



LIFEbeat PSHE Teacher Training

March – June 2018



Introduction

This paper provides a summary of evaluations undertaken during the Somerset LIFEbeat Schools PSHE and Wellbeing Training Programme which took place between March and June 2018. This programme was commissioned by Somerset County Council, Public Health preceded by a local Stakeholders Day facilitated by LIFEbeat in November 2017.

The 4-day training design and delivery was informed by feedback from teachers who attended the Babcock national PSHE training in 2017 and in consultation with the local Youth Parliament. The Youth Parliament advised that teachers need to be more supported around their own stress and to explore their own issues and assumptions to empower them to deliver PSHE effectively. The brief was that the training should focus on the mental health and wellbeing of **both** pupils and staff and that there should be a strong focus on the experience and quality of relationship and an experiential approach to PSHE delivery.

On a scale of 1 to 5, where 1 is low and 5 is high, participants in Somerset rated the overall course with a **4.3** average.

Another goal was to begin to build a network of professionals and to create a community of best practice in Somerset. The training brought together PSHE leads and teachers, school nurses, members of the SHARE (Schools Health and Resilience Education Project) team and the SCC PSHE and Mental Health and Wellbeing commissioners. The group included 18 teachers, 3 members of the SHARE team, 5 school nurses and 1 member of the Avon and Somerset Police.

The following evaluation tools were used:

- Professional PSHE competencies survey at the beginning and end of the training.
- Individual evaluations for each day of the training.

These evaluation tools can be found in *Appendix 1: Evaluation tools*.

The aims of this evaluation were:

- To gather data from teachers to assess professional competency, skills and confidence in delivering PSHE in Somerset both before and after the training.
- To identify challenges facing teachers in delivering high quality PSHE.
- To evaluate the impact of the training in relation to both professional competency, skills and confidence in PSHE design and delivery and also personal wellbeing.
- To identify needs for development and improvement in this training.

“A thoroughly enjoyable course that has an impact on you long after you leave the venue! Thank you to the LIFEbeat Team and to the professionals from Somerset County Council/NHS who delivered quality information on a variety of issues, all very interesting and informative.”

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PRE LIFEbeat TRAINING EVALUATION

At the outset of the LIFEbeat training participants were asked to rate (on a scale of 1 to 5) their overall confidence in the subject of PSHE resulting in a **3.13** average, and their overall confidence in delivering PSHE resulting in a **3.25** average.

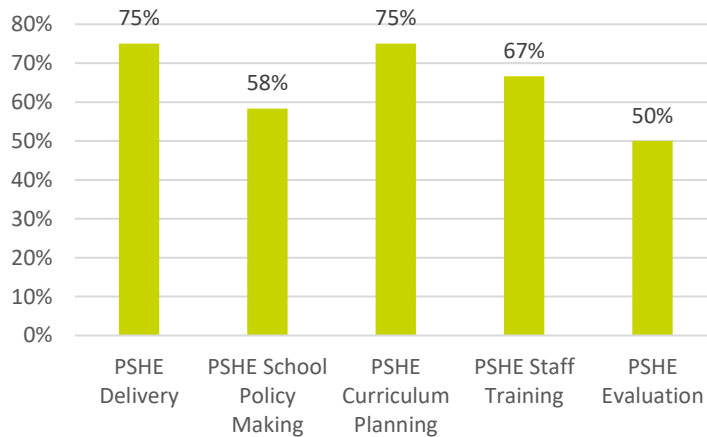
Training participants were asked to identify their roles in schools. As well as being involved with PSHE delivery, many participants teach other subjects and cover other roles such as Head of Year, Learning Support Assistant, Teaching Assistants and Assistant head.

Participants were asked which PSHE curriculum subjects are most important. The table to the right shows a summary of the subjects mentioned by the participants, the more common ones were Sex Education (78%), Relationships (56%) and Emotional Literacy and Self-esteem (44% each).

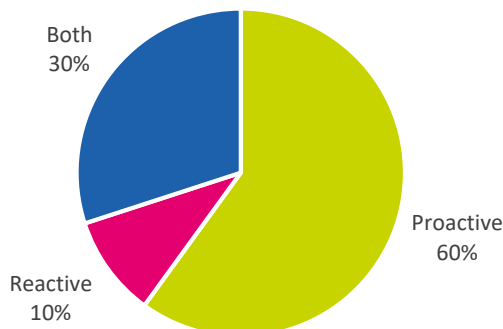
Most important subjects for training participants	
Body Image	Self-esteem
Bullying	Sex education
Drugs	Safety (particularly Online Safety)
Emotional Literacy	Social Media
Mental Health	Social Skills & Communication
Relationships	Wellbeing
Resilience	

“Isolating one particular aspect above others is difficult and does not make sense to do so. Anything that prepares our students to be well rounded, happy, and safe citizens of the wider world is of most importance.”

Which of the following areas do you have responsibility for?



Do you take a reactive or proactive approach to PSHE?



The main frustrations reported by participants with PSHE in their settings were:

- The lack of interest and commitment from other staff members
- The lack of updated resources
- Timetabling issues

We also asked participants what training support they needed to successfully plan, deliver and train in PSHE. Their feedback is summarised below:

- Knowledge of Ofsted expectations, curriculum and government policy
- Ideas, resources and inspiration
- Support with planning, resourcing and how to assess
- Contact with other professionals
- Support getting colleagues on board
- Increased confidence

When asked what they hoped to gain from the LIFEbeat training, participants responded:

- To obtain new ideas, tools and confidence to deliver PSHE within schools
- To build a network of support with other professionals in the field
- To receive a PSHE programme to take back to their schools

PROFESSIONAL COMPETENCES

Overall Rate of Confidence

We asked LIFEbeat training participants to rate their confidence in the subject of PSHE and the delivery of PSHE at the beginning and at the end of the training. On a scale of 1 to 5, these were the results:

	<i>Pre-training</i>	<i>Post-training</i>
Overall confidence in the subject of PSHE	3.13	4.09
Overall confidence in delivering PSHE	3.25	4.18

The perceived confidence of training participants increased by nearly one point as a result of the LIFEbeat training.

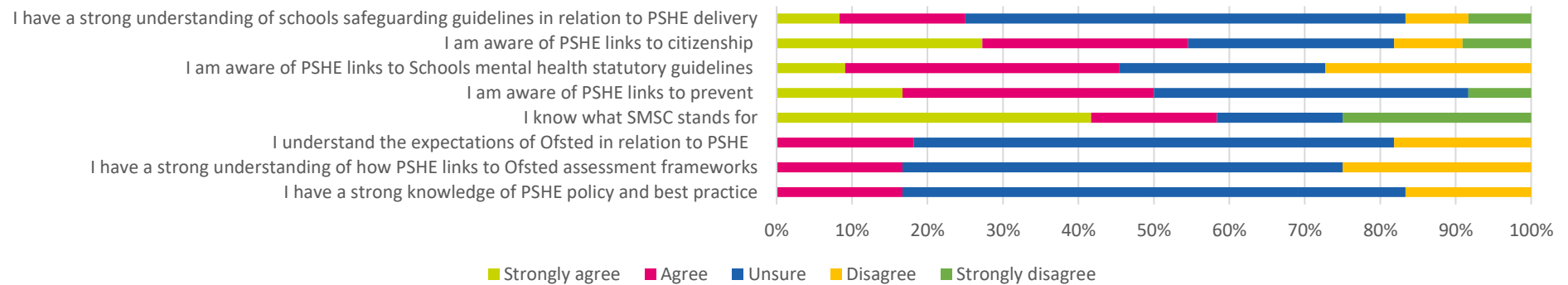
The following pages show the participants ratings at the beginning and at the end of the training in the following areas:

- Knowledge of PSHE policy and statutory requirements
- PSHE curriculum knowledge
- Confidence in PSHE planning and delivery
- PSHE and values

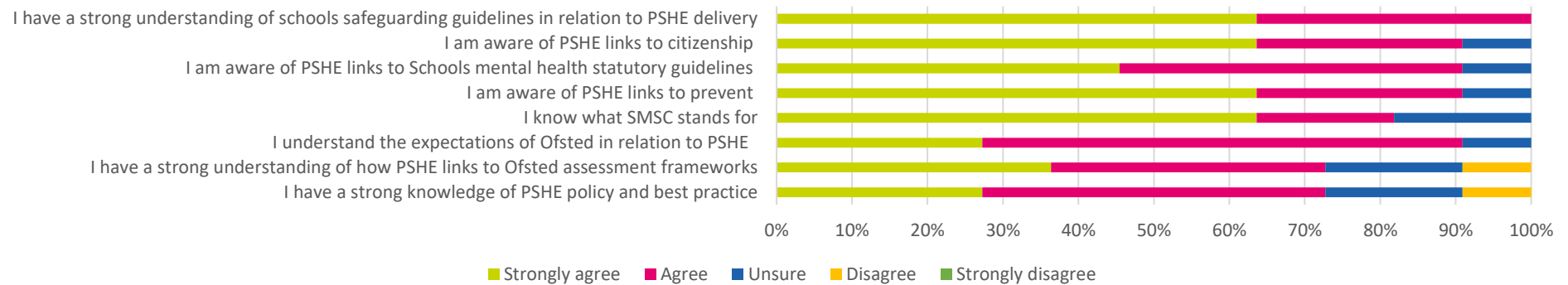
For a full breakdown of the tables below, see *Appendix 2: Professional Competences percentages before and after the training.*

Knowledge of PSHE policy and statutory requirements

Initial survey

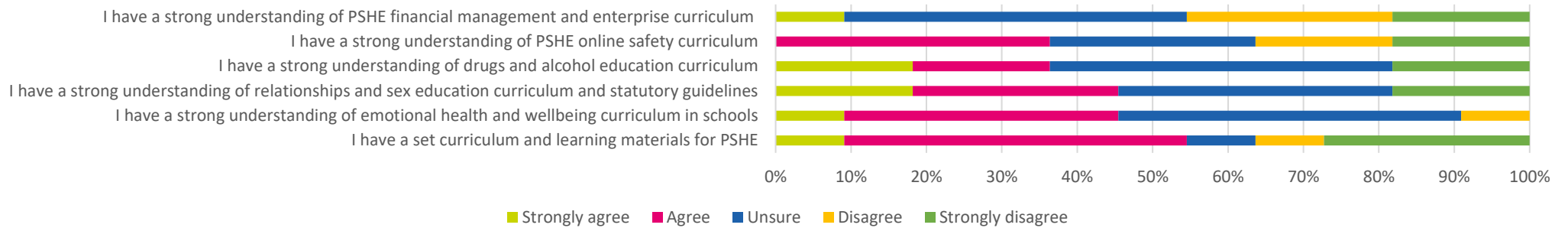


Final Survey

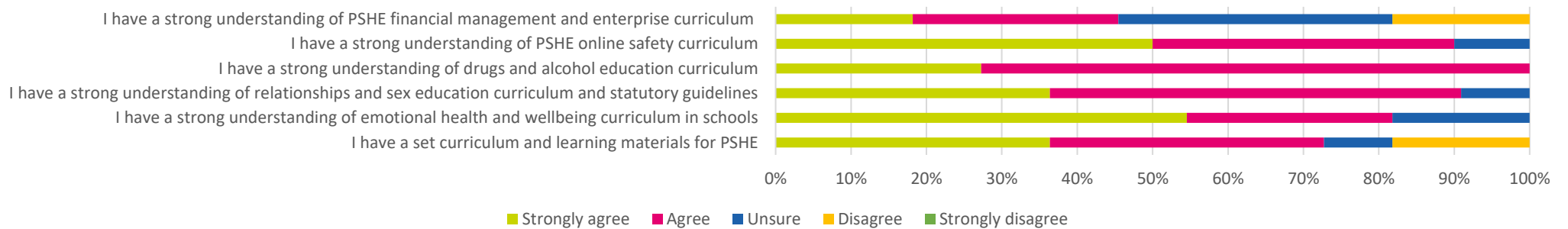


PSHE curriculum knowledge

Initial Survey



Final Survey

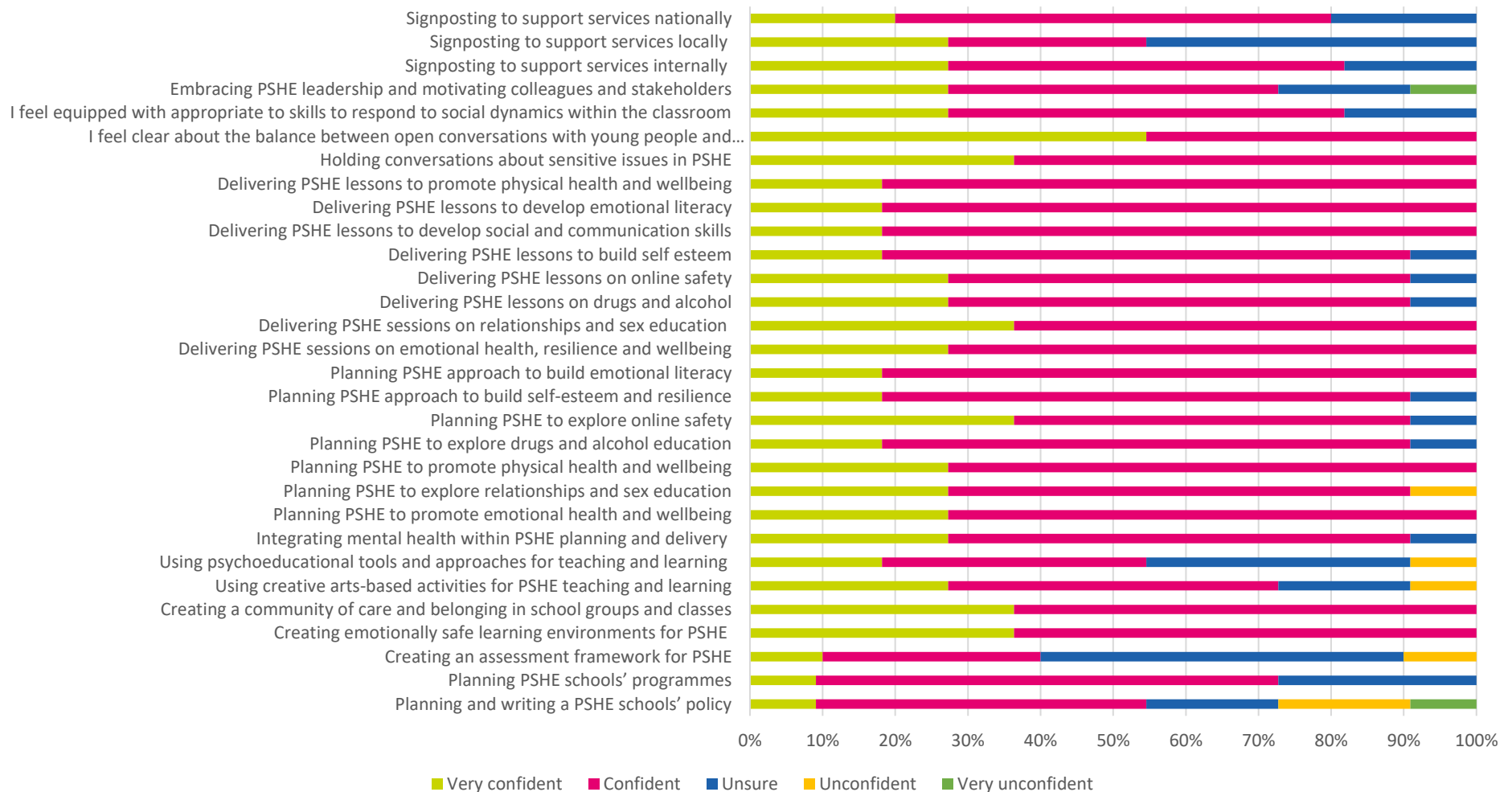


PSHE Planning & Delivery

Initial Survey



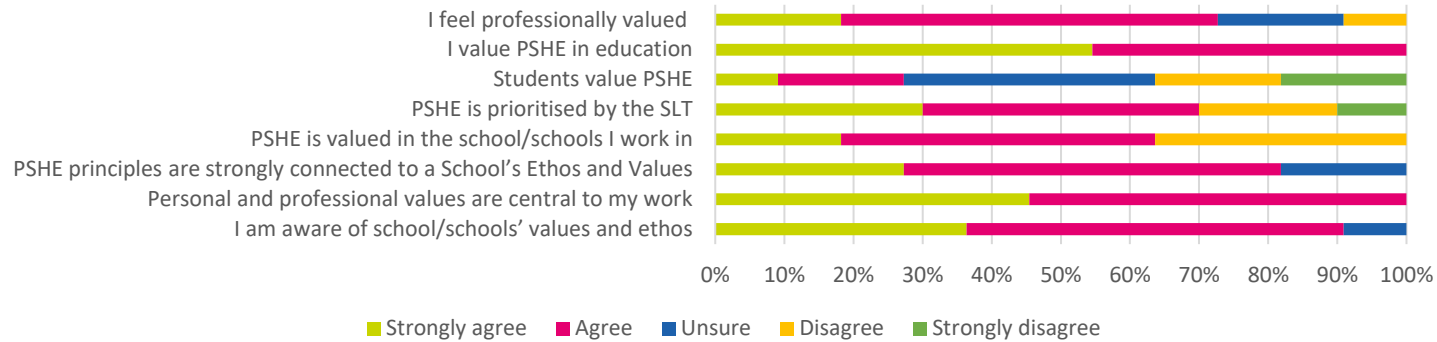
Final Survey



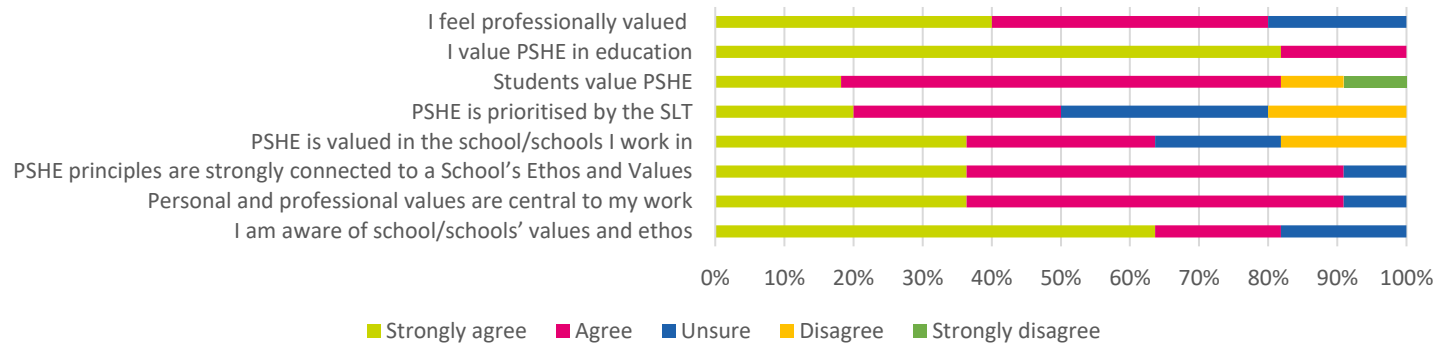
Item #6: "I feel clear about the balance between open conversations with young people and safeguarding boundaries in PSHE"

PSHE and Values

Initial Survey



Final Survey



Knowledge of PSHE policy and statutory requirements

The data shows that the training was extremely effective in embedding learning in this area. Respondents who reported a strong understanding of PSHE policy, best practice and Ofsted assessment guidelines rose from 17% to 73% and 91% of participants gained a strong overall understanding of Ofsted guidelines around PSHE up from 18% prior to training.

Overall the training was effective in helping participants to make links between PSHE and SMSC, Prevent, Mental Health and Citizenship with the majority at 91% reporting an understanding of the statutory guidelines. At the end of the training 100% (up from 18% prior to training) of the participants reported an understanding of schools' safeguarding guidelines in relation to PSHE delivery.

Recommendations and Next Steps: The training needs refining in relation to PSHE policy with the addition of a module on PSHE and assessment.

PSHE curriculum knowledge

The data shows that that the training was effective in this area with an average of 43% increase in participants strongly agreeing or agreeing that they have a strong understanding of the different topic areas. The weakest areas were financial management and enterprise and overall set curriculum. The training was particularly strong in the areas of relationship and sex education and online safety where 91% and 90% respectively reported a strong understanding in these areas. This indicates that the training was enhanced by the expertise of local speakers.

Recommendations and Next Steps: Financial Education is beyond the scope of this training. This module needs to be taught via webinar or further CPD as a follow up. Training participants would benefit from examples of PSHE scheme of work; model of spiral curriculum through the key stages; take away lesson plans on key topic areas.

Confidence in PSHE planning and delivery

The data indicates that this was a particularly strong aspect of the training. Out of 30 questions, 91-100% indicated that they felt very confident or confident in planning and delivery of PSHE after the training. The weakest areas of confidence were policy writing, assessment and local signposting.

Recommendations and Next Steps: The training needs to include a module on PSHE policy and assessment. More research needs to be undertaken into local signposting and information circulated on each topic. The SCC Website should signpost to local services, speakers and resources and also include templates for PSHE assessment and Policy writing.

PSHE and values

The data indicates that the training participants are values driven (91%) and highly committed to their work on PSHE with 100% responding that they value PSHE in education. The lowest scores are in response to the question as to whether PSHE is valued by SLTs and the their school settings. The latter went down as the result of the training from 70% to 50% responding that they agree with the question "PSHE is prioritised by the SLT".

Recommendation and Next Steps: Feedback to Heads and SLTs the strong commitment of their staff and the challenges their staff face in prioritising PSHE and Wellbeing.

Training Overall

1. At the last session, participants were asked **what they had gained overall from the LIFEbeat training**. A summary of their responses includes:

- A better understanding of the legislation surrounding PSHE
- Confidence in their ability to promote and plan PSHE
- Guidelines for a scheme of work
- More confidence about their school's approach to PSHE
- New ideas, activities and games for teaching young people PSHE
- How to communicate feelings in a safe secure process
- An update on new technology and the concerns around it
- Time to participate in self-care and realise the importance of it
- Networking

"Personally, I have made time to be outside surrounded by the natural world, using this time to collect my thoughts and re-centre. I feel calmer by being able to put issues into perspective, realising problems are not the huge issues they first appear. This allows me often to focus on solutions rather than being distracted by the problem."

2. Participants were asked about the application of experiential teaching in PSHE. **89%** of teachers in this course reported **having made use of learnt LIFEbeat practices and activities** back in their schools. Those mentioned include:

- Warm up activities
- Setting guidelines (goals and agreements)
- Milling (one to one check ins)
- Mindfulness and breathing exercises
- Creative activities (e.g. poem writing)
- Utilising physical activity to stimulate students

"I have reviewed the environments and the physical spaces that I am working in with students to ensure that I am offering them the opportunity to feel comfortable and supported, free to ask questions and secure enough to talk frankly and confidentially."

And when asked **how useful they found the LIFEbeat practices in exploring PSHE issues and themes with young people** on a scale of 1 to 5 (where 1 was "not useful" and 5 "very useful"), participants rated the practices with a **4.2** out of 5.

3. Participants were asked if **there was anything else they had done differently as a result of the LIFEbeat training** and **what had they implemented in their professional life as a result of the LIFEbeat training**. Training participants mentioned:

- More confidence in delivery of PSHE
- Restructuring schemes of work and lesson plans
- Networking with people from other schools and sharing ideas and resources
- Changes in their approach to particular subjects (e.g. "no preconceptions when talking about sex education")
- Wellbeing
- Better listening skills
- Encouraging colleagues to get involved with PSHE delivery
- Working together with other departments (e.g. sharing ideas with pastoral teams)

"I've endeavoured to encourage time for reflection at the end of my sessions, this may only last 30 seconds, but it has made a huge difference to the students transitioning out of my classroom. I have seen a huge reduction in behaviour issues as a result"

"I really enjoyed the course and it has definitely improved my knowledge and confidence in the subject. I would like to thank all involved in the organisation and delivery and I look forward to further time together"

We also asked participants what further training support they needed to successfully plan, deliver and train in PSHE. Further support mentioned included:

- Logistical support in sharing resources with other colleagues
- More specific training on covering some of the subjects with students with Learning Difficulties
- Continued contact with other teachers
- Training in how to assess
- Sharing of resources

“The delivery was fantastic, engaging and fun. I was taken completely out of my comfort zone, lost sight of it and by the end of each day had forgotten about it entirely. The information presented by the expert speakers was good quality and at the end of the day I felt motivated to take what I had learnt back to college and use in my own practice.”

Data for each individual training session can be found in *Appendix 3: Daily Evaluations*.

Suggestions for Improvement overall

Finally, participants were asked for their feedback and any suggestions to improve the LIFEbeat training in the future. Participants generally reported enjoying the training, some suggestions included:

- To deliver the training over less days or include shorter sessions
- Support with the selection of appropriate resources
- Links to external sources and speakers
- More links between activities and the curriculum

“I really enjoyed the course as a personal experience. I enjoyed the activities, but recreating them myself has been hard. I feel I need to go away and marry the practical activities to the curriculum, which seems a big job.”

“My general knowledge in this subject has greatly improved, however our curriculum hasn’t and I feel like this is a huge job. As I won’t be given time to work on, due to the time I have already had out of school. Sadly at the end of the day, a hard copy pick up and teach plan is always going to be easiest to cascade to staff and instantly implement. So a copy of the PSHE curriculum would be very useful.”

“The activities are great if your participants enjoy it. If not it does make everyone feel uncomfortable. Not sure how to get round this?”

OVERALL RECOMMENDATIONS FOR THE TRAINING

Training Format

The following changes in training structure need to be implemented:

- The training days need to be shorter
- The training days need more planned breaks
- The daily structure needs to be provided in advance

PSHE Planning and Assessment

The following areas need further research and to be included within the training:

- Examples of PSHE policies and a framework of best practice in PSHE policy need to be available to training participants
- A PSHE Assessment framework and a tool kit of PSHE assessment tools need to be available to training participants
- Examples of PSHE curriculum planning and schemes of work need to be available to training participants

PSHE Curriculum

The following topics need to be covered more thoroughly as part of the PSHE CPD:

- Financial Education and Enterprise needs to be included as a follow up CPD
- Drugs Education and County Lines in PSHE needs to be enhanced with local signposting
- Local signposting on all topics needs to be researched further and made available to training participants and the SCC website

Implementation of Learning

The following factors need to be integrated into the training to embed learning and to facilitate implementation:

- Experiential practice of leading activities to be built into the course and homework between sessions
- Link all activities to curriculum and always ensure there is time to debrief and discuss possible application of practices and activities
- LIFEbeat to create a downloadable toolkit resource for schools to enhance learning

Overall Recommendation to Heads and SLTs

Training participants indicated that a significant challenge to planning high quality PSHE in their schools was that PSHE is not prioritised by colleagues, SLTs and Heads in their school settings.

Our recommendation is that PSHE policy, planning, curriculum and delivery is integrated into a whole school approach in conjunction with the Somerset Wellbeing framework as a matter of priority to reduce stress and to enhance the mental health and wellbeing of both pupils and staff.