

Not yet good enough: personal, social, health and economic education in schools

Personal, social and health education in English schools in 2012

This report evaluates the strengths and weaknesses of personal, social, health and economic (PSHE) education in primary and secondary schools in England. It is based on evidence from inspections of PSHE education carried out between January 2012 and July 2012 in 50 maintained schools and on evidence from an online survey of 178 young people conducted on behalf of Ofsted between October and November 2012.

Part A focuses on the key inspection and survey findings. Part B describes the characteristics of PSHE education that are outstanding and those aspects that require improvement or are inadequate. Part B can be used as training material for subject leaders and their teams to evaluate the quality of PSHE education in their own school.

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Executive summary

The findings of this report are based on evidence from the inspections of 24 primary schools, 24 secondary schools and two special schools across all English regions between January and July 2012. Inspectors observed 290 lessons, 31 assemblies and 20 other PSHE education-related activities. They held meetings with approximately 200 teachers, leaders and managers and talked to approximately 700 pupils. Children and young people's experiences and opinions of PSHE education, from the 'Your Say' Children and Young People's Panel online survey conducted on behalf of Ofsted by Ipsos Mori during October and November 2012, contributed to the evidence gathered during the survey. The online survey received 178 responses from 11–18-year-olds in state schools and colleges across England.

Part A evaluates pupils' learning in PSHE education; strengths and weakness in teaching; curriculum provision; and the quality of leadership and management. Part B describes the characteristics of PSHE education that typically lead to outstanding learning, and those found in schools where PSHE education requires improvement or is inadequate. Subject leaders and their teams should use these characteristics to evaluate the quality of PSHE education in their own school.

Learning in PSHE education was good or better in 60% of schools and required improvement or was inadequate in 40%. The quality of PSHE education is not yet good enough in a sizeable proportion of schools in England.

Sex and relationships education required improvement in over a third of schools, leaving some children and young people unprepared for the physical and emotional changes they will experience during puberty, and later when they grow up and form adult relationships. This is a particular concern because as recent research conducted by The Lucy Faithfull Foundation indicates, failure to provide high quality, age-appropriate sex and relationships education may leave young people vulnerable to inappropriate sexual behaviours and exploitation, particularly if they are not taught the appropriate language, or have not developed the confidence to describe unwanted behaviours, do not know who to go to for help, or understand that sexual exploitation is wrong.¹

In just under half of the schools, pupils learnt how to keep themselves safe in a variety of situations but not all had practised negotiating risky situations or applied security settings to social networking sites. Most understood the dangers of substance misuse but not always in relation to personal safety, particularly with regard to alcohol. These deficiencies in learning result in part from inadequacies in subject-specific training and support for PSHE education teachers, particularly in the teaching of sensitive and controversial issues.

The development of pupils' personal and social skills through PSHE education-related activities was at least good in 42 of the 50 schools visited. In the weaker schools, the

¹ For more information about the Lucy Faithfull Foundation go to: www.lucyfaithfull.org.

casual use of homophobic and disablist language was commonplace and pupils' personal and social skills required improvement. The great majority of schools provided good PSHE education for disabled pupils and those with special educational needs and for those whose circumstances made them vulnerable.

In the two fifths of schools where learning was weak, pupils had gaps in their knowledge and skills, most commonly in the serious safeguarding areas of personal safety in relation to sex and relationships, mental health, and alcohol misuse.

In half of the primary and two thirds of the secondary schools, pupils had a well-developed understanding of how to lead a healthy lifestyle with regard to food, nutrition and exercise and their schools encouraged them to make healthy lifestyle choices. Where learning was good or outstanding, pupils knew how to resist peer-pressure that risked their health and safety, and had a good understanding of mental health issues.

The development of pupils' economic well-being and financial capability was at least good in half of the primary schools and in two thirds of the secondary schools, with careers education good or better in half of the secondary schools. This is an improvement since Ofsted's last PSHE education report in 2010, which stated that most secondary schools had yet to implement the 2008 programmes of study for economic well-being and financial capability.²

The curriculum was good or better in two thirds of schools and most programmes benefited from the contributions of outside speakers. The curriculum was usually more coherent in schools that offered discrete PSHE education lessons. Where it was taught mainly through other subjects, students' GCSE choices influenced the quality of good PSHE learning at Key Stage 4.

Weaknesses in the assessment of pupils' learning was a key finding in the last PSHE education report and this remains a weakness. Assessment was identified as an area for improvement in 58% of schools. It was also the case that in too many schools teachers' expectations of the quality of pupils' work were too low. Teachers did not always check pupils' previous learning in PSHE education, resulting in the work being repeated and was often unchallenging.

The quality of leadership and management was at least good in just over half of schools. Where it was not good enough the subject leader was given too little time to meet with their team or to monitor and evaluate the quality of teaching and learning. In a third of primary and secondary schools the subject leader was inadequately trained for a leadership role.

The contribution that effective PSHE education can make to good behaviour and safety and to pupils' spiritual, moral, social and cultural development is evident

²*Personal, social, health and economic education in schools* (090222), Ofsted, 2010; www.ofsted.gov.uk/resources/090222.

throughout this report. It is interesting to note that there is a close correlation between the grades that the schools in the survey were awarded for overall effectiveness in their last section 5 inspection, and their grade for PSHE education. All but two of the schools graded outstanding at their last section 5 inspection were also graded outstanding for PSHE education and none were less than good. This fits well with the findings of a recent Department for Education (DfE) research report which states that:

‘Children with higher levels of emotional, behavioural, social and school well-being on average have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.’³

Pupils’ attitudes to PSHE education remain as positive as they were in Ofsted’s last PSHE education report.⁴ In response to the question, ‘To what extent, if at all, do you agree that you needed to be taught these things in schools?’, 86% of respondents to the online survey agreed or strongly agreed, with only 2% tending to disagree, as illustrated by these comments:

‘It’s really good that they are teaching us these things so we understand about adult life!’

Boy Year 6

‘They were really helpful in being educated about important lifeskills that would very soon matter greatly to us.’

Girl Year 10

Key findings

- Overall, learning in PSHE education was good or better in 60% of schools and required improvement or was inadequate in 40%. This indicates that the quality of PSHE education is not yet good enough in a sizeable proportion of schools in England.
- Sex and relationships education required improvement in over a third of schools. In primary schools this was because too much emphasis was placed on friendships and relationships, leaving pupils ill-prepared for physical and emotional changes during puberty, which many begin to experience before they reach secondary school. In secondary schools it was because too much emphasis was placed on ‘the mechanics’ of reproduction and too little on relationships,

³ *The impact of pupil behaviour and wellbeing on educational outcomes*, Department for Education, 2012; www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RB253.

⁴ *Personal, social, health and economic education in schools* (090222), Ofsted, 2010; www.ofsted.gov.uk/resources/090222.

sexuality, the influence of pornography on students' understanding of healthy sexual relationships, dealing with emotions and staying safe.

- Lack of high-quality, age-appropriate sex and relationships education in more than a third of schools is a concern as it may leave children and young people vulnerable to inappropriate sexual behaviours and sexual exploitation. This is because they have not been taught the appropriate language or developed the confidence to describe unwanted behaviours or know where to go to for help.
- In just under half of schools, pupils had received lessons about staying safe but few had developed the skills to effectively apply their understanding, such as the assertiveness skills to stand up for themselves and negotiate their way through difficult situations. Pupils understood the importance of applying security settings on social networking sites but did not always know how to set them or had not bothered to do so.
- Most pupils understood the dangers to health of tobacco and illegal drugs but were less aware of the physical and social damage associated with alcohol misuse, including personal safety.
- Approximately one third of respondents to the online survey wanted to learn how to deal with mental health issues such as coping with stress, bereavement and eating disorders.
- Knowledge and understanding of budgeting and economic enterprise were at least good in half of the primary schools and in two thirds of the secondary schools. Learning about careers was good or better in half of the secondary schools.
- Teaching required improvement in 42% of primary and 38% of secondary schools. Too many teachers lacked expertise in teaching sensitive and controversial issues, which resulted in some topics such as sexuality, mental health and domestic violence being omitted from the curriculum. This was because subject-specific training and support were too often inadequate. In 20% of schools, staff had received little or no training to teach PSHE education. Teaching was not good in any of these schools.
- By far the weakest aspect of teaching was the assessment of pupils' learning which was often less robust for PSHE education than for other subjects. In too many schools, teachers did not check or build on pupils' previous knowledge which resulted in them repeating topics, and they had lower expectations of the quality of pupils' work in PSHE education than for the same pupils in other subjects. Where the curriculum was strong it built on pupils' previous knowledge both in PSHE education lessons and in other subjects.
- The curriculum was good or better in two thirds of primary and secondary schools. The curriculum was usually more coherent and comprehensive in schools that offered discrete PSHE education lessons across the school. Where secondary schools taught PSHE education mainly through other subjects, students' knowledge and understanding in Key Stage 4 depended largely on their GCSE option choices.

- In 80% of primary and secondary schools, outside speakers made a valuable contribution by bringing a wide range of expertise and life experiences to the PSHE education programme.
- The development of pupils' personal and social skills through PSHE education-related activities such as school and sports council leadership, residential trips and retreats was at least good in 42 of the 50 schools visited. However, few schools monitor and analyse the take-up of extra-curricular activities. Pupils' personal and social skills required improvement where the casual use of homophobic and disablist language was commonplace.
- The majority of schools provided good PSHE education for disabled pupils and those with special educational needs and for those whose circumstances made them vulnerable. The best provision included accredited courses and bespoke lessons for sex and relationships education, and drugs, alcohol and tobacco education.
- The quality of leadership and management in PSHE education was at least good in 56% of schools, required improvement in 42% and was inadequate in 2% of schools. All the schools that required improvement in PSHE education overall required improvement in leadership and management.
- In a third of primary and secondary schools the subject leader was inadequately trained for a leadership role and given too little time to meet with their team. In half of primary and two thirds of secondary schools the monitoring and evaluation of the quality of teaching and learning were deficient.

Recommendations

The Department for Education should:

- give clear messages to schools about the importance of PSHE education
- seek ways to help schools improve their provision by being able to access examples of good practice in all aspects of PSHE education
- promote continuing professional development in PSHE education and in PSHE education subject leadership.

Schools should:

- ensure that staff teaching PSHE education receive subject-specific training and regular updates, including in the teaching of sensitive issues
- ensure that the school delivers age-appropriate sex and relationships education that meets pupils' needs and contributes to safeguarding them from inappropriate sexual behaviours and sexual exploitation
- ensure timely and appropriate learning about the physical and social effects of alcohol misuse

- implement systems to effectively track pupils' progress in PSHE education and monitor pupils' engagement in extra-curricular activities that develop their personal and social skills
- raise teachers' expectations of the quality of pupils' work in PSHE education to ensure it is commensurate with expectations of pupils' work in other subjects
- ensure that where PSHE education is taught mainly through other subjects in secondary school, students' access to the PSHE education curriculum in Key Stage 4 does not depend on them taking particular GCSEs
- improve the quality of leadership and management in PSHE education by ensuring that subject leaders receive appropriate leadership training; designated time to meet with the PSHE team; and time to monitor and evaluate the quality of teaching and learning in PSHE education.

Teacher training institutions should:

- ensure that all initial teacher training courses include subject-specific PSHE education training.

The context of PSHE education in schools

PSHE education is a non-statutory subject. However, the great majority of schools choose to teach it because it makes a major contribution to their statutory responsibilities to promote children and young people's personal and economic well-being; offer sex and relationships education; prepare pupils for adult life and provide a broad and balanced curriculum.^{5,6,7} Schools have, to a greater or lesser extent, developed their own versions of PSHE education and different ways to deliver it, although programmes typically cover health and safety education, including substance misuse, sex and relationships education, careers education, economic education and financial capability. The 2010 Education White Paper makes clear the importance of effective PSHE education in schools:

'Children can benefit enormously from high-quality Personal, Social, Health and Economic (PSHE) education. Good PSHE supports individual young

⁵ Well-being is defined in the Children Act 2004 as the promotion of physical and mental health; emotional well-being; social and economic well-being; education; training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.

⁶ Since 2000 it has been statutory for all schools to have an up-to-date sex and relationships education (SRE) policy, drawn up by the governing body and available to parents and carers. The Sex and Relationships Education Guidance for schools recommends that SRE be delivered through PSHE education and that it should be inclusive of all pupils. Parents have a right to withdraw their children from all or part of the SRE provided at school, except for those parts included in the statutory National Curriculum science programme of study.

⁷ *National Curriculum handbook for secondary teachers in England (revised 2004)*, Department for Children, Schools and Families, 2004;
www.education.gov.uk/publications/standard/publicationDetail/Page1/QCA/04/1374.

people to make safe and informed choices. It can help tackle public health issues such as substance misuse and support young people with the financial decisions they must make.’⁸

Part A: PSHE in primary and secondary schools

How well did pupils learn in PSHE education?

1. Evidence from inspection indicates that learning was good or better in 60% of schools and that it required improvement or was inadequate in 40%. The learning was marginally better in secondary schools than in primary schools. Learning was good in both of the special schools inspected.

Health and well-being

2. In half of the primary and two thirds of the secondary schools, students had a well-developed understanding of how to lead a healthy lifestyle. They appreciated the importance of a balanced diet, understood the role of exercise in maintaining physical and mental health and recognised the dangers to health of substance misuse. Their schools reinforced the importance of the need to be healthy by encouraging pupils to make healthy food choices at lunch and break times, and by offering a wide range of sports activities which had high levels of participation.
3. Where learning was strongest, pupils developed good strategies to resist peer-pressure to make unhealthy or unsafe choices by, for example, practising using their knowledge and skills in role-play situations. Older pupils could recognise stress in themselves and others, and empathise with those suffering mental health issues. Where learning was weak, understanding of how to maintain a healthy lifestyle tended to be patchy with gaps in knowledge, most commonly about mental health, alcohol, sex and relationships.
4. When asked which PSHE education topics they would like to learn about in school but currently did not, the panellists chose mental health issues for their top three.⁹ Thirty-seven per cent wanted to learn how to deal with bereavement; 33% chose coping with stress; and a little over three in 10 (31%) wanted more on eating disorders such as anorexia. Girls were more likely than boys to want to learn about stress and mental health, particularly eating disorders (40% compared with 25%). The importance of all pupils learning about eating disorders is reinforced by research which shows that

⁸ *The importance of teaching*, Schools White Paper, Department for Education, updated 2012; www.education.gov.uk/schools/toolsandinitiatives/schoolswhitepaper/b0068570/the-importance-of-teaching.

⁹ The term ‘panellists’ refers to the student participants who responded to an online survey conducted on behalf of Ofsted by Ipsos Mori during October and November 2012. The survey captured the experiences and opinions of PSHE education of 178 11–18-year-olds in state schools and colleges across England.

many develop eating disorders during adolescence, but sufferers can be as young as six, and a quarter of those affected are male.¹⁰

5. Inspection and online survey findings showed that in most schools pupils had learnt about the effects of tobacco, alcohol and other drugs. However, inspectors found that although pupils understood the dangers to health of tobacco and illegal drugs, they were far less aware of the physical and social damage associated with alcohol misuse. Some pupils did not know the strength of different alcoholic drinks or make the links between excessive drinking and other risk factors such as heart and liver disease, and personal safety.
6. Eighteen per cent of panellists had not learnt about drugs, alcohol and tobacco until aged 14 although 95% had by the time they left school. This may be too late for some pupils because few wait until they are 18 to begin drinking and by the time they reach 15, more than eight in 10 have already tried alcohol.¹¹

Sex and relationships education

7. Statutory guidance states that in primary schools pupils should learn about physical and emotional changes experienced during puberty, and how a baby is conceived and born. In secondary schools, lessons should prepare young people for adult life by helping them develop positive relationships and an appreciation of the consequences of their choices; an understanding of human sexuality; knowledge of the importance of safe sexual practices, the concept of, and laws relating to, sexual consent, sexual exploitation and abuse; and knowledge of how to access further advice and support.¹²
8. Approximately three quarters of the panellists had learnt about puberty and contraception with slightly fewer learning about sexually transmitted infections and pregnancy and only 39% about abortion. Opportunities to study these issues were particularly low in the north west of England where only 42% had lessons about sexual health, 35% about pregnancy and 21% about abortion. Those in the London area had learnt the most about aspects of sex and relationships.
9. Learning about sex and relationships was at least good in 60% of primary schools and 55% of secondary schools visited. In the good and better primary schools, pupils understood the physical and emotional aspects of sex and relationships appropriate to their age, preparing them well for the changes they will experience during puberty. In the good and better secondary schools, in-depth learning was exemplified by students' good understanding of emotional well-being, sex and sexuality, how relationships develop, and the risks

¹⁰ b-eat; <http://www.b-eat.co.uk>.

¹¹ E Fuller (ed.), *Drug use, smoking and drinking among young people in England in 2007*, National Centre for Social Research, National Foundation for Educational Research, 2008; www.ic.nhs.uk/pubs/sdd07fullreport.

¹² Free and confidential advice and support is available from: www.childline.org.uk; Tel: 0800 1111.

associated with these issues for themselves and others. In a Roman Catholic high school in Hertfordshire with outstanding sex and relationships education, extensive and thorough training had helped teachers feel confident, supported and prepared to deliver highly effective and much-valued lessons.¹³

‘Everyone has such confidence in the school and the teachers – you can ask anyone for help and you don’t feel judged.’

Boy Year 10, The John Henry Newman Catholic School

10. Sex and relationships education required improvement in over a third of primary schools. This was because too much emphasis was placed on matters such as maintaining friendships and this left pupils ill-prepared for puberty and lacking in knowledge about reproduction and how babies are born. In one school with inadequate PSHE education, the pupils received only two hours of sex education in total from Years 1 to 6, delivered by an external speaker in the last week of term in Year 6. This was considerably too late for the pupils who were already experiencing puberty, particularly girls who had begun to menstruate in Years 5 and 6, and it allowed too little time for pupils to consider the issues and ask questions of their teachers.
11. Lack of age-appropriate sex and relationships education may leave young people vulnerable to inappropriate sexual behaviours and sexual exploitation, particularly if they are not taught the appropriate language, or have not developed the confidence to describe unwanted behaviours, or do not know who to go to for help. This is borne out by research carried out by child protection charities such as the Lucy Faithfull Foundation, Childline and the National Society for the Prevention of Cruelty to Children (NSPCC).^{14,15}
12. Sex and relationships education required improvement in almost half of the secondary schools. Students sometimes felt that there was too little teaching about relationships and too much emphasis on ‘the mechanics’ of reproduction. In all of the secondary schools visited, students had learnt about human reproduction in National Curriculum science. However, some voiced the opinion that PSHE education lessons had avoided discussion of sexual and emotional feelings and controversial issues such as sexual abuse, homosexuality and pornography. The panellists also reflected on this. When asked what would have made PSHE education lessons more useful, the following comments, among others, were made:

‘Rape culture. What to look for in a healthy relationship.’

Girl Year 12

¹³ *Outstanding sex and relationships education in a Catholic context: The John Henry Newman Catholic School (120327)*, Ofsted, 2012; www.ofsted.gov.uk/resources/120327.

¹⁴ To find out more about Childline visit: <http://www.childline.org.uk>.

¹⁵ For more information about NSPCC research findings go to: www.nspcc.org.uk.

'The influence of the media such as porn on people's views of sex and the human body.'

Boy Year 10

13. Mainstream and special schools have a duty to ensure that disabled pupils and those with special educational needs are properly included in sex and relationships education. Schools that had a nurse drop-in service were better able to meet the range of pupils' needs than those without. Pupils were particularly well served where schools offered bespoke sex and relationships education for disabled pupils and those with special educational needs through accredited short courses at Levels 1 and 2. The schools that did not provide bespoke lessons often relied on teaching assistants to ensure that pupils understood the lesson content and had their questions answered. However, it was not always the case that teaching assistants were available to provide support, particularly if PSHE education took place during form tutor time. In these circumstances the needs of some more vulnerable pupils were not sufficiently well met.
14. One special school provided particularly good sex and relationships education with support from the school nurse in lessons about puberty and growing up; in sessions by specialist teachers on safe sex and contraception; and through a chlamydia screening service for older pupils. In response to comments heard by staff or issues raised in lessons, tutors were on hand to give one-to-one support, liaising with parents and carers as appropriate.

Staying safe

15. Pupils' learning about personal safety was at least good in half of the schools visited.
16. Effective safety education in primary schools included:
 - how to maintain personal hygiene and how some diseases are spread
 - information that household products including medicines can be harmful
 - road and water safety
 - basic emergency aid
 - legal and illegal drugs, their effects and risks
 - judging what kind of physical contact is acceptable or unacceptable
 - internet safety
 - how to resist peer-pressure and how to ask for help.
17. Examples of good practice observed in primary schools were: a personal safety training course run by community police officers and high profile displays of helplines and groups that young people could go to for confidential support.

18. In secondary schools, safety education builds on the messages learnt in primary schools but may also include:
- how high-risk behaviours, including some sexual activities and substance misuse may affect individuals, families and communities
 - recognising and reducing risk, minimising harm and getting help in emergency and risky situations
 - coping with relationship breakdown, bereavement, emotional and mental health
 - how the media portrays young people, body image and health issues
 - exploitation in relationships, and organisations that support relationships in crisis.
19. In some schools, pupils may also be taught about the risk factors associated with extremism, forced marriage, female genital mutilation, anorexia websites or gang culture.
20. In an effective PSHE education lesson taught through media studies, 13- and 14-year-olds discussed the physical and mental health implications of image manipulation and airbrushing in magazines and advertising to portray the perfect body image. Several secondary schools with a sixth form included a safe driving course as part of the enrichment programme.
21. In the 50% of schools where teaching in PSHE education required improvement, pupils often had learnt about staying safe but had not developed the skills to enable them to apply their knowledge. For some this was because they lacked the self-esteem, confidence and assertiveness they needed to stand up for themselves and negotiate their way through difficult situations, and many were not given the opportunity to rehearse how to behave in unfamiliar, risky settings. In some schools, pupils understood the importance of using security settings when using social networking sites but did not know how to actually set them or had not bothered to do so.
22. In around 10% of schools, pupils received mixed messages about health and hygiene, particularly hand washing. Inspectors witnessed pupils in both primary and secondary schools moving from the classroom to the dining hall for lunch without washing their hands, and paying for their lunch through a thumbprint recognition system with no opportunity to use hand gel to minimise the risk of infection. In a few schools inspectors noted that in the pupils' toilets the supplies of soap and toilet paper were inadequate.
23. Although it is a school's statutory duty to safeguard the children in its care, inspectors found few examples of good practice in helping children and young people protect themselves from unwanted physical and/or sexual contact or from sexual exploitation. In one special school with good practice in safeguarding, the staff, parents and carers received regular talks from the local police community support officer on child exploitation and online protection, but

this was not commonplace in other schools. Some pupils had learnt about 'stranger danger' but none mentioned simple mantras such as not keeping adults' secrets (only surprises), which would help protect them from inappropriate contact by people they knew, as well as from strangers. In addition, younger pupils had not always learnt the correct names for sexual body parts or what kind of physical contact is acceptable and what is unacceptable.

24. This is of particular concern in the light of the recent, much publicised trials in different parts of England concerning the grooming and sexual exploitation of children. Research conducted on behalf of the NSPCC suggests that one in 20 secondary school children have been sexually assaulted and that most children who are sexually abused do not report it. Donald Findlater from the child protection charity, The Lucy Faithfull Foundation, argues that children need to have the language skills to say what has happened to them and to understand that sexual exploitation is wrong.¹⁶ This lack of information about their human rights and protection in law also contributes to the continued failure of girls to resist or report the illegal practice of female genital mutilation which the Home Office estimates as a risk factor for 24,000 girls under the age of 15 in the United Kingdom.¹⁷

25. Several panellists commented on the importance of learning about personal safety.

'The lessons should be aimed at ensuring the pupil knows what they can do to keep safe.'

Girl Year 12

'I think that they would become more useful if you were to be given examples of what you might come up against. I think that you should be taught what to do and how to react in different situations.'

Girl Year 9

'How about something on sex abuse?'

Girl Year 9

Economic well-being and careers education

26. Since 2007 economic well-being and financial capability have been part of the non-statutory guidance for PSHE education. Primary pupils learn how to look after their money and about savings. In secondary schools, they explore

¹⁶ For more information about the Lucy Faithfull Foundation go to: www.lucyfaithfull.org/.

¹⁷ Female genital mutilation, Home Office; www.homeoffice.gov.uk/crime/violence-against-women-girls/female-genital-mutilation.

different types of work and work-related skills, public and business finances, personal budgeting and money management. Knowledge and understanding of budgeting and economic enterprise were at least good in half of the primary schools surveyed and in two thirds of the secondary schools.

27. In one primary school where PSHE education was outstanding, pupils gained their knowledge of financial matters and money management through mathematics-themed weeks, which included running a tuck shop with tasks set around pricing, profit making and understanding the difference between debit and credit card transactions. In a secondary school with good PSHE education, all 14–16-year-olds followed an ‘employability and working life’ course which grounded them well in aspects of finance, as well as the personal skills and qualities needed to secure and maintain employment.
28. In the half of primary and third of secondary schools where learning about economic well-being required improvement, it was often taught on days where the usual timetable was suspended, or through extra-curricular activities, rather than in PSHE education lessons. For example, in one primary school, pupils on the school council were involved in planning and budgeting for the ‘school fayre’, but others did not have similar opportunities; and in a secondary school, all economic enterprise activities were an option rather than an entitlement. The findings from this survey are similar to those found in Ofsted’s 2011 report on economics, business and enterprise education where achievement in economics and business education was judged to be good or outstanding in just over two thirds of the schools visited and strongest where teachers were subject specialists.¹⁸
29. Although inspectors found economic well-being to be strong in the majority of secondary schools, the panellists cited economic well-being most often as an issue they wanted to learn more about. The following comments are typical:

‘I have always thought that we should have learnt life skills such as how bank accounts work and mortgages.’

Girl Year 12

‘The different types of tax and national insurance and council tax and all stuff like that. Didn’t teach about housing benefit or any stuff you need when you leave school.’

Boy Year 11

‘More on managing your own finances.’

Boy Year 12

¹⁸ *Economics, business and enterprise education* (100086), Ofsted, 2011; www.ofsted.gov.uk/resources/100086.

30. Careers education has been part of the non-statutory guidance for PSHE education since 2007 and in September 2012 it became the statutory duty of schools to provide independent and impartial careers guidance to students in Years 9 to 11.¹⁹ It is not an expectation that pupils will study careers education in primary school beyond knowing about the range of jobs carried out by people they know, and understanding how they can develop skills to make a contribution in the future. It is not surprising therefore that few primary pupils had learnt much about careers. However, there were some examples of good practice such as Year 6 pupils engaged in mock interviews where they referred to their records of achievement to highlight their positive qualities and how they might use these in the workplace. But poor practice was also evident. In a primary school judged inadequate for PSHE education, gender stereotypical posters of workers in various occupations were displayed, such as a female nurse, male doctor, female secretary, male solicitor, female cook and male plumber. This is something that inspectors may have expected to find in classrooms of the 1970s or 1980s but not in 2012.
31. In secondary schools, students are expected to understand different types of work, develop and apply skills for enterprise and employability, research progression routes in learning and work, and engage with the business world.
32. Learning about careers was at least good in half of the secondary schools inspected. In these schools, students visited institutions of further and higher education and met with people working in, for example, the public sector, corporate business and in self-employment. Students were well informed about where to go for careers, training and education advice.
33. However, in half of secondary schools, learning about careers was not good enough. As with other aspects of economic well-being, this was an area frequently criticised by the panellists.

'I would like to have learned more about future jobs and career pathways.'

Girl Year 12

'It would have been more useful if they had covered more relevant topics, such as how to write a CV or something similar to this.'

Girl Year 9

¹⁹ The Education Act 2011 inserts a new duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent careers guidance for students in Years 9 to 11. Careers guidance must be presented in an impartial manner and promote the best interests of the students to whom it is given. It must also include information on all options available in respect of 16 to 18 education or training, including apprenticeships and other work-based education and learning options.

Personal and social skills

34. Survey evidence revealed that the development of pupils' personal and social skills, often through extra-curricular activities, was an area of particular strength, with good or outstanding development found in 42 of the 50 schools visited. It is an expectation in the PSHE education guidance that pupils will learn how to build and maintain a range of positive relationships, understand their rights and responsibilities, respect and accept individual difference, and challenge prejudice and discrimination.²⁰ In most primary and secondary schools these expectations were met well, with the exception of the casual use of homophobic and disablist language, which was still prevalent in too many schools.
35. Pupils do develop personal and social skills in lessons, but much happens outside of the classroom through the assembly programme, extra-curricular activities, roles and responsibilities, visits, projects, competitions and events. In the good and outstanding primary schools, pupils shared a sense of pride in the contribution they made as, for example, school or sports council leaders, monitors, playground buddies, anti-bullying ambassadors, and charity fund-raisers. In the best secondary schools, students demonstrated high levels of social responsibility by researching and delivering parts of lessons, peer mentoring, offering reading support to younger students, becoming involved in the local youth parliament and acting as prefects. Students in these schools were articulate, analytical and reflective. They discussed and debated together well, in lessons and socially around the school. They had the confidence to disagree, while respecting the differing views of others.
36. In the few schools where pupils' personal and social skills had not developed sufficiently well, they lacked the ability to work independently and too many were passive in lessons. They had too few opportunities to develop the communication skills and confidence they needed to challenge their own and others' views and in some classes pupils did not listen to each other.
37. Where the development of pupils' personal and social skills was good and outstanding, they had also learnt to understand each other as individuals and form open and trusting relationships. In particular they learnt about the impact of bullying, including the casual use of racist, disablist, sexist or homophobic language, why it is damaging and how to deal with it. These schools were meeting the expectations set out in the government's Education White Paper which states that:

'Schools should take incidents of prejudiced-based bullying very seriously. It is important that they educate children about the differences between

²⁰ *Personal, social, health and economic education*, Department for Education, 2011; www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199209/pshe.

different groups of people and create a culture of respect and understanding.²¹

38. Examples of particularly good practice in inclusion and tackling prejudiced-based bullying in PSHE education can be found on the Ofsted PSHE education subject web page.²²
39. Pupils' understanding of diversity, prejudice and discrimination was not developed well enough in one in four primary schools and one in eight secondary schools. Pupils had learnt about racism and sexism but not about other forms of discrimination, resulting in their failure to appreciate the impact on others of derogatory language, particularly homophobic and disablist comments. It was evident in responses to the online survey that schools are not doing enough to ensure that pupils have a good awareness and understanding of *all* forms of diversity and discrimination. Almost two thirds of panellists had learnt about racism, just under a half about faith discrimination but only one third had learned about homophobic behaviour and its impact. The north west region showed the starkest contrast, with 88% claiming to have learnt about racism but only 14% about homophobia.

How good is the teaching?

40. Teaching was at least good in 58% of primary schools and 62% of secondary schools. In the special schools, teaching was good overall. The best teachers had excellent subject knowledge, which gave them the confidence to tackle sensitive issues, and discussion was well managed with clear and appropriate ground rules to ensure the emotional safety of all pupils. In one outstanding Year 11 lesson the teacher was very skilled in managing controversial debates such as the impact of war and conflict and the challenges of living in a multi-faith society.
41. In the good or outstanding lessons, teachers provided a range of exciting and stimulating tasks that resulted in pupils being highly motivated and engaged. For example, in one outstanding Year 5 lesson pupils used drama, art and discussion to consider how to make their games more inclusive for disabled pupils. In a good Year 9 lesson, students were shown a video clip which helped them reflect on the feelings of boys and girls who had become teenage parents; and in a good childcare lesson, Year 10 students developed their understanding of the importance of confidentiality through a board game where they challenged gender discrimination and reflected on moral and ethical issues in medicine.

²¹ *The importance of teaching*, Schools White Paper, Department for Education, updated 2012; www.education.gov.uk/schools/toolsandinitiatives/schoolswhitepaper/b0068570/the-importance-of-teaching.

²² Personal, social and health education: Ofsted reports in PSHE and materials for schools; www.ofsted.gov.uk/inspection-reports/our-expert-knowledge/personal-social-and-health-education-pshe.

42. In the best lessons, pupils' thinking was challenged through questioning that helped them to reflect. In a good lesson on negative stereotyping, pupils were given thought-provoking images to help them to consider the role of the media and challenge their personal stereotypes on religious dress, sexuality and eating disorders. In the same school a powerful lesson on international trade enabled pupils to have a high-level discussion on how goods are produced and reflect on the working conditions of people where labour is cheap.
43. Where teaching was strongest, lessons were planned to ensure that pupils of differing abilities, including the most able, were suitably challenged; learning was assessed regularly and assessments were used to identify where pupils needed extra support or intervention. A good example of this was the establishment of a 'girls' group' in a primary school where issues of low self-esteem had been identified.
44. Pupils have become increasingly involved in self-and peer-assessment, end of unit quizzes and questionnaires but, even where teaching was good overall, the monitoring and assessment of pupils' learning were judged by inspectors to be often less robust for PSHE education than for other subjects.
45. In 42% of primary schools and 38% of secondary schools teaching was not good enough. Too many teachers lacked expertise in teaching sensitive and controversial issues, which resulted in some topics such as puberty, sexuality or domestic violence being avoided. In 20% of schools, the staff had received no training or support to teach PSHE education. Teaching was not good in any of these schools. The poor quality of teaching and lack of expertise of some PSHE education teachers was commented on by one of the panellists:

'I think PSHE lessons should be taught by a teacher in that field, rather than a teacher who doesn't know anything about the subject but still tries to teach it to people.'

Girl Year 9

46. In many of the weaker lessons the pace of teaching and learning was too slow. In these lessons pupils did not ask questions, research topics for themselves, or give extended responses when questioned. The questions that teachers asked did not challenge pupils' thinking or misconceptions. Tasks were often mundane, such as the completion of worksheets that pupils knew would not be checked or marked.
47. Expectations were low in these lessons, with pupils often repeating work they had covered in previous years. Common examples of this were lessons on healthy eating where pupils learnt about the importance of eating five fruits and/or vegetables a day and what constituted a balanced diet. Many pupils in Key Stage 3 had already covered this work in food technology and science and most had also learnt it in primary school. In too many schools, expectations of the quality of work were not commensurate with teachers' expectations in other

subjects. Teachers often accepted poorly presented and unfinished work without comment. As a result, lessons were not always taken seriously by pupils, as reflected in comments from the panellists.

‘Most of it is doing worksheets and you don’t learn much.’

Boy Year 6

‘In most years we just covered work we had done in previous years.’

Girl Year 9

48. In some of the weaker primary schools PSHE education was taught through ‘circle-time’ by teachers or by higher level teaching assistants, not all of whom had received sufficient training in the teaching of sensitive issues. In some instances this resulted in pupils’ emotional well-being being put at risk. In one inadequate Year 2 lesson pupils were asked to describe the failings of the pupil sitting next to them, which caused unnecessary distress. In an inadequate Year 4 lesson, the teacher asked pupils to talk in turn about stressful situations. She had asked them not to speak personally but when they did she did nothing to stop them, not even when one pupil revealed to the class that his mother suffered from depression and had stolen the money for their Christmas presents.
49. Where teachers had not received adequate training, teaching of issues about diversity and discrimination was also weak. Not all schools have yet responded to Ofsted’s 2011 report on bullying, which recommends that all staff receive appropriate and regularly updated training to give them the knowledge, skills and confidence to teach pupils about diversity and the effects of bullying behaviour.²³
50. By far the most widespread weakness of teaching in PSHE education was the assessment of pupils’ learning. This was an identified area for improvement in 13 primary schools, 14 secondary schools and in both special schools. In these schools teachers failed to formally identify attainment and progress, rarely provided feedback on how to improve and did not plan lessons that accounted for pupils’ current levels of knowledge and understanding.
51. In eight out of 10 schools, outside speakers had made a valuable contribution to teaching by bringing a wide range of expertise and life experiences to the PSHE programme. In primary schools this often included the fire and police services, theatre companies that explored drug, alcohol and tobacco education, road safety officers and local community or faith groups. In secondary schools external contributions included visits from careers education services, business leaders, sexual health teams, the police, anti-bullying groups and prison

²³ *No place for bullying* (110179), Ofsted, 2012; www.ofsted.gov.uk/resources/110179.

wardens. Most pupils valued these contributions. However, in over half of the schools there was no formal evaluation of the impact on pupils' learning or follow-up of activities, so teachers did not know how effective the external contributors had been.

How good is the curriculum?

52. The curriculum was good or better in two thirds of the schools visited. It was a little stronger in secondary than in primary. In the primary schools with an outstanding PSHE education curriculum, the subject was at the heart of the school's work and seen as central to pupils' success in other subjects. Curriculum planning was detailed, tailored to needs and built on previous learning. As a result, pupils enjoyed rich and memorable experiences. In one primary school this was demonstrated in 'golden time' where pupils from all classes learnt new skills together such as healthy cooking, first-aid and sign language.
53. Schools are permitted to deliver the PSHE education curriculum in any way they choose. In primary schools this may be through discrete lessons, topic work, circle time, suspended timetable days, as part of literacy and numeracy or a mixture of these. Most secondary schools offer a mix of discrete lessons which may or may not be taught by specialist teachers; two or three thematic days; delivery through other subjects such as drama, physical education, food technology, science and religious education; assemblies; extra-curricular activities; visits and visitors.
54. The best secondary schools delivered creative curriculum models that were reviewed and revised in response to pupil and teacher evaluations. A Buckinghamshire school with an outstanding PSHE curriculum successfully offered a mix of discrete lessons, short courses, external speakers, theatre groups, health professionals, and well-planned PSHE education within other subjects. The health and social contexts of the local community were analysed well and the views of students were listened to carefully to ensure that the school met individual needs. This resulted in a coherent and comprehensive programme much valued by pupils, including sixth formers.²⁴

'The student voice is a phenomenal way to express what you would like to do in the PSHE curriculum.'

Girl Yr 10 Walton High

²⁴ *Providing an outstanding PSHE curriculum: Walton High (120358)*, Ofsted, 2012; www.ofsted.gov.uk/resources/120358.

'At first I was slightly apprehensive having PSHE. I thought post-16 students didn't need the support, but after the last 10 months I wouldn't be without it.'

Girl Year 13 Walton High

55. In some of the good and outstanding schools, well-developed links with the local community helped to make the curriculum more interesting and relevant. In one school, Year 10 students were involved in a project which enabled them to develop their social and economic skills through work with a local charity. In another a visit from a local survivor of Auschwitz had a notable impact on pupils' empathy and understanding of prejudice. In the same school, outside agencies promoted awareness of issues such as sexuality and the experiences of local refugee and Traveller communities.
56. The Schools White Paper advocates comprehensive and inclusive sex education in the PSHE education curriculum.²⁵ Although changes during puberty; reproduction; sexually transmitted infection; contraception; abortion and pregnancy were included in most secondary programmes, there was less emphasis on sexual consent and the influence of pornography. The failure to include discussion of pornography is concerning as research shows that children as young as nine are increasingly accessing pornographic internet sites, and Childline counsellors have confirmed an increase to more than 50 calls a month from teenagers upset by pornography.
57. Over 90% of schools visited had a PSHE education curriculum which provided well for disabled pupils and those with special educational needs and for those who are potentially vulnerable, often with the help of teaching assistants and external agencies. For example, one secondary school had a bespoke sex and relationships course for boys diagnosed with Down's syndrome or autism, taught by a nurse from a men's health group. In another school, students in challenging circumstances were given tailored programmes on gun and knife crime, teenage pregnancy, smoking cessation and anger management.
58. In the nine primary schools, seven secondary schools and one special school where the PSHE education curriculum required improvement or was inadequate it was often because too little time and priority had been given to the subject, leading to gaps in learning. In these schools subject leaders had not drawn on important data such as local social and health statistics, pupils' previous knowledge or the views of pupils, to inform curriculum planning.
59. The PSHE education curriculum was usually more coherent and comprehensive in schools that offered discrete PSHE education lessons taught by specialists.

²⁵ *The importance of teaching*, Schools White Paper, Department for Education, updated 2012; www.education.gov.uk/schools/toolsandinitiatives/schoolswhitepaper/b0068570/the-importance-of-teaching.

Where secondary schools taught PSHE education mainly through other subjects, students' knowledge and understanding in Key Stage 4 depended largely on their GCSE option choices. Those who chose to study food technology, sports science, business and enterprise, health and social care, citizenship or child development had a much more enriched PSHE education curriculum diet than their peers who had chosen other options. In some cases, the schools that chose this curriculum model at Key Stage 4 risked failing in their statutory responsibilities to promote children and young people's personal and economic well-being and provide a broad and balanced curriculum.

60. Although many schools cited their extensive extra-curricular programme as making a strong contribution to PSHE education, too few monitored or analysed the take-up of options to ensure that all were benefiting. An example of good monitoring practice is a primary school in Lancashire where teachers closely tracked the take-up of activities such as the Eco Council, cookery club, school productions and the work of the 'forest school', to ensure that all pupils engaged with a range of activities that would help them develop their personal and social skills.²⁶

What is the quality of leadership and management?

61. The quality of leadership and management in PSHE education was at least good in 56% of schools, required improvement in 42% and was inadequate in 2% of schools. Of the schools that required improvement in PSHE education overall, *all* required improvement in leadership and management, highlighting Ofsted's view that determined and resolute leadership is crucial in schools that require improvement.²⁷
62. Consequently, in the 20% of schools with outstanding PSHE education, the subject was a priority of the headteacher and at the heart of the school's work. Teachers and subject leaders were well trained, and leaders and managers had an accurate view of strengths and weaknesses based on a rigorous process of lesson observations, review and development, complemented by the views of pupils, staff, parents and carers.
63. In most of the 44% of schools where leadership and management were not good enough the subject leader was given insufficient time to meet with their team or to review the quality of the provision. In 46% of primary and 67% of secondary schools, the monitoring and evaluation of the quality of teaching and learning were deficient. Arrangements were not as rigorous as for other subjects. In 20 schools, none of the teachers who taught PSHE education had

²⁶ For more information about the work of the forest school see good practice resource: *Preesall Fleetwood's Charity Church of England Primary School* (119558), Ofsted, 2011; www.ofsted.gov.uk/resources/good-practice-resource-developing-childrens-learning-through-work-natural-environment.

²⁷ *Getting to good: how headteachers achieve success* (120167), Ofsted, 2012; www.ofsted.gov.uk/resources/120167.

been observed teaching the subject as part of their performance management and in 14 schools the observations were informal 'learning walks' rather than lesson observations with formal feedback. Although leaders and managers conducting the learning walks often used checklists to comment on the quality of the lesson, these rarely included judgements on the actual learning taking place in PSHE education.

Part B

64. This section of the report describes the typical characteristics of PSHE education that lead to outstanding learning, and those aspects that are typically found in schools where PSHE education requires improvement or is inadequate. Consideration of these characteristics should be used by subject leaders and their teams to evaluate the quality of PSHE education in their own school.

Key characteristics of outstanding PSHE

65. Twenty-four per cent (12 out of 50) of the schools inspected had outstanding PSHE. These schools had the following characteristics in common.

Pupils demonstrate excellent personal and social skills

66. They form open, harmonious and trusting relationships that enable them to express their feelings and opinions. Typically, pupils would listen well to each other in PSHE education lessons, ask thoughtful questions of their teacher and each other and use sound evidence to justify their own views.

All pupils share a sense of pride in the contribution they make in school

67. For example, as school and eco-council representatives and playground leaders. Older pupils may plan and deliver PSHE education lessons for younger pupils, become involved in the local youth parliament and help with environmental planning around the school. Through effective monitoring, schools ensure that *all* pupils are encouraged and have an opportunity to make a genuine, valued and recognised contribution to school life.

Pupils can describe what they have learnt in PSHE with maturity and enthusiasm

68. They are keen to express their own views, are analytical and reflective and ask challenging questions. They have the confidence to discuss and debate sensitive and controversial issues in PSHE education lessons, socially around the school, and with visitors. They have the self-assurance to disagree, while respecting the differing views of others.

Pupils are independent learners and take responsibility

69. PSHE education lessons and extra-curricular activities enable pupils to work without supervision and use their initiative to set up related projects, surveys

and other activities. This includes, for example, setting up a website to raise awareness and gather opinions about social and environmental issues affecting young people in the local area; researching and delivering assemblies during LGBT or Black History month; and setting up pupil focus groups to inform school leaders and governors on curriculum and wider school matters.

Teachers have excellent subject knowledge and skills

70. They use a range of well-chosen and imaginative resources to support learning, such as case studies, scenarios, visual images and video clips with thought-provoking messages. For example, the use of photographs depicting young people in potentially risky situations as a stimulus to discussion about ways to maintain personal safety. Teachers draw on current regional and national research and statistical data to illustrate and exemplify lesson content. They communicate to pupils their high expectations, and excellent, trusting relationships ensure that pupils enjoy a challenging learning environment.

Teaching activities meet the needs of different groups and individuals

71. Extension tasks are assigned to challenge the more able, and appropriate support is put in place for those with literacy needs. An example from an outstanding primary school was a Year 3 class working in different ability groups with various levels of teaching support to explore how they could ensure that a new child joining the school could make friends. Some focused on how they might themselves feel, using emotion cards and pictures; others explored a range of scenarios, including how they could befriend a non-English speaker, or a deaf or disabled child.

Teachers are skilful in teaching sensitive and controversial topics

72. They command the respect and trust of pupils by their ability to promote emotionally safe and secure learning environments that enable pupils to discuss sensitive issues comfortably. The classroom ethos is understood, valued and applied to all class members including the teacher. Simple rules such as not asking personal questions or deliberately causing offence protect both pupils and teacher and facilitate wide-ranging and open-ended discussion.

Teachers use questioning effectively

73. They use questioning to challenge pupils' views, deepen thinking and support pupils of different abilities. Teachers encourage pupils to hone their thinking and strengthen or reconsider their responses; for example, by posing controversial debating motions such as: 'Teenage pregnancy is natural', or 'If alcohol is legal why ban drugs?' Effective questioning provides good opportunities for pupils and teachers to reflect on what the class has learnt and how to build on their knowledge and understanding.

Teachers assess learning rigorously

74. Assessment tasks are built into schemes of work and pupils have a clear idea of their progress. Work is marked regularly and includes helpful comments about how to improve. This monitoring of progress is appropriate to the activity and used to identify pupils who may benefit from additional support or intervention. An example of outstanding practice in assessment is a secondary school that uses a wide range of methods, including project work; tests; written assignments; accredited courses; students' pre- and post-unit self-evaluations; and reflective logbooks to record progress in students' community activities.

The curriculum is innovative and creative

75. The PSHE education programme is imaginative and provides pupils with an abundance of enriching opportunities. The programme builds on previous learning and meets the needs of all groups of pupils. It is well balanced between discrete lessons, cross-curricular themes, assemblies, themed days and special events. External speakers make an effective contribution. They bring a wider range of expertise and life experiences and support pupils in raising their aspirations.

The curriculum is regularly reviewed and revised

76. The health and social contexts of the local community and of individuals in the school are well analysed to ensure that the programme meets pupils' needs. Regular and informed pupil, teacher, and parent and carer evaluations are used to review and improve provision.

The curriculum is designed to meet the specific needs of disabled pupils and those with special educational needs, and those in challenging circumstances

77. Pupils with special educational needs can access, with their parents and carers, bespoke support for sex and relationships education, and pupils in challenging circumstances are offered tailored programmes on issues such as anger management, drug and alcohol education, sexual exploitation and teenage pregnancy.

High-quality enrichment activities make an outstanding contribution to the development of PSHE education skills

78. The enrichment programme is broad, varied and accessible to all pupils who may wish to engage with the activities. Schools monitor and analyse the take-up of extra-curricular options to ensure that they impact positively on pupils' personal and social skills, so that no groups or individuals are missing out and pupils' needs, interests and aspirations are met.

School leaders champion PSHE education

79. The subject has high status and is central to the vision and ethos of the school. Leaders and managers believe that pupils' success in PSHE education is central to their overall success. As a result, the subject is high profile, well-resourced and supported by a governing body that understand the aims and aspirations of PSHE education. Subject leaders are trained in leadership and the high expectations of teachers and support staff are supported by regular, high-quality subject-specific training and the provision of good-quality resources.

Leaders and managers rigorously monitor the quality of teaching

80. Accurate self-evaluation is supported by regular checks on pupils' progress; observations and evaluation of teaching, including by external contributors; work scrutiny; and surveys of staff, pupils, parents and carers. This is used to inform plans for improvement and training needs.

Key characteristics of PSHE education that require improvement or are inadequate

81. Forty per cent (20 out of 50) of the schools inspected were neither outstanding nor good. These schools required improvement or were inadequate. The following is typical of the deficiencies identified by inspectors.

The assessment of pupils' learning lacks rigour

82. Teachers do not properly assess pupils' knowledge, understanding and progress in PSHE education. The marking of pupils' work is poor, if it happens at all, and pupils are not given guidance on how to improve. Due to the lack of assessment, most teachers are unaware whether work is pitched at the right level for all pupils, particularly for the most able and they rarely take previous learning into account when planning the curriculum. In too many cases pupils are repeating work they have covered in other subjects or in earlier PSHE education lessons.

The monitoring and evaluation of the quality of teaching are ineffective

83. The quality of teaching in PSHE education is not properly monitored by leaders to enable deficiencies to be identified and training put in place to rectify them. Typically, classroom observations by leaders are infrequent and consist of little more than 'learning walks' where the observers stay for a short time and comment on pupils' engagement with, and enjoyment of, the lesson but not on the quality of the learning in the PSHE education topic. In too many cases lesson observations are carried out by senior leaders who have limited understanding of what constitutes good practice in PSHE education. Few departments scrutinise pupils' work or undertake departmental reviews as they would routinely do for other subjects.

Teachers are poorly trained

84. Teachers have received little or no subject-specific training. As a result, they have limited subject knowledge and are unskilled in teaching sensitive and controversial issues; lessons are poorly planned because the teachers are unsure about what they want the pupils to learn, and the work is too easy. In the worst-case scenarios teachers' lack of subject expertise leads to them imparting inaccurate information or compromising the emotional well-being of pupils.

The curriculum is not sufficiently coherent or comprehensive

85. Plans do not ensure that all aspects of the programme are covered in sufficient depth. Often the physical and emotional changes experienced during puberty are not taught in primary school or are covered at the end of Year 6 when for many it is too late; there is too little emphasis on resisting peer-pressure in relation to drugs, alcohol, and sexual consent; teaching about respect for others, different types of bullying and how to prevent and tackle them is limited; and work on developing pupils' economic well-being and financial capability is insufficient.

Notes

The findings of this report are based on evidence from the inspections of 24 primary schools, 24 secondary schools and two special schools across all English regions between January and July 2012. Inspectors observed 290 lessons, 31 assemblies and 20 other PSHE education-related activities. They held meetings with approximately 200 teachers, leaders and managers and talked to approximately 700 pupils. The findings are supported by a 'Your Say' online survey conducted on behalf of Ofsted by Ipsos Mori during October and November 2012 of children and young people's experiences and opinions of PSHE education. The 'Your Say' Children and Young People's Panel received 178 responses from 11–18-year-olds in state schools and colleges across England.

Further information

Publications by Ofsted

Personal, social, health and economic education in schools (090222), Ofsted, 2010;
www.ofsted.gov.uk/resources/090222.

Economics, business and enterprise education (100086), Ofsted, 2011;
www.ofsted.gov.uk/resources/100086.

No place for bullying (110179), Ofsted, 2011;
www.ofsted.gov.uk/resources/110179.

Outstanding sex and relationships education in a Catholic context: The John Henry Newman Catholic School (120327), Ofsted, 2012;
www.ofsted.gov.uk/resources/120327.

Providing an outstanding PSHE curriculum: Walton High (120358), Ofsted, 2012;
www.ofsted.gov.uk/resources/120358.

Developing children's learning through work in the natural environment: Preesall Fleetwood's Charity Church of England Primary School, Ofsted, 2011;
www.ofsted.gov.uk/resources/119558.

Getting to good: how headteachers achieve success (120167), Ofsted, 2012;
www.ofsted.gov.uk/resources/120167.

Other publications

The impact of pupil behaviour and wellbeing on educational outcomes, Department for Education, 2012;
www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RB253.

National Curriculum handbook for secondary teachers in England (revised 2004), Department for Children, schools and Families, 2004;
www.education.gov.uk/publications/standard/publicationDetail/Page1/QCA/04/1374.

The importance of teaching, Schools White Paper, Department for Education, updated 2012;
www.education.gov.uk/schools/toolsandinitiatives/schoolswhitepaper/b0068570/the-importance-of-teaching.

E Fuller (ed.), *Drug use, smoking and drinking among young people in England in 2007*, National Centre for Social Research, National Foundation for Educational Research, 2008; www.ic.nhs.uk/pubs/sdd07fullreport.

Websites

B-eat provides helplines, online support and a network of UK-wide self-help groups to help adults and young people in the UK beat their eating disorders;
www.b-eat.co.uk.

The National Society for the Prevention of Cruelty to Children;
www.nspcc.org.uk.

The Lucy Faithfull Foundation is a UK charity dedicated to preventing child sex abuse;
www.lucyfaithfull.org.

The Foundation for Women's Health Research and Development is an African diaspora women-led UK-registered campaign and support charity dedicated to advancing and safeguarding the sexual and reproductive health and rights of African girls and women. It tackles female genital mutilation, child marriage and related rights of girls and young women;
www.forwarduk.org.uk.

Childline is a confidential telephone and web-based service provided by the NSPCC for children who wish to talk to a trained counsellor about issues such as bullying, self-harm and sexual abuse;
www.childline.org.uk.

The National PSHE CPD programme;
www.babcock-education.co.uk/4S/PSHE-CPD.

The Drug Education Forum is a forum of national organisations committed to improving the practice and profile of drug education in England;
www.drugeducationforum.com.

Hope UK works with communities throughout the UK to prevent drug and alcohol-related harm to children and young people;
www.hopeuk.org.

The National Health Education Group promotes the entitlement and delivery of quality health education, including drug and sex education, for all children and young people;
www.nheg.org.uk.

The National PSE Association for Advisors, Inspectors & Consultants (NSCoPSE) is a professional organisation for local authority advisers, inspectors and advisory teachers with responsibility for all aspects of personal and social education, including health education;
www.nscopse.org.uk.

The Personal Finance Education Group (pfeg) is a financial education charity. It provides resources and lesson plans, help and advice to anyone teaching children and young people about money;
www.pfeg.org.

The PSHE Association is the subject association providing advice and guidance on the teaching of PSHE education;
www.pshe-association.org.uk.

Schools Out provides a formal and informal support network for all people who want to raise the issue of homophobia, biphobia, transphobia and heterosexism in education;
www.schools-out.org.uk.

Stonewall is a charity whose Education for All campaign tackles homophobic bullying in schools;
www.stonewall.org.uk.

The Sex Education Forum is a national authority on sex and relationships education;
www.sexeducationforum.org.uk.

Annex: Schools visited

Primary schools

Ashurst Wood Primary School
 Blackwell Community Primary and Nursery School
 Broad Town Church of England Primary School
 Christ Church Upper Armley Church of England Voluntary Controlled Primary School
 Clayton CofE Primary School
 Cottesbrooke Junior School
 Flamstead End Primary and Nursery School
 Forres Primary School
 Glenthorne Community Primary School
 Grange Primary School
 Hart Plain Junior School
 Long Furlong Primary School
 Longley Primary School
 Pinner Wood School
 Preesall Fleetwood's Charity Church of England Primary School
 St John Bosco Roman Catholic Voluntary Aided Primary School
 St Margaret's Church of England (Aided) Junior School
 St Mary's and St Benedict's Roman Catholic Primary School
 St Paul's Catholic Primary School
 Stanburn Junior School
 Trevithick Learning Academy
 Warren Farm Primary School
 West Meadows Primary School
 Whitchurch Primary School

Local authority

West Sussex
 Derbyshire
 Wiltshire
 Leeds

 Bradford
 Birmingham
 Hertfordshire
 Hertfordshire
 Staffordshire
 Hartlepool
 Hampshire
 Oxfordshire
 Sheffield
 Harrow
 Lancashire

 Sunderland

 Devon
 Lancashire

 Cheshire East
 Harrow
 Cornwall
 Birmingham
 Barnsley
 Bath and North East Somerset

Secondary schools

Allerton Grange School
 Arnold Hill School and Technology College
 Ashcroft Technology Academy
 Clacton County High School
 Cornwallis Academy
 Corpus Christi Catholic Sports College
 Great Yarmouth (VA) High School
 Harlington Community School
 Haydock High School
 Holmer Green Senior School*
 Langley Grammar School
 Newmarket College
 Saints Peter and Paul Catholic College
 Shavington High School
 Sir James Smith's Community School
 St Edward's Church of England School & Sixth Form College
 St Mary's Catholic High School*
 The Friary School
 The John Henry Newman Catholic School
 The Manor – A Foundation School
 The Whitby High School
 Titus Salt School
 Townley Grammar School
 Weaverham High School

Special schools

Lincoln The Sincil School
 Oak Lodge School

Local authority

Leeds
 Nottinghamshire
 Wandsworth
 Essex
 Kent
 Lancashire
 Norfolk
 Hillingdon
 St Helens
 Buckinghamshire
 Slough
 Suffolk
 Halton
 Cheshire East
 Cornwall
 Havering
 Derbyshire
 Staffordshire
 Hertfordshire
 Cambridgeshire
 Cheshire West and Chester
 Bradford
 Bexley
 Cheshire West and Chester

Local authority

Lincolnshire
 Hampshire

* The provider has closed or converted to an academy since the time of the visit.