

Review of Personal and Social Education

Preparing Scotland's Children and Young People for learning, work and life



life skills

co-design

Wellbeing

co-production

Inclusion

FOREWORD BY THE DEPUTY FIRST MINISTER AND CABINET SECRETARY FOR EDUCATION AND SKILLS



The health and wellbeing of every child and young person is at the heart of Curriculum for Excellence. Children's mental, emotional, social and physical wellbeing are widely recognised as the foundations of successful learning and are essential to closing the attainment gap. High quality learning and support in these areas are vital if we are to equip children and young people with the knowledge, skills and resilience they need to navigate the various stages of their lives and reach their full potential.

While the health and wellbeing of every child and young person is rightly the responsibility of all school staff, learning in health and wellbeing is largely taught through Personal and Social Education, or PSE. Learning in PSE should address the current issues affecting the lives of young people such as an understanding of consent and healthy relationships substance misuse education, how to manage their mental health, the impacts of social media and the importance of LGBT inclusion.

As well as learning in PSE, the health and wellbeing of every child and young person should be assisted by a network of support which includes pastoral guidance to ensure they get the right help at the right time in line with the Getting it right for every child approach. The responsiveness of our education system in deploying early interventions and targeting support is key if Scotland's children and young people are to grow up loved, safe and respected so that they can realise their full potential.

There are many excellent examples of PSE and pastoral care being delivered in our education system, but this government aims for excellence and equity for all. There is more we must do.

In March 2017, in recognition of its importance, this government announced as part of our Mental Health Strategy our intention to undertake a national review of PSE, the role of pastoral guidance in local authority schools and services for counselling for children and young people. Following extensive engagement, that review has now concluded. I would like to thank everyone who participated in this process. I am also grateful to the Scottish Parliament's Education and Skills and Equalities and Human Rights Committees for their work in this area. Their respective reports, *Let's Talk About Personal and Social Education* and *It's not cool to be Cruel: Prejudice-based bullying and harassment of children and young people in schools*, brought welcome insight and impetus to the review.

This report outlines our findings and the steps we will take to strengthen PSE delivery and the wider network of pastoral guidance. The sixteen recommendations provide clarity and focus to this important work. I am confident their delivery will ensure children's and young people's health and wellbeing remains at the heart of our education system. This is imperative if we are truly to transform the life chances of children and young people across this nation.

John Swinney MSP

Deputy First Minister and Cabinet Secretary for Education and Skills

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1. INTRODUCTION

Getting it right for every child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people.

GIRFEC describes children and young people's wellbeing in terms of eight Wellbeing Indicators; safe, healthy, achieving, nurtured, active, respected, responsible, and included. These are the basic requirements for all children and young people to grow, develop and reach their full potential. The GIRFEC Wellbeing Indicators provide a common language so that children, young people, families and practitioners (such as teachers, school nurses and youth workers) have a shared understanding of what is meant by wellbeing. The GIRFEC National Practice Model¹ provides a framework for practitioners to understand a child or young person's needs, and consider what support they might need.

Personal and Social Education (PSE), the term used to deliver health and wellbeing (HWB) education in schools, plays a key role in this. The substantial importance of HWB/PSE is reflected in its position as one of eight areas of focus in the curriculum and at the heart of children's and young people's learning. HWB is also a central focus of the Scottish Attainment Challenge and the National Improvement Framework for Education. Along with literacy and numeracy it is one of the three core areas that are the responsibility of all staff in the school.

Learning in HWB/PSE is designed to ensure that children and young people develop the knowledge and understanding, skills, resilience, capabilities and attributes which they need for mental, emotional, social and physical wellbeing. Some areas of HWB are the responsibility of all staff in a school. Others have a specific focus, with links to other HWB organisers and other curriculum areas.

HWB is also about the whole approach of the early learning and childcare setting, school, college or other setting. Children and young people should feel nurtured, safe, respected and included in the learning environment and all staff should be proactive in promoting positive relationships and behaviour in the classroom, playground, and wider learning community. Everyone within each early learning setting/school and its wider community, whatever their contact with children and young people may be, shares the responsibility for creating a positive ethos and climate of respect and trust; one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community.

HWB/PSE is a specific timetabled lesson which covers aspects of planning for choices and changes, substance misuse, relationships, sexual health and parenthood, in addition to aspects of physical activity, sport and health. There are six areas which provide a holistic view of HWB.

1 <https://www2.gov.scot/Topics/People/Young-People/gettingitright/national-practice-model>

- **Mental, Emotional, Social and Physical Wellbeing;**
- **Planning for Choices and Changes;**
- **Physical Education, Physical Activity and Sport;**
- **Food and Health;**
- **Substance Misuse; and,**
- **Relationships, Sexual Health and Parenthood (RSHP).**

Those marked in blue are the responsibility of all (physical activity and sport at early and first levels.).

Schools are encouraged to develop the curriculum to suit their local context and meet the relevant age and stage of development for children and young people. It is good practice for schools to consult with children and young people and respond to their views appropriately, to ensure this meets the needs of all children and young people in the school or educational setting.

There is no specific guidance for local authorities for teaching of PSE, guidance is however made available on individual areas explained above and is updated regularly. There is no equivalent national guidance relating to PSE for young people from S4 to S6.

However, there are two key Curriculum for Excellence (CfE) resources which support teachers to plan learning, teaching and assessment for children and young people aged 3-15 which are the experiences and outcomes for HWB² and national benchmarks for Personal and Social Education³.

Experiences and outcomes span across all five levels of the broad general education phase – Early (pre-school and P1), First (P2-P4), Second (P5-P7), Third (S1-S3) and fourth (S4-S6) – to recognise the nature of development and learning in HWB. There are specific experiences and outcomes in HWB which are the responsibility of all practitioners, who have a role in:

- establishing open, positive, supporting relationships across the community, where children and young people will feel that they're listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives;
- promoting a climate in which children and young people feel safe and secure;
- modelling behaviour which promotes HWB and encouraging it in others;
- using learning and teaching methodologies which promote effective learning; and
- being sensitive and responsive to the wellbeing of each child and young person.

2 <https://education.gov.scot/Documents/health-and-wellbeing-eo.pdf>

3 <https://education.gov.scot/improvement/documents/hwbpersonalsocial%20educationbenchmarkspdf.pdf>

Benchmarks provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression across all curriculum areas from Early to Fourth Levels. Their purpose is to make clear what learners need to know and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements. The benchmarks are designed to be concise and accessible, with sufficient detail to communicate clearly the standards expected for each curriculum level.

*Building the curriculum 3 – a framework for learning and teaching*⁴ was published in 2008 for everyone involved in promoting effective learning for children and young people from 3-18 and outlines the important messages for those involved in planning the curriculum. It sets out what every child and young person should expect their education to provide them with.

With regard to PSE/HWB, it states that every child and young person is entitled to expect their education to provide them with:

- Personal support to enable them to gain as much as possible from the opportunities which CfE can provide.
- Support in moving into positive and sustained destinations beyond school.

The guidance outlines that all children and young people should have frequent and regular opportunities to discuss their learning with an adult who knows them well and can act as a mentor, helping them to set appropriate goals for the next stages in learning. This provides opportunities to challenge children's and young people's choices, which may be based on stereotypes. Young people themselves should be at the centre of this planning, as active participants in their learning and development.

For children and young people who need additional support for their learning, this may involve interpretation of the curriculum in ways which address their particular needs and enable them to achieve to the highest levels of which they are capable. This may include planning for enrichment of learning within a particular level, rather than applying pressure to progress to a new level of cognitive development where this is inappropriate. Enrichment of learning through exploration of different contexts may, in some circumstances, also be an effective way of meeting very able pupils' needs at some points.

All children and young people should experience personalisation and choice within their curriculum, including identifying and planning for opportunities for personal achievement in a range of different contexts. This implies taking an interest in learners as individuals, with their own talents and interests.

“I really enjoy PSE and find that in my school, some of the PSE teachers (including my current one) make the lessons almost as if they feel like a safe space where anyone can share their opinion or feelings on any subject and the teachers can be trusted...”

(source: Young Scot online survey: October 2018)

2. THE REVIEW OF PERSONAL AND SOCIAL EDUCATION DELIVERY

BACKGROUND

The 10-year Mental Health Strategy was published on 30 March 2017, and set out the Scottish Governments' vision to improve mental health in Scotland. A key section in the Strategy dealt with prevention and early intervention and outlined the ambition that every child and young person should have appropriate access to emotional and mental well-being support in school. The very first action in the Strategy committed to a review of PSE, including considering the role of pastoral guidance in local authority schools, and what services are provided for counselling for children and young people. The Review has been undertaken over three phases.

Phase 1 was a review of communications and an initial exploration of PSE teaching resources. This was completed in August 2017 and refreshed in September 2018, and the outcome published on the Scottish Government's website⁵.

Phase 2 was a Thematic Inspection of delivery of PSE in schools and early learning and childcare settings across Scotland, carried out by Education Scotland⁶.

Phase 3 was a programme of engagement with key stakeholders from the Convention of Scottish Local Authorities (COSLA), the Association of Directors of Education in Scotland (ADES), local authorities, third sector organisations, teaching unions and faith groups. We also commissioned Young Scot to undertake targeted online engagement with young people and organised an engagement session in collaboration with Girlguiding Scotland. During this phase of the Review we also received written representations from the Scottish Guidance Association, Barnardo's Scotland, Who Cares? Scotland, NSPCC and from a retired Development Officer for Personal Support, an interested member of the public who wished to comment on Education Scotland's Thematic Inspection and PSE delivery overall. The purpose of the engagement was to inform consideration of a suite of final recommendations.

Further detail on each of the three phases is contained within the remainder of the document.

"PSE is really good for learning about everything you might encounter in life. Guidance teachers are really good at getting to know you well and help you out. When some seniors and other people outside of my school come to give talks, it's very useful the kind of things they tell us about everything that could come your way and how to overcome it. It's very empowering and PSE is a very good and vital subject."

(source: Young Scot online survey: October 2018)

5 <https://www.gov.scot/binaries/content/documents/govscot/publications/factsheet/2017/10/schools-personal-and-social-education-review/documents/personal-and-social-education---desk-study-on-guidance-documents-september-2018/personal-and-social-education---desk-study-on-guidance-documents-september-2018/govscot%3Adocument>

6 <https://education.gov.scot/what-we-do/inspection-and-review/thematic-reports/Thematic%20inspection%20of%20personal%20and%20social%20education>

PHASE ONE – A REVIEW OF COMMUNICATIONS AND RESOURCES

This phase involved gathering together the resources published by Education Scotland which could be relevant for a primary or secondary HWB/PSE class. All the resources produced by Education Scotland are available on the National Improvement Hub⁷. The link to the review of communications and resources can be found on the Scottish Government website⁸.

The resources also included publications produced by NHS Scotland and the Scottish Catholic Education Service, which Education Scotland have been consulted on. Recognising that this is a fast paced area of development, this work was refreshed in September 2018 to take account of latest developments.

Education Scotland's *Curriculum for Excellence: A Statement for Practitioners*⁹ (Aug 2016) stated that the two key resources which support practitioners to plan learning, teaching and assessment are the experiences and outcomes and benchmarks. While the Curriculum for Excellence framework is set at a national level, it is up to local authorities and schools to determine how they will deliver the curriculum to best suit the children and young people in their area.

To further support the development and implementation of PSE, Education Scotland has produced resources and provided training around relationships and behaviour, children's rights, restorative and solution oriented approaches, nurture and trauma informed practice and Mentors in Violence Prevention.

Since 2002, the Sexual Health and Relationships Education (SHARE)¹⁰ programme has been delivered in schools and other educational settings across Scotland. It is underpinned by research and development with teachers, health professionals, academics, trainers, parents and more importantly, young people themselves. It supports the implementation of national policy guidance on the provision of relationships and sex education and health promoting schools, the outcomes of the Sexual Health and Blood Borne Virus Framework 2011–2015 as well as building on the UN Convention on the Rights of the Child. This resource was updated in 2014. It is recognised that many local authorities and schools will produce their own resources for each of the subject areas and these will be produced in partnership with local partners and children and young people. The Thematic Inspection highlighted some examples of good practice.

7 <https://education.gov.scot/improvement>

8 <https://www.gov.scot/publications/schools-personal-and-social-education-review/>

9 [https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/A%20Statement%20for%20Practitioners%20from%20HM%20Chief%20Inspector%20of%20Education%20\(August%202016\)](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/A%20Statement%20for%20Practitioners%20from%20HM%20Chief%20Inspector%20of%20Education%20(August%202016))

10 <http://www.healthscotland.com/documents/4946.aspx>

In addition, schools may use specific resources produced by third sector organisations. Some of these resources will be freely available, others will have a fee and often a programme of support as part of this. Education Scotland does not recommend the use of any programme over another and decisions to use a particular programme should take into account local needs and circumstances and local delivery context. Robust evaluations should be carried out to measure the effectiveness of these programmes.

A number of local authorities have also worked together to produce joint resources around relationships and sexual health, working with local partners.

Findings

The National Improvement Hub provides information and support that enables practitioners to improve their practice and increase the quality of learners' experiences and outcomes. Resources produced by local authorities and schools which have been evaluated and demonstrate effectiveness for children and young people's progression should be shared on the Hub, particularly in the areas identified above.

The Review found that there was a very limited number of resources available for Education Scotland to make available, especially related to specific topics including mental health, finances, life skills, politics and options for school leavers.

"I enjoy some parts of PSE but I do not like the way it is taught.
I wish there was more practical ways of learning it."

(source: Young Scot online survey: October 2018)

PHASE TWO - THEMATIC INSPECTION OF PSE DELIVERY IN SCHOOLS

Over the period September 2017 to May 2018, Education Scotland visited ten early learning and childcare settings; 21 primary schools; 20 secondary schools; and four special schools. The sample of 55 schools and early learning and childcare settings visited included a wide geographical spread across Scotland, and both urban and rural areas. It included denominational and non-denominational schools, and a number of early learning and childcare settings and schools with high proportions of children and young people living in the most deprived areas.

During their visits, the Education Scotland team observed learning and teaching; spoke to teachers and other staff, children and young people, parents and carers and partners, and looked at relevant documentation.

A full copy of the report can be found on Education Scotland's webpages¹¹ – the main summary of the report is contained below.

In undertaking the Thematic Inspection the Education Scotland team were looking at the following eight indicators of PSE Delivery:

1. The content and quality of PSE/HWB programmes for children and young people from 3 to 18 years in Scottish schools and early learning and childcare settings.
2. How PSE/HWB programmes are delivered and the quality of learning, achievement and progress.
3. The effectiveness of the provision of the universal support entitlement and staged intervention for social, emotional and behavioural support.
4. The effectiveness of pastoral guidance in supporting young people in secondary schools.
5. How positive mental health is encouraged, how issues are identified and the extent of specific counselling services available for children and young people in schools.
6. How the issue of sexual consent is taught within relationships, sexual health and parenthood from early learning through all stages of school education.
7. How learner engagement and co-design of PSE/HWB programmes is taken forward in schools and early learning and childcare settings.
8. The extent to which equalities issues taught in PSE/HWB, teach children and young people about prejudice and promote an understanding of different groups of people.

11 https://education.gov.scot/Documents/EducationScotlandPSEReportAug2018_.pdf

Findings

The findings of the Thematic Inspection reported a number of Key strengths as well as a number of Aspects for improvement:

Key strengths

Across all sectors

1. Positive ethos and relationships supporting children's and young people's HWB, including positive mental health.
2. Partnerships and multi-agency working to support children's and young people's range of needs.
3. Commitment of staff to professional learning and to ensuring PSE/HWB programmes are continually updated to take account of '21st century issues'.
4. The contribution to children's and young people's confidence, self-esteem and wellbeing made by opportunities for personal achievement and the celebration of successes.
5. Opportunities for group discussions and collaboration in PSE/HWB, which successfully engage children and young people in their learning.
6. The commitment of staff and partners to universal support and children's and young people's access to a member of staff who knows them well. This effectively promotes children's and young people's wellbeing.
7. Approaches to identifying children and young people with social, emotional and behavioural needs and the range of targeted support to meet their needs.

Secondary schools

8. The leadership role of guidance/pupil support/pastoral care teachers in delivering PSE/HWB in secondary schools which builds relationships and enhances support for the wellbeing of all young people.

Aspects for improvement

Across all sectors

1. Ensure that children's and young people's learning experiences in PSE/HWB are of a consistently high quality.
2. Improve approaches to tracking and monitoring children's and young people's progress in PSE/HWB to ensure their needs are being met and that they are making suitable progress. Use of the national benchmarks and the wellbeing indicators will support this work.
3. Improve access to professional counselling services.

4. Ensure an appropriate focus on the issue of sexual consent, especially in primary school
5. Increase opportunities for children and young people to be involved in designing their PSE/HWB programmes.
6. Ensure a greater focus on learning about all aspects of equalities.
7. Continue to ensure a range of opportunities for career-long professional learning to support staff, in developing confidence, knowledge and skills in delivering fully up-to-date PSE/HWB programmes.
8. Building on the positive progress being made in S5/S6, more emphasis should be given to developing an understanding of future career options and skills for work in the earlier stages of secondary as well as in primary schools and early learning and childcare settings in line with the Career Education Standard 3-18. This should include purposeful engagement with local employers and meaningful experiences of the world of work.

Secondary schools

9. Review PSE/HWB programmes in S5/S6 to ensure young people get their full entitlement and their needs are met.
10. Review the effectiveness of tutor periods in secondary schools to ensure that the time spent is well used and relevant to support young people's HWB.
11. Continue to review the role of guidance/pupil support/pastoral care staff in secondary schools to ensure an appropriate balance of responsibilities across universal and targeted support.

How the findings have been used

The findings of Education Scotland's Thematic Inspection have been used as the main point for engagement within Phase 3. The Key strengths and Aspects for improvement were highlighted in all of the engagement sessions and attendees' views were sought on the findings, and views on their own experience of PSE delivery.

The Aspects for improvement have been used as the indicator on which to draw out some recommendations, matching them with the comments raised during the engagement sessions.

PHASE THREE - PROGRAMME OF ENGAGEMENT

Engagement Sessions

Between 25 June and 1 November 2018, engagement sessions were held with COSLA, ADES, local authorities, third sector organisations, teaching unions, faith groups, the Scottish Guidance Association and children and young people. This allowed stakeholders to look at the findings of the Thematic Inspection in more detail, identifying gaps from their knowledge and awareness of current systems and informing further consideration of the PSE Review recommendations.

There was a general consensus across all engagement sessions that HWB/PSE was not given the same importance as other curricular subjects. It was highlighted that having good leadership around the HWB/PSE programme is key to how the subject is valued by staff and pupils. Many felt the purpose and vision of HWB/PSE also had to be clearer.

The engagement sessions highlighted gaps and concerns around monitoring of young people's learning and development around HWB. A monitoring system that can be used effectively to secure improved outcomes for all learners would increase the status of HWB/PSE while allowing young people to develop themselves meaningfully in this area.

The importance of mental health education was highlighted as a priority from all the engagement sessions, in particular, the provision of counsellors in schools. There was broad agreement that specific counselling should be delivered by fully trained specialists, but it was also clear that this should not be seen in isolation and was required as part of a whole school approach. Teachers provide support in school throughout the day so it is crucial that counselling is delivered in a flexible way which helps support the mental HWB of all children and young people within the school environment. A broader range of options around promoting positive mental health for children and young people is required. In addition, mental health services need to be joined up across education to ensure children and young people are receiving the support they require.

“Schools are not concentrating on teaching us the most important things we will need for when we leave school. Many topics are not covered during PSE classes, in my opinion the issues that we don't talk about or learn about are the most important ones that us pupils need when we leave school. These topics include: having children and raising them, buying a house and applying for a mortgage, LGBTQ+ sexual education ... and also the deeper and less talked about side of mental health...”

(source: Young Scot online survey: October 2018)

Workshop with Convention of Scottish Local Authorities (COSLA), Association of Directors of Education in Scotland (ADES) and Local Authorities

The workshop on 25 June 2018 set out the initial high level findings of Education Scotland's Thematic Inspection. Participants were asked to consider the findings and provide views on the findings as well as their own experience of delivery of HWB/PSE in their own authority area. A full report¹² of the workshop is available on the Scottish Government webpages, the report sets out all of the views expressed. The attendees were overall not surprised at the findings of the Thematic Inspection and commented that within schools HWB is weighted differently in relation to literacy and numeracy. The main issues that were identified:

- The priority and place of PSE in the curriculum
- The role of a spectrum of mental health services (including counsellors)
- Support for professional learning in PSE
- Support for young people who want to engage in PSE
- Delivery of PSE at the Senior Phase
- Reduction in bureaucracy in delivering PSE content

Workshop with Third Sector Organisations and National Bodies

The workshop on 9th August 2018 followed the same format as the previous workshop held with COSLA, ADES and local authorities. A report¹³ of all the comments raised at the workshop is available on the Scottish Government webpage. The main issues presented by attendees were:

- Support for teachers and adequate resourcing to deliver PSE lessons
- Engage children and young people in the co-design of PSE lessons
- Consistency of PSE lessons, nationally
- Value of partnerships with the third sector
- Identification of needs of children and young people
- Consistency, sustainability and availability of multi-disciplinary, national approach to mental health support, including counselling
- Importance of teaching consent early

12 <https://www.gov.scot/publications/review-of-personal-and-social-education-local-authority-engagement-session/>

13 <https://www.gov.scot/publications/review-of-personal-and-social-education-third-sector-engagement-session/>

Third Sector attendees included

| | | | |
|---------------------------|--|-----------------------------------|---|
| NSPCC Scotland | Royal College of Paediatrics and Child Health in Scotland | National Parent Forum of Scotland | Girl Guiding Scotland |
| Barnardo's Scotland | University of Glasgow | respectme | Youth Link Scotland |
| Scottish Youth Parliament | Place2Be | Police Scotland | Coalition of Care and Support Providers in Scotland |
| The Spark | Scottish Association for Mental Health (SAMH) | TIE Campaign | RCPsych Paediatric Liaison Network |
| Rape Crisis Scotland | Children in Scotland | Skills Development Scotland | Children Services Falkirk (multi-agency) |
| Young Scot | NHS | LGBT Youth Scotland | Joanna Tindall |
| See Me | Chair of the Expert Group on Preventing Sexual Offending involving Children and Young People | | |

“The students will take more interest if it’s something they want to learn about.”

(source: Young Scot engagement session: November 2018)

Workshop with Teaching Unions

The workshop on 4 September 2018 followed the same format as previous workshops. A report¹⁴ of the main comments raised at this session is also available on the Scottish Government webpage. All teaching unions were invited to the workshop, Educational Institute of Scotland (EIS), National Association of Schoolmasters Union of Women Teachers (NASUWT), VOICE the Union and Scottish Secondary Teachers’ Association (SSTA) attended. Overall, the representatives were not surprised by the findings and recognised the areas of strength, as well as the areas for improvement identified within the Thematic Inspection. The main issues identified were:

- Consistency and status of PSE – develop qualifications for current staff and ITE learners to support this
- Involve pupils in the design of lessons
- Need to address the high caseloads of Pastoral and Guidance staff
- The value of partnership working with the third sector to deliver targeted lessons
- Counsellors in schools should be specialists and fully trained
- Rename PSE to make it more understandable and relevant to young people
- Strengthen the provision for senior pupils to assist them transition to work or higher/ further education

14 <https://www.gov.scot/publications/review-of-personal-and-social-education-teaching-unions-engagement-session/>

Presentation to Faith Groups

On 20 September, officials from the Scottish Government were invited to present an update on the PSE Review to representatives of faith groups who sit on local authorities' education committees. The session followed the same format as earlier workshops. Overall, the general comments were concern on the lack of spirituality mentioned in the Thematic Inspection findings or in the PSE Review generally. A number of specific comments were raised:

- The importance of spirituality in PSE delivery – not just religious spirituality but holistic spirituality e.g. mindfulness.
- PSE teaching needs to 'holistic' to meet the needs of all children and young people – in the spirit of GIRFEC – so that individual children don't feel alienated or excluded.
- With regard to the provision of counselling in schools, the role of the Church should not be forgotten here as they have years of experience in counselling people of all ages.
- The role of the school chaplain in delivering spiritual wellbeing needs to be recognised as a resource to consider.
- Need to ensure that Guidance staff are free to guide rather than teach.
- Need to improve resources available for teachers to use to support delivery of spirituality in PSE lessons.

“People should always have a say in something like PSE which may have a significant effect on their future lives.”

(source: Young Scot engagement session: November 2018)

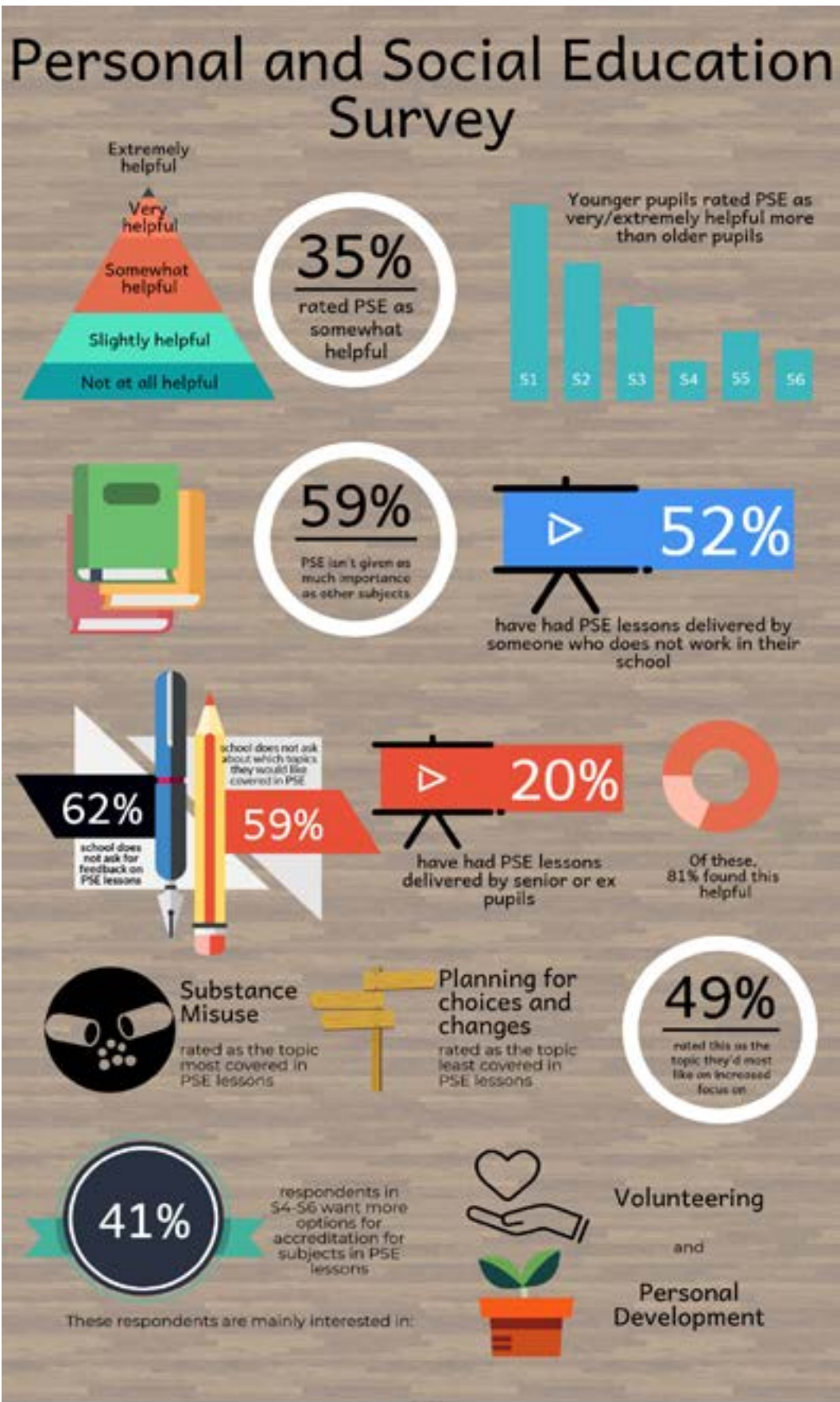
Engagement with Young People

Young people's contribution to this work has been an essential strand of the Review's development. In order to gather the views of young people on their experience and thoughts of HWB/PSE delivery, we commissioned Young Scot to develop and distribute an online questionnaire to young people at secondary schools across Scotland. The Thematic Inspection undertaken by Education Scotland had highlighted good practice of HWB/PSE within primary schools and that delivery within secondary schools was a mixed picture. This informed the decision for this study to focus on secondary schools only. Between 10 and 23 September 2018, Young Scot gathered insight into young people's experiences and thoughts on areas including the delivery of HWB/PSE, pupil input into HWB/PSE lessons and topics covered in HWB/PSE.

401 young people responded. The final report¹⁵, including the questionnaire questions, is available through the Young Scot website. The main findings can be summarised as follows:

- Opinions on HWB/PSE were mixed, over half of the participants rated HWB/PSE lessons as *somewhat, very or extremely helpful* – with younger pupils rating the lesson as more helpful than older pupils.
- Young people told us that HWB/PSE is not given the same importance as other subjects – this was more prevalent in older pupils’ responses compared to younger pupils.
- When asked why the subject is not viewed to be as important as other subjects the most commonly selected reason was that lessons are not structured, this was followed by pupils not being regularly asked for ideas on lesson topics.
- Half of the participants stated that some lessons are delivered by external people, with substance misuse being the most common topic they assisted with.
- The majority of respondents (81%) rated peer lesson delivery (by either senior or ex pupils) as *somewhat, very or extremely helpful* - this finding did vary between year groups, with S1 and S2 pupils rating this as more helpful than older pupils.
- *Planning for choices and changes* was identified by around half (49%) of respondents as the topic that they would like to have an increased focus on in lessons.
- In S4 to S6, 41% stated that they would like to see more options for accreditation in HWB/PSE subjects, with a particular preference for *Volunteering Skills and Personal Development*.

The diagram overleaf shows graphically the main headlines from this engagement with young people.



ADDITIONAL ENGAGEMENTS

Girlguiding Scotland

In addition, Young Scot delivered an engagement session with a small group of young people to examine the results of the Young Scot PSE Review survey in more depth and gain further insights and qualitative data to inform the Review.

Eleven young people attended the session, which was run in collaboration with Girlguiding Scotland. All the young people in attendance were female, from Edinburgh, West Lothian and Stirling. There were a range of school years represented, with two young people from S3, four from S4, two from S5, and two from S6. One young person was at university and reflected on her recent experiences at school. In addition, seven of the young people attended local authority schools, and four attended independent schools.

At the beginning of the session, the young people were asked for some brief feedback on their experiences of HWB/PSE in school. The young people's positive experience of HWB/PSE covered exam preparation, health, future job opportunities and substance awareness. When asked about what they would have liked to have been taught more on the participants covered financial awareness, politics, LGBT rights and issues and mental health education.

The young people were asked to reflect on the importance of HWB/PSE in school after looking at some of the results from the young people's PSE Review survey. They reflected that inconsistency, place in the curriculum and taught materials are a big factor in why HWB/PSE is viewed as less important than other subjects. When asked how this could be improved they reflected that a consistent curriculum and teachers would help, improved teacher training in HWB/PSE and relevant learning material being made available.

The participants were then asked whether young people should have a say in deciding what is taught in HWB/PSE. Overwhelmingly the participants responded positively, saying that involving pupils would make HWB/PSE a more valuable lesson that benefitted everyone.

Participants were then asked who they would like to see delivering lessons on specific topics. The responses were a mix of teachers, senior pupils and outside bodies.

Finally, the participants were asked about the most important subjects to be covered in HWB/PSE. Mental health and self-esteem was top, along with sex and sexual health. Fitness and alcohol and drugs awareness were ranked as the least important.

The session provided a valuable opportunity for a group of young people to contribute their feedback and ideas on HWB/PSE and their experiences as pupils. The group appreciated the space to discuss HWB/PSE and hear other people's opinions about it, and were often pleasantly surprised that the other young people in the room shared their perspectives and experiences. There was an appetite among some of the young people to have more involvement in discussions around HWB/PSE and to involve more young people in such discussions. One young person even asked for "a discussion about each topic already in the curriculum and how it could be improved".

Who Cares? Scotland

We also engaged with a care experienced young person representing Who Cares? Scotland. This allowed us to hear the collated views gathered from six care experienced young people on how HWB/PSE delivery and school counselling could be improved. Key points made were:

- the need to consider provision of counselling through the school holidays
- timing of appointments – so as not to clash with learning opportunities in school
- consider the logistics of rural locations and
- ensure that benchmarks and experiences and outcomes relating to HWB/PSE provide teachers with direction on the importance of children’s rights.

WRITTEN CONTRIBUTIONS

In addition to the workshops and presentations, a number of written contributions were also received.

Development Officer for Personal Support (retired)

Written comments on the Thematic Inspection report published by Education Scotland were provided, covering individual sections of the report, however the following issues were highlighted for further consideration:

- Models for the delivery of PSE/PSD and also universal support in all sectors to ensure efficient delivery and effective outcomes
- Support structures which incorporate the distinct (if overlapping) roles of behaviour support, learning support and personal support and ways in which integration would maximise the quality of support
- Full-time staffing models for pastoral care
- Partnership working with support agencies focused on the welfare of children/young people
- The effective and efficient use of IT systems
- Career-long professional learning requirements for both HWB/PSE and universal support, given the critical importance of these roles in the lives of children and young people

Barnardo's Scotland and NSPCC Scotland

The paper outlined some of the key issues that Barnardo's Scotland and NSPCC Scotland have identified, which reflects their priority work around Child Sexual Abuse and children's and young people's mental HWB as well as their work in schools across Scotland.

A summary of the main comments are provided below:

- HWB does not currently have equal status or parity of esteem with literacy and numeracy within education
- Improvement to PSE is approached through values and infrastructure throughout the school – a Whole School Approach
- Improving mental HWB of children and young people must be approached holistically – equipping pupils with the knowledge and skills they need via PSE
- Crucial that school leaders truly value HWB – not just as a subject but as children's and young people's lived experience of school
- Need an effective way of tracking children's and young people's progress around HWB
- Schools must reflect the values and principles that they are teaching
- All school staff should be able to engage effectively with children and young people who need help – need a balance between the responsibilities of specialist teachers and all other staff
- HWB curriculum should be engaging, developing and supported – minimum standards that ensure all key topics are covered early enough, at appropriate stages of age and development and that topics develop alongside and with young people
- Relationships, Sexual Health and Parenthood Education should reflect age and stage to assist young people's development and space to unpick and discuss relevant issues
- Relationships, Sexual Health and Parenthood Education should be consistent across schools and founded on the principles of gender equality
- Development of guidance and counselling should reflect best practice in responding to child sexual abuse and child sexual exploitation – employing a trauma informed approach
- Relationships, Sexual Health and Parenthood Education should reflect children's experiences online, supporting children and young people to stay safe and free from harm in their relationships, on and offline
- School-based counselling cannot replace other services and should be delivered in the context of a Whole School Approach to mental HWB
- PSE should directly address issues of mental and emotional HWB and be embedded in a broad curriculum
- Schools should promote trauma-informed environments that holistically support children's and young people's mental HWB

Scottish Guidance Association

Following an engagement session the SGA provided written comments on the Thematic Inspection report published by Education Scotland. Specific comments were provided on individual sections of the report, however the following general comments were provided for further consideration:

- Senior teams in schools need to value PSE
- Share best practice already being delivered within schools
- PSE should build resilience in children and young people by enabling an understanding that failure is a part of success
- Guidance staff need more time/training to provide more effective support for young people
- Importance of Mental Health First Aid training for all staff
- Consistency in caseloads and contact time for Guidance staff

Engender, Scottish Women's Aid, Rape Crisis Scotland, Zero Tolerance

The above organisations provided written comments on the delivery of HWB education, providing specific recommendations that they would like to see encompassed within the Review. They view competent and consistent teaching of HWB as key to promoting gender equality and tackling violence against women and girls in schools and throughout wider society. Specific comments included:

- A whole setting approach – education settings must embed the values and principles being taught within HWB, so that ethos and culture is consistent with curriculum content
- Training - gender equality, tackling gender stereotypes, violence against women and girls (VAWG) and prevention of VAWG should be mainstreamed within pre-qualification training and career-long professional learning for all education professionals
- Relationships, Sexual Health and Parenthood Education (RSHP) – elements of RSHP and PSE should be standardised and delivered consistently across Scotland and complemented with specialist evidence-based intervention programmes
- Accountability – gender competent practice and presence of effective systems to respond to instances of VAWG should be included within inspection criteria
- Strategic Coordination and Leadership – suggest a national working group is set up with a focus on preventing VAWG in early years, education and youth settings
- Monitoring and Measurement – a consistent approach to reporting and monitoring VAWG in schools is developed and teachers and education staff are supported to facilitate this

WIDER POLICY ENGAGEMENT

Throughout, the Review team have undertaken additional engagement with other policy teams within the Scottish Government. PSE delivery has an emphasis on the importance of wellbeing and relationships in shaping children's and young people's resilience and positive outcomes. As a result, it was necessary for the Review to be informed and linked with other main policy programmes who share the ambition of increasing resilience and improving positive outcomes for children and young people. Below provides further detail on the linkages identified.

Regional Approach – Six Regional Improvement Collaboratives (RICs) have been created across Scotland. The Collaboratives bring together and enhance local authority, Education Scotland and other expertise to strengthen educational support to schools. Following interim plans in January 2018, the Regional Improvement Collaboratives delivered more detailed regional improvement plans on 3 September 2018. The Scottish Government is providing up to £5 million directly to the RICs in this school year (2018/19), to enhance their development and support regional activities on attainment. We will also provide additional support to Education Scotland to strengthen Scotland's regional capacity for improvement and further support RIC activity.

Headteachers' Charter and Empowering Schools – Improving the education and life chances of children and young people in Scotland is the defining mission of the Scottish Government. The government believes that decisions about education should be made by those closest to the children and young people who will be affected. A consultation on taking forward changes through legislation including the introduction of a Headteachers' Charter was undertaken between November 2017 and January 2018. The outcome was that in June 2018 Ministers took the decision not to introduce legislation but through a Joint Agreement, published by Scottish Government and local government organisations on 26 June 2018¹⁶ would deliver progress through collaboration and a non-legislative means. The joint agreement seeks to help empower schools and deliver consistent practice across all local education authorities to ensure that all headteachers are supported to make decisions in four specific areas as set out in the Headteachers' Charter: curriculum delivery and design, school improvement, budgeting at school level and staffing. A Steering Group, including the Scottish Government, local government, Education Scotland, the GTCS, headteachers and others was set up to take the work forward with the intention of producing new guidance by the end of 2018.

Getting It Right For Every Child – Getting it right for every child (GIRFEC) is the national approach in Scotland to improve outcomes and to support the wellbeing of our children and young people by offering the right help at the right time from the right people. GIRFEC puts the rights and wellbeing of children and young people at the heart of the policies and services that support them and their families – such as early years services, schools and the NHS. It provides a common language and framework that helps people working with children, young people and families to think about wellbeing in the same way and tailor the help they offer to an individual's needs in a way that suits them and their family.

16 <https://www.gov.scot/publications/education-bill-policy-ambition-joint-agreement/>

Getting It Right For Every Looked After Child and Young Person Strategy – This strategy, developed in partnership with the sector, is built on the principles of GIRFEC. It reaffirms our commitment to evidence-based improvements to outcomes for looked after children and reflects the things that young people, practitioners and carers have told us are important. At the heart of the strategy is the importance of relationships for our looked after children and young people and their right to care and protection where they are looked after or adopted. The approach is based on the United Nations Convention on the Rights of the Child (UNCRC).

LGBT Inclusive Education – On 8 November 2018, the Deputy First Minister announced that the Scottish Government accepted in full the recommendations of the LGBT Inclusive Education Working Group report. This included a recommendation to fully update the guidance document ‘Conduct of Relationships, Sexual Health, and Parenthood Education in Schools (2014), to use a thematic outcomes-based approach and to ensure it covers themes relating to LGBT equality and inclusion.

Social Isolation and Loneliness Strategy – Social isolation and loneliness can be a significant factor in pupils engagement within the wider learning environment and can have an impact on HWB as well as an impact on educational attainment. PSE delivery is a key measure to ensure that all of our pupils are engaging and developing as they move through education, not just academically, but with the important life skills and experiences they need to build positive and healthy relationships.

The 15-24 Learner Journey Review – Published on 10th May 2018 it provided a review of education provision for all 15-24 year olds and includes 17 recommendations to ensure that learner journeys are as efficient and effective as possible. The report includes Information, Advice, and Guidance as a key priorities and included in this section is a recommendation relating directly to the PSE Review: “We will take account of the outcomes of the PSE Review, and consider what further improvement is needed on wider personal support”. There is a specific mention of mentoring under this recommendation to focus on wider HWB support at stages of key transitions.

Key Messages for Young People on Healthy Relationships and Consent – This resource, which will be published in early 2019, will provide professionals working with young people (secondary to young adults) consistent communication tools on the topics of healthy relationships and consent. The messages can be incorporated into any work with young people – including PSE lessons.

Equally Safe – Equally Safe is the Scottish Government/COSLA led strategy for preventing and eradicating violence against women and girls. Equally Safe prioritises primary prevention and aims to challenge the existing attitudes that create the societal conditions for gender-based violence to flourish. Many of the actions being implemented under the strategy and associated delivery plan focus on children and young people and aim to increase understanding of consent and healthy relationships. Through education and early intervention, the strategy hopes to realise its long term ambition of preventing violence against women and girls before it actually occurs.

Young Women Lead Committee – The Young Women Lead (YWL) Committee is a programme involving young women from backgrounds that are underrepresented in Scottish politics. The programme began in 2017, and decided to take forward an inquiry based on the work begun by the Equalities and Human Rights Committee in their 2017 report on bullying and harassment in schools. Following the conclusion of the EHRiC's initial work in this area, the Young Women Lead Committee began their investigation into sexual harassment in schools, and over a series of meetings and engagement sessions developed a range of recommendations around sexual education, reporting mechanisms, and support in schools.

3. PSE REVIEW CONCLUSIONS

Throughout the Review, in the review of existing materials, the Thematic Inspection, the engagement sessions, online questionnaire and written submissions; similar themes were identified and raised. In addition, those attending the Phase 3 engagement sessions were not surprised by the findings from the Thematic Inspection and recognised the areas of strength, as well as the areas for improvement.

The priority and place of HWB/PSE in the curriculum continued to be raised by everyone who engaged in the Review. It was often cited that HWB, and subsequently PSE, was often viewed as the lesser element of the curriculum compared to literacy and numeracy. The role of HWB/PSE as part of a Whole School Approach to behaviour, relationships, support and health is crucial as it can provide young people with the skills to be resilient, to identify and recognise inappropriate behaviour.

Consistency in delivering HWB/PSE was viewed as a crucial factor in helping to raise HWB/PSE in the minds of senior school staff, so that they and staff delivering HWB/PSE have a clear articulation of why HWB/PSE is important, but also that up to date, best practice resources are available to enable them to deliver HWB/PSE that meets the needs of young people.

The Review found that often pupils were removed from HWB/PSE classes to take part in other curricular activities. In order to be effective, HWB/PSE must be part of a supportive ethos in a school with the backing of senior leadership. It is crucial that teachers delivering HWB/PSE have the necessary skills, resources and available professional learning to ensure consistent delivery.

At all engagement sessions, there was strong agreement on the importance of school counselling in delivering effective support to young people, however, this is within a wide spectrum of mental HWB support. School counselling should not be seen as the only effective delivery mechanism to support young people; existing approaches already being delivered by schools, such as nurture, should be complemented by a school counselling service.

There was strong agreement that specialist teachers were required to deliver a high level of HWB/PSE while recognising the important role of third sector organisations and senior pupils in delivery of HWB/PSE. Teachers valued the work of third sector organisations, both in the delivery of specialist HWB/PSE subjects but also in providing the wider support required for children and young people. It is important that these sessions are delivered in partnership, working closely to support the HWB/PSE teacher, but also with the wider school community.

The importance of providing teachers with effective and up to date resources was raised in many of the engagement sessions, but this needs to be supported with effective opportunities for Career Long Professional Learning. This will enable teachers and all staff in schools to access the most up to date skills and understanding to help support young people. It was also raised that the provision of this learning needs to be made available through a variety of methods, to enable teachers from across the country to access and take advantage of it.

Delivery of HWB/PSE in the Senior Phase was often cited as needing vastly improved. The Young Scot survey highlighted the varying differences in young people's views of HWB/PSE delivery between S1/S2 and S5/S6. With pupils in S5/S6 responding that HWB/PSE was not meeting their needs and was not preparing them with the necessary skills and pathways options for life after school. Often HWB/PSE classes were focused on substance misuse throughout the year and were outdated and not focusing on the issues that young people were concerned about.

The importance of involving children and young people in the design and delivery of HWB/PSE lessons is crucial. This needs to be meaningful and allows teachers and school staff to really understand the 21st century issues that affect children's and young people's lives as they emerge. Senior pupils can have an important role in this delivery and the younger pupils value some learning from senior pupils who can relate more to some of the issues that are identified by young people.

A key factor in improving the delivery of HWB/PSE is to remove a lot of the unnecessary bureaucracy from teachers to enable them to prepare and deliver HWB/PSE lessons that meet the needs of young people. This would also assist to reduce some of the high caseloads that pastoral and guidance teachers are dealing with, enabling them to focus on providing the required support for young people.

The importance of teaching age and stage appropriate Relationships, Sexual Health and Parenthood Education (RSHP) and consent was raised in all of the engagement sessions. Resources available in schools need to be updated to reflect the issues that young people are facing today. RSHP Education can be an instrumental tool to tackle issues early on before they escalate into more severe wellbeing issues.

Monitoring of HWB / PSE delivery was suggested as an additional tool that could be used to assist practitioners in identifying and delivering the relevant learning needs of children and young people in their classroom.

There were also a lot of representations that highlighted the excellent practice that is already underway within our schools, that is providing a strong support for young people's mental HWB. There needs to be a way for schools to share this best practice to inform others who are starting on a path to improve the school ethos, to develop a Whole School Approach to building positive relationships and behaviour.

The engagement has helped to form a number of recommendations to take forward and improve HWB/PSE delivery across all schools and early learning and childcare settings. The recommendations will rely on all partners within the education system to work together to improve outcomes for all learners.

HWB/PSE can have a crucial role in supporting higher levels of literacy and numeracy, in making school environments respectful, in preparing young people for the challenges and opportunities that they will experience and in delivering a positive outcome for society.

4. PSE REVIEW RECOMMENDATIONS

Following careful consideration of the findings of the Thematic Inspection and the feedback received from delivery partners, young people, trade unions and third sector organisations, the Scottish Government has identified 16 priority actions.

In taking forward these recommendations, it is important and essential that a joint approach is taken between Scottish Government, COSLA, ADES, local authorities and specialist third sector partners where appropriate. A joint approach has proven to be successful in the past to deliver a shared policy aim for example most recently in the LGBT Inclusive Education Working Group. The Scottish Government has found this to be an effective and beneficial way of delivering improved outcomes and resilience for children and young people within the learning environment.

The recommendations below set out specific actions to improve the delivery of HWB/PSE across schools in Scotland.

Broad Recommendations

1. It is recommended that a PSE Delivery and Implementation Group is formed which is jointly chaired by Scottish Government and COSLA, and includes representation from Education Scotland, teaching unions and representative third sector organisations. The role of the group will be to monitor progress against each of the recommendations.
2. It is recommended that the actions contained within this Review are delivered within the current Parliamentary term (by March 2021).
3. It is recommended that an Implementation Plan is produced which sets out clear timelines for delivery including action owners, and is published on the Scottish Government website and updated regularly.

HWB/PSE Improvement Recommendations

4. Scottish Government and Education Scotland will collaborate with COSLA, local authority partners and practitioners to co-produce a new health and HWB/PSE Toolkit to enhance HWB/PSE delivery at all stages of education, with due consideration given to the requirements of children and young people with additional support needs.
5. Scottish Government and Education Scotland will work with practitioners to produce advice and guidance on approaches to monitoring young people's progression in HWB/PSE, linked with the wellbeing indicators and the HWB experiences and outcomes and Personal and Social Education benchmarks.
6. The Scottish Government, working with partners in local government, Health Boards and the third sector, will provide guidance and support to schools on the spectrum of mental HWB services that are available to meet the needs of staff and children and young people.

7. The Scottish Government, working with key partners in local government and the third sector, will ensure that the forthcoming review to update the existing guidance available to schools 'Conduct of Relationships Sexual Health and Parenthood Education in Schools (2014)' includes appropriate guidance to ensure that consent education is age and stage appropriate and reflects the issues that are facing children and young people, especially from online influences.
8. Schools, working with Regional Improvement Collaborative partners, should further empower young people's participation in the delivery of HWB/PSE, including involvement in the design and delivery of lessons, building on best practice identified by collaborative partners.
9. Education Scotland, building on the recommendations of the LGBT Inclusive Education Working Group, will undertake a peer-review, in collaboration with practitioners, of selected effective curriculum materials to support learning related to the other protected characteristics and for learners requiring additional support needs.
10. The Scottish Government and Education Scotland, working with specialists in Career Long Professional Learning, will develop learning resources to support HWB/PSE that are accessible to all teachers and school staff in Scotland.
11. The standards for professional registration managed by the GTCS should be updated, as appropriate.
12. The Scottish Government will ensure that the HWB/PSE Toolkit will build on the actions within the Developing the Young Workforce: Scotland's Youth Employment Strategy and the recommendations from the 15-24 Learner Journey Review to include clear direction for teachers on where to access support for senior phase pupils preparing for life after school.
13. The Scottish Government will build on the recommendations in the 15-24 Learner Journey Review and establish a senior phase PSE Mentoring Programme to enable pupils to design and deliver aspects of HWB/PSE whilst working towards an award.
14. Schools, working with Regional Improvement Collaborative partners, should keep under review the use of tutor periods to identify strengths and weaknesses in existing approaches in order to deliver universal support for all young people.
15. The Scottish Government, working in conjunction with local government and teaching unions as part of the SNCT, should take steps to ensure that the role of guidance/pupil support/pastoral care/career guidance teachers is recognised and promoted in the implementation of any new career pathways for teachers.
16. Education Scotland will convene a PSE Lead Officers network to develop resources to support all school staff and pupils, initially to focus on resources to address the issue of sexual harassment in schools, and develop a dedicated section on an appropriate online resource to support the consistent delivery of HWB/PSE.

The tables on the following pages demonstrate how the evidence gathered throughout the Review has informed the final suite of recommendations.

| No | Phase 2 - Thematic Inspection: ES Aspects for Improvement | Phase 3 - Engagement Headline Points | Recommendation |
|----|---|---|---|
| 4 | Ensure that children's and young people's learning experiences in PSE/HWB are of a consistently high quality | <p>Priority and place of HWB/PSE in the curriculum</p> <p>Consistency of HWB/PSE delivery</p> | <p>Scottish Government and Education Scotland will collaborate with COSLA, local authority partners and practitioners to co-produce a new HWB/PSE Toolkit to enhance HWB/PSE delivery at all stages of education, with due consideration given to the requirements of children and young people with additional support needs. This will:</p> <ul style="list-style-type: none"> • promote the role of schools senior leadership team in promoting the importance of HWB/PSE; • ensure HWB/PSE is up to date and reflects local contexts and issues relevant to children and young people; • illustrate models of good practice; • promote the role of the third sector in delivering HWB/PSE; and • provide models of involvement of children and young people in the design and delivery of HWB/PSE. |
| 5 | Improve approaches to tracking and monitoring children's and young people's progress in PSE/HWB to ensure their needs are being met and that they are making suitable progress. Use of the national benchmarks and the wellbeing indicators will support this work. | <p>Assessment of HWB/PSE to ensure that children and young people are making progress</p> <p>Methodologies to monitor long term impact HWB/PSE learning</p> | <p>Scottish Government and Education Scotland will work with practitioners to produce advice and guidance on approaches to monitoring young people's progression in HWB/PSE, linked with the wellbeing indicators and the HWB experiences and outcomes and PSE benchmarks to:</p> <ul style="list-style-type: none"> • encourage children and young people to take ownership of their learning and progress in HWB/PSE; • ensure approaches are appropriate for use throughout the learner journey, from early learning to senior phase and link to transition monitoring systems in Further and Higher Education; and • link with the action underway in the Learner Journey Review regarding an Online Learner Account and the recommendation to develop better data. |

| No | Phase 2 - Thematic Inspection: ES Aspects for Improvement | Phase 3 - Engagement Headline Points | Recommendation |
|----|--|---|--|
| 6 | Improve access to professional counselling services | <p>Spectrum of mental health support services important in schools</p> <p>Need consistent support for mental health issues in schools</p> | <p>The Scottish Government, working with partners in local government, Health Boards and the third sector, will provide guidance and support to schools on the spectrum of mental HWB services that are available to meet the needs of staff and children and young people. This will:</p> <ul style="list-style-type: none"> • link with the work to implement the Programme for Government commitment on access to counsellors in schools and on provision of mental health first aid training for school staff; • enable schools to complement existing provision with additional services and support; and • demonstrate best practice that has been proven to be effective in schools. |
| 7 | Ensure an appropriate focus on the issue of sexual consent, especially in primary schools and the early stages of secondary schools. | <p>Enable confidence in teaching the issue of consent</p> <p>Enable consistent teaching of consent at all levels of education</p> | <p>The Scottish Government, working with key partners in local government and the third sector, will ensure that the forthcoming review to update the existing guidance available to schools 'Conduct of Relationships Sexual Health and Parenthood Education in Schools (2014)' includes appropriate guidance to ensure that consent education is age and stage appropriate and reflects the issues that are facing children and young people, especially from online influences. This will:</p> <ul style="list-style-type: none"> • link with work being done on Key Messages on Healthy Relationships and Consent being developed by the Scottish Government; • ensure that the guidance reflects views of young people to focus on issues relevant to them; • link to the wider work being done across Scottish Government and Education Scotland to address the issue of sexual harassment and gender-based violence; and • link to the work being taken forward to implement the recommendations of the LGBT Inclusive Education Working Group. |
| 8 | Increase opportunities for children and young people to be involved in designing their PSE/HWB programmes. | <p>Pupil Involvement in design and planning</p> <p>Provide opportunities for accreditation for pupils in voluntary awards</p> | <p>Schools, working with Regional Improvement Collaborative partners, should further empower young people's participation in the delivery of HWB/PSE, including involvement in the design and delivery of lessons, building on best practice identified by collaborative partners. This will:</p> <ul style="list-style-type: none"> • identify ways for young people to gain accreditation for voluntary awards (e.g. SQA Personal Development Awards for learners designing courses and for completion of PSE); and • link with learner participation resources and further career long professional learning will be made available by Education Scotland to support. |

| No | Phase 2 - Thematic Inspection: ES Aspects for Improvement | Phase 3 - Engagement Headline Points | Recommendation |
|----|--|--|---|
| 9 | Ensure a greater focus on learning about all aspects of equalities. | <p>HWB/PSE can be an effective tool for early intervention and awareness of equalities issues which may impact on bullying</p> <p>More than just LGBT issues - promotion of positive relationships, behaviour, understanding and inclusivity</p> | Education Scotland, building on the recommendations of the LGBT Inclusive Education Working Group, will undertake a peer-review, in collaboration with practitioners, of selected effective curriculum materials to support learning related to the other protected characteristics and for learners requiring additional support needs |
| 10 | Continue to ensure a range of opportunities for Career Long Professional Learning to support staff, in developing confidence, knowledge and skills in delivering fully up-to-date PSE/HWB programmes | Support for professional learning and resourcing on HWB/PSE subjects (RSHP/consent/life skills/mental health) | <p>The Scottish Government and Education Scotland, working with specialists in Career Long Professional Learning, will develop learning resources to support HWB/PSE that are accessible to all teachers and school staff in Scotland.</p> <p>This will:</p> <ul style="list-style-type: none"> • ensure that the professional learning is available through a range of formats (in person, webcasts and online material) to make it accessible to all; • ensure that the professional learning resources promote a focus on the issues identified by young people during the review (life skills/personal development/planning for choices and change/RSHP); and • ensure that the professional learning aligns with the material produced as part of the new online RSHP resource that will be available from Spring 2019. |
| 11 | | Support in ITE on priority of HWB/PSE within the curriculum | <p>The standards for professional registration managed by the GTCS should be updated, as appropriate. This will:</p> <ul style="list-style-type: none"> • ensure the importance of personal and social education is recognised as a skill expected of newly qualified teachers. |

| No | Phase 2 – Thematic Inspection: ES Aspects for Improvement | Phase 3 – Engagement Headline Points | Recommendation |
|----|--|--|--|
| 12 | Building on the positive progress being made in S5/S6, more emphasis should be given to developing an understanding of future career options and skills for work in the earlier stages of secondary as well as in primary schools and early learning and childcare settings in line with the Career Education Standard 3-18. This should include purposeful engagement with local employers and meaningful experiences of the world of work. | Preparing Senior Phase pupils for life after school and making the transition to – FE/HE, training and work and in preparation for the life of young adulthood Need strong links with FE/HE providers and local employers | The Scottish Government will ensure that the HWB/ PSE Toolkit will build on the actions within the Developing the Young Workforce: Scotland’s Youth Employment Strategy and the recommendations from the 15-24 Learner Journey Review to include clear direction for teachers on where to access support for senior phase pupils preparing for life after school. This will: <ul style="list-style-type: none"> include options available including further education, vocational education opportunities, career options, volunteering, community learning development (CLD), third sector opportunities, working abroad and travelling/gap year; and align with Scottish Government development of the Disability Action Plan which aims to build on known existing good practice to set out the consistently high quality support required across Scotland to help disabled young people who want to work to make the right choices to enable them to fulfil their potential. |
| 13 | Review PSE/HWB programmes in S5/S6 to ensure young people get their full entitlement and their needs are met. | Further develop the involvement of young people to deliver HWB/ PSE to younger peers during the Senior Phase Increase value of HWB/ PSE in the Senior Phase to prepare students for the next phase in life | The Scottish Government will build on the recommendations in the 15-24 Learner Journey Review and establish a senior phase PSE Mentoring Programme to coach and enable pupils to design and deliver aspects of HWB/PSE whilst working towards an award. This will: <ul style="list-style-type: none"> enable the sharing of best practice; emphasise the important role of parents and partners in delivering the programme; and build on existing mentoring schemes like Mentors in Violence Prevention¹⁷, MCR Pathways¹⁸, Intandem¹⁹, Career Ready²⁰ and other approaches to mentoring emerging through the Scottish Attainment Challenge and work to support Looked After Children. |
| 14 | Review the effectiveness of tutor periods in secondary schools to ensure that the time spent is well used and relevant to support young people’s HWB. | Inconsistent approach to tutor periods across secondary schools Can be an effective use of time | Schools, working with Regional Improvement Collaborative partners, should keep under review the use of tutor periods to identify strengths and weaknesses in existing approaches in order to deliver universal support for all young people. This will: <ul style="list-style-type: none"> build on the findings of the HWB/PSE Thematic Inspection; and provide a range of models which provide evidence of impact. |

17 <http://mvpsotland.org.uk/>

18 <https://mcrpathways.org/>

19 <https://www.intandem.scot/>

20 <https://careerready.org.uk/?area=scotland>

| No | Phase 2 - Thematic Inspection: ES Aspects for Improvement | Phase 3 - Engagement Headline Points | Recommendation |
|----|--|--|--|
| 15 | Continue to review the role of guidance/pupil support/pastoral care staff in secondary schools to ensure an appropriate balance of responsibilities across universal and targeted support. | <p>High Caseloads of guidance staff a concern</p> <p>Alleviate pressure on staff and provide supportive structures</p> | <p>The Scottish Government, working in conjunction with local government and teaching unions as part of the SNCT, should take steps to ensure that the role of guidance/pupil support/pastoral care/career guidance teachers is recognised and promoted in the implementation of any new career pathways for teachers. This will:</p> <ul style="list-style-type: none"> • link to the work to provide access to counsellors in secondary schools; • share good practice models that have been evaluated as effective; and • improve guidance on a whole school approach to universal support to build staff confidence and skills. |
| 16 | Facility for school resources to be shared | Good quality resources being produced by schools in partnership with other organisations | <p>Education Scotland will develop a dedicated section on an appropriate online resource to support the consistent delivery of HWB/PSE. This will:</p> <ul style="list-style-type: none"> • provide platforms to enable teachers to access relevant material easily; • enable easy upload of materials to support the sharing of effective practice ; and • provide professional learning resources for all staff to access. |



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