

Results from the Swindon Schools Survey: PSHE

February 2024

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Introduction

Personal, social, health and economic (PSHE) education survey completed by 24 teachers in Swindon in January and February 2024

This presentation will cover:

- Who completed the survey?
- Summary of responses
- Good practice highlighted
- Training Needs
- Proposed next steps



Who completed the survey?

Roles of the 24 people who completed the survey:

- PSHE Lead
- Deputy/Assistant Head
- Head of global learning
- Headteacher
- Class teacher
- Member of personal development team (PSHE)
- Personal Development Lead
- Relationships and Health Education Lead

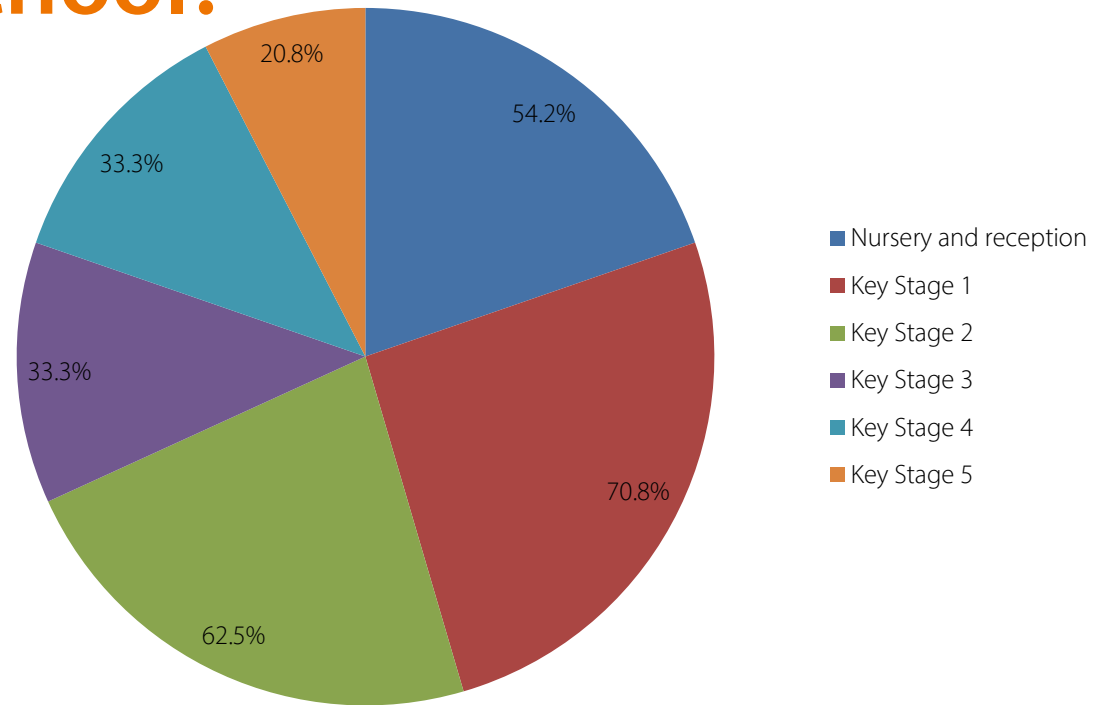


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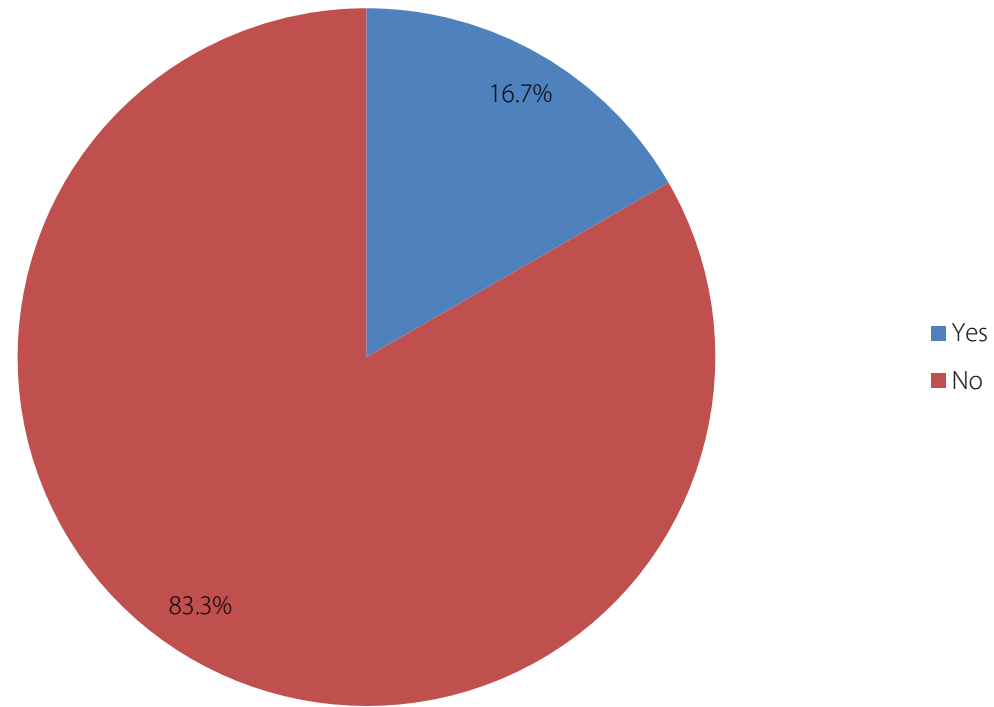
It was completed by the following schools:

- Abbey Farm Educate Together
- Abbey Park School
- Beechcroft Infants' School
- Brimble Hill School
- Churchward School
- Commonweal
- Crowdys Hill
- East Wichel Primary
- EOTAS
- Holy Cross Primary School
- Lawn Manor Academy
- Lydiard Park Academy
- Robert le Kyng Primary School
- Seven Fields Primary School
- Swindon Academy

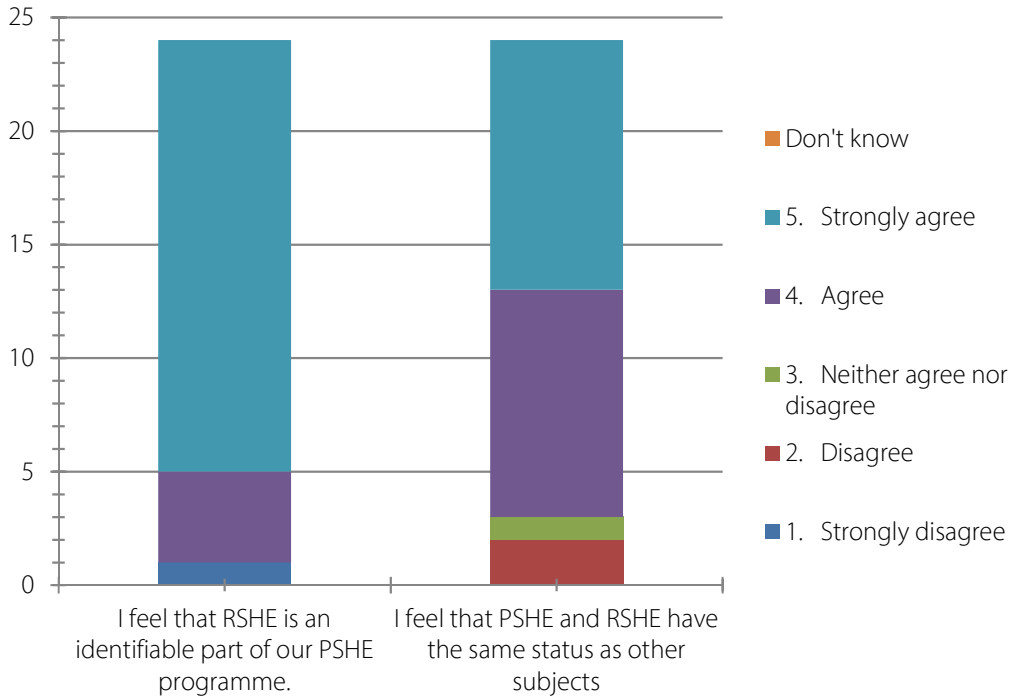
To which key stages is PSHE/RSHE taught at your school?



Is your setting a special school?



To what extent do you agree or disagree with the following statements with respect to your school's approach to PSHE/RSHE?

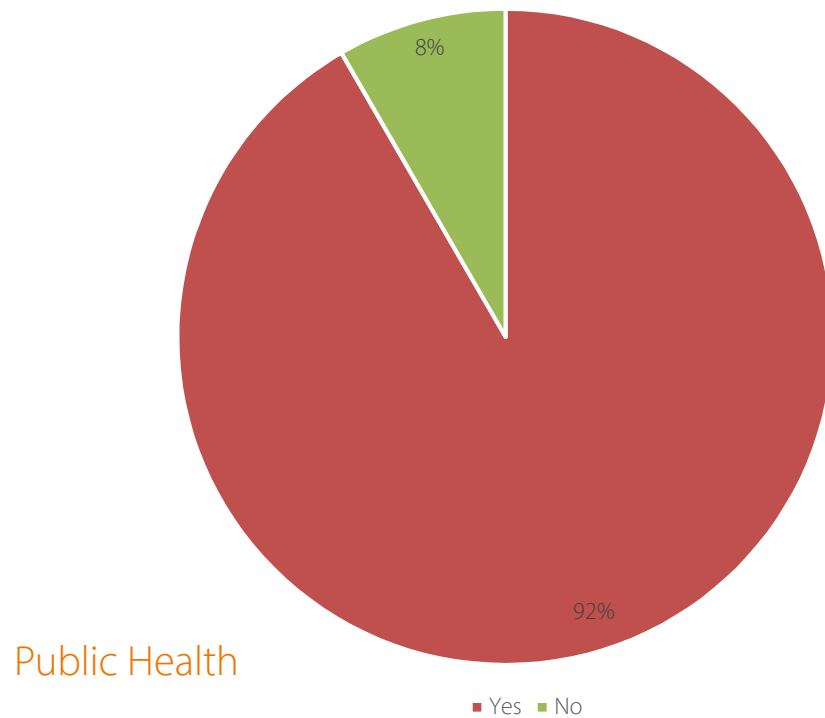


PSHE does have a high status among other foundation subjects, but does not have the status and time allocated to it compared to core subjects in the primary curriculum.

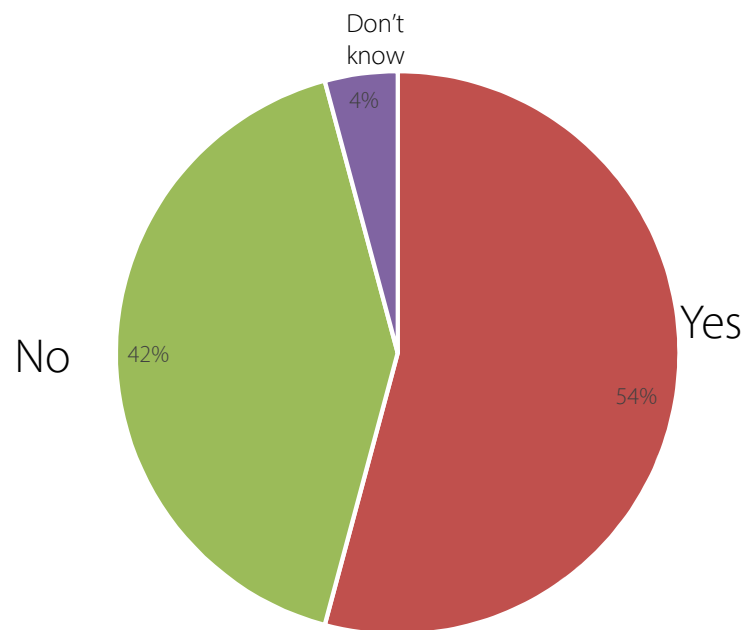
All our year groups have at least a timetabled single lesson on their timetable each week. Our framework outlines the statutory RSE content so staff are clear.

PSHE is delivered by one member of staff to ensure consistency in learning in pupils.

PSHE is taught in regular timetabled lessons.



We book external visitors and speakers to add value to PSHE/RSHE.



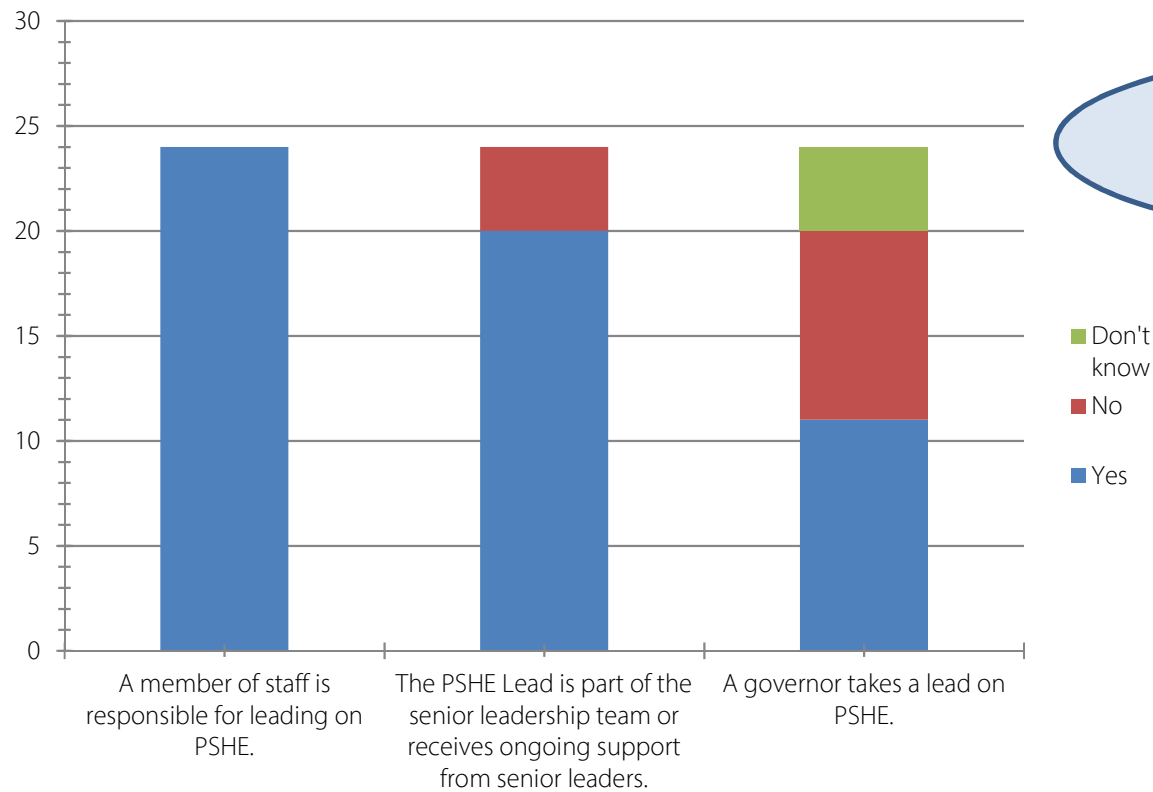
There are often not suitable speakers for SEN schools (PMLD, SLD, ASC*). We do, however have people who help us visitors

External visitors and speakers enhance our PSHCE/RSE programme by providing real-world perspectives, expertise, interactive learning opportunities, diverse viewpoints, assistance in addressing sensitive topics, insights into potential careers, community connections, and access to the latest information. Their contributions make the learning experience more engaging, relevant, and well-rounded for students...

We are finding it difficult to find visitors since COVID. Many we used to use are no longer doing it.

* Profound and multiple learning disabilities, severe learning disabilities, Autism Spectrum Condition

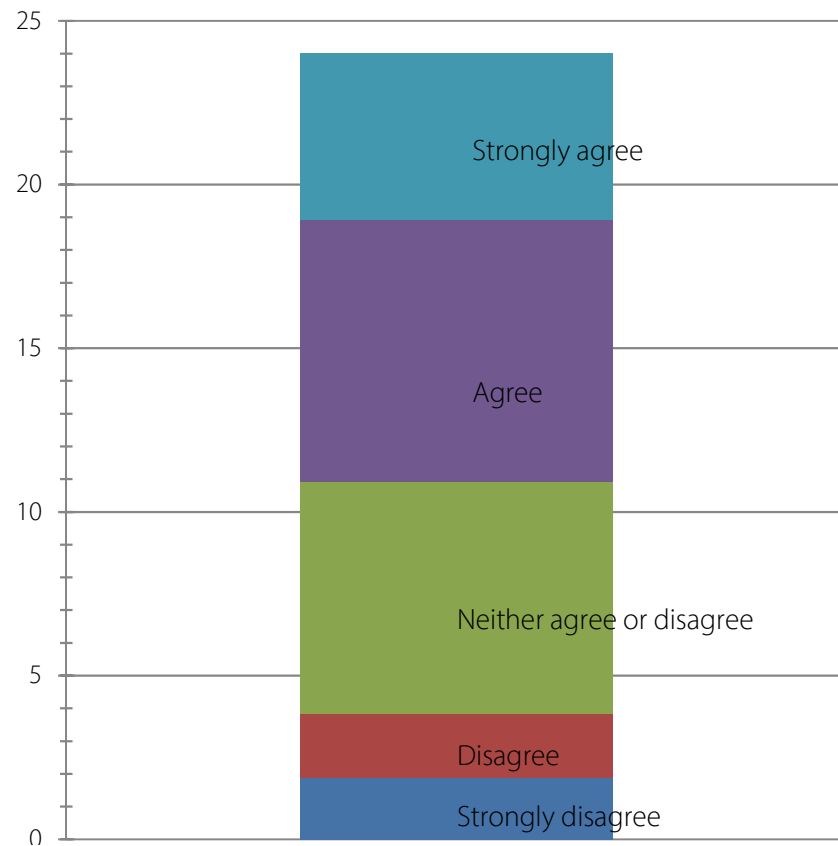
Please indicate whether you agree with the following statements with respect to your school's approach to PSHE/RSHE.



I am supported by the RE Lead and the Headteacher.

Although the PSHE Lead is not on the Senior Leadership Team, ongoing support is provided to the Subject Lead.

I feel that PSHE is taught by teachers who have regular and ongoing training in the subject.



Training and support is provided to new teachers to the school. Training is provided as and when it is felt necessary, rather than part of an ongoing program. Training and updates are offered for RSHE, when appropriate.

Terms 1,2 and 6 we say have to be taught by teachers but acknowledge some areas are taught by TA's too.

The teachers change sometimes and some non-specialists deliver material.

To what extent do you agree or disagree with the following statements with respect to your school's approach to PSHE/RSHE?

	1. Strongly disagree	2. Disagree	3. Neither agree nor disagree	4. Agree	5. Strongly agree	Don't know	Average (mean) score
I feel that PSHE focuses on the development of key transferable skills and attributes, such as confidence, resilience and an understanding of risk.	0	1	0	5	18	0	4.67
I feel that PSHE/RSHE lessons are balanced and factually accurate.	0	1	0	9	14	0	4.5
I feel that consistent care is taken to create a safe and positive learning environment for PSHE/RSHE by setting ground rules and by clarifying the limits of confidentiality that teachers can offer.	0	1	1	9	12	1	4.39
I feel that our PSHE/RSHE content is suitable for pupils with SEND.	0	1	3	11	9	0	4.17
I feel that our PSHE/RSHE resources are selected to support a wide range of teaching and learning approaches and to reflect diversity and inclusion.	0	1	0	9	14	0	4.5
I feel confident that our school is meeting the statutory learning outcomes of the PSHE curriculum.	0	1	0	9	14	0	4.5

PSHE/RSHE Scheme of Work

100% of respondents said yes to:

“We have a PSHE/RSHE curriculum map (scheme of work) for the school, which relevant teaching staff are aware of”.

Lots of work has been ploughed into PSHE to ensure schemes of work match the school values too.

We follow a particular published scheme of work which all staff use that we have adapted for the needs of our school.

Although it needs developing, it is a working document!

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Evaluation and use of data

		1. Strongly disagree	2. Disagree	3. Neither agree nor disagree	4. Agree	5. Strongly agree	Don't know	Average (mean) score
1	I feel that pupils' learning and progress in PSHE/RSHE is assessed.	1	3	4	12	4	0	3.625
2	I feel that strategies are in place to ensure PSHE/RSHE is responsive to the needs of pupils, including the monitoring of local data and issues raised through school nursing and other services.	0	2	2	12	7	1	4.04
3	I feel that local and school level data, e.g. How are You? survey are accessed, analysed and used to influence PSHE/RSHE provision.	0	3	11	7	1	2	3
4	I feel that PSHE/RSHE lessons are included in the school's evaluation processes for the quality of teaching and learning.	0	1	3	11	9	0	4.17
5	I feel that pupils are asked about how PSHE/RSHE is delivered in addition to the topics that are important to them.	0	2	3	9	9	1	4.09

School have acknowledge that time is needed for pupil voice work.

Pupil surveys are carried out by the PSHE Lead at least once a year. The lead also carries out monitoring with respect to children's work, planning, assessment.

We are currently reviewing how RHE is assessed.

As part of our QA process we have regular pupil voice, learning walks etc to check quality of teaching and learning. We are currently reviewing our PSHE framework to ensure we are addressing all pupil needs in our current cohorts.

Parents/carers voice

Answer Choice		1. Strongly disagree	2. Disagree	3. Neither agree nor disagree	4. Agree	5. Strongly agree	Don't know	Average (mean) score
1	I feel that pupils' learning and progress in PSHE/RSHE is reported to parents and carers.	1	3	3	8	9	0	3.458333
2	I feel that parents and carers are involved in the development of PSHE/RSHE at our school.	1	4	5	10	4	0	3.5
3	I feel that our school informs parents and carers of the content of PSHE/RSHE.	1	0	0	9	14	0	4.458333
4	I feel that parents/carers been provided with enough time and information to decide if they would like to withdraw their child from sex education lessons.	1	0	1	12	10	0	4.25
5	I feel that we offer the opportunity to discuss withdrawals from sex education lessons with parents and carers.	1	0	3	8	12	0	4.25

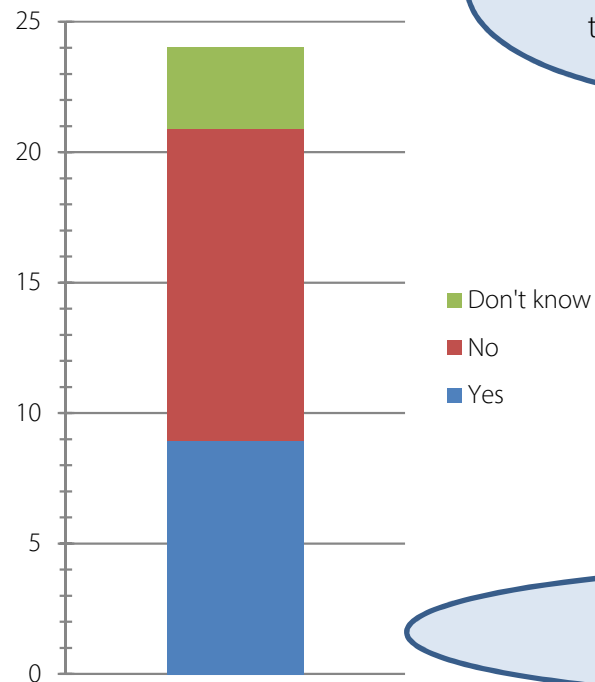
All this information is shared during the Autumn term via a leaflet and is available on our school website. We could do more to promote parental engagement.

Parents and Carers are given the opportunity to learn what the children are learning about through termly curriculum newsletters for each year group. There is opportunity to report information re. PSHE in the yearly reports and at Parent Consultation Evenings.

Parents are given advance warning about the content of RSHE and are given the encouraged to discuss concerns with class teachers, Subject Lead and the Headteacher, if desired.

I run a yearly workshop where the content of RHE lessons are discussed with parents and the procedure for withdrawal is discussed.

We provide a template letter to parents and carers who wish to withdraw their child from sex education lessons.



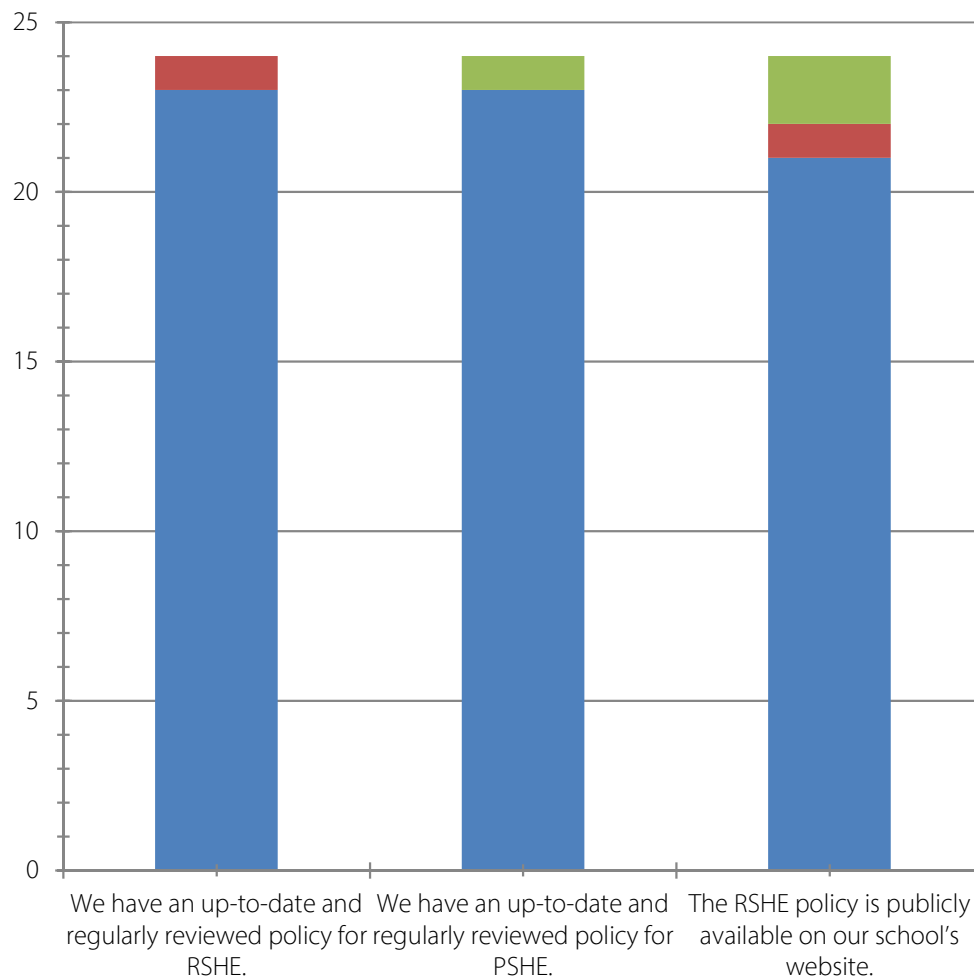
We share information on our school Dojo pages and ask parents to contact teachers directly with any concerns.

The letter goes to everyone. It outlines the value of teaching RSE and lists the lesson content for each year group. It signposts anyone who has any worries to discuss with the headteacher...

If there is a Swindon one, I would add to what we offer.

Parents are requested to discuss issues and inform the class teacher in person, if they wish their child to withdraw, and from which specific lessons.

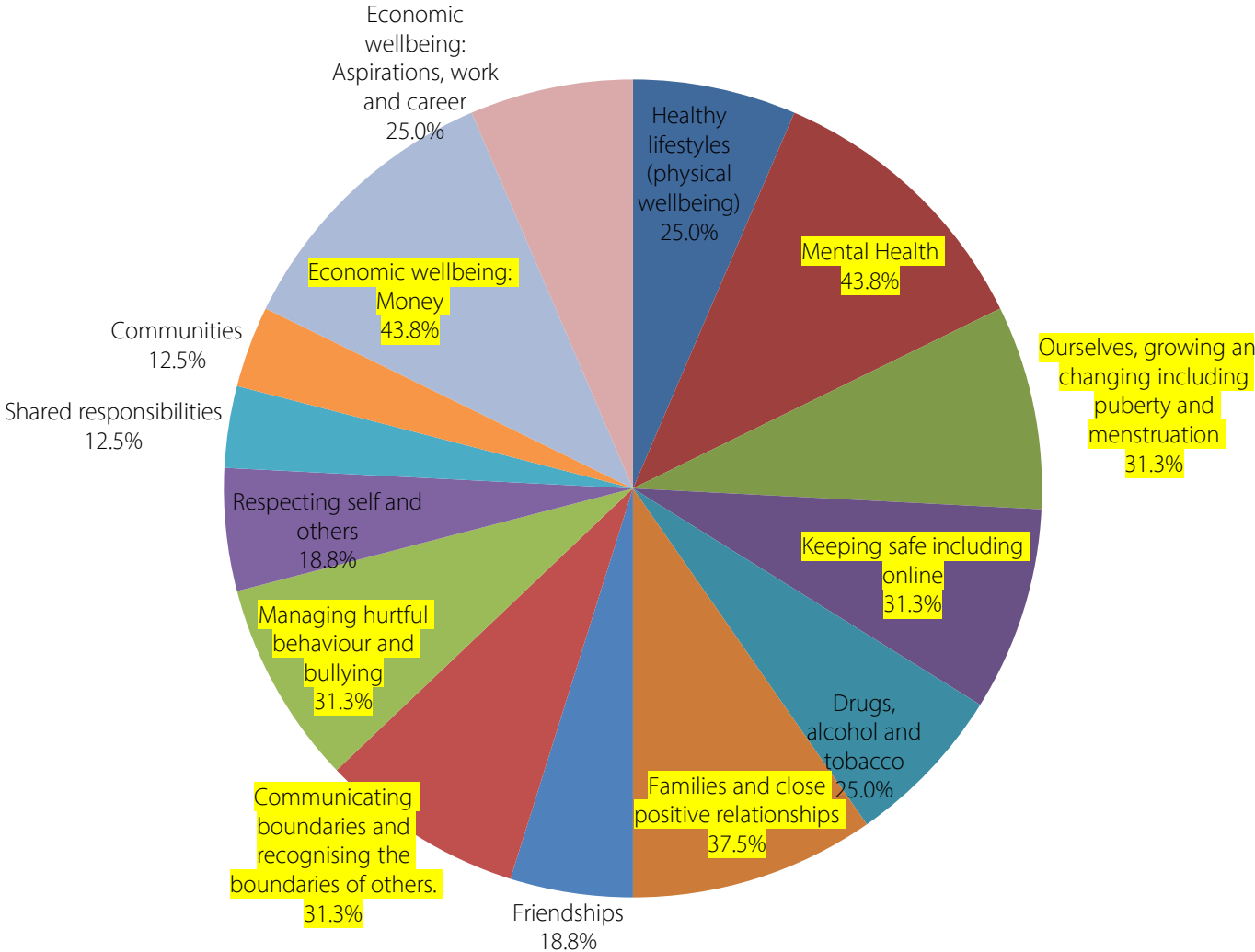
It is part of our PSHCE & RSE policy.



The RSHE policy is part of our PSHE policy.

Our policy is in need of updating.

Primary schools: Please indicate the RSHE and PSHE topics you would most like support with (please tick as many as apply)



**Secondary schools:
Please indicate the
RSHE and PSHE topics
you would most like
support with (please
tick as many as apply)**

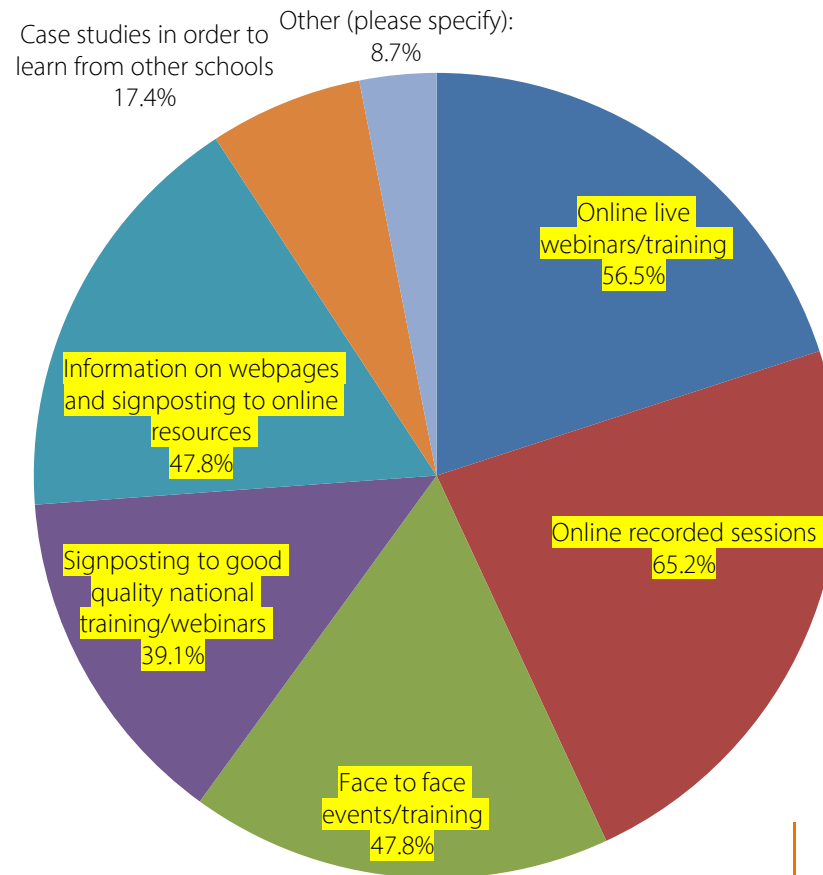
	Response Percent	Response Total
Mental health and emotional wellbeing	44.4%	4
Managing risk and personal safety	44.4%	4
Social influences	44.4%	4
Financial choices	44.4%	4
Sexuality	44.4%	4
Recognising unsafe relationships and behaviours including sexual harassment and sexual violence, violent behaviour and coercive control	44.4%	4
Online risks including, the potential consequences of viewing, and sharing personal or harmful content (including legal offences) and how data is collected, shared and used online	44.4%	4
The concepts and law relating to sexual consent, exploitation, abuse, grooming, rape, domestic abuse and FGM	44.4%	4

Each area of the PSHE curriculum was ticked at least once. These were the most frequently indicated by respondents.

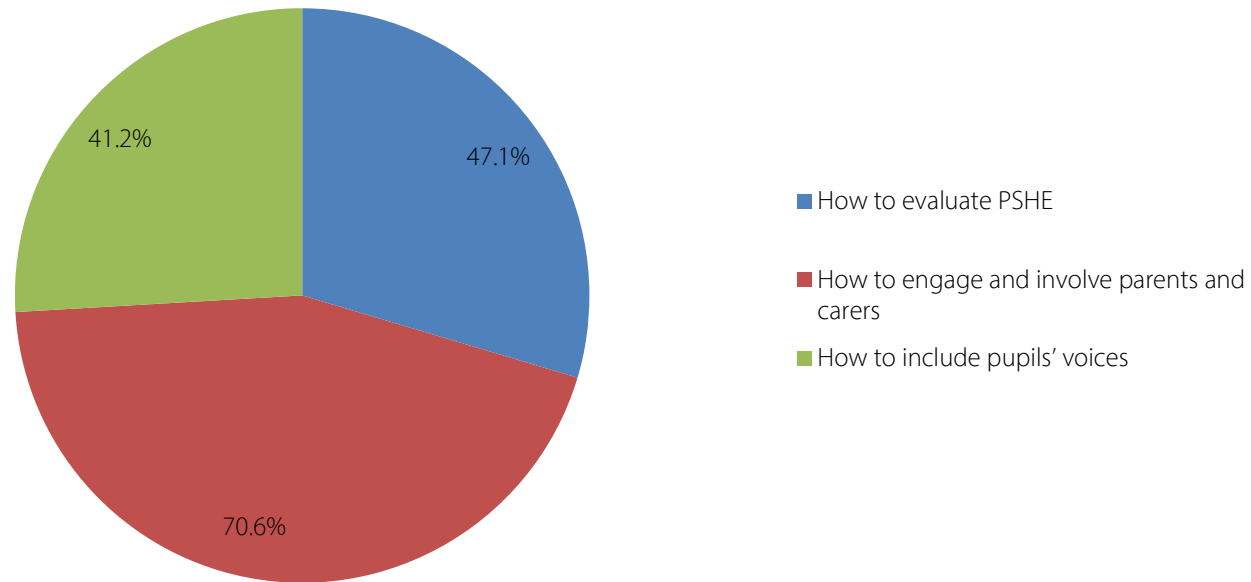
Please indicate how you would prefer to access additional support for the topics above (please tick as many as apply)

Other = lesson plans and workshops.

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Please indicate any further training needs for school staff/governors relating to PSHE/RSHE provision (tick as many as apply)



Next steps and areas for further investigation

- SEND specific speakers – develop a list of appropriate speakers? Further consider the gaps in this area.
- Which speakers are less easy to access since the pandemic?
- Could more governors take on a PSHE Lead? What are the barriers to making this happen? What would the benefits be?
- Workforce issues – Teaching Assistants covering some topics?
- Provide local level data to schools to help inform PSHE.
- Swindon Healthy Schools to provide a template letter to parents and carers who wish to withdraw their child from sex education lessons and a template PSHE/RSHE policy.
- Swindon Healthy Schools to proactively link schools to any visitors that would be appropriate. E.g., a respondent said, "...for KS1 would be good ie. Road safety training."
- Swindon Healthy Schools to provide information about how to address the training gaps highlighted for primary and secondary schools and invite appropriate trainers/speakers to PSHE Lead Network meeting where possible.

Thank you

www.swindon.gov.uk

