



PSHE Subject Leaders Monday 28th June 2021

PSHE Deep Dive

- Ensure that a) you as subject leader and b) all teachers are familiar with the NC Aims for PSHE
- What is 'unique' about the PSHE curriculum at your school (ie what topics / units / themes have you introduced specifically to meet the needs of your pupils)?
- What is pupils' learning (over the course of their time at your school) building towards (by end of Y2 / Y6), including that of pupils with SEND? (How would you explain that the curriculum is 'ambitious')?
- Are all teachers clear as to what they are assessing re: pupil's learning (what criteria do you use to assess progress)?
- Do you have any examples (or 2/3) to demonstrate a pupil's progress in an aspect of PSHE?

New resources

PSHE Association

Get your RSHE together: subject review tool

<https://www.pshe-association.org.uk/content/get-your-rshe-together-subject-review-tool>

Some very useful resources

[https://www.pshe-association.org.uk/curriculum-and-resources/search-for-resources?combine=&field_resource_type_tid\[\]=8](https://www.pshe-association.org.uk/curriculum-and-resources/search-for-resources?combine=&field_resource_type_tid[]=8)

Discovery Education

<https://www.discoveryeducation.co.uk/resources/primary/health-and-relationships/>

And from the PSHE association

Vision and curriculum – how governing boards can help to ensure pupils receive a high quality PSHE education

We recently worked with the National Governance Association (NGA) on [guidance for governing boards on how they can support PSHE education](#). This is particularly important in light of the alarming prevalence of sexual harassment and abuse among young people, and the need for regular PSHE

education lessons to help address the issue as part of a whole-school approach.

Steve Edmonds – Director of Advice and Guidance at the NGA – writes for us here about the role of governing boards in getting this vital area of the curriculum right, including but not limited to statutory RSHE elements

Working for the National Governance Association (NGA) I am in the privileged position of supporting volunteer governors and trustees throughout the country who are motivated to put something back into their communities and make a difference to the lives of children and young people.

NGA's work encompasses information, advice and guidance, professional development and e-learning. It promotes the contribution that effective governance makes to the sustainability of schools and trusts and ensuring they deliver good academic outcomes.

However, we are just as – if not more – committed to supporting those who govern to take an interest in the 'whole' person and equipping them for life. We were delighted therefore to have the opportunity to work with the PSHE association and publish joint guidance, which further raises the status of PSHE education in schools and trusts.

The guidance is the result of a genuine collaboration. It was clear from our first conversation with the team at the PSHE Association, that we had shared commitment to ensuring that every pupil enjoys a good PSHE education and a vision for guidance that looked beyond what DfE and Ofsted expect.

Good governance starts from first principles – your values, your ethos, what are you trying to achieve for your pupils?: what should they leave your school knowing and being? Whilst it might not be easy in a system too easily defined by narrow metrics, boards should think strategically about what is important for their pupils and hold themselves to account for what matters most. Our guidance explains how PSHE education – when taught well – should resonate with the values that governing boards foster, which guide the thinking and behaviour in their schools and trusts.

Having placed PSHE in this context, it was important to provide a framework for meaningful, strategic conversations between those leading and governing schools. We have done this through reference to discussion themes, such as vision and strategy, policy development, stakeholder engagement and investment in CPD that supports safe and effective teaching.

Recent debates about the role of and responsibilities of schools in tackling sexual harassment and violence has highlighted one of the most important duties of a governing board: ensuring that their school or trust is creating safe environments for pupils. Our guidance explains how, by taking an active interest in PSHE education, boards are creating a safeguarding culture that addresses risk and keeps pupils safe in many situations.

Asking good questions is at the heart of good governance. Asking school leaders the right questions, at the right time and in the right way, goes a long way towards helping governing boards to understand the extent to which what is being taught is developing the knowledge skills and attributes pupils require to stay healthy, safe and prepare them for life and work. Our guidance includes examples of questions that boards may ask and adapt to fit their context.

There is no doubt that PSHE education is also vital for our economy – it boosts attainment and life chances, particularly for our most vulnerable and disadvantaged pupils. NGA therefore supports the statutory requirement to teach relationships and health aspects of PSHE education in place since September, and hopes the economic wellbeing and careers aspects will be statutory in future.

Deep-dive questions

- PSHE Resources (to have at hand)
- PSHE self-evaluation report
- PSHE development (action) plan
- Long / medium term planning, including your progression map (skills; knowledge)
- Examples of pupil's work across year groups (at least from say EY / KS1 / KS2), including sequential learning

(When responding to any questions, try not to focus solely on 'describing' what you / colleagues have been engaged in, BUT: what has been the impact / outcome of any actions.)

Suggested questions

- What is the rationale behind the school's aims and values/ mission statement? And how does the PSHE curriculum support this?
- How is the PSHE curriculum adapted to reflect the school's context and community?
- How has the PSHE curriculum been developed in recent years and what have / have been the benefits of this?
- What is profile of PSHE's profile within the school? What would you say are the strengths / areas for development?
- When you talk of 'high expectations' what does that mean in terms of pupil's learning in PSHE? (e.g. How do teachers ensure that pupils are challenged and supported?)
- How did you decide the long-term plan (sequence of units) for the topics / units taught at the school? (e.g. are they related to the needs of the pupils / is this based on pupil need and relevance to school context?)
- How much time is allocated to does the teaching of PSHE? (is this enough?) How is pupil's learning from EYFS built on as they progress through the school?
- What is the school's approach to any particularly sensitive issues in the PSHE curriculum? (and what CPD are staff given to support them?)
- Do you set age related expectations and what do these look like in PSHE? How does the school know that pupils are meeting the end of key stage expectations set out in their own curriculum model?
- How do teachers ensure that key content is remembered long term?
- How do lessons across different year groups demonstrate progression in the acquisition of PSHE knowledge and understanding? How are pupils building on prior learning? (e.g. how do you know that pupils know and remember more?)
- Does the school have links with any external agencies to support the PSHE curriculum and if so what is the benefit / impact of these?
- How do you as SL ensure consistency in teaching and learning across the school?

- Have you delivered any CPD related to PSHE and what has been the impact of this on pupil's learning / teacher's knowledge?
- How are teachers and leaders using assessment information and how does this impact on progress that pupils are making in PSHE?

Pupil's books

- Is there clear evidence of pupils developing their PSHE knowledge and understanding of content, as set out in the school's plans?
- Can you show me an example (or two) that demonstrates that pupils are building on their prior knowledge and understanding? And also examples of where pupils are being challenged in PSHE?
- Likewise, is there evidence of pupils using and applying PSHE specific vocabulary accurately?
- Do pupils have opportunities in PSHE for extended writing? How does this compare with the same pupils' writing in English?
- Do learning objectives (or similar) clearly match the task and are they subject appropriate and precise?
- How do pupils develop / use their reading skills to carry out research in PSHE lessons?

Following lesson observations

- How does the observed lesson fit into a sequence? What will come next and how does it build on pupils' prior knowledge?
- How do teachers know what the pupils have already learned in previous years as well as previous lessons this year, and how do they use this information? What is the rationale for the activities and resources chosen in PSHE lessons?
- How do teachers ensure progression for all pupils?
- How do teachers address any sensitive issues in PSHE?
- What methods are teachers using to ensure the pupils' long-term retention of key PSHE knowledge (including key vocabulary)?
- What do age related expectations look like for the age group taught?
- What has been the impact of CPD on the teaching of PSHE?
- How is assessment information used to inform planning?

Discussion with pupils

- What topics / themes of PSHE have you enjoyed learning about and why? Can you give me some examples?
- What did you learn about last year in PSHE that has helped you this year?
- How do your teachers help you learn in PSHE?
- What does (e.g. give some examples of specific PSHE vocabulary) and tell me what they mean?
- What does it mean to have a 'healthy lifestyle' and how would you explain this to younger pupils? What have you been learning about regarding: 'relationships' as well as 'staying safe'?

- How do you know you have done well in a PSHE lesson?
- Do you have opportunities to read in PSHE and have you had any opportunities to undertake your own research?

Joint observation – HMI and PSHE Leader.

During the observation the inspector will watch closely:

- the language used by the teacher,
- the interactions between children,
- the role of the TA and how they supported learning,
- the information that was given to children.

Cultural capital & PSHE

The Ofsted School Inspection Handbook 2019, defines it as:

‘the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’

What is **cultural capital**? In educational terms, it refers to the bank of cultural experiences that students can gain from different cultural opportunities. E.g. Gallery visits, historic visits, music lessons, IT skills, dance lesson etc) Families have historically passed down these advantages to their children by providing them with these opportunities. Evidence shows that children with cultural capital do better in school and go on to do better in society, their career and the world of work. Schools can have a huge impact on equipping students with cultural capital.

An e.g.

What is Cultural Capital?

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their **cultural** awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work. Cultural capital promotes social mobility and success in our stratified society. **Cultural capital** gives a student power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial **capital**. **Cultural capital** is having assets that give students the desire to aspire and achieve social mobility whatever their starting point.

Policy Rationale:

At xxxxx School, we recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital.

The school recognises that there are six key areas of development that are interrelated and cumulatively contribute to the sum of a student’s cultural capital:

1. Personal Development
2. Social Development, including political and current affairs awareness
3. Physical Development

4. Spiritual Development
5. Moral Development
6. Cultural development

Summary of the key areas of coverage for each area of Cultural Capital Development:

1. Personal development:

- a. Careers and Information, advice and guidance provision;
- b. Personal Finance Education;
- c. Employability skills, including work experience;
- d. Citizenship, Personal, Social and Health Education provision;
- e. The school's wider pastoral framework;
- f. Growth mindset and metacognition - Resilience development strategies;
- g. Transition support;
- h. Work to develop confidence e.g. public speaking and interview skills;
- a. Activities focused on building self-esteem;
- a. Mental Health & well-being provision.

2. Social Development:

- a. Citizenship, Personal, Social and Health Education provision;
- b. Student volunteering and charitable works;
- c. Student Voice – Year Group and School Council;
- d. Nurture Group Access;
- e. Provisions linked to the school's Healthy Schools' Accreditation;
- f. Provisions linked to the school's accreditation as a Mental Health Champion School and its key role as a pilot school for the NHS Mental Health Trailblazers' programme;
- g. In school and wider community engagement programmes;
- h. Work experience and business engagement programmes;
- a. Access to counselling.

3. Physical Development:

- a. The Physical Education curriculum;
- b. Healthy Eating policies and catering provision;
- c. Anti-bullying and safeguarding policies and strategies, including the student-friendly policy and Student Anti-Bullying Charter;
- d. The Health Education dimension of the CPSHE programme, including strands on drugs, smoking and alcohol;
- e. The extra-curricular programme related to sports and well-being;
- f. The celebration of sporting achievement including personal fitness and competitive sport;
- g. Cycling proficiency training and Cycling to School Safely protocol;
- h. Activities available for unstructured time, including lunch and break times;
- a. Activity-based residential;
- a. The curricular programme related to food preparation and nutrition;
- b. Advice & Guidance to parents on all aspects of student lifestyle;
- a. The promotion of walking or cycling to school.

4. **Spiritual Development:**
 - a. The Religious Education and Philosophy Curriculum;
 - b. Our collective acts of worship and reflection;
 - c. Support for the expression of individual faiths;
 - d. Inter-faith and faith-specific activities and speakers;
 - e. Visits to religious buildings and centres;
 - f. Classes and seminars with speakers focusing on spiritual issues;
 - g. School-linking activities – locally, nationally and internationally;
 - h. The Assembly programme.

5. **Moral Development:**
 - a. The Religious Education and Philosophy Curriculum Curriculum;
 - b. The behaviour and justice framework underpinning the school's Behaviour Management policies;
 - c. Contributions to local, national and international charitable projects.

6. **Cultural Development:**
 - a. Citizenship Education;
 - b. Access to the Arts;
 - c. Access to the languages and cultures of other countries through the curriculum and trips and visits;
 - d. Promotion of racial equality and community cohesion through the school's ethos, informing all policy and practice.

From: Kapow Education

Wondering where to start with Ofsted's definition of cultural capital? Here's a digestible summary of what you need to know, plus some helpful and practical tips on where to start in helping develop your pupils' cultural capital in primary schools.

Here's what we'll be covering:

- Where did cultural capital come from?
- What's Ofsted's definition?
- Schools of thought: what are people saying?
- Approaches to developing cultural capital
- Free Kapow Primary lessons to help you develop cultural capital in your school
- Free cultural capital toolkit: staff powerpoint and templates

So where did the term cultural capital come from?

The original phrase comes from by the French sociologist Pierre Bourdieu in the 1970s, believing the more 'capital' you had, the more powerful your position was within society. This closely linked with Karl Marx's theory on fiscal capital (and capitalism) – the more capital you had, the better off you were.

D. Hirsch, Jr., Chairman of the Core Knowledge Foundation took this to another level by [developing the idea of 'cultural literacy'](#) – “the idea that reading comprehension requires not just formal decoding skills but also wide-ranging background knowledge”. In 1986 he published '[Cultural Literacy: What Every American Needs to Know](#)' which outlines all 'core topics' he believed American children needed to know to prepare them to be a successful adult.

This phrase hit the headlines again in 2013 when Michael Gove, then Secretary of State for Education, [gave a speech](#) where he promised the curriculum would ensure pupils had a “stock of knowledge”. Taking inspiration from E.D. Hirsch Jr, he argued 'cultural capital' would impact children from low-income backgrounds the most as “the accumulation of cultural capital – the acquisition of knowledge – is the key to social mobility”. This belief that cultural capital is 'knowledge' has been controversial amongst the teaching profession.

According to their school inspection handbook, Ofsted's definition of cultural capital is:

“As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following

wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'"

Schools of thought: what are people saying about it?

There have been mixed views on Ofsted's mandatory introduction of 'cultural capital' into the curriculum.

The thought behind its introduction is to expose disadvantaged children to cultural experiences and background knowledge that will equip them with cultural knowledge to propel them further in their education, careers and social development.

Some teachers at schools in more deprived areas believe this could have a positive impact on their pupils. Developing cultural capital within a school setting can give exposure to children to experiences that they may otherwise not have had. Alan Boyd, a teacher, says that he feels he is "providing opportunities and experiences that our parents can't pass on to their children. Even simple things like going to a beach or farm that many children take for granted. Our school is in a deprived area so not many of the parents own cars. This stops them from having day trips and travelling away from their immediate area."

Is Ofsted's definition too vague?

The [Cultural Learning Alliance](#) has openly stated that the loose definition of 'cultural capital' by Ofsted allows schools to develop their own interpretation of what the phrase means in a way that is best for their school and pupils. They believe schools should define 'cultural capital' in a way to "celebrate and embrace the different backgrounds, heritage, language and traditions of all the children living in this country".

Similarly, [Teacher](#) blogger Mrs Beaton argues, "Let's shift our thinking from cultural transactions to cultural openness and acceptance. That my heritage might be different to yours but neither are 'less than' when the comparative financial cost is totted up and someone hands the school the receipt."

Contributing to [The Guardian](#) newspaper, Professor Diane Reay emphasises this new requirement doesn't just confuse what 'culture' to develop but also the issue of class: "key elements of cultural capital are entwined with privileged lifestyles rather than qualities you can separate off and then teach the poor and working classes."

Computing: Bletchley park – playing with sound:

Children learn the key features of a radio play before then creating and editing a radio play set at Bletchley Park during the war. [Go to this lesson >](#)