



Annual Plan

for PSHE Education in Staffordshire & Stoke-
on-Trent

September 2023– July 2024

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INTRODUCTION AND CONTEXT

Personal, social, health and economic (PSHE) education supports children and young people to develop the knowledge, skills and attributes needed to thrive as individuals and members of society. These skills and attributes help children and young people to stay healthy and prepare them for life and work. When taught well PSHE education helps children and young people to achieve their academic potential and equipped with skills they will need throughout their life.

The Education Act 2002 requires all schools to teach a curriculum that is “broadly based, balanced and meets the needs of pupils’. Schools must promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life”

Equality Act (2010) places duties on schools to address prejudice-based bullying and to prevent it from happening, and in doing so keep protected characteristics safe. The focus on identity and equality within PSHE education can help schools to fulfil this duty.

The Children and Social Work Act (2017) states that from September 2020 the majority of PSHE education became compulsory in all schools with the introduction of statutory Relationships Education at key stages 1 and 2 (ages 5-11), Relationships and Sex Education (RSE) in key stages 3 and 4 (ages 11-16) and Health Education for key stages 1-4. PSHE education was already compulsory in independent schools.

Keeping Children Safe in Education (2023) has strong connections with the PSHE education agenda. This document is statutory guidance and must be taken into account, by education providers when carrying out their duties to safeguard and promote the welfare of children and young people.

Safeguarding Children and Young People in Education from Knife Crime (March 2019) recommended that leaders within education establishments should consider how their PSHE education curriculum reflects local safeguarding issues and trends, including knife crime.

Nearly 90% of girls, and nearly 50% of boys, said being sent explicit pictures or videos of things they did not want to see happens a lot or sometimes to them or their peers. 92% of girls and 74% of boys, said sexist name-calling happens a lot or sometimes to them or their peers. The frequency of these behaviours means that some children and young people will consider them as normal.

A recent report from the Sex Education Forum showed that only 40% of young people rated their Relationship and Sex Education (RSE) lesson as "good" or "very good". Respondents reported that they didn't learn enough about today's most pressing issues, including pornography (58%), LGBTQ+ relevant information (54%) and healthy relationships (54%). This is very compounded by research from Safe Lives which explored the experiences of both the teachers involved in interpreting and delivering the curriculum, and the young people receiving which found significant gaps in the delivery and quality of statutory RSE classes.

Only 46% of young people feel confident about who to talk to if they or someone they know is experiencing abuse. Just 24% of young people could recall being taught about "coercive control" in RSE classes (with 13% saying it was taught well). 61% of LGBTQ+ young people felt that LGBTQ+ relationships were threaded throughout the RSE curriculum (as required by the guidance). The research also found that boys feel pressured by gendered norms, less able to express themselves and are turning to the internet for information about relationships and sex. There has been an increase in concerns from schools and youth organisations about the impact of online influencers that promote misogynistic rhetoric and the normalisation of sexual harassment and abuse towards women and girls.

The Ben Kinsella Trust reports a 75% increase in knife crime across England and Wales in 2022 compared to March 2013. A report published by Staffordshire Council of Voluntary Youth Services (SCVYS) found that in Stoke-on-Trent 21% of respondents thought it was normal to carry a knife, with Tamworth (19%) and Newcastle (16%) the top two districts and boroughs in Staffordshire where young people felt it was normal.

In this same report 76% of Stoke-on-Trent respondents felt that violence was an issue, with Cannock Chase and East Staffordshire being the highest response areas in the County. 71% of young people in Cannock Chase and Stoke-on-Trent, who responded to the survey, felt unsafe in their local area when dark.

The Children's Society (2019) found that young people aged 14 to 17 years were the most likely age group to be exploited by criminal gangs. They also uncovered alarming evidence of primary school children as young as seven or eight being targeted and exploited. But, all children and young people of all ages are at risk, and the number of 10 to 17 years old arrested for intent to supply drugs has increased by almost 50% outside of London.

These statistics support the need for effective, co-ordinated PSHE education that enables children and young people to make positive choices that impact on their lives and their communities.

The map below shows the geographical spread of the area covered by the Pan-Staffordshire PSHE Education Service:



A review of the Joint Strategic Needs Assessment shows the local need across both Staffordshire and Stoke-on-Trent. The data provided is for 2022 for Stoke-on-Trent and 2021 for Staffordshire. Data linked to the PSHE education curriculum is shown in [Appendix One](#), which demonstrates the priorities for improving outcomes and links to strategic plans Pan-Staffordshire.

There are 99 education settings in Stoke-on-Trent and 460 education settings in Staffordshire. This count includes mainstream, SEND, Alternative Provision and Independent providers.

OUR AIM

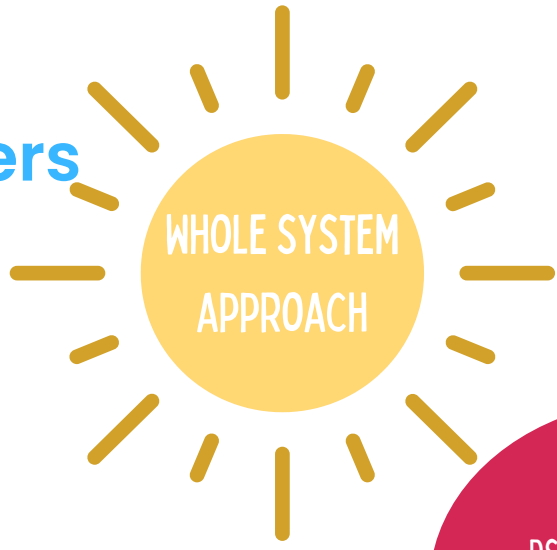
Our aim is support the development and delivery of age appropriate, good quality, consistent PSHE education across Staffordshire and Stoke-on-Trent.

By doing this we will ensure that:

- Professionals delivering PSHE education have a clear and agreed understanding of the purpose, structure and best practice guidance to create and delivery PSHE education lessons.
- Parents and carers know where to seek support and how to enhance PSHE education for the children and young people in their care.
- Children and young people have access to good quality PSHE education to ensure they develop knowledge, skills and attributes required to thrive.
- Training and support around delivering PSHE education is available to those who need it.
- here is a coordinated, multi-agency approach to support the delivery of PSHE education.
- This strategy is promoted and understood.

PSHE Education Strategy

Enablers



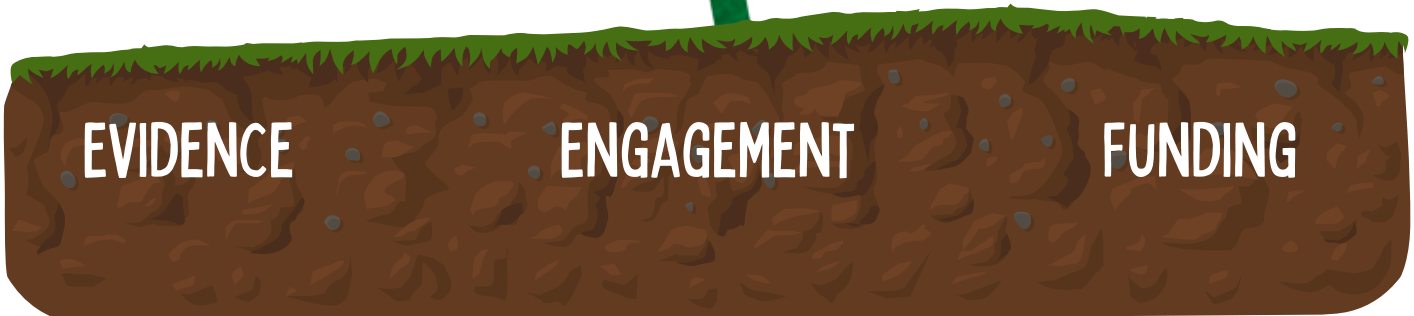
Outcomes



Approaches



Foundations



The Pan-Staffordshire PSHE Education Service's Strategy aims to help children and young people to thrive.

KEY PRINCIPLES OF EFFECTIVE PSHE

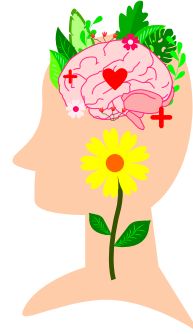
Within Stoke and Staffordshire we believe that for PSHE education to be effective it must be:

- 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.

As a broad overview, topics within PSHE education can be categorised into nine headings:



Physical Health



Mental Health



Growing and changing



Personal Safety



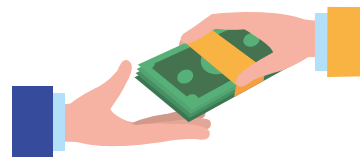
Relationships and Sex Education



Bullying and Discrimination



Media and Digital Literacy



Money and Work



Community and Responsibility

1

ENABLE THE HIGH QUALITY AND CONSISTENT DELIVERY OF PSHE EDUCATION ACROSS STOKE-ON-TRENT AND STAFFORDSHIRE

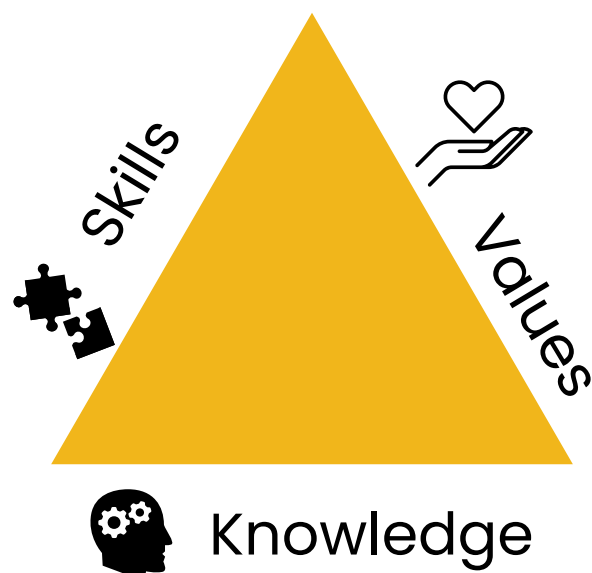
Why is this important?

Good PSHE education begins with good planning. When delivered well, PSHE education has an impact on both academic and non-academic outcomes for children and young people, particularly the most vulnerable and disadvantaged. There is a statutory requirement for all schools to deliver Health Education (key stage 1-4) and Relationships Education (key stage 1 and 2) and Relationships and Sex Education (key stage 3-4).

Good PSHE supports children and young people to act autonomously, make decisions in line with their best interests, values and goals. These decisions will, most likely, make them safer, healthier and happier.

Knowledge on its own won't necessarily stop someone from trying things. In many cases children and young people end up in situations where they know what they are doing is "wrong", but they do it anyway, as they lack the essential skills or attributes to help them effectively manage the situation.

WE ARE DOING YOUNG PEOPLE A DISSERVICE IF WE DO NOT HELP THEM TO DEVELOP THE SKILLS, STRATEGIES, ATTRIBUTES AND ATTITUDES THAT ALLOW THEM TO USE THEIR KNOWLEDGE EFFECTIVELY.



1

Continue to build the central repository of PSHE education resources that meet the quality assurance framework and is available to all education settings across Staffordshire and Stoke-on-Trent.

2

Develop local resources for key topic areas, where gaps are identified that meet the quality assurance framework.

3

Support and advise partners with contractual requirements to develop PSHE education resources to ensure they meet best practice guidance.

4

Develop and implement training for external providers to access to share best practice principles of PSHE development and delivery.
Continue to work with Staffordshire Police to embed the new culture of PSHE education delivery.

5

Commence work with Staffordshire Fire and Rescue Service and MPFT's National Child Measurement Programme Team to ensure best practice principles of PSHE delivery are embedded in the service.

6

Create an additional 32 & PSHE packs - A localised series of guidance packs to support linking the topic to curriculum and statutory guidance and also information to upskill staff delivering PSHE with information about signposting, national and local statistics as well as key information to develop subject knowledge.

7

Create an additional 11 Best Practice Guides – Information to advise and guide education providers in implementing best practice in their own settings.

8

Create a Best Practice Guide for Commissioners to enable them to commission PSHE education that enhances delivery within education settings and adheres to best practice principles.

9

Host 11 Bitesize Practice Development webinars – These meetings support anyone who delivers PSHE education to increase their knowledge and confidence in different topics covered by the curriculum. Subject specialists are invited to present alongside the PSHE Coordinators.

10

Host six PSHE Leads Network Meetings– Half-termly meetings that focuses on different aspects of PSHE education best practice and gives PSHE Leads a safe space to share challenges, ideas and meet people in similar positions Pan-Staffordshire.

11

Develop training sessions for parents/carers to support them to know where to seek support and how to enhance PSHE education for their children and young people.

12

Develop a support offer for professionals working with children and young people with SEND.

13

Create a PSHE Education sub-group of the Prevention and Early Intervention Working Group to ensure all partners are linked and working together effectively.










WORKING IN PARTNERSHIP; PROVIDING AND GATHERING INTELLIGENCE

Why is this important?

Many strategic action plans across the city and county have links to PSHE education, preparing, informing and educating children and young people is key to preventing future behaviours and attitudes. These can and should be linked to the statutory guidance and curriculum to ensure that both formal and informal education providers can map the strategic outcomes to their curriculum as evidence for OFSTED and ensure that work is not duplicated or additional work created without the correct capacity.

There are many organisations that link into PSHE education agendas and can support and enhance the curriculum and offer to schools. It is also important for schools to be aware of emerging topics and themes within the locality and vice versa. The PSHE Coordinator role can be a conduit for providing this flow of information to ensure that children and young people are receiving an PSHE education that is relevant to and for them.

-  Identify strategic plans and actions plans with links to PSHE education.
-  Map strategy outcomes to curriculum learning outcomes.
-  Attend relevant partnership meetings to gather and give information and contribute effectively by providing relevant advice and guidance on best practice principles and current activity.
-  Create a Best Practice Guide for Commissioners to enable them to commission PSHE education that enhances delivery within education settings and adheres to best practice principles.
-  Work with local partners to develop topic specific resource packs e.g. intensification weeks
-  Create an additional 32 & PSHE packs - A localised series of guidance packs to support linking the topic to curriculum and statutory guidance and also information to upskill staff delivering PSHE with information about signposting, national and local statistics as well as key information to develop subject knowledge.
-  Create a PSHE Education sub-group of the Prevention and Early Intervention Working Group to ensure all partners are linked and working together effectively.

PRIORITY

3

SUPPORT, ADVICE AND GUIDANCE

Why is this important?

The current debate taking place in Westminster, highlights the challenges delivering PSHE education can have.

No-one currently trains to be a PSHE teacher and often lessons are timetabled last using staff whose time is under allocated. This meant that staff do not always feel confident in delivery of certain topics within the PSHE education curriculum.

PSHE education should be a partnership between education provider and parents and carers. It is important to create and maintain an open dialogue between teachers and parents and carers as early as possible. Department of Education statutory guidance states

“ PARENTS AND CARERS SHOULD BE GIVEN EVERY OPPORTUNITY TO UNDERSTAND THE PURPOSE AND CONTEXT OF RELATIONSHIPS EDUCATION AND RELATIONSHIPS AND SEX EDUCATION. GOOD COMMUNICATION AND OPPORTUNITIES FOR PARENTS AND CARERS TO UNDERSTAND AND ASK QUESTIONS ABOUT THE SCHOOL'S APPROACH HELP INCREASE CONFIDENCE IN THE CURRICULUM. ”

Those leading PSHE education within organisations have stated that they can often feel isolated, overwhelmed and unsure if what they are doing is correct. The PSHE Education Service provides an opportunity to change that.

1

Host six PSHE Leads Network Meetings- Half-termly meetings that focus on different aspects of PSHE education best practice and gives PSHE Leads a safe space to share challenges, ideas and meet people in similar positions Pan-Staffordshire.

2

Develop area on www.pshestaffs.com for parents and carers including signposting information.

3

Create an additional 32 & PSHE packs - A localised series of guidance packs to support linking the topic to curriculum and statutory guidance and also information to upskill staff delivering PSHE with information about signposting, national and local statistics as well as key information to develop subject knowledge.

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Create a Best Practice Guide for Commissioners to enable them to commission PSHE education that enhances delivery within education settings and adheres to best practice principles.

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6

Create an additional 11 Best Practice Guides - Information to advise and guide education providers in implementing best practice in their own settings.



Continue to create and circulate the monthly PSHE Digest that shares national and local updates, resources and training opportunities.



Continue to build the central repository of PSHE education resources that meet the quality assurance framework and is available to all education settings across Staffordshire and Stoke-on-Trent.

4

IDENTIFY GAPS IN CURRENT PROVISION AND FUNDING OPPORTUNITIES

Why is this important?

Education settings should have access to resources that support the delivery of statutory content and also to enable them to respond to local need.

Having the central resource library enables gaps to be more easily identified where national resources do not meet the local quality assurance framework or are not available.

What will we achieve?

1

Continue to build the central repository of PSHE education resources that meet the quality assurance framework and is available to all education settings across Staffordshire and Stoke-on-Trent.

2

Enable education settings to communicate gaps in provision to the Pan-Staffordshire PSHE Education Service.

3

Identify possible funding streams to help create local resources that enhance PSHE provision in Stoke-on-Trent and Staffordshire.

4

Create a PSHE Education sub-group of the Prevention and Early Intervention Working Group to ensure all partners are linked and working together effectively.

5

Create a Best Practice Guide for Commissioners to enable them to commission PSHE education that enhances delivery within education settings and adheres to best practice principles.



VOICE OF THE CHILD

Why is this important?

As part of best practice local health data, national trends, pupil voice, pastoral input and assessment evidence should be used to tailor the curriculum ensuring that resources are trauma-informed, inclusive and reflective of the diversity of the education provider, local and national community.

There are many ways in which the voice of the child can be heard and included and ensuring consistency across the city and county is key so that there is not a postcode lottery.

What will we achieve?

1

Build stronger links with the Staffordshire Youth Union and Stoke-on-Trent's Participation Lead as representative body for young people Pan-Staffordshire.

2

Ensure evaluation is part of commissioned PSHE activity and embedded into the requirements for education settings to access funded activity.

3

Attend local young people's conferences to hear the voice of the child.

4

Read and respond to youth engagement activity that is carried out by partners to help shaped PSHE education opportunities.



GOVERNANCE AND REPORTING

Why is this important?

Being accountable and having effective governance in place is critical to the success of the service.

Good governance will ensure that the service stays of track and is not destabilised through reactive requests for support. It enhances confidence within the project that increases engagement and performance. It also enables the early identification of risks and can implement mitigations and support.

Effective reporting mechanisms enable the project to demonstrate and measure impact, providing reassurance for stakeholders and commissioners.

What will we achieve?

- 1** Regular supervision sessions in place with Line Management for all PSHE Education Service staff to help manage risks, overcome challenges and celebrate successes.
- 2** Matrix-management meetings diarised for City and County and collectively.
- 3** Identify governance structure for Staffordshire and embed governance structure within Stoke-on-Trent via the Education sub-group.
- 4** Ensure established governance routes e.g. Staffordshire Police are followed consistently and agree sign-off when working with new partners.

Appendices

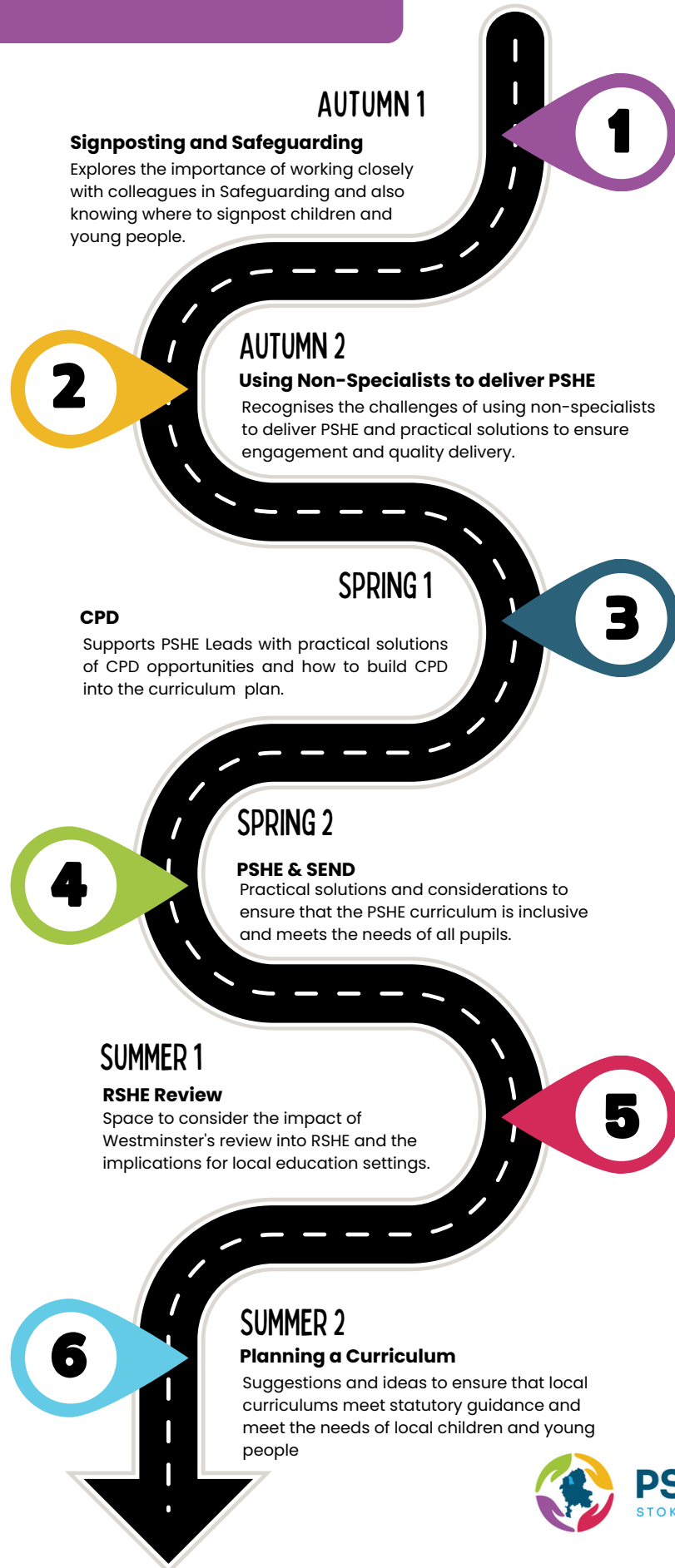
JSNA Indicator	Total	Newcastle	Moorlands	Stafford	East	South	Cannock	Lichfield
Proportion of population living in rural areas	24.1%	20.5%	30.2%	32.2%	21.9%	39.8%	9.1%	29.8%
Proportion of population from minority ethnic	6.4%	6.7%	2.5%	7.4%	13.8%	5.4%	3.5%	5.4%
Percentage in most deprived (IMD) 2015	9.2%	11.2%	4.6%	5.3%	17.8%	1.4%	13.8%	3.9%
Percentage in 2nd most deprived (IMD) 2015	18.3%	28.9%	18.2%	12.3%	16.6%	9.7%	30.0%	10.6%
Child Poverty (2015)	12.9%	14.1%	10.8%	10.6%	12.7%	11.3%	16.4%	11.3%
Excess Weight - Children 10-11 (2016)	33.6%	33.6%	30.0%	30.7%	33.6%	34.7%	36.0%	34.0%
Under 18 Conception Rates per 1,000 (2016)	22.4	34.4	18.1	19.3	17.3	18.5	24.3	16.8
Total recorded crime per 1,000 (2017/2018)	62.9	67.5	48.3	60.9	73.3	52.8	70.0	55.9
ASB per 1,000 (2017-2018)	26.3	34.6	21.2	26.8	28.5	17.7	31.4	21.1
Domestic Abuse (compared to Staffs & SoT) per	8.7	10.5	7.3	8.0	9.9	6.0	10.7	7.0
Sexual Offences per 1,000 (2017-2018)	2.6	2.8	2.6	2.3	3.5	2.1	3.1	2.2
Child Reoffending Rates (Jul 2015-June 2016)	38.7%	43.9%	54.0%	39.3%	34.3%	33.3%	50%	50.0%

JSNA Indicator	Time Period	Total
Proportion of population from minority ethnic groups	2016	20.2
Percentage living in the top 20% most deprived in England	2019	53.5
Percentage of children living in poverty	2019	33.3
Percentage uptake of childhood immunisation	2021	90
Children aged 5 who suffer from tooth decay	2022	30.7
Children aged 10-11 who have excess weight	2022	40.4
Number of teenage conceptions (amongst 15-17 years old) ¹	2020	23
First time entrance to Youth Justice System ²	2020	41
Number of children (per 1000,000) under 16 killed and seriously injured on roads	2018-2020	12.1
Domestic abuse rates per 1,000	2019	31.7
Sexual offences rates per 1,000	2016-2017	
Percentage of adults drinking at increasing or higher risk	2019	43
Percentage of young people who were current e-cigarette users	2019	18
Percentage of young people who had ever had an alcoholic drink	2019	38
Number of young people who had taken any sort of drug	2019	5
Number of 6-16 years old who have a mental health disorder	2022	6,225

PSHE LEADS NETWORK MEETING

Pan-Staffordshire PSHE Education Service

Please note some of these may be subject to change. Please check out the PSHE digest for confirmation of topics.



PROPOSED BEST PRACTICE GUIDANCE

CPD FOR PSHE

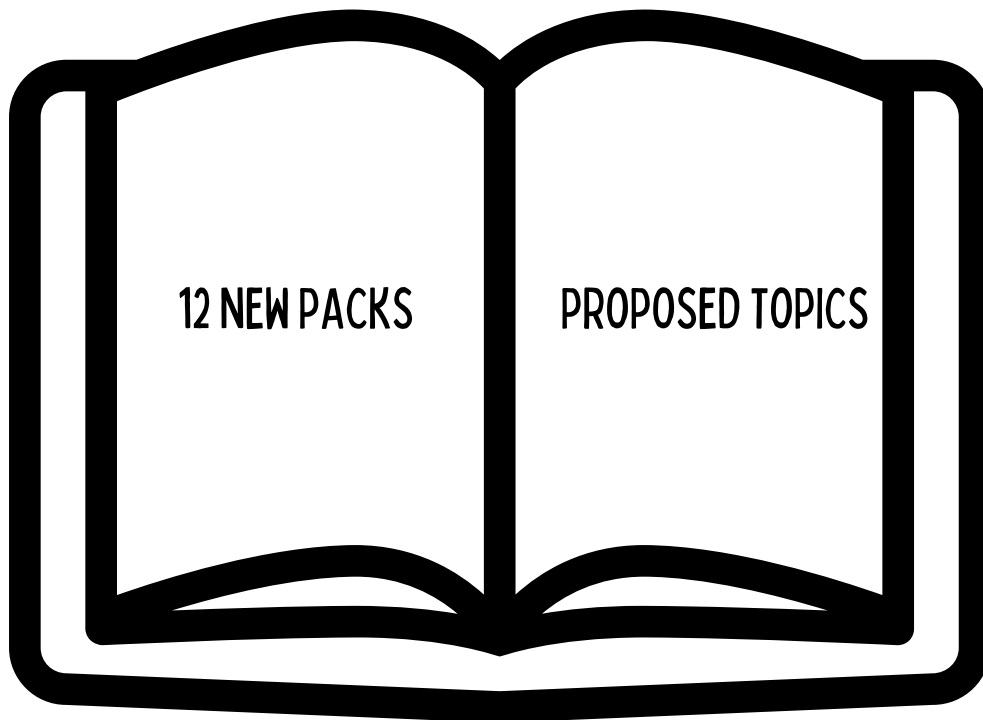
HOW TO DELIVER EFFECTIVE PSHE

SETTING LEARNING OUTCOMES

USING ACTIVE LEARNING TECHNIQUES

PLANNING YOUR CURRICULUM

GETTING NON-SPECIALISTS ON BOARD



PSHE & SEND

SIGNPOSTING AND SAFEGUARDING

THE ROLE OF PSHE LEAD

HANDLING DIFFICULT QUESTIONS

PSHE FOR YOUTH ORGANISATIONS

COMMISSIONING PSHE

*NOT FOR EDUCATION SETTINGS

PROPOSED BITESIZE PRACTICE DEVELOPMENT SESSIONS

SMOKING AND
VAPING

SEXTORTION

FGM

HEALTH LITERACY

MODERN
SLAVERY

DIET AND
NUTRITION

JOB/CAREERS

VIOLENCE
AGAINST WOMEN
AND GIRLS



YOUTH VIOLENCE

SEXUALISED
BEHAVIOURS

GENDER

FRIENDSHIPS

ABUSE & VIOLENCE

27

BEING HEALTHY



ANTI-SOCIAL
BEHAVIOUR

RESILIENCE

DIET &
NUTRITION

SMOKING/VAPING

FAMILIES

HYGIENE

PREGNANCY
CHOICES

BULLYING

THE

ENVIRONMENT

MENTAL HEALTH

ORGAN

DONATION

PROPOSED TOPIC

and PSHE Education

SEXUALITY & SEXUAL
ORIENTATION

PRESSURE

COMMUNITIES

GAMBLING

SIMILARITIES &

SELF-HARM

GENDER

SEXUAL CHOICES

TRANSITION

DIFFERENCES

SUN SAFETY

EXPLOITATION

MARRIAGE (INC. FORCED MARRIAGE)

Professionals' Pack

FGM

EATING

2023-2024

DISORDERS

PHYSICAL ACTIVITY

CONSENT

PORNOGRAPHY

SUBSTANCES

IDENTIFIED STRATEGIES

COMMUNITY SAFETY PLANS



City of
Stoke-on-Trent

Lichfield
district council



PREVENTION AND EARLY INTERVENTION PLANS

- REDUCING REOFFENDING ACTION PLAN
- DOMESTIC ABUSE ACTION PLAN
- DRUGS AND ALCOHOL PARTNERSHIP DELIVERY PLAN

EARLY HELP STRATEGIES

- STOKE-ON-TRENT
- STAFFORDSHIRE

PARTNERSHIP STRATEGIES

- PREVENTING AND RESPONDING TO HARMFUL AND PROBLEMATIC SEXUAL BEHAVIOURS STRATEGY
- SERIOUS VIOLENCE STRATEGY
- HATE CRIME PARTNERSHIP
- SUPPORT FOR YOUNG PEOPLE (STAFFORDSHIRE)
- MENTAL HEALTH (PREVENTION) ACTION PLAN
- SEXUAL & REPRODUCTIVE HEALTH NETWORK ACTION PLAN
- SAFER SCHOOLS ALLIANCE STRATEGY (STOKE-ON-TRENT)
- CSE ACTION PLAN (STOKE-ON-TRENT)
- STAFFORDSHIRE CHILDREN'S SAFEGUARDING BOARD

Better
Health
Staffordshire



Office of the Police and
Crime Commissioner
STAFFORDSHIRE

SEND STRATEGIES

- SEND STRATEGY (STAFFORDSHIRE)
- JOINT COMMISSIONING STRATEGY FOR CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES



PSHE
Education
STOKE-ON-TRENT
STAFFORDSHIRE

SASCAL
STRONGER TOGETHER

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SCVYS

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