does not enable young people to explore why some people may choose to have this in place should they suddenly go into cardiac arrest or stop breathing.

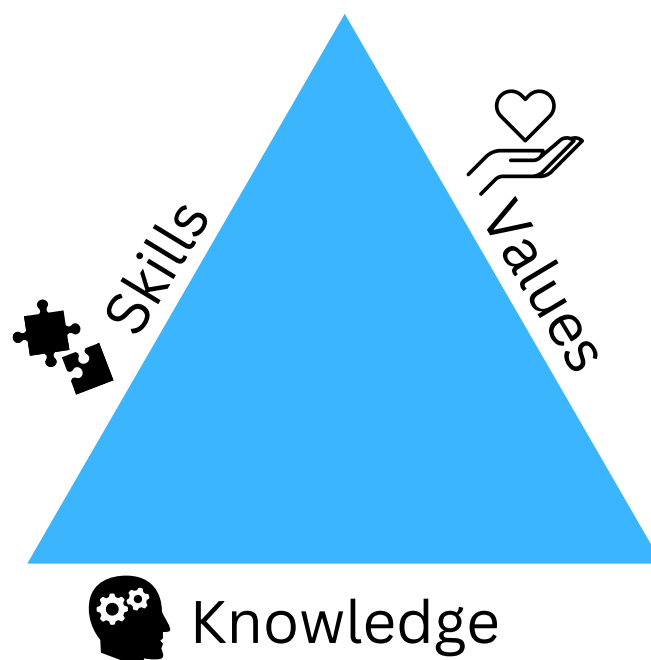
To ensure that sessions are balanced, it is important to know the purpose of the activity and create a balanced session that increases or enables reflection on knowledge, skills and values.

The definition of each of these is:

Knowledge: gaining new information on a topic

Skills: gaining new skills on a topic

Values: reflecting on, and potentially altering, values in relation to a topic



Outcome (by the end of the session participants will be able to...)	K,S,V?
Identify and name two common STIs	K
Explain what county lines means	K
Recognise two types of healthier food choices	K
Demonstrate how to use a condom correctly (using a condom demonstrator)	S
Practise negotiating a conversation around consent with a partner	S
Present strategies to decline drugs from a friend or a stranger	S
Describe your 'ideal' partner	V
Draw a picture depicting your views around the perfect body	V
List behaviours they would want within a relationship	V

Ask any adult if they would want to be a young person today and the most common answer is a resounding “No”! Sometimes it can be tempting to use headline data, e.g., 20% of young people have tried vaping, but if you flip this around, the same information also highlights that 80% of young people have not tried vaping.

Promoting positive behaviours and attitudes helps children and young people to make safer and healthier choices and challenges perceived social “norms.”

PSHE education is not effective if it focuses solely on risk and harm. Whilst it is important to address these areas, a well-rounded PSHE curriculum also promotes positive aspects such as emotional well-being, healthy relationships, sexual pleasure, and personal development.

A positive approach teaches people skills and knowledge on how to prevent problems and how to cope with them if they appear.

Young people who receive effective PSHE are more likely to get help in instances of sexual abuse or domestic violence.

Effective PSHE creates an environment where children and young people feel comfortable discussing sensitive topics. Learning and talking about topics such as bodily autonomy, consent, and healthy relationships in a safe, comfortable space can all help to make sure children and young people get help when they need it.

Victim shaming occurs when the victim of a crime or hurtful act is blamed for what happened to them. This can happen in a variety of contexts. Victim shaming can have severe psychological effects, including feelings of guilt, shame, and isolation. It can discourage those affected by inappropriate or criminal behaviour from seeking help or reporting incidents.

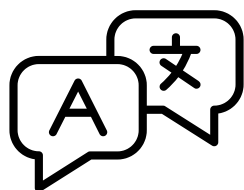
Positive messaging can reduce feelings of post-traumatic stress, depression, and health issues ([Campbell, 2001](#)) which a child or young person may experience as a result of abuse occurring.



Create a safe learning environment in which children and young people respect and support each other



Avoid suggesting someone is to blame as a result of their behaviour. Focus on what action the child/young person can take, including seek help and support.



Consider use of language. Framing questions to say “What could X have done?” rather than “What should X have done?”



Consider how statistics are utilised within the session. Give positive messaging to challenge perceived social norms.



Read “Challenging victim blaming language and behaviour when dealing with the online experiences of children and young people”



Use distance learning techniques e.g. scenarios or picture books.

CHALLENGES SOCIETAL ATTITUDES AND VALUES



Effective PSHE should enable children and young people to develop a well-rounded understanding of themselves and the world around them, leading to a more thoughtful, compassionate, and equitable society.

Successful PSHE encourages children and young people to question and critically evaluate societal norms and helps them to develop independent thinking skills. This is essential for children and young people to be able to make informed decisions and have an understanding of the complexities of social issues.

Through challenging prejudiced attitudes and stereotypes, PSHE education promotes a more inclusive and respectful society. It helps children and young people to appreciate diversity and understand the importance of equality and human rights.

Challenging societal attitudes and values can also help children and young people build resilience. They become better equipped to handle peer pressure, societal expectations, and other external influences.

Sometimes children and young people have misconceptions based upon their perceived social norms. This could include how many young people carry weapons, that vaping is 'normal' for young people, or that all their peers are having sex. Challenging these perceived social norms through using accurate data to demonstrate the reality can enable children and young people to make safer, healthier, and informed choices.

PSHE should also challenge stereotypes, many of which are based on outdated or biased views and are limiting to the affected group. PSHE can promote a more inclusive and diverse society where all individuals are respected and valued. It can also help to raise aspirations by removing the limiting and sometimes harmful impact that stereotypes can have, e.g. women cannot be engineers and should stay at home to look after the children.

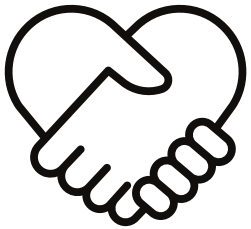
When children and young people are encouraged to question and challenge social norms, they become more empowered to stand up for their beliefs and advocate for positive change in their communities.



Create a safe learning environment in which children and young people respect and support each other



Use activities and discussions that require children and young people to analyse and question societal norms and values.



Demonstrate the attitudes and values you wish to instill in the children and young people they work with. This should include showing respect, empathy and open-mindedness in all interactions



Provide opportunities for children and young people to develop and practice reflection.

AGE AND STAGE APPROPRIATE



The Sex Education Forum's Young People's RSE Poll, 2024 found that 39% agreed that their RSE would have been better 'if it had started earlier in my life'.

When deciding if something is age-appropriate, it is important to not focus on an idealised version of what we would like children to be exposed to at that age, rather on giving them the tools to make sense of and stay safe in the real world they live in.

When designing the curriculum, professionals should ensure that sessions prepare children and young people for changes and challenges that are coming soon, rather than simply reflecting back on key events in their lives – when it's too late to change anything.

There may be a range of different needs within an individual year group or even an individual classroom. Good lesson planning, differentiated resources, and skilled facilitation can help to address the spectrum of knowledge, maturity, and need in the classroom.

Children and young people with Special Educational Needs require and have a right to good PSHE too. Research shows they are at higher risk of abuse and exploitation and may need a significantly different curriculum to keep them healthy and safe. This may entail a bigger emphasis on certain topics, different timing of sessions, and more repetition of lessons to embed important messages.

With some children and young people, their developmental age will not necessarily correspond to their chronological age, which is why we state age and stage appropriate to ensure that the teaching is appropriate for them.

It is best practice to develop a spiral, developmental, or building blocks curriculum. This means teaching children basic concepts, language, knowledge, and skills relevant to all RSHE topics from early years. This creates a strong foundation to build on each year by revisiting and gradually adding in increasingly detailed information and complex concepts as children grow up, experience puberty, and move into adolescence and adulthood.

This approach ensures that topics are regularly revisited, supporting pupils who missed classes or joined the school later; and helps to reinforce concepts to consolidate understanding.



Have an effective working relationship with the Designated Safeguarding Lead to be aware of the prevalence of safeguarding issues within your setting.



Ask children and young people for their feedback about the content of the curriculum. Ask older children and young people to reflect back of the usefulness of their past experience their experiences of PSHE, and younger children and young people what they need to know about now.



Listen to what is being spoken about in the classroom and corridor. Read the PSHE Digest – we include a section on what is out there in TV, News and Social Media.



Keep up to date with surveys and research carried out with and by young people about their experiences of PSHE – these are included within the monthly PSHE Digest.



Consult with parents and carers, this can ensure that the curriculum is informed by any concerns they have about their child's questions or behaviours and can help you to build a fuller picture of the local community to ensure the curriculum content is timely and relevant.



Utilise local and national data to help inform about key issues – prevalence of criminal behaviours and health issues.

UTILISES ACTIVE LEARNING TECHNIQUES

In a [SafeLives report](#) (2022) young people stated they wanted time for discussion and skill development within PSHE, a space to rehearse strategies and develop skills, rather than just being told lots of information.

Active Learning Techniques enable children and young people to engage in their learning actively, making the learning a more relevant, enjoyable, and motivational experience.

These techniques help children and young people to develop essential life skills such as critical thinking, problem-solving and decision-making. They also encourage children and young people to apply what they have learnt, which enhances retention and understanding. Group discussions and case studies allow children and young people to explore and internalise concepts more deeply.

Connecting classroom activities to real-world experiences enables children and young people to see the practical application of what they are learning.

Active learning approaches to PSHE help children and young people to develop essential emotional and social skills. These include empathy, communication and conflict resolution, which are vital for personal development and healthy relationships.

You'll find resources that support utilising active learning techniques on the Pan-Staffordshire [PSHE Education Service's website](#).

Registration is required to access the Resource Library.



Our guidance pack: [Active Learning Techniques](#) has more information, tips and resources on this essential key principle.

EXAMPLES:

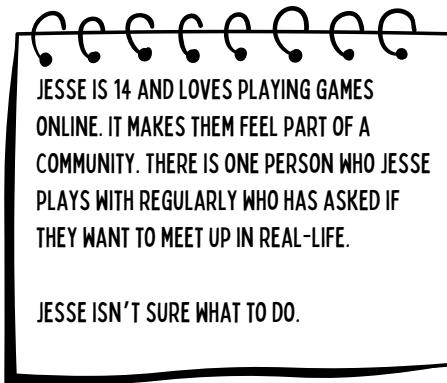
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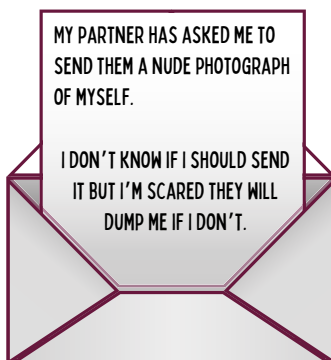
Card Sorts



Small World Play



Case Studies/Scenarios



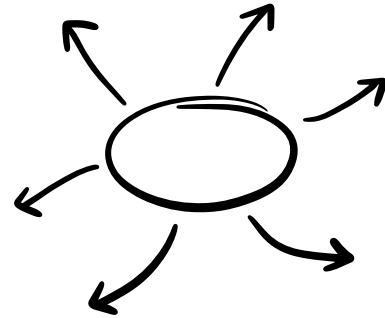
Agony Aunts/Uncles



Creative Activities

1
2 3
4 5 6
7 8
9

Diamond 9



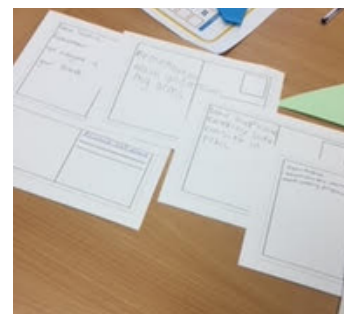
Mind-maps



Continuums



Graffiti Walls



Worksheets

The Relationships and Sex Education (RSE) curriculum further states that pupils should know the legal rights and responsibilities regarding equality and their rights, responsibilities and opportunities online (page 28).

Making PSHE education rights-based ensures that it aligns with the fundamental principles of human rights, promoting equality, respect, and dignity for all children and young people. Here are some key reasons why PSHE should be rights-based:

- **Empowerment:** A rights-based approach empowers children and young people by educating them about their rights and responsibilities. This knowledge helps them to advocate for themselves and others, fostering a sense of agency and confidence.
- **Inclusivity:** It ensures that all children and young people, regardless of their background, have access to the same quality of education. This approach promotes inclusivity and helps to address inequalities in education.
- **Safety and Well-being:** Teaching children and young people about their rights can help protect them from harm. For example, understanding their right to safety can help them recognise and report abuse or bullying.
- **Preparation for Life:** A rights-based PSHE curriculum prepares children and young people for the challenges of adult life by teaching them about consent, healthy relationships, and their rights in various contexts, such as the workplace.
- **Legal Compliance:** It helps schools meet their legal obligations related to safeguarding and equality. By embedding human rights into the curriculum, schools can ensure they are compliant with national and international laws.
- **Promoting Respect and Tolerance:** A rights-based approach encourages respect for diversity and promotes tolerance. It helps children and young people understand and appreciate differences, fostering a more harmonious school environment.
- **Improved Attainment and Attendance:** Schools that have embedded human-rights education reported a noticeable improvement compared to previous years, but there is recognition that this was hard to solely attribute to the human-rights approach.

When delivering sessions around include the relevant rights e.g.

Topic	Right
General	<ul style="list-style-type: none"> • The right to an opinion • Right to information • The right to help if you are in need • A good quality education • Education that develops your talents and teaches you respect for others • You have the right to know your rights
Abuse	<ul style="list-style-type: none"> • Right to be free from sexual abuse • Right to protection from being taken advantage of • To be protected from harm in mind and body • Right to help if you have been hurt, neglected or badly treated
Communities	<ul style="list-style-type: none"> • Special protection if you are a refugee • Special education and care if you have a disability • Practice your own culture, language and religion
Exploitation	<ul style="list-style-type: none"> • Right to be free from sexual abuse • Right to protection from being taken advantage of • Nobody is allowed to kidnap or sell you • Nobody is allowed to punish you in a cruel or harmful way
Family	<ul style="list-style-type: none"> • Family help you to know your rights • The right to live with a family that cares for you • The right to contact with parents if they are in a different part of the world • Right to be raised by your parents (if possible) • Right to care and help if you cannot live with your parents • Right to care and protection if you are adopted or in foster care • If you are in care, your living space should be checked regularly
Friendships	<ul style="list-style-type: none"> • To set up groups and choose your friends
Health	<ul style="list-style-type: none"> • You have the right to be alive • To be protected from harm in mind and body • A right to the things that will keep you safe, clean and well
Identity	<ul style="list-style-type: none"> • You have the right to a name • An identity that nobody should take away from you • Right to choose your own religion and beliefs • Practice your own culture, language and religion

Laws	<ul style="list-style-type: none"> • Right to legal help and fair treatment in the criminal justice system. • Laws from the country you reside protect you
Online Safety	<ul style="list-style-type: none"> • Right to privacy • A right to the things that will keep you safe, clean and well
Safety	<ul style="list-style-type: none"> • Protection from kidnapping • A right to the things that will keep you safe, clean and well • The right to food, clothing and a safe place to live • Right to be free from sexual abuse • Nobody is allowed to punish you in a cruel or harmful way
Sexual Health	<ul style="list-style-type: none"> • Right to be free from sexual abuse
Substances	<ul style="list-style-type: none"> • Right to protection from harmful drugs
Work	<ul style="list-style-type: none"> • Protection from work that harms you



A child is anyone aged under 18

All children have these rights

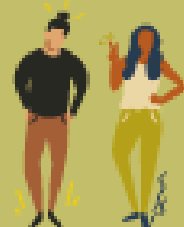
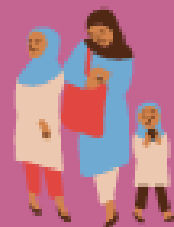
Adults should do what is best for you

Your rights must be protected

Family help you to know your rights

You have the right to be alive

You have the right to a name



An identity that nobody should take away from you

The right to live with a family that cares for you

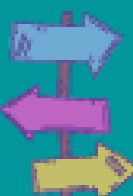
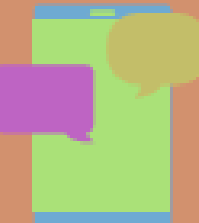
The right to contact with parents if they are in a different part of the world

Protection from kidnapping

The right to an opinion

Right to share what you think with others

Right to choose your own religion and beliefs



To set up groups and choose your friends

Right to privacy

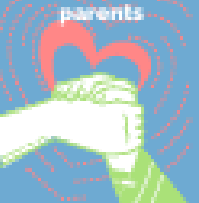
Right to information

Right to be raised by your parents (if possible)

To be protected from harm in mind and body

Right to care and help if you cannot live with your parents

Right to care and protection if you are adopted or in foster care



Special protection if you are a refugee

Special education and care if you have a disability

A right to the things that will keep you safe, clean and well

If you are in care, your living space should be checked regularly

The right to help if you are in need

The right to food, clothing and a safe place to live

A good quality education



Education that develops your talents and teaches you respect for others

Practice your own culture, language and religion

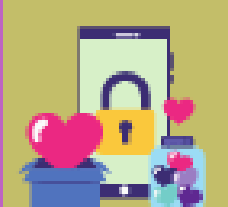
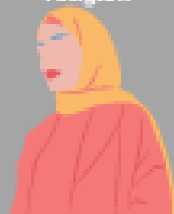
Right to play and rest

Protection from work that harms you

Right to protection from harmful drugs

Right to be free from sexual abuse

Right to protection from being taken advantage of



Nobody is allowed to kidnap or sell you

Nobody is allowed to punish you in a cruel or harmful way

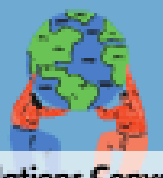
Right to protection and freedom from war

Right to help if you have been hurt, neglected or badly treated

Right to legal help and fair treatment in the criminal justice system

Laws from the country you reside protect you

You have the right to know your rights



RIGHTS RESPECTING SCHOOLS



A number of schools in Staffordshire and Stoke-on-Trent have registered to be a Rights Respecting School, an initiative run by UNICEF.

Evidence demonstrates that the schools who engage with this award have a culture of respect across the school, have increased pupil engagement through a shared sense of community and belonging and a culture where children's voices are heard and valued.

Knowledge and understanding of rights is central to change in these areas since rights not only set standards that children can expect, but also empower children to challenge when these standards are not met.

Becoming a Rights Respecting School is about more than achieving specific criteria. Schools need to be committed to becoming a Rights Respecting School and also have the resources in place to support this commitment.

The cost, at the time of writing, for becoming a Rights Respecting School is as follows:

Type of membership	RRSA	RRSA Post-Gold
Annual fee	£2 per pupil at the date of sign up	£1.25 per pupil at the date of sign up
Annual minimum fee	£100	£100
Annual maximum fee	£1,500	£1,000

Please check [their website](#) for the latest pricing.

DELIVERED BY TRAINED, CONFIDENT AND COMPETENT PROFESSIONALS



28

The Sex Education Forum's RSE poll (2024) stated that the number one action to improve RSE would be to provide training for teachers so they can develop more confidence with RSE.

Findings from a joint survey carried out in September 2022, from National Association of Schoolmasters Union and Women Teachers and NSPCC of over 1,000 secondary school teachers in the UK show that:

- Almost half of secondary school teachers (46%) said that they do not feel confident teaching relationships and sex education.
- Over a quarter of teachers don't 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 the support from the government has been poor.

The Pan-Staffordshire PSHE Education Service recognises that ensuring PSHE is delivered by trained, confident and competent professionals is an area for development both locally and nationally.

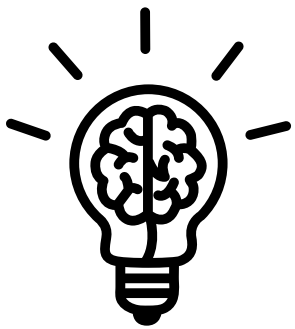
Viviane Robinson research demonstrated that the most effective way that leaders can improve outcomes for children and young people is to focus on professional development – as shown on screen. The benefits for staff include a greater self-confidence and belief in the ability to make a difference, greater enthusiasm for collaborating with colleagues and a greater to change practice and willingness to try new things.

PSHE education has a distinct body of subject knowledge and a well-established pedagogy of its own. High-quality PSHE education depends on professionals having a grounding in the principles of best practice. This pack provides core information about best practice principles of how to deliver PSHE effectively and our poster can be displayed around the school and in staffrooms.

Watch our PSHE Leads Network Meeting on [CPD in PSHE](#) for more in-depth guidance and advice.



PSHE should have a clear CPD plan in place as they do for other subjects. Offer regular training sessions and workshops on PSHE topics. This can include in-house training or external courses. Details of e-learning can be found on our [website](#). Find out from staff areas they feel comfortable delivering and where they may be in a stretch or panic zone.



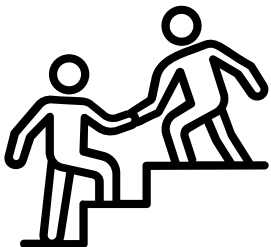
Training should focus on how to deliver effective PSHE and also provide in-depth knowledge and practical strategies for teaching sensitive topics such as mental health, relationships and online safety.



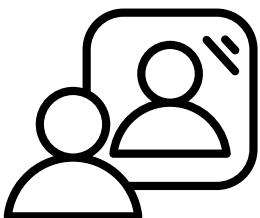
Encourage staff who deliver PSHE education in your setting to develop and share resources and session plans. This can help to ensure consistency and provide a support network for professionals.



Ensure that staff who deliver PSHE in your setting are signed up to the [PSHE Education Service's Resource Library](#). This provides access to high-quality teaching materials and resources that align to the PSHE curriculum.



Pair less experience staff with mentors who have a strong background in PSHE. This can provide ongoing support and guidance.



Create opportunities for professionals to reflect on their practice and receive feedback. This can be through peer observations, feedback from children and young people or self-assessment.

INVOLVES CHILDREN AND YOUNG PEOPLE

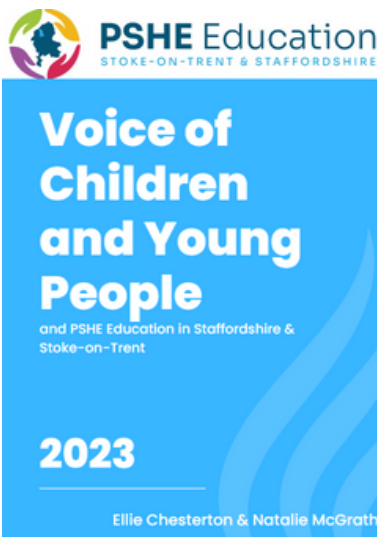
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When children and young people are involved in the development of their PSHE curriculum, the materials more likely to be relevant to them and their lives and interests; this increases engagement and participation in the learning.

Young people can provide insights into the real issues they face, which adults might not be fully aware of. This ensures that PSHE education addresses current and pressing concerns, such as mental health, online safety, and relationships.

Effective PSHE is not just about increasing knowledge and developing skills to make healthier and safer decisions but also qualities desired within the workforce. Consulting young people helps them develop critical thinking and decision-making skills. They learn to articulate their needs and opinions, which are valuable skills for their future.

When young people see that their opinions are valued and acted upon, it builds trust between them and educators. This can lead to a more positive and supportive school environment, with children and young people having an increased sense of confidence and self-worth.



Our guidance pack: [Voice of Children and Young People](#) has more information, tips and resources on this essential key principle.

1

The process is just as important as the outcome – you are developing a safe space for children and young people to develop lifelong skills.

2

It is important to use a range of activities and formats to enable all children and young people to have a voice

3

Don't just think about the voice of children and young people at the end of the year – start at the beginning of a new academic year

4

Use the findings to influence other stakeholders – there is power in their voices

5

Don't have any preconceived ideas about the responses you'll get. Children and young people will always surprise and amaze you when given the opportunity to share their opinions.

FURTHER SUPPORT

This guidance document is intended as an introduction to support PSHE Leads to utilise best practice principles of effective PSHE education that is based on evidence and research.

The Pan-Staffordshire PSHE Education Service has several mechanisms to continue to support PSHE to be the best it can be across Staffordshire and Stoke-on-Trent.

This includes:



- **PSHE Digest** – a monthly newsletter, distributed on the first termly Friday of each month, giving updates from local and national partners, resources linked to upcoming key awareness dates, training opportunities, and more.
- **PSHE Leads Network Meetings** – Half-termly meetings, providing an opportunity for PSHE Leads to come together and share.
- **PSHE Bitesize Practice Development Sessions** – Webinars to support anyone who delivers PSHE education to help increase their knowledge and confidence on specific topics within the PSHE curriculum.
- **.... & PSHE Series** – Localised series of professional guides to support linking the topic to curriculum and statutory guidance and also information to upskill staff delivering PSHE with information, statistics, and signposting services.
- **Best Practice Guides** – Information to advise and guide education providers in implementing best practices in their own settings.

These are all housed on our website – www.pshestaffs.com alongside our [Resource Library](#) which hosts nationally-sourced and locally-produced quality-assured resources to support the PSHE curriculum.

Education Settings can also request specific support from their local PSHE Coordinator (contact details on page 33); this can include reviews and training.



PSHE
Education
STOKE-ON-TRENT
STAFFORDSHIRE

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