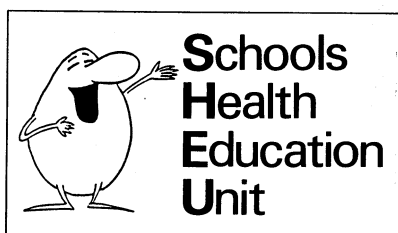


# Appendix

A guide to the policy background



3 Manaton Court, Manaton Close, Exeter, Devon, EX2 8PF. [www.sheu.org.uk](http://www.sheu.org.uk)

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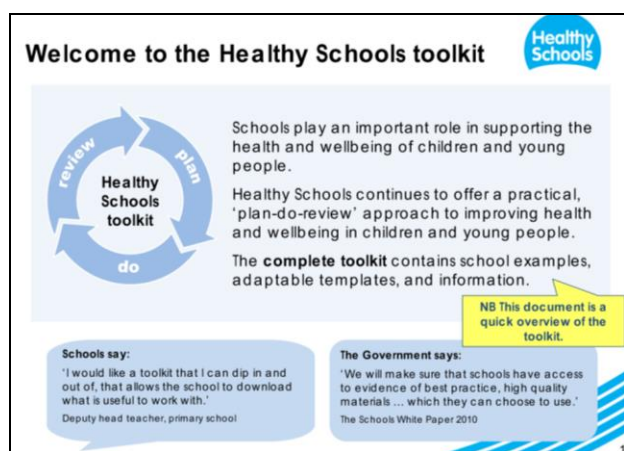
**The Policy Background**

This is a compilation of Government and other guidance on matters relevant to the questionnaire content.

Please let us know if there is anything else you would find useful for us to include, or if you see anything that is no longer relevant.

### The National Healthy School Programme

The National Healthy Schools Programme (NHSP) was a joint Department of Health and Department for Children, Schools and Families project intended to improve health, raise pupil achievement, improve social inclusion and encourage closer working between health and education providers in the United Kingdom.



Accessed Feb 2018

The National Healthy Schools Programme has four themes.

The four core themes relate to both the school curriculum and the emotional and physical learning environment in school. Each theme includes a number of criteria that schools need to fulfil in order to achieve National Healthy School Status. Although each theme covers a different area, they are all delivered using the whole school approach so the basic requirements are the same.

The Healthy Schools Toolkit is still online at the DfE Web Archive

<http://webarchive.nationalarchives.gov.uk/20121109091053/http://www.education.gov.uk/childrenandyoungpeople/healthandwellbeing/a0075278/healthy-schools-toolkit>

and has been archived at the PSHE Association

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/healthy-schools-toolkit>

The Healthy Schools toolkit is designed to help schools to 'plan, do and review' health and wellbeing improvements for their children and young people and to identify and select activities and interventions effectively. This approach will ensure schools put in place the most appropriate services and meet the needs of children and young people.

The toolkit is based on a health behaviour change approach for schools.

The toolkit contains:

- an overview of the Healthy Schools approach
- examples of schools making health and wellbeing improvements
- a planning template, a whole school review template and a school story template, which can be adapted for your school
- information and frameworks to help you identify needs, define health and wellbeing outcomes, select activities/interventions and review achievements.

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### Change4Life



[www.nhs.uk/change4life](http://www.nhs.uk/change4life)

Accessed Feb 2018

Change4Life is a public health programme in England which began in January 2009] run by the Department of Health. It is the country's first national social marketing campaign to tackle the causes of obesity.

Change4Life aims to help families and middle-aged adults make small, sustainable yet significant improvements to their diet, activity levels and alcohol consumption. It uses the slogan "eat well, move more, live longer".

Change4Life encourages people to adopt six healthy behaviours:

- 5 A Day – suggestions for ways to eat the recommended 5 portions of fruit and veg each day
- Watch the salt – advice on reducing the amount of salt eaten each day, ideally keeping it to below 6g for adults
- Cut back fat – information about the (mainly saturated) fat found in foods and ways to reduce this
- Sugar swaps – information about sugar found in foods and suggestions for healthier alternatives
- Choose less booze – ways for adults cut down on alcohol consumption to within government lower-risk guidelines
- Get going every day – why it's important to lead an active lifestyle and ways for adults and children to do this cheaply and easily

Summary from Wikipedia

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### Oftsed inspection framework

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[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Accessed Feb 2018

Personal, Social, Health and Economic (PSHE) Education Survey visits generic grade descriptors and supplementary subject-specific guidance for inspectors on making judgements during visits to schools.

Subject feedback letters, following survey visits, normally contain separate judgements on:

- The achievement of pupils in the subject
- The quality of teaching in the subject
- The quality of the curriculum in the subject
- The quality of leadership and management of the subject
- The overall effectiveness of the subject

#### Outstanding (1)

- Practice in PSHE education consistently reflects the highest aspirations for pupils and expectations of staff.
- Best practice is spread effectively in a drive for continuous improvement.
- Teaching in the subject is likely to be outstanding and together with a rich curriculum, which is highly relevant to pupils' needs, it contributes to outstanding learning and achievement or, in exceptional circumstances, achievement that is good and rapidly improving.
- Thoughtful and wide-ranging promotion of the pupils' spiritual, moral, social and cultural development in the subject enables them to thrive.
- Consequently, pupils and groups of pupils have excellent experiences in the subject, ensuring they are very well-equipped for the next stage of their education, training or employment.

#### Good (2)

- Effective action is taken so that PSHE education enables most pupils to reach their potential.
- Pupils benefit from teaching that is at least good. This promotes very positive attitudes to learning and ensures that achievement in the subject is at least good.
- Leadership and management of the subject play a significant role and are good overall.
- Deliberate and effective action is taken to promote the pupils' spiritual, moral, social and cultural development.
- A positive climate for learning exists and pupils and groups of pupils have highly positive experiences in the subject so that they are well prepared for the next stage in their education, training or employment.

#### Requires improvement (3)

- Achievement, the quality of teaching and learning and leadership and management of PSHE education are all likely to be at least adequate with some significant good practice.
- Reasonable steps are taken to promote pupils' spiritual, moral, social and cultural development.
- Pupils and groups of pupils have a generally positive experience in the subject and are not disadvantaged as they move to the next stage of their education, training or employment.

#### Inadequate (4)

- Overall effectiveness in PSHE education is likely to be inadequate if any of the following apply:
- Achievement in PSHE education is inadequate.
- The behaviour and safety of pupils in PSHE education are inadequate.
- The quality of teaching in PSHE education is inadequate.
- The curriculum in PSHE education is inadequate.

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## Appendix

- Leadership and management in PSHE education are inadequate.
- There are important weaknesses in the promotion of pupils' spiritual, moral, social and cultural development resulting in a poor climate for learning in PSHE education where pupils or groups of pupils are unable to thrive.

Updated Dec 2013

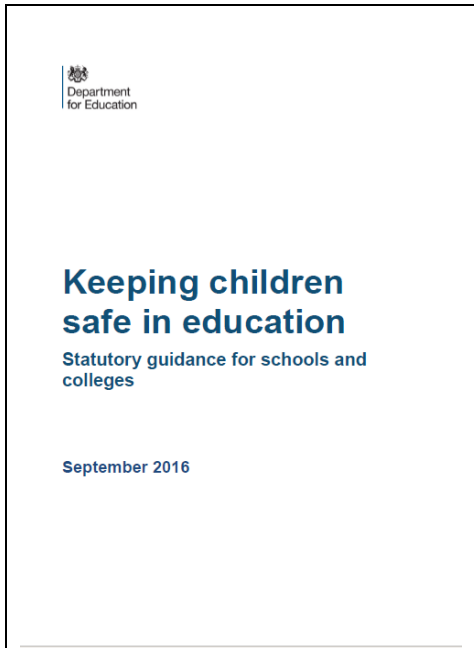
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## Appendix

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### Safeguarding Children

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This document contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply in order to keep children safe. It should be read alongside:

statutory guidance **Working together to safeguard children**,

and departmental advice **What to do if you are worried a child is being abused - Advice for practitioners**

Accessed Feb 2018

## Health and wellbeing boards



Department for Education



**Health and wellbeing boards** have been introduced across all local authorities by the government.

Established and hosted by local authorities, health and wellbeing boards bring together the NHS, public health, adult social care and children's services, including elected representatives and Local Healthwatch, to plan how best to meet the needs of their local population and tackle local inequalities in health.

Information from the King's Fund, accessed Feb 2018

### CHILDREN AND YOUNG PEOPLE'S HEALTH OUTCOMES FORUM

## Health and wellbeing boards and children, young people and families

#### Key success factors

- A local partnership dedicated to children and young people (linked into the governance of health and wellbeing boards) is essential.
- Commissioning of NHS services for children and young people must sit alongside commissioning of all services for children (the concept of holistic commissioning).
- Health and wellbeing boards should prioritise interventions for children and young people which are proven to work.
- Commissioning of services should be informed by the views of children, young people, parents and families.
- Health and wellbeing boards should ensure a focus on early intervention, within an overall understanding of a 'lifecourse' approach to provision.

#### Key strategic questions and challenges for boards

- Does the health and wellbeing board link effectively with the local children's trust, safeguarding board and clinical commissioning groups (CCGs) to ensure cohesive governance and leadership across the children's agenda?
- Does the health and wellbeing board have an agreed process to ensure children's issues receive sufficient focus?
- Has the health and wellbeing board contributed to defining the early help offer, as recommended by Professor Munro?
- Is the health and wellbeing board making appropriate use of local mechanisms to listen to the views of children, young people and families?
- Does the local health and wellbeing strategy analyse and prioritise the health needs of children and describe success?
- Have the views of frontline staff and clinicians been factored into the board's planning?
- Has the health and wellbeing board got an agreed method of engaging with schools?
- Has the health and wellbeing board got a clear plan to maximise the use of public assets (children's centres, schools, youth services, health centres, etc.) to improve health outcomes for children?
- Is the health and wellbeing board satisfied that the common assessment framework is sufficiently embedded in the local partnership?

#### Vision

That health and wellbeing boards make an effective contribution to improving health and wellbeing outcomes for children and young people.



#### Further resources

- The Department of Health Children and Young People's Health Outcomes Strategy (due to be published in July 2012)
- A plethora of Local Government Association resources, collated by the LGA: [www.local.gov.uk/childrens-health](http://www.local.gov.uk/childrens-health)
- Local authority child health profiles (published by the Child and Maternal Health Observatory ChiMat): [www.chimat.org.uk/profiles](http://www.chimat.org.uk/profiles)
- The NHS Atlas of Variation in Healthcare for Children and Young People: [www.chimat.org.uk/variation](http://www.chimat.org.uk/variation)
- NHS Confederation review of policy documents on children and young people's health and wellbeing: [www.nhsconfed.org/hwb](http://www.nhsconfed.org/hwb)
- Assured Safeguarding – GP and Health Leader Edition (safeguarding advice for GP and health leaders developed by the East Midlands group of Directors of Children's Services): [www.jrip.com](http://www.jrip.com)
- Commissioning Child Health and Wellbeing Services (information and guidance framework developed by the East of England Strategic Network for Child Health and Wellbeing Commissioning Champions) – EDE Info and guidance framework
- National Institute for Health Research (for health-related research materials): [www.nihr.ac.uk](http://www.nihr.ac.uk)
- A guide for commissioners of children's and young people's and maternal health and wellbeing services NHS North West: [www.northwest.nhs.uk/childhealth](http://www.northwest.nhs.uk/childhealth)

#### The spectrum of children's health needs

Taken from the project scope of the Department of Health Children and Young People's Health Outcomes Forum

- Health promotion, prevention and improvement
- Primary care
- Children with poor mental health
- Urgent care for children with acute illness
- Children with long-term conditions
- Children with complex health needs
- Children with disabilities
- Looked after children
- Palliative care
- Ensuring the use of medicines for children optimises health outcomes
- The health sector's contribution to safeguarding children
- The health sector's contribution to support for troubled families

This poster was produced in June 2012 by the health and wellbeing board learning set for children and young people. It represents their key learning and does not necessarily showcase best practice but aims to provide health and wellbeing members with an accessible and helpful resource. This learning set was led by Anthony May, Corporate Director for Children and Families and Cultural Services for Nottinghamshire County Council, [anthony.may@nottscc.gov.uk](mailto:anthony.may@nottscc.gov.uk). For further information, or to comment on this poster, please email [hwb@nhsconfed.org](mailto:hwb@nhsconfed.org).

Supported by



[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/216860/CYP-Factsheet-Health-and-Wellbeing.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216860/CYP-Factsheet-Health-and-Wellbeing.pdf) Accessed Feb 2018

### Physical Activity Guidelines



#### Physical activity guidelines for CHILDREN AND YOUNG PEOPLE (5–18 YEARS)

1. All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.
2. Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week.
3. All children and young people should minimise the amount of time spent being sedentary (sitting) for extended periods. Individual physical and mental capabilities should be considered when interpreting the guidelines.

Examples of physical activity that meet the Guidelines:

**Moderate intensity physical activities** will cause children to get warmer and breathe harder and their hearts to beat faster, but they should still be able to carry on a conversation. Examples include:

- Bike riding
- Playground activities

**Vigorous intensity physical activities** will cause children to get warmer and breathe much harder and their hearts to beat rapidly, making it more difficult to carry on a conversation. Examples include:

- Fast running
- Sports such as swimming or football

Physical activities that **strengthen muscle and bone** involve using body weight or working against a resistance. Examples include:

- Swinging on playground equipment
- Hopping and skipping
- Sports such as gymnastics or tennis

**Minimising sedentary behaviour** may include:

- Reducing time spent watching TV, using the computer or playing video games
- Breaking up sedentary time such as swapping a long bus or car journey for walking part of the way

What are the benefits of being active for at least 60 minutes each day?

- Improves cardiovascular health
- Maintains a healthy weight
- Improves bone health
- Improves self-confidence
- Develops new social skills

For further information: **Start Active, Stay Active: A report on physical activity for health from the four home countries'** Chief Medical Officers (2011)

<https://www.nhs.uk/Livewell/fitness/Pages/physical-activity-guidelines-for-young-people.aspx>

<https://www.nhs.uk/Livewell/fitness/Documents/children-and-young-people-5-18-years.pdf> Accessed Feb 2018

### Internet Safety

#### Advice on child internet safety 1.0: Universal guidelines for providers



Department for Education



Accessed Feb 2018

For young people the internet, and the increasing number of digital devices they use to connect to it, is an integral part of their everyday lives. Whether they use it to express themselves or to stay in touch with friends, for entertainment or education, the internet can provide tremendous benefits and most use it safely. But while digital technology provides a wealth of opportunities, we are all aware that there are online risks and sometimes these risks can lead to harm.

At the same time, while young people's 'offline' and 'online' worlds are often merging, the behaviours and safeguards of the 'real' world are not always applied in a 'virtual' world where friends can be added at the click of button and information shared in an instant.

This document - compiled by members of the UK Council for Child Internet Safety (UKCCIS) - draws together the most effective messages for keeping children safe online.

Visit the UKCCIS website for more information

<http://www.education.gov.uk/ukccis>

Includes:

Introduction

The risks

Guidelines on using the advice

The advice

#### Sexting: how to respond to an incident

An overview for all teaching and non-teaching staff in schools and colleges



This document provides a brief overview for frontline staff of how to respond to incidents involving 'sexting'.  
All such incidents should be reported to the Designated Safeguarding Lead (DSL) and managed in line with your school's safeguarding policies.  
The DSL should be familiar with the full 2016 guidance from the UK Council for Child Internet Safety (UKCCIS), *Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People*, and should not refer to this document instead of the full guidance.

#### What is 'sexting'?

In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'.  
'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

#### What to do if an incident involving 'sexting' comes to your attention

Report it to your Designated Safeguarding Lead (DSL) immediately.

- Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

If a 'sexting' incident comes to your attention, report it to your DSL. Your school's safeguarding policies should outline codes of practice to be followed.

#### For further information

Download the full guidance *Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People* (UKCCIS, 2016) at [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis).

#### Sexting: how to respond to an incident

An overview for all teaching and non-teaching staff in schools and colleges

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/647389/Overview\\_of\\_Sexting\\_Guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf)

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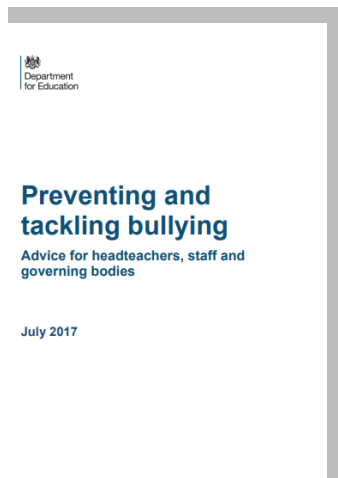
## Appendix

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### Bullying and Cyberbullying



Department for Education



Advice about bullying comes in two documents:

#### **Preventing and tackling bullying:**

Advice for headteachers, staff and governing bodies

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)



#### **Cyberbullying:** Advice for headteachers and school staff

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

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## Appendix

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### Drug Advice for schools

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Published 10 September 2012



Department for Education



ASSOCIATION OF  
CHIEF POLICE OFFICERS

#### **DfE and ACPO drug advice for schools**

Advice for local authorities, headteachers,  
school staff and governing bodies

September 2012

#### [DfE and ACPO drug advice for schools](#)

This guidance is produced jointly with the Association of Chief Police Officers (ACPO). The document:

- answers some of the most common questions raised by school staff about drugs
- explains the relevant powers and duties schools have in relation to:
- powers to search for and confiscate drugs
- working with the police
- working with parents
- includes information to help and support pupils

Accessed Feb 2018

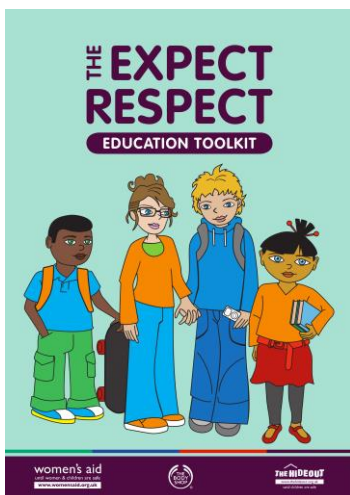
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## Appendix

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### Teenage relationship abuse

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#### Expect Respect Education Toolkit by Women's Aid

Expect respect: a toolkit for addressing teenage relationship abuse in key stages 3, 4 and 5

A comprehensive package of teaching materials focusing on abuse in relationships

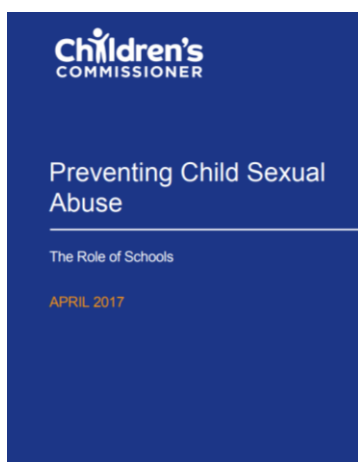
The entire toolkit for teachers is available to freely download from the Women's Aid website. <https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>

### Preventing neglect, abuse and exploitation

There is an abundance of Government guidance covering a variety of topics under this heading at <https://www.gov.uk/childcare-parenting/preventing-neglect-abuse-and-exploitation>

- [Adolescent neglect: guide for professionals](#)
- [Care of unaccompanied migrant children and child victims of modern slavery](#)
- [Child abuse concerns: guide for practitioners](#)
- [Child abuse linked to faith or belief: national action plan](#)
- [Child performance and activities: licensing legislation](#)
- [Child sexual exploitation: definition and guide for practitioners](#)
- [Concerns about children: guidance for all Ofsted staff](#)
- [Guidance on the employment of children](#)
- [Information sharing advice for safeguarding practitioners](#)
- [Ofsted safeguarding policy](#)
- [Report child abuse](#)
- [Report child abuse to your local council](#)
- [Safeguarding children in whom illness is fabricated or induced](#)
- [Safeguarding children who may have been trafficked](#)
- [Sample letters to get evidence of child abuse](#)
- [Secure children's homes: how to place a child aged under 13](#)
- [Tell Ofsted about a serious childcare incident: online form for local authorities](#)
- [The law on leaving your child on their own](#)
- [The use of social media for online radicalisation](#)
- [Whistleblowing about children's social care services to Ofsted](#)
- [Working together to safeguard children](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#)

Accessed Feb 2018



Important documents by other agencies include:

NSPCC **Safeguarding in Education Self-Assessment Tool (ESAT)** – a free online tool for schools in England <https://www.nspcc.org.uk/services-and-resources/working-with-schools/esat/> Accessed Feb 2018

Children's Commissioner **Preventing Child Sexual Abuse – The Role of Schools** <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/06/Preventing-CSA-The-Role-of-Schools-CCO-April-2017-1.2-1.pdf> Accessed Feb 2018

### Careers Guidance

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#### **Careers guidance and access for education and training providers**

Statutory guidance for governing bodies, school leaders and school staff

January 2018

Careers guidance and access for education and training providers  
(Statutory guidance)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/672418/Careers\\_guidance\\_and\\_access\\_for\\_education\\_and\\_training\\_providers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf)

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### United Nations Convention on the Rights of the Child (Unicef)

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[www.unicef.org.uk](http://www.unicef.org.uk)

The Convention covers the following subjects:

- Definition of children as all persons less than 18 years of age, unless the legal age of majority in a country is lower.
- General principles, including the right to life, survival and development, the right to non-discrimination, respect for the views of children and to give consideration to a child's best interests, and the requirement to give primary consideration to the child's best interests in all matters affecting them.
- Civil rights and freedoms, including the right to a name and nationality, freedom of expression, thought and association, access to information and the right not to be subjected to torture.
- Family environment and alternative care, including the right to live with and have contact with both parents, to be reunited with parents if separated from them and to the provision of appropriate alternative care where necessary.
- Basic health and welfare, including the rights of disabled children, the right to health and health care, social security, child care services and an adequate standard of living.
- Education, leisure and cultural activities, including the right to education and the rights to play, leisure and participation in cultural life and the arts.
- Special protection measures covering the rights of refugee children, those affected by armed conflicts, children in the juvenile justice system, children deprived of their liberty and children suffering economic, sexual or other forms of exploitation.

You can find out more about the articles in the UNICEF summary or by downloading the full text of the Convention

### Childhood obesity: a plan for action

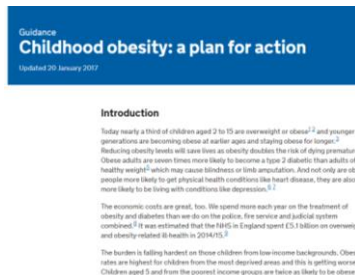
Updated 20 January 2017

Cabinet Office

Department of Health & Social Care

HM Treasury

Prime Minister's Office, 10 Downing Street



With nearly a third of children aged 2-15 overweight or obese<sup>32</sup>, tackling childhood obesity requires us all to take action. Government, industry, schools and the public sector all have a part to play in making food and drink healthier and supporting healthier choices for our children. The benefits for reducing obesity are clear – it will save lives and reduce inequalities.

The actions in this plan will significantly reduce England's rate of childhood obesity within the next 10 years. Achieving this will mean fewer obese children in 2026 than if obesity rates stay as they are.<sup>33</sup> We are confident that our approach will reduce childhood obesity while respecting consumer choice, economic realities and, ultimately, our need to eat. Although we are clear in our goals and firm in the action we will take, the launch of this plan represents the start of a conversation, rather than the final word. Over the coming year, we will monitor action and assess progress, and take further action where it is needed.

- Introducing a soft drinks industry levy
- Taking out 20% of sugar in products
- Supporting innovation to help businesses to make their products healthier
- Developing a new framework by updating the nutrient profile model
- Making healthy options available in the public sector
- Continuing to provide support with the cost of healthy food for those who need it most
- Helping all children to enjoy an hour of physical activity every day
- Improving the co-ordination of quality sport and physical activity programmes for schools
- Creating a new healthy rating scheme for primary schools
- Making school food healthier
- Clearer food labelling
- Supporting early years settings
- Harnessing the best new technology
- Enabling health professionals to support families

<https://www.gov.uk/government/publications/childhood-obesity-a-plan-for-action/childhood-obesity-a-plan-for-action>

Accessed Feb 2018

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### Teenage Pregnancy

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This framework aims to help local areas assess their teenage pregnancy prevention programmes to:

- see what's working well
- identify any gaps
- take a multi-agency whole-system approach
- to prevent unplanned pregnancies and support young people to develop healthy relationships.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/673458/TP\\_Prevention\\_Framework.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/673458/TP_Prevention_Framework.pdf) Published Jan 2018

Accessed Feb 2018

#### Participation in intra- and inter-school competitive activities

- The 2009/10 survey found a very large increase in the proportion of pupils participating in intra-school competitive activities during the academic year – up from 69% (of Years 1 – 11) in 2008/09 to 78% in 2009/10.
- This increase is apparent in each and every year group, with the largest increase being in Year 1.
- 77% of boys participated in intra-school competition, compared to 73% of girls. This difference is not very apparent in Key Stages 1 and 2, but by Year 10 it has risen to five percentage points, and in Years 11 – 13 the difference is much greater than this.
- Like participation in intra-school competition in general, regular participation has also increased substantially over the last year – up from 28% of Years 3 – 13 in 2008/09 to 39% in 2009/10.
- 99% of schools held at least one sports day or equivalent during the academic year.
- 49% of pupils in Years 1 – 11 participated in inter-school competition during the 2009/10 academic year. This continues the upwards trend, with a five percentage point increase in the last year.
- There are some differences in participation in inter-school competition between boys (50%) and girls (44%), based on Years 1 - 13. The difference in participation levels only become apparent at Year 4, and then increases year on year until by Year 10 - 13 the discrepancy is very large.

#### Sports provision

- Schools provided on average 19.0 different sports from a pre-specified list. This is a small increase over the average number of sports provided in 2008/09 (18.6).
- Football once again is the most widely provided sport.
- On average, an equal number of sports were available to both girls and boys. However, while at a primary level there were no differences at all in terms of the actual sports available, at a secondary level the survey reveals that boys and girls are often offered different sports. Specifically secondary level girls were more likely than boys to be offered dance, gymnastics, rounders, netball, hockey, trampolining, cheerleading, yoga and equestrian, while boys were more likely to be offered cricket, basketball, rugby union, golf, rugby league, table tennis, softball, boxing and baseball.

### Government guidance on PSHE

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

Published Sep 2013

Accessed Feb 2018



#### Personal, social, health and economic education

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

#### Sex and relationship education

Sex and relationship education (SRE) is an important part of PSHE education and is statutory in maintained secondary schools.

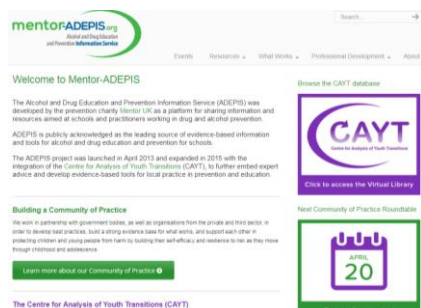
When any school provides SRE they must have regard to the [Secretary of State's guidance](#); this is a statutory duty. Academies do not have to provide SRE but must also have regard to Secretary of State's guidance when they do.

#### Sex and Relationship Education Guidance



Published Jul 2000

Accessed Feb 2018



#### Advice for schools

We provide grant funding to the [PSHE Association](#) to work with schools to advise them in developing their own PSHE curriculums and improve the quality of teaching. The association focuses on signposting schools to high-quality resources and in expanding their Chartered Teacher of PSHE programme. We have also asked the association to promote the teaching of consent as part of SRE, in line with the statutory guidance for that subject.

For drug and alcohol education, we launched a new evidence-based information service in April 2013 called [Mentor-ADEPIS](#) for those working with young people, including schools and teachers. The new service provides practical advice and tools based on the best international evidence.

## Appendix

### Welcome to the Centre for Analysis of Youth Transitions

The circumstances of young people in the UK are changing rapidly, a result of how they spend their time and the choices they make. The transition period between childhood and adulthood has grown, youth engagement in a range of roles, behaviours has increased and the education and labour market options faced by young people have changed dramatically.

CAYT (the Centre for Analysis of Youth Transitions) started life as a research centre, bringing researchers from the Institute of Education, Social Research and the Institute for Fiscal Studies. CAYT was founded to improve our understanding of the journey between childhood and adulthood and how it is changing over time. CAYT produces new research on topics relating to youth transitions, including onward teenage pregnancy, drug use and the threat of education crises, which can be found on the publications section of the website.

It also set up the CAYT database of impact studies. The aim of the database is to draw together evidence on what works in terms of outcomes designed to assist young people in their transitions from education to work, as well as reducing engagement in risky behaviours. This is CAYT's goal.

From April 2015 CAYT will be managed by Meritis, as part of the Alcohol and Drug Education and Information Service (ADEIS). ADEIS will manage and add to the database and will produce its own research publications.

### Recent Publications

07 December 2017  
**Incredible Years: Teachers Programme**  
The Incredible Years parenting programme targets teachers of children aged three to eight. The focus is on strengthening teachers' classroom management...

07 December 2017  
**Incredible Years Parent Programme**  
The Incredible Years parenting programme targets parents of children aged 0-12 years of age with the aim of strengthening parenting skills, including...

26 October 2017  
**Incredible Years Child Programme**  
The Incredible Years Child programme targets children aged 3-8 years of age. It can be delivered either as a...

24 April 2017  
**Blah! Blah!**  
Blah! Blah! was developed for Essex County Council and The Training Office in partnership with Meritis to provide an overview of educational interventions focusing on risk-taking behaviours...

We also provide funding to the [Centre for the Analysis of Youth Transitions \(CAYT\)](#) to develop a database of evaluations of programmes aimed at improving outcomes for young people.

CAYT will score the strength of evidence of impact for a submitted programme, so schools and others will know which programmes have the best evidence of impact.

### Additional support

We want teachers to be free to address the topics most relevant for their pupils, drawing on good practice and advice from professional organisations. Schools are free to use the organisations and resources they choose and we encourage organisations to develop guidance for schools in the areas of their expertise.

We have asked the [PSHE Association](#) to provide teachers with a range of case studies to inform their teaching. We recommend that schools use reputable professional organisations that will facilitate a broad and balanced approach.

### PSHE programme of study

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The PSHE Association has produced a Programme of Study for PSHE education (key stages 1 - 5). It identifies the key concepts, skills and attributes that are developed through PSHE education.

The PSHE Programme of Study was produced in consultation with a wide variety of agencies and practitioners to meet the needs of today's pupils and is regularly updated to meet these changing needs.

The programme of study includes three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

This is the third edition of the PSHE Association's programme of study for personal, social, health and economic (PSHE) education. It was written to sit alongside the 2014 National Curriculum and has been updated to reflect the rapidly changing world in which our pupils live and learn.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

The Association is the professional association for PSHE and runs CPD training for PSHE.