



Why PSHE and SRE are so vital in preventing bullying/cyberbullying

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The statutory position

Section 78 of Education Act 2002 states that schools must offer a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils
- prepares pupils for the opportunities, responsibilities and experiences of later life

Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004).

The Equality Act 2010 also places duties on schools to help to reduce prejudice-based bullying and in doing so to keep protected characteristic groups safe

DfE statutory guidance on Keeping Safe in Education (paragraph 36) states:

“Schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE and/or SRE.”

PSHE in the national curriculum

The preamble to the new national curriculum framework states that *“all schools should make provision for PSHE”*

- While PSHE education is a non-statutory subject, all state maintained secondary schools must teach SRE and must have an SRE policy
- When teaching SRE, schools must have regard to Department for Education statutory guidance (2000)

Alongside the National Curriculum the DfE published PSHE guidance which states:

“Schools should use PSHE education to build on the statutory content in the national curriculum and in statutory guidance on: drug education, financial education, SRE and the importance of physical activity and diet for a healthy lifestyle.”

We’d add citizenship, computing and RE too

A 'curriculum for life'

- PSHE (including SRE)
- Citizenship
- Religious Education
- Online safety elements of computing curriculum

The computing curriculum

At key stage 3, pupils should learn:

- design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
- use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
- create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability

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- understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]
- understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits
- undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- **understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns**

The new Ofsted framework

The new Ofsted Common Inspection Framework puts a greater emphasis on safeguarding, the breadth of curriculum, personal development and pupil welfare.

The new framework has four key judgements:

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for children and learners

Under the leadership and management judgement, inspectors will look at the extent to which schools:

- **actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners**
- **make sure that safeguarding arrangements meet all statutory and other requirements, promote their welfare and prevent radicalisation and extremism.**

Under the quality of teaching, learning and assessment judgement, inspectors will look at the extent to which:

- engagement with parents, carers and employers helps schools to understand how children and learners are doing in relation to the standards expected and what they need to do to improve
- **equality of opportunity and recognition of diversity are promoted through teaching and learning**

Under the personal development, behaviour and welfare judgement, inspectors will look at the extent to which provision promotes pupils’:

- **self-confidence, self-awareness and understanding of how to be a successful learner**
- **understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media**
- **knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating**
- **personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.**

When looking at safeguarding, inspectors will consider evidence that:

- **action is taken to raise awareness of children and learners in relation to a range of safeguarding matters, including domestic abuse or sexual exploitation**
- **there is effective action to prevent and tackle discriminatory and derogatory language**
- **children and learners are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic violence, FGM, forced marriage, substance misuse, gang activity, radicalisation and extremism, and are aware of the support available to them**
- **staff, leaders and managers understand the risks posed by adults or young people who use the internet to bully, groom or abuse children, young people and vulnerable adults; there are well-developed strategies in place to keep learners safe and to support them in learning how to keep themselves safe**

And... before making their final judgement on overall effectiveness, inspectors must also evaluate the effectiveness and impact of pupils' spiritual, moral, social and cultural (SMSC) development. If this requires improvement or is inadequate it may impact negatively on the judgements for leadership and management, personal development, behaviour and welfare and overall effectiveness.

PSHE education and outcomes for pupils



Research by the University of Hertfordshire has identified strong associations between students who are positive about their PSHE lessons on personal and social skills and feeling of belonging and strong relationships at school.

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	Number (%) of respondents	
	Well covered	Poorly/not covered
Been bullied in past 2 months	720 (31.9%)	450 (36.2%)
Bullied others in past 2 months	334 (14.8%)	259 (21.0%)
Been cyberbullied in past 2 months	375 (16.7%)	282 (22.9%)
Agree other students accept them for who they are	1755 (77.4%)	804 (64.7%)
Agree they belong in their school	1827 (80.3%)	823 (65.9%)
Agree most students in class are kind and helpful	1655 (72.7%)	726 (58.2%)
Agree students enjoy being together	1688 (74.5%)	772 (61.7%)



PSHE – the broader evidence

Preventative SRE associated with:

- Increased disclosures of abuse
- Later first sexual intercourse
- Use of contraception
- Consenting relationships
- Reduced unplanned pregnancy

- A [meta-analysis](#) of 75 studies showed improved social skills, positive self-image, mental health, and prosocial behaviour
- [An analysis of 200 social and emotional skills programmes](#) demonstrated improved attitudes and behaviour in pupils and an 11% improvement in attainment

The campaign for statutory status

Statutory status is supported by:

- 92% of young people
- 90% of parents
- 88% of teachers
- 85% of business leaders

Statutory PSHE is supported by:

- 150 leading organisations
- 6 Royal Medical Colleges, 2 Royal Societies
- 5 leading teaching unions
- Children's Commissioner, Public Health England, NSPCC, Children's Society, Equality and Human Rights Commission



Royal College of General Practitioners



family lives



Centre for Mental Health



women's aid until women & children are safe



Royal College of Nursing





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