Creating Learning Outcomes

and PSHE Education in Staffordshire & Stoke-on-Trent

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CONTENTS

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.

A strategy for the project has been created which outlines the key principles and rationale for what makes good quality PSHE education. All programmes and sessions should have clearly written aims and learning outcomes. Learning outcomes support the planning of learning for both the facilitator and the participant, ensuring the session is needs-led.

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 purpose of the resource and session.

The Pan-Staffordshire PSHE Education Service places importance on having clear learning objectives and outcomes that they feature within the quality framework. This document will help professionals to recognise why they are important and demonstrate how to create them effectively.

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.

Aims:

An aim is a broad statement of intent of what you want your participants to achieve.

Examples:

- To reduce the number of young people affected by knife crime
- To increase the number of young people attending a sexual health clinics.

Outcomes:

An outcome is a statement which describes learning that the participants would have achieved once the activity has been completed. It can be demonstrated at the end of the activity to prove that the outcome has been met. Placing a numerical value in the outcome makes it easy to demonstrate if the participants have achieved that outcome or not.

Some resources may include learning outcomes that do not meet the standards set within this guidance e.g. they use terminology like understand, in these instances we would recommend settings write their own objectives to match their schemes of work.

WRITING LEARNING OUTCOMES

When writing learning outcomes they should be SMART:

Specific — Are clearly defined

Measurable — Can be measured to know they have been met

Achievable — Can actually be achieved by the intended participants

Realistic — Are relevant and related to the overall aim

Time bound — Can be met within the time of the activity/session

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	

KNOWLEDGE, SKILLS & VALUES

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, a teenager who is being pressured to send nude photos of themselves, or a young person who is offered drugs at a party. They will need to recall learning from PSHE education at that moment to help them make a decision.

They will, of course, require knowledge e.g. of potential health consequences or of the legality (or not) of their actions. However, in order to make a safe decision in the moment, they will also need skills to negotiate with their peers to resist pressure from others, to exit the situation (if they choose to) and access appropriate help or support if necessary. They will need a strong sense of their own values, to make the right decision and the confidence to stick to it.

Knowledge on its own won't necessarily stop someone from trying things. In many cases 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.

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 (KSV).

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, your own values in relation to a topic

EXAMPLES:

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 negotating 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

ASSESSMENT

Having SMART learning outcomes will help to enable effective assessment to be included within the session and demonstrate impact.

Considerations when planning:
- What do I want the participants to know, do and understand?
- What methods will best help participants to achieve the intended learning outcomes?
- What method(s) of assessment is best suited to the participants to demonstrate
- How will the person delivering the session know if the participants have achieved the learning outcome and how well?

An example would be if by the end of the session participants will be able to explain what County Lines means, this could be achieved through asking participants to create an awareness campaign for younger people this would demonstrate their understanding of the term.

Reproduced from Bingham R, (2002), Learning Outcomes and Assessment Criteria, Sheffield Hallam University
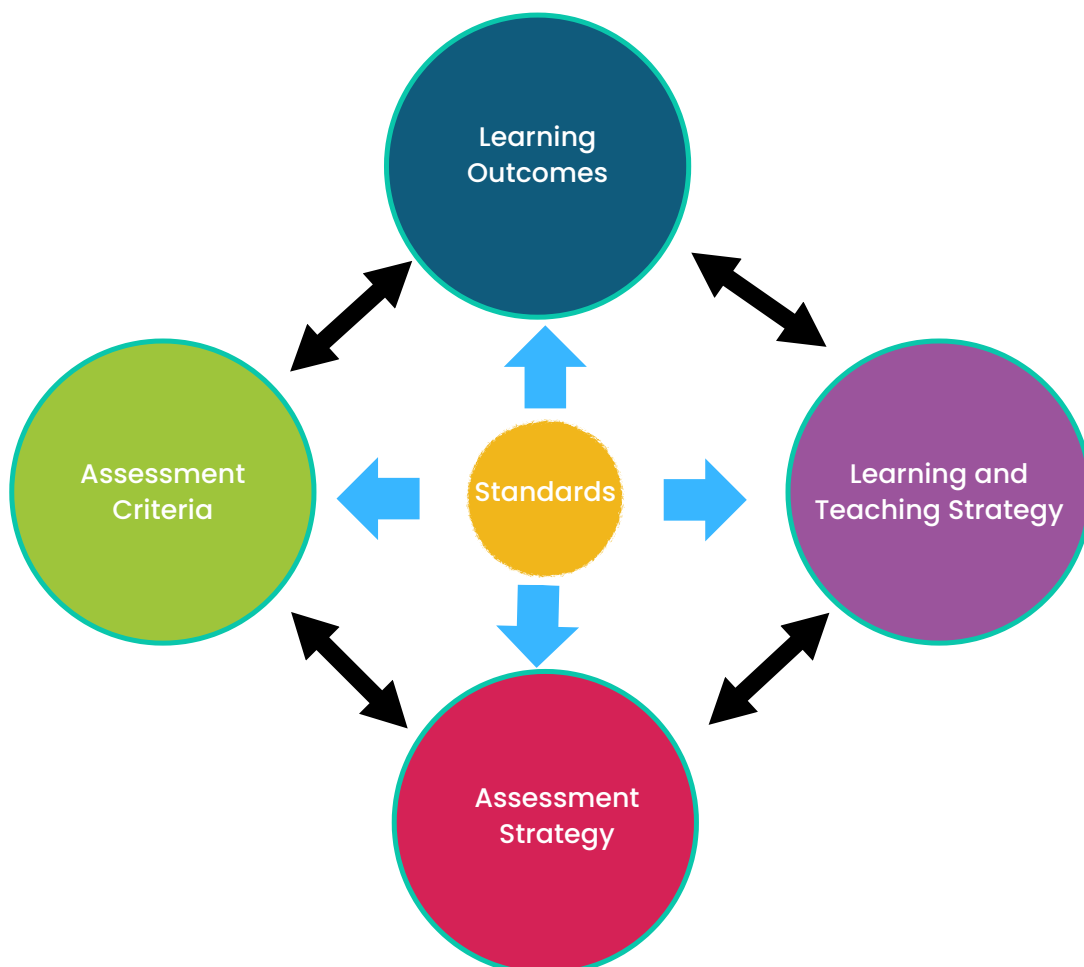
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