

PSHE Association Certificate of Professional Development for Trainee and Newly Qualified Teachers

Trainee and Newly Qualified Teacher Evidence Framework 2020-21

Introduction

Personal, Social, Health and Economic (PSHE) education is the school curriculum subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It supports pupils to stay healthy and safe, and prepares them for life and work. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with knowledge and skills they will need throughout later life.

PSHE education incorporates wide-ranging topics, including health education, relationships and sex education, economic wellbeing and careers education. The introduction of statutory relationships education (in primary schools), relationships and sex education (RSE) (in secondary schools), and health education (in both), from September 2020, means that the majority of PSHE education is now compulsory in all schools. You will almost certainly be asked to teach PSHE education at some point in your teaching career and very possibly immediately on qualifying. It is therefore important that you are equipped with the full spectrum of skills and understanding required for teaching PSHE education safely and effectively, alongside the confidence to engage in teaching this vital but complex subject.

Achieving the *PSHE Association Certificate of Professional Development for Trainee and Newly Qualified Teachers* is a way of gaining recognition for your understanding and experience of safe practice in PSHE education. We are confident that the process of achieving this certificate will be valuable, contribute to your professional practice and enrich your application for future employment. Whilst we hope this will be intellectually challenging, completing the evidence framework is straightforward. You will be required to evidence your experience or understanding of each of the criteria set out below. Your tutor or school-based mentor will explain the process for completing this framework and assess your overall successful completion of it, so we encourage you to work closely with them. Other colleagues, such as the PSHE lead in your school, will be a valuable resource, so do liaise with them and ensure they know that you are working towards this certificate. The column for your tutor/mentor's initials should be used where an individual section has been signed off and this can be done by the most relevant person (e.g. PSHE lead, school-based mentor/university tutor). When your tutor or school-based ITE lead is signing off all your evidence after you have completed the framework, they only need to sign the declaration form.

The framework below should be completed and submitted electronically, together with the signed declaration form, following the instructions on the declaration form.

Below are links to our highly recommended free online course and some useful reading, which will equip you with an understanding of the fundamental principles of safe, effective practice in PSHE education teaching and the policy landscape relating to PSHE education, including the statutory relationships, sex and health education content.

- 🔗 [PSHE Association and Future Learn course \(2020\) *PSHE education: Helping children navigate a complex world* - *we*](#) we recommend all trainees enrol on this free course to gain a deeper understanding of PSHE education pedagogy, the policy landscape relating to PSHE education and its role in the curriculum. This will be available three times during the academic year 2020-21, commencing on the 5th October 2020 for a five-week period each time.
- 🔗 Department for Education: [Statutory guidance on relationships and sex education and health education](#)
- 🔗 PSHE Association: [Programme of Study for Key Stages 1-5](#)
- 🔗 [Understanding Personal Social Health and Economic Education in Primary Schools](#) (2014) Boddington, King & McWhirter. SAGE publications.
- 🔗 [Understanding Personal Social Health and Economic Education in Secondary Schools](#) (2016), McWhirter, Boddington & Barksfield. SAGE publications.
- 🔗 CEOP & PSHE Association (2016) [Key principles of effective prevention education](#)
- 🔗 PSHE Association (2018) [Lesson planning tool and checklist](#)
- 🔗 PSHE Association (2020) [PSHE education planning framework for pupils with SEND](#)
- 🔗 Ofsted: [Education Inspection Framework](#)

Trainee and newly qualified teacher evidence framework

Ten 'Golden rules' of safe, effective practice	Requirements	Why this is important for safe and effective PSHE education lessons	Evidence of understanding and/or experience		
			Date, topic, lesson, year group	Tutor/mentor initials	What did you do? How does this demonstrate that the criteria have been met? Use precise examples and, if applicable, discuss the outcome.
1. Create a safe learning environment	1.1. Use appropriate ground rules	A safe learning environment helps pupils to express opinions and consider those of others safely. Ground rules, which are negotiated with pupils, help to minimise inappropriate and unintended disclosures and comments of a negative nature towards other pupils. They are also paramount to effectively managing discussions that might elicit strong opinions.			
	1.2 Use distancing techniques effectively	'Distancing techniques' are used to teach about personal issues without drawing directly on pupils' own experiences, which is essential for safe practice in PSHE education. Effective distancing techniques allow pupils to engage in the lesson from an objective standpoint rather than an emotional one, ensuring all pupils can safely take part in the lesson, regardless of their own personal experiences related to the topic.			

	<p>When materials are not effectively distanced, they are likely to:</p> <ul style="list-style-type: none"> - Encourage public disclosures from pupils on personal issues - Re-traumatise pupils who have experience of the issues - Put pupils on the spot and make them feel they have to give the 'right' answer rather than share what they really think - Encourage other pupils to judge their answers. 			
1.3 Encourage questions from pupils, including anonymously	<p>It is important that pupils are encouraged to ask questions in the lesson, to prevent them leaving the classroom with uncertainty, or needing to find answers beyond the lesson from potentially biased, unsafe or inaccurate sources.</p> <p>Different techniques can help pupils pose questions safely and potentially anonymously. It is important to learn ways to manage unexpected questions safely, effectively, and within school policy guidelines.</p>			
1.4 Protect pupils with vulnerabilities	<p>Before teaching any PSHE education lesson, teachers should ensure they have identified pupils with potential vulnerabilities and adapt provision accordingly. It is not possible to be aware of all those who may be particularly</p>			

		<p>affected by a lesson topic so teachers should assume there is at least one pupil in the class with personal experience of the issue and adapt language and distance activities accordingly.</p> <p>When exploring sensitive topics in PSHE education, pupils are more likely to share personal experiences. Whilst disclosures should not be encouraged in a whole-class setting, PSHE teachers are often the people pupils disclose to after the lesson. The teacher has a legal duty to share any safeguarding concerns or disclosures with the Designated Safeguarding Lead.</p>			
<p>2. Start from where your pupils are</p>	<p>2.1 Include a baseline assessment</p>	<p>It is important that learning in PSHE education starts from where pupils are; given the personal nature of the subject, teachers cannot and should not make assumptions about pupils' prior learning or experience based on their age or year group.</p> <p>Baseline assessment activities help teachers recognise what pupils already know, think, believe or can do in relation to a topic. They can therefore amend teaching to ensure it builds on and confirms accurate knowledge, addresses misconceptions and fills in any gaps in knowledge.</p>			

		Baseline assessment also allows progress to be demonstrated. Indeed, in PSHE education it is impossible to effectively measure progress without a baseline assessment to measure against.			
3. Balance developing knowledge with understanding, skills and attributes	3.1 Appropriately balance developing knowledge, skills and attributes	PSHE education should prepare young people to manage situations in the real world. Knowledge alone will not equip pupils to act in the moment and make informed, confident decisions. Therefore, all PSHE education lessons should provide not only accurate, relevant knowledge but also opportunities for pupils to explore, learn about, rehearse and reinforce relevant skills and develop positive attributes, e.g. communication, risk assessment, exit strategies, and confidence. Such learning is transferable between topics (e.g. practising strategies to resist peer pressure to drink alcohol supports resilience in other pressured situations).			

4. Make the learning as interactive as possible	4.1 Provide a range of different, interactive, engaging activities	<p>It is important to consider a range of teaching approaches when designing a lesson to engage all pupils, including a mixture of group, pair and individual activities. As the development of skills, strategies and personal attributes are as central to PSHE education as the development of knowledge and understanding, it is vital that pupils are actively engaged in their learning, rather than passively listening and that they are able to take part in safely facilitated discussion.</p> <p>It is therefore beneficial when lessons include a variety of activities and that these are clearly linked to specific learning outcomes.</p>			
	4.2 Ensure lessons are differentiated	<p>It is good practice in any subject – and crucial in PSHE education - to differentiate activities to enable all pupils to access learning that is appropriate, relevant and meaningful for them.</p> <p>Lessons should be adapted according to different pupils' needs, to ensure all pupils are able to participate and make progress from their starting point. Learning outcomes, activities and resources can all be differentiated to</p>			

		provide additional support or challenge for those who need it.			
5. Take a positive approach that does not attempt to induce shock, shame or fear	5.1 Avoid any attempt to induce shock, fear, or shame	<p>As educators, we have a moral duty not to deliberately set out to shock, frighten, or shame pupils through PSHE education. Inducing shock, fear or shame is not effective in promoting behaviour change in young people, and can have unintended consequences which are detrimental to achieving the intended learning, including:</p> <ul style="list-style-type: none"> - Inducing an excitement response— this can lead to pupils being more open to trying risky behaviour - Message blocking – when presented with worst case scenarios, pupils tend to believe “that will never happen to me” so do not associate the message of the lesson with their own lives - Re-traumatising – any pupil with prior experience of a related harmful situation can be re-traumatised by resources or activities that are intended to induce strong emotions 			-
	5.2 Promote positive messages focusing on	It is important that PSHE education lessons help young people understand the actions they can take to keep themselves and others safe and			-

	what pupils can do to keep healthy and safe	healthy. While it is important to make pupils aware of risks and consequences of potentially harmful behaviours, this is not enough. This must be balanced with practical suggestions of ways to stay healthy and safe. Equipping young people with these strategies is the most effective way to bring about behaviour change. Pupils must be equipped to recognise, create and access solutions to challenging situations.			
	5.3 Ensure learning reflects agreed school policy	It is important that teaching approaches and responses to pupils' questions reflect the policy position in agreed school policies such as the Relationships education/Relationships and Sex Education policy, Drug policy, Equalities/ Inclusion policy.			-
6. Provide realistic, relevant information that reinforces positive social norms.	6.1 Ensure learning is age and developmentally appropriate	A developmental, spiral PSHE education curriculum ensures knowledge, skills and attributes are developed as children and young people mature. This means that protective learning on topics such as consent is built upon underpinning learning such as asking permission and identifying feelings.			-
	6.2 Provide opportunities to reflect on	Whilst it is important that learning is depersonalised and distanced throughout the lesson, pupils also benefit from being able to see the			-

<p>the relevance of the learning</p>	<p>relevance of learning to their own lives. An opportunity for pupils to individually reflect on what has been learnt and its implications for their own lives, decision making and behaviours, can help to cement learning and effect behaviour change in the future. This is most effective towards the end of a lesson, once pupils have approached the learning from a distanced perspective first. Pupils should not be asked to share these personal reflections with the rest of the class or with teachers. Instead, feedback could reflect on how the learning could impact on young people's decisions more generally.</p>			
<p>6.3 Reflect the diverse society pupils are growing up in</p>	<p>It is important that all pupils are able to access the learning in PSHE lessons, seeing its relevance to their lives. A key way to achieve this is to ensure characters, scenarios and examples used in activities reflect the lives of all pupils in modern Britain. Pupils must recognise that the learning is relevant to them, regardless of their background, culture or circumstances.</p>			
<p>6.4 Challenge stereotypes and / or assumptions</p>	<p>Effective PSHE education challenges myths and stereotypes, and corrects misconceptions and inaccuracies in pupils' understanding of particular</p>			

	<p>topics and about different groups in society. Pupils have often received misinformation through their friendship groups, families, and the media, including online. It is important that pupils have the opportunity to challenge these stereotypes and assumptions, in order to clarify their beliefs, values and understanding of PSHE themes. This often includes challenging perceived social norms (e.g. rebutting the idea that smoking is common, using relevant statistics).</p>			
<p>6.5 Provide pupils with accurate, non-biased and balanced information</p>	<p>The purpose of PSHE education is to support pupils to make safe, healthy and informed choices about their lives. It is therefore essential that information shared with pupils is well-evidenced, up to date and accurate. It is unethical for PSHE education lessons to be used as platforms to unduly influence young people by providing them with biased or unbalanced viewpoints on issues.</p>			

<p>7. Do not provide a <i>how to</i> guide, role model, or inspiration when teaching about dangerous behaviours</p>	<p>7.1 Avoid inspiring or instructing pupils in an unhealthy or dangerous behaviour</p>	<p>If resources provide unnecessary detail, or unwittingly appealing descriptions, of harmful behaviours, they may do more harm than good. If details are given of ways of using specific drugs, or what is available on the dark web, for example, pupils with increased vulnerability may ‘try out’ ideas they have learnt in PSHE education lessons. Similarly, a visitor who speaks with charisma about their personal story of self-harm, gang culture or drug misuse, can inspire pupils with vulnerabilities to be drawn to such behaviours. This can lead to encouraging risky behaviours, prolonging harm and/or delaying access to help for those young people. It is therefore important to review resources and activities prior to the lesson and check proposed visitor input to ensure learning will be safe.</p>			
<p>8. Always signpost sources of support</p>	<p>8.1 Signpost pupils to appropriate support</p>	<p>Despite efforts to ensure otherwise, pupils may finish a PSHE education lesson with further questions, concerns or anxieties about the topic. And there may be pupils who have been affected by the issue who do not yet have the confidence to make a disclosure. It is therefore an essential element of keeping pupils healthy and safe that they are directed to varied forms of further support, should they</p>			

		wish to access them now or in the future. This is most effective when built into an interactive aspect of the lesson.			
9. Evaluate PSHE education	9.1 Evaluate your PSHE education	Effective PSHE education is relevant and meaningful to pupils' lives and responds to pupils' changing needs. It is therefore important to consider how effective activities, approaches and materials have been in PSHE education lessons and to involve pupils in this evaluation whenever possible. This can be achieved using pupil and teacher surveys, pupil voice, focus groups, school council etc., in addition to subject review tools and self-evaluation. This can be used to inform future planning.			
10. Build in assessment	10.1 Provide clear learning objectives & outcomes	<p>Precise learning objectives help teachers differentiate learning to match the needs of different year groups, as part of mapping a wider PSHE curriculum. They also inform how to teach individual lesson content.</p> <p>Precise and concrete learning outcomes make clear what is expected of pupils by the end of the lesson / series of lessons, and assist teachers in accurate assessment of pupil learning.</p>			

		Lesson planning should always start with identifying the learning objective and the intended learning outcomes, before designing the activities that will achieve the outcomes.			
	10.2 Provide opportunities to check understanding and progress	It is important that teachers have opportunities to check pupil progress throughout the lesson or series of lessons so that teaching can be adapted accordingly. These opportunities might be in the form of mini-plenaries or questioning throughout the lesson.			
	10.3 Include an opportunity for summative assessment	Summative assessment will help teachers identify the progress that has been made for all pupils, and clarify what else still needs to be learnt in the future. In PSHE education, activities should be designed to demonstrate individual pupils' progress from their baseline assessment.			

The PSHE Association is the national body for personal, social, health and economic (PSHE) education — the school curriculum subject that supports pupils to be healthy, safe and prepared for modern life. PSHE education incorporates statutory Health Education and Relationships Education/Relationships and Sex Education, as well as economic wellbeing and careers education. A charity and membership organisation, the Association works to improve PSHE education standards by supporting a national community of teachers and schools with resources, training and advice.

Find out more and become a member at www.pshe-association.org.uk/membership. Discounted rates are available for trainee and newly qualified teachers.