Whole School Personal-Social Education: Policy and Practice

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This document has two purposes:
- to act as a working discussion paper for all teachers who are involved in the design and implementation of whole-school approaches to the personal-social education of all pupils
- to contribute to the ongoing clarification of the position of personal-social education in a time of change

Contents:

Chris Watkins 1992

The loose-leaf A4 format allows you to use the various sections for discussion and development.

PSE: some starting points

A starting definition:

❝Personal and Social Education is the intentional promotion of the personal and social development of pupils through the whole curriculum and the whole school experience ❞

Thus we examine both the following aspects:

Personal-Social Education

a general dimension	*a specific dimension*
ethos	tutorials
contribution of all classrooms	specialist guidance careers, health,
school environment	other guidance
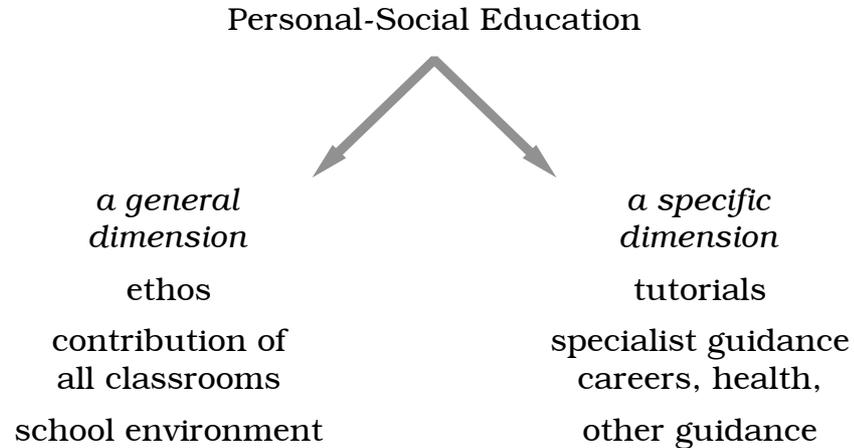
PSE is not one OR the other of these dimensions
- ✪ The specific is impoverished / trivial if the general does not also support
- ✪ The general dimension is insufficient on its own, not fulfilling students' entitlement

Why bother with PSE?

to support pupils' development of personal-social skills:
- ✪ in school   for study, for social relations
- ✪ out of school   for personal development
- ✪ after school   for adult life, work life

Does it really link with achievement?

Think what pupils take away from their experience of school:
(i) a view of themselves, particularly as learners
(ii) a level of aspiration, an ambition or a feeling of drift
(iii) social competences, to succeed with a range of others
(iv) academic achievements and qualifications

The key issue is the *inter-relation* of these four aspects. Each is poorer without the others

We take personal-social development seriously:
a) as an end in itself
b) to support and enhance academic achievement

"The E in PSE" *(raising some common misconceptions)*

PSE is appropriately named.

It's about **personal-social** themes and processes.

It's **education** in these.

What PSE is not:

It's not: indoctrination or manipulation, because educational processes do not have that power.

It's not usurping anyone else or anyone else's role, because it asks adolescents to reflect on themselves and the others around them.

It's not telling or selling, or any other sort of simple influence process, because there's no simple product to honestly sell or tell in the personal-social domain, and it's more likely to be looking at influences than adding to them.

It's not got any power to be invasive - if it tries to do this pupils have their own ways of stopping it - switching off, shutting up, playing up.

PSE is about learning

It's something which promotes learning, through new understandings and skills.

It works in a way which parallels adolescents' social learning that is occurring at this time of life (occurring whether school like it or not, whether schools engage with it or not).

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Many of the "starting points" on this sheet are addressed in greater detail in the rest of this pack. Before you leave these points, find a way to discuss in an appropriate group the issues they raise.
When do misconceptions of PSE arise in your school?
What triggers them?
What are they telling you about the school?

National Curriculum, PSE and your school

Some of the published documentation

Below are a series of selected quotations from Government and NCC publications on the position of PSE and the Whole Curriculum

To what extent are each of the points in those quotations presently applying in your school?

What are the forces which work to counter the points?

Identify any target colleagues in your school who you think need to be reminded of these statements in these quotes

1. The Whole-school Curriculum

The National Curriculum is not the whole school curriculum
The whole school curriculum entitles every pupil to a broad and balanced curriculum which:
"(a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
(b) prepares such pupils for the opportunities, responsibilities and experiences of adult life"

ERA Section 1(2)(a)

"The basic curriculum comprises:
   • the core and other foundation subjects of the National Curriculum
   • religious education
The whole curriculum is broader than the basic curriculum. It includes:
   • provision beyond the basic curriculum (other subjects and extra-curricular activities)
   • cross-curricular elements
Whole curriculum planning also needs to take account of:
   • teaching and learning approaches
   • management of the curriculum"

NCC Information Pack No. 2, March 1990, Sheet A5

But
"It is not enough for such a curriculum to be offered by the school; it must be fully taken up by each individual pupil.
The curriculum must promote development in all the main areas of learning and experience which are widely accepted as important.
The curriculum must also serve to develop the pupil as an individual, as a member of society and as a future adult member of the community with a range of personal and social opportunities and responsibilities

DES, Policy to Practice para 2.2

"It is intended that the School Curriculum should reflect the culturally diverse society to which pupils belong and of which they will become adult members. It should benefit them as they grow in maturity and help prepare them for adult life and experience - home life and parenthood; responsibilities as a citizen towards the community and society nationally and internationally; enterprise, employment and other work"

DES Circular 5/89, para 17

"All pupils share the right to a broad and balanced curriculum, including the National Curriculum. The right extends to every registered pupil of compulsory school age attending a maintained or grant maintained school, whether or not she or he has a statement of special educational needs. This right is implicit in the 1988 Education Reform Act"

NCC Curriculum Guidance 2 "A Curriculum for all", 1989, page 1.

"Pastoral Care should promote the implementation of the educational principles established in the first sections of ERA (1988) and more specifically of the whole of the curriculum, including the National Curriculum"

HMI (1989) Pastoral Care in Secondary Schools, para 1

"To achieve these whole curriculum aims, schools need to ensure that the planned contribution of different subjects is not made in isolation but in the light of their contribution to pupils' learning as a whole. Features that are

common to different subjects will need to be treated in a consistent way by the different teachers involved. Great care is needed to achieve a balance between sharing in the implementation of whole school approaches and ensuring that responsibilities are clearly defined, leading to reinforcement rather than unnecessary duplication or neglect   *NCC Circular 6, 1989, para 7*

Cross-Curricular Provision and the Whole School Curriculum

"Cross curricular elements help to integrate the curriculum.
NCC uses three terms as an aid to whole curriculum planning and review:
- cross-curricular dimensions
- cross-curricular skills
- cross-curricular themes

"Cross-curricular dimensions
- are concerned with the intentional promotion of pupils' personal and social development through the curriculum as a whole, not just through courses of personal and social education
- need to be an explicit part of every school's whole curriculum policy
- include all aspects of equal opportunities and education for life in a multicultural society
- are the responsibility of all teachers and all schools"
                    NCC Information Pack No 2, March 1990, Sheets A8 & 9

"Cross-curricular skills.
These can be developed through all subjects and areas of the curriculum.
 Examples include:
- communication skills
- numeracy
- study skills
- problem-solving
- personal and social skills
- information technology"
                    NCC Information Pack No 2, March 1990, Sheet A10

"Cross-curricular themes
These extend pupils' knowledge and understanding, and help them develop new concepts and skills. All involve questions of values and belief and encourage pupils to examine their own attitudes. **Examples** include:
- economic and industrial understanding
- careers education and guidance
- health education
- education for citizenship
- environmental education"
                    NCC Information Pack No. 2, March 1990, Sheet A11

"Personal and social development through the curriculum cannot be left to chance but needs to be coordinated as an explicit part of a school's whole curriculum policy, both inside and outside the formal timetable. Personal and social development involves aspects of teaching and learning which should permeate all of the curriculum. Whilst secondary schools may offer courses of personal and social education, it is the responsibility of all teachers and is equally important in all phases of education.
All teachers recognise their responsibility for promoting the personal and social development of their pupils. This can be assisted by giving priority to making links between what they teach and what their pupils learn at other times and in other parts of the curriculum. They should have a clear view of how their teaching contributes to the whole curriculum experience of their pupils.
The introduction of the National curriculum provides a new opportunity to promote these links. Attainment targets and programmes of study are the bricks with which the new curriculum must be built. Cross-curricular strategies bond these bricks into a cohesive structure."
                    NCC Circular No 6, 1989, paras 10, 18, 19

The place of PSE in the Whole School Curriculum

"Personal and Social Education (PSE) is arguably the most important of the cross-curricular dimensions to which schools need to give attention. PSE can be seen as the promotion of the personal and social development of pupils through the school curriculum"

"All schools should indicate in their general educational policies or statements how the whole curriculum aims to promote personal and social development.

All schemes of work should show how the subject, topic or course concerned is intended to enhance the area.

The head teacher and senior staff have to ensure that, in practice as well as on paper, explicit curricular contributions to personal and social development together form a coherent pattern."

HMI, PSE 5 to 16 - para. 38

and finally,

it's always worth remembering what the Education Reform Act can and **can't** do to the school curriculum:

It would be illegal to specify times, percentages, methods, ...

"The organisation of the curriculum within the statutory framework set by the Education (No.2) Act 1986 and the Education Reform Act 1988 is the responsibility of the head teacher.
The Secretary of State:
  • may not prescribe how much *time* should be spent on any programme of study
  • may not require particular ways of providing a subject in the school timetable
  • will not specify teaching methods or materials"

NCC Information Pack No. 2, March 1990, Sheet A6

Subjects are not fixed nor are they the only form of organisation...

"Teaching does not have to be organized through subjects"
National Curriculum Council: an Introduction to the National Curriculum: Planning the Curriculum, Point 4

"The use of subjects to define the National Curriculum does not mean that teaching has to be organised and delivered within prescribed subject boundaries"

DES Policy to Practice para 4.3

"The Secretary of State may by Order amend the list of core and other foundation subjects, and the ages to which key stages relate"

DES Circular 5/89, para 27

"The scope of the subject areas is deliberately not defined in the ERA, so that they can develop to meet changing needs"   *para 3.5, and*
"parts of the National Curriculum which are introduced first, such as mathematics and science, will need revision to take account of later developments and thinking"

DES Policy to Practice para 9.4

And don't forget the increasing importance of the **governors**. They have a role in:

"Reviewing the Whole Curriculum.
As well as considering the National Curriculum, you should also review with the head from time to time ...
    whether there are suitable arrangements for personal and social education, and careers education"

DES 1991 School Governors and the School Curriculum: briefing booklet 1

Cross curricular guidance?

Since the NCC's publication of guidance on the Whole Curriculum, there have been the publications on the "Cross-Curricular Themes". All these are non-statutory. Many schools have felt the need to develop curriculum around these five themes, but some prior questions need answering. My own answers are added.

1. What does cross-curricular mean? Cross-curricular can mean a range of things: two teachers planning together, agreements between departments, or *whole* curricular approaches.
Because the personal-social development of pupils is affected by *all* aspects of school it is rightly called a dimension (in NCC terms), and rightly requires a whole-school approach.

2. What's the connection between a theme and a dimension? The relation is not clear. "Themes" could in some cases be handled by arrangements between subjects - they do not necessarily require a *whole* school approach - environmental education and education for economic and industrial understanding are being handled this way in some schools.
Perhaps the terms dimension and theme would be better described if they were not both called "cross curricular", but **Whole Curriculum Dimensions** and **Inter-Subject Themes**.

3. Why were these five themes chosen? Ask a group of teachers why they think a Whole Curriculum Committee of the National Curriculum Council in 1989 chose the five themes of:
> economic and industrial understanding
> careers education and guidance
> health education
> education for citizenship
> environmental education"

and they will answer that these were chosen with an eye to the political climate. NCC could devise any number of extra "cross-curricular themes". The European dimension is said to be next.

4. Are they a suitable basis for planning PSE? Because of the above points, the present five themes are not a complete or suitable basis for planning PSE. Aspects of some of them (health education and careers education) are bound to form a significant component. Others have (by their own admission) a focus on knowledge and understanding whose content is not personal-social. They are a changing rather than time-honoured set, and they have the added disadvantage that many subject teachers perceive them as an extra addition imposed from "outside".

More appropriate ways of conceptualising the content of PSE, and of mapping it across the whole curriculum are to be found in Sections 4 and 7 of this document.

Whole-School PSE and your School

Practice in your school

With a whole-school approach to PSE, it's sometimes difficult to know where to focus for development. There's so much to examine:

What themes do we address with our pupils?
Where's the "best" place to do it?
What's all this about active groupwork?
What are the skills? and so on

Faced with this sort of list, it's not surprising that sometimes people feel overwhelmed.

At this point it's useful to introduce some simple, overlapping headings, which break the theme down into manageable chunks. For example:

Content
Locations
Methods and Skills
Resources

But we cannot satisfactorily examine these, nor the way they inter-relate, until we also address the question:

What's the point anyway? what are we trying to achieve in PSE?

This gives the fifth heading:

Goals

These five aspects can be portrayed together:
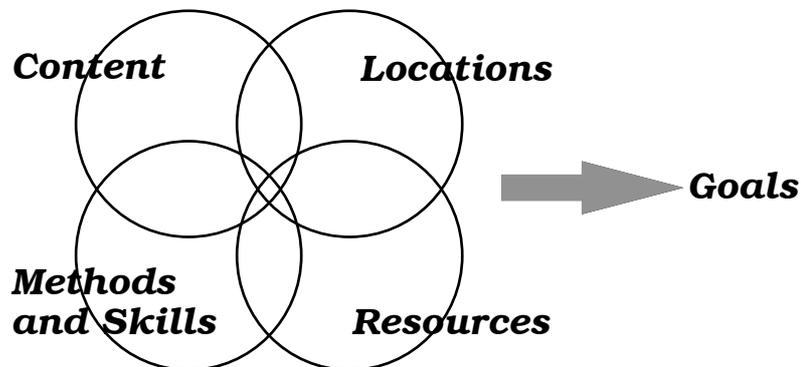
Each of these aspects can become a focus for development.

Where is your school now on each of these headings?

In some schools some of these aspects have been developed, without commensurate attention being given to the other aspects. So it's important to evaluate your present position under each of these headings.

1 Individually to begin with, spend a few minutes writing down your response to each of the following enquiries.

	low			high
Goals *of PSE*				
How clear are they?	1	2	3	4
Are they agreed and communicated?	1	2	3	4
Content *of PSE*				
How clear is it?	1	2	3	4
Locations *for PSE*				
Are they clarified?	1	2	3	4
Are they coordinated?	1	2	3	4
Methods and skills *in PSE*				
Are they clarified?	1	2	3	4
How well developed?	1	2	3	4
Resources i*n PSE*				
Are teaching resources available?	1	2	3	4
Is development resourced?	1	2	3	4

2 In pairs, exchange the ratings you gave.

Look for both similarities and differences, and do not try to develop any false consensus. Your different perspectives are valuable here.

In the whole group, identify the issues which this activity raises, and assess whether some of these themes are priorities for your work.

Each of these headings is addressed in greater detail in the following pages of these resources

Where does the Content of PSE come from?

Attempts to describe the content of PSE can become trivial ("the sex and drugs and litter" approach); they may become overblown attempts to control aspects of students. They can be partial in coverage, or can be based on questionable views of young people.

In resolving this it is useful to remember that the content of the personal-curriculum draws themes from three major areas:

Issues arising from **individuals** *and their development*

Issues arising from the **group** *and what affects it*

Issues arising from the **school** *and its organisation*

Major areas of the whole-school personal curriculum

criteria for selection

Appropriate content for specialist course

Appropriate content for tutorial group

Appropriate content for subject-based
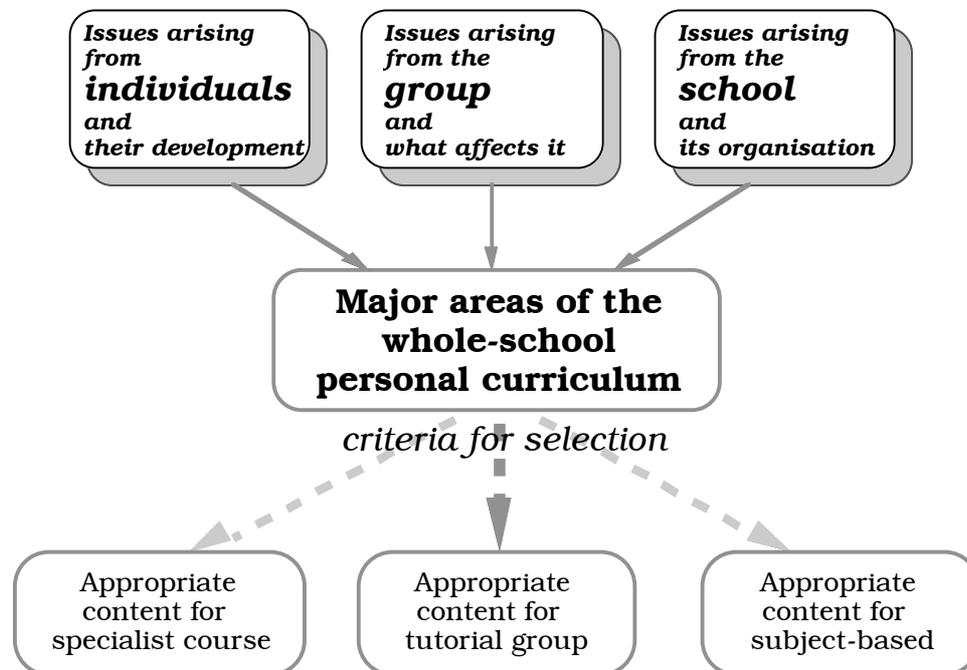
In some schools the three aspects above are not well balanced.

These aspects link to the areas where we know students' views of themselves are developing fast. Adopting this approach to content (rather than some published list of topics) picks up time-honoured themes of adolescent development, implies student-centred teaching approaches, and is framed at a sufficiently general level to engage the concerns of the vast majority of teachers. Thus it picks up the general and the specific aspects of PSE. Also it can give a reasonably "whole-person" result. A set of useful headings for this approach is:

> ➢ bodily self:
> ➢ sexual self:
> ➢ social self:
> ➢ vocational self:
> ➢ moral/political self:

and, because we are considering the school context,

> ➢ self as a learner:
> ➢ self in the organisation:

"Self" is not individualistic - self cannot occur in isolation from others. Examination of the self in action demands examination of the social, cultural and political context. Considerations of race and gender are central to the person and cannot be omitted.

"Seven expanded selves"

The seven headings need expansion in order to bring their meaning to life. Here is one possible set of ideas which could be encompassed:

➢ **bodily self:**
understanding change, growth and development
impact and variety of bodily changes
use of the body
body maintenance
eating and eating patterns/choices
experimenting with the body, "abuse"
links between body and environment
local resources for health and safety

➢ **sexual self:**
awareness of and coping with rapid changes of adolescence
understanding that a range of sexual lifestyles exist in society
examining the role of sexuality in relationships (in their various forms including the exploitative)
attitude to sexual lifestyles, including legal attitudes
processes in sexual attraction
processes in sex-role stereotyping and the socialisation of young people
family processes and sexuality
sexuality, procreation and choice
sexuality, STDs and choice

➢ **social self:**
communication skills, in family, friends and community
giving and receiving feedback
making sense of other people
stereotypes, prejudice
understanding others' points of view
presenting oneself in a range of situations
social comparisons
making, keeping and ending relationships
assertiveness
handling conflicts, resolving conflicts
relations with authority
relations in the family
relations with others
in groups, loyalties in groups
working in groups and in teams
cooperation and competition
negotiation
helping others and receiving help
managing negative emotions
managing stress
coping with loss and separation

➢ **vocational self:**
understanding influences on vocational decision-making
examining choice and options
understanding different lifestyles: paid, unpaid etc
adult roles, in the home, the community, and at leisure
the impact of jobs on lifestyles
handling transitions to other lifestyles, education, etc.
stereotyping at home, in education, and in employment
the changing nature of lifestyles and of job opportunities
evaluating sources of information on educational vocational and training opportunities
rights and responsibilities in the world of work

➢ **moral/political self:**
to assess the affect our actions have on others
to recognise implications of one's own and others' actions
understanding another's point of view, and the principles and beliefs which underlie it
identifying conflicts of principles
handling dilemmas of action and belief
understanding the way in which beliefs vary across faiths and cultures
examining the impact of law on beliefs and behaviours
examining change at all levels of a democratic society
exploring responsibility to initiate change and exert influence
readiness to act on behalf of the legitimate interests of others who cannot effectively act themselves
understanding how and why codes are developed in given situations

➢ **self as a learner:**
to reflect on present study strategies
to explore the demands of various learning tasks
to organise and plan responses to learning tasks
using others as resources in learning
developing skills of self-assessment
understanding and responding to others' feedback/assessment
to engage in group activities for learning
coping with anxiety
managing time
organising independent work
to anticipate future roles as a learner
making choices in education and training
developing a greater range of learning strategies
goal-setting in learning

➢ **self in the organisation:**
to learn a new organisation (inc. school/college)
to use organizations in constructive ways
to be an active participant in organizations
to access help in an organization
to handle transitions between organisations
to identify opportunities and choices in an organisation

Communicating the content.

Developing from the headings of the seven selves

These seven headings could provide a useful structure for a number of purposes:

Planning content for both the general and specific dimensions of PSE could be informed by teachers/teams using the headings to identify the personal-social *needs* of pupils in the various years given a simple grid and those seven content headings.

More detailed list of the themes and topics of PSE could be created for a whole school view of curriculum, for policy, and so on. The end result in any school would reflect the climate, style, and intentions of that school. There is not a single list for all.

The headings could be used to good integrating effect for talking about the contribution of **all** the aspects of the whole school:

the general dimension

ethos - what messages does the organisation give off about any aspect of these seven areas?

all classrooms - what contributions does subject teaching make to each, through content and method?

school environment - what opportunities does the school as a social environment offer under each heading?

the specific dimension

it is sometimes easier to identify the content addressed in each of these. It is necessary to ask whether the content is appropriate for those "locations" (see section 5).

tutorials - what is it appropriate for these to cover? has it become a dumping ground?

specialist guidance, careers, health - are the appropriate specialist staff used effectively here?

other guidance, including that from non-school agencies - what is its content under the headings (and how does it fit with the rest of the picture)?

With respect to the contribution *subject* teaching makes to the general dimension of PSE, I have now seen numerous occasions where teachers of different subjects describe to each other in detail the way their teaching has supported pupils' development under those seven headings, and without exception it has led to engaged, positive, and fruitful discussions. A set of broad headings for gathering the contributions of each of the subjects could be developed (see later section on coordinating PSE).

"Content" does not exist on its own in education: the way it is handled carries important messages and learning. There are key learning processes which can be identified, and are addressed in "How does PSE happen?".These processes should be kept in mind when reading the more detailed list on the previous page.

Where does PSE happen?

Thinking about the locations for learning

Taking a whole-school view seriously means recognising that any location is a possible site for pupils to learn about themselves and their development. "Locations" refer to the times, contexts, and teacher teams across which we distribute the learning offer.

A list of possible locations would have to include:
- ➢ tutorial programmes
- ➢ specialist guidance lessons (health, careers, etc)
- ➢ subject lessons (some lessons for specific aspects, all lessons for general aspects)
- ➢ extra-timetable activities
- ➢ residential experience, work experience
- ➢ the (not so) "hidden" curriculum of classroom & school life
- ➢ links to the community

A whole-school approach is one in which we examine *all* the possible locations for learning

Some key issues arise immediately:
- • How to decide what should go where, on the basis of the special features of each location
- • Mapping/Auditing - finding out what's already going on where, and
- • Monitoring - is what was planned taking place
- • Coordination - harmonising the overall picture
- • Whole-school approaches to achieve these, perhaps via whole-school policy

Some of these key issues are addressed in the following pages.

Clarifying the locations

If we clarify what each location offers:

we will have the basis for creating a whole school picture

we may avoid **unnecessary fights between tutorial time and PSE timetabled time** - these contests oversimplify issues and do not exploit the different offering of each.

we can decide what aspects of the overall learning offer should therefore be addressed in each location.

we may stop loading locations with inappropriate demands

An *agreed* way to describe the special contribution and the content to be addressed is needed. It will be of no use to a whole school view if each location uses a different language over PSE. In the general dimension of PSE, we need to develop ways of talking about **the contribution of all the subject lessons**. The 'seven selves' (section 4) provides a starting framework (which can incorporate teachers' wider concerns than teaching of "their" subject).

An example - thinking about the contribution of the tutorial.

What are the hallmarks of the tutorial occasion?

The tutor's contact is a cumulative one

The tutor has contact with parents and their view of the pupil

The tutor has a cross-subject view of the pupil

The tutor group has a "core" function amongst the various teaching groups

It engages (nearly) all staff in a non-subject way, more free from syllabus demands

Thus the following areas may be salient:

• social and group relations,
and any other issues which arise from the tutor's close knowledge of the group
(i.e a *responsive* curriculum)

• decisions where parents' views are influential (e.g. option choice, career choice)

• overall achievement, recording a wide range of achievements, approaches to study

• how pupils are making best use of the school

## *Considerations when selecting the personal curriculum for tutorials*

(1) concerning the content
is this a theme of adolescent development?
is this a decision where parents are influential?
is this a general issue across the whole curriculum, which may not be addressed in the various parts?
is this a theme of group development, which needs response in an established group?
is this a general issue emanating from membership of the organisation, not from content of curriculum?

(2) concerning the goals:
do the goals require pupil-centred teaching and knowledge?
do the goals require the teacher to have cross-curricular and/or familial knowledge of the pupil?
what is the context to which learning is intended to transfer? - is the tutorial sufficiently close to aid transfer?
are the goals for all pupils?

(3) concerning the tutorial occasion and the tutor team associated:
what teaching and learning styles are employed in tutorials?
what knowledge of the pupils do tutors have?
are resources (time, materials, support) available?
how do pupils perceive the credibility of tutorials?
is there room to change?
what is the history of this type of work and innovations concerning it?

How does PSE happen?

Personal-social education enhances personal-social learning.

Personal-social learning can be seen as an experimental and developmental process:

| Act | → | Reflect on what happened | → | Look for generalisations or strategies | → | Act in the next situation |
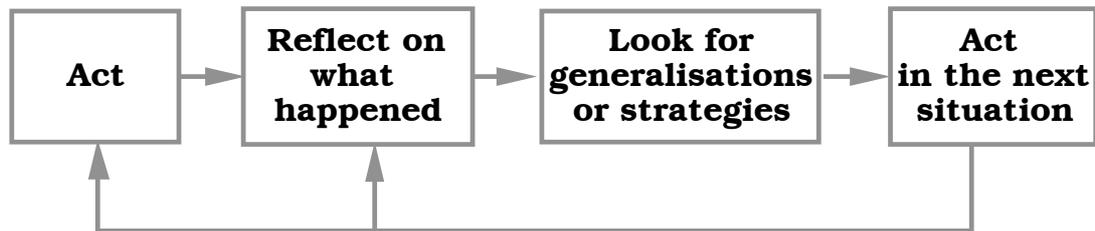
In school we aim to use methods which parallel adolescents' social learning, and therefore use a process of action learning:

Do → Review → Learn → Apply → Do
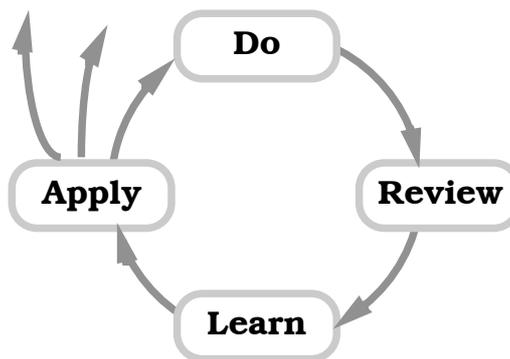
Action learning covers a wide range of methods, each of which promotes the above four stages. It is not adopted by teachers through some act of faith, but because it fits the purpose.

Central processes of PSE

In all aspects of personal-social learning some central skills and processes are implied. These central elements are the hallmark of a coherent **personal-social** education, and demonstrate the unifying approach to these aspects of self.

Processes such as :

> reflecting on one's own views
> understanding the views of others
> relating to others
> communicating effectively
> handling pressures and conflicts
> asserting oneself
> problem solving
> decision making
> handling change and transition
> working in groups
> planning
> goal-setting
> influencing systems

are fundamentally important, and are clearly not developed through didactic teaching, but through experimental action learning.

The role of structured activities

Structured activities can be a blessing and a curse.

At best they are crucial in setting off investigations, discussions and considerations, and provide a structure through which participants can really learn (rather than allow unstructured "discussion" to degenerate into the old group processes which are part of the problem).

At worst they can become the "be all and end all" of PSE. Some of the specific aspects of PSE (such as PSE courses or tutorial occasions) have been made impotent through "Death by Photocopier". Team leaders dish out worksheets to teachers who dish them out to pupils.

Structures activities need top be seen as a launching point. Their rationale needs to be regularly reviewed and reaffirmed:

We use structured activities for action learning because:
- ✪ if we and pupils want to examine and learn about social processes then it is effective to look at "live" examples by simulating them, and then reflecting on them. This is more effective than anecdote examples or generalisations.
- ✪ if pupils are actively engaged and involved on more than the intellectual dimension of learning, this can enhance their understanding and remembering
- ✪ if we and pupils want to learn about ourselves, our views and our relationships, we need to begin by engaging ourselves actively and continue by findings ways of reflecting and understanding
- ✪ if we and pupils want to develop new strategies and skills, this needs active rehearsal and practice
- ✪ if we and pupils want to apply what they learn, they need to have been actively involved from the outset, evaluating applications to their situations which they judge as appropriate
- ✪ if we want to support adolescent development we may need to mirror the process of self development: experimentation, review, evaluation and change

Staff differ in the extent to which they depend on structured activities, sometimes depending on the style of their background teaching experience. Any team is likely to contain members who differ on this dimension. Therefore the idea of one structured activity for all is often unworkable, and can lead to over-programming.

Structures of what?
- ❖ Task
- ❖ Space
- ❖ Time
- ❖ People

to promote each of the elements:
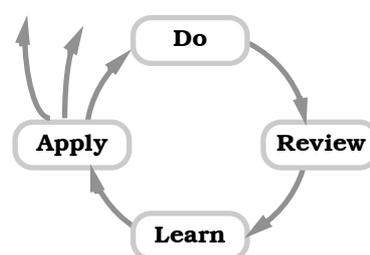
Teachers' Skills in PSE

Sometimes the skills of the teacher in PSE are talked about as though they were very special, arcane or even mystical. This is unfortunate as it creates polarisation amongst the whole staff - PSE becomes something you're either for or against.

In the whole school sense the contributions to PSE are many and varied, with both the general and specific dimensions.

In the teaching sense, any activities which promote the cycle:
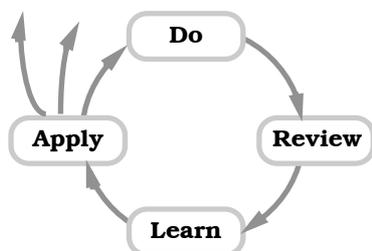
may become important contributions to the personal-social development of pupils.

And on those occasions when teachers are using specific activities to support PSE it is possible and useful to clarify the basic skills required in managing the learning.

They are, for example:
- ✪ giving clear introduction, with the purpose
- ✪ describing clearly the activity's structure
- ✪ organizing smoothly the group's division into twos, fours..
- ✪ making good use of space, furniture
- ✪ structuring the time for each part
- ✪ managing contributions to large group discussion
- ✪ recording and listing pupil contributions
- ✪ recognizing and indicating similarities and differences
- ✪ using open questions to extend discussion
- ✪ discussing concretely transfer and experiment

[i.e. the skills of the creative classroom teacher?]

There is more than one style of being an effective contributor to PSE, i.e there is not "one right answer" for teachers, and

the methods and skills are not fundamentally different from those already exercised by teachers, and can be clearly described.

In developing teachers' skills as part of whole school PSE, it is important to utilise the fact that teachers in a range of locations will already be using some sort of action learning approaches. One useful part of the development can be the exchange of teaching approaches between colleagues (taking care that one colleague does not present their approaches to another accompanied by the message "Be like me" - this will stand in the way of developments).

Coordinating PSE

A key feature of whole school approaches which recognise the full range of locations is **coordination**. It is a hallmark of a properly harmonised whole school approach.

What is coordination? It is something more than a bureaucratic approach to spotting "repetitions" in content. It may include the coordination of:
- the processes of informing, planning, and delivering PSE in a range of locations
- the processes of monitoring progress and evaluating PSE
- the plans for progression and continuity
- the implementation of whole school policy

As such it is a significant feature of a whole school, and requires the consideration of *information*, *structures* and *roles*. These elements are addressed here.

Mapping PSE across the whole curriculum

This has been an activity in which people have invested much energy. But sometimes it is ineffective.

Think about these points before you embark on such an exercise.

1. There are a range of reasons why people audit the whole curriculum.
   - for bureaucratic reasons   *"we need to know …"*
   - for reasons of accountability *"'cos TVEI says so", "so we can show it to HMI"*
   - for strategic purposes *"to advance status of PSE", "to support the task of coordination", "to confirm staff are already doing some of the things they could be frightened about"*

Get the most out of such an exercise by viewing it strategically from the start.

2   Before you do start, and invest much energy, it's also worthwhile thinking of the reasons people might give for **not** doing an audit. These might include:

"things change fast so a one-off picture becomes obsolete fast"
"why find out what the school's doing? - wait for the NCC to tell us what to do"
"I can't see that it's got a real use"

These points remind us that auditing is most effective when:
- it's achieved on a *regular* basis as part of whole-school monitoring
- in a school which knows and accepts its responsibility for controlling the *whole* curriculum
- in a context of structures for planning and managing

3   also before we start, do not be led to believe that auditing is a new practice. It has been going on for decades. Colleagues (such as Health Education Coordinators) who have experience remind us of the pitfalls:
- getting overwhelmed
   "I've got this amazing complex picture - wow?"

- getting stuck for what to do next
  "I've done a big diagram of it all - but it's gathering dust on the staffroom noticeboard"
- getting trapped with the trivial
  "They told me they do the family for 7% of the time - uh?"

Phase One: Preparing to carry out an "audit" of PSE

This is the key phase: what is done here makes all the difference between the bureaucratic, ineffective and the strategic, creative.

In phase one we must beware that mapping/auditing could encourage a "whip-round curriculum" - *"Here, got anything on the family?"*. This is not what we want for the coherence of the whole curriculum and its personal-social dimension. It leaves out any consideration of the context, the teaching approaches, and the different strengths of the various locations.

Try to work with the following recommendations:
- don't start with a paper exercise- especially a long list of "topics" which can feel imposed from outside or an add-on to subject teachers.
- find a way to engage the language used in the subjects and develop it
- get the communication *across* locations started, for example on a whole-school development occasion
- get colleagues from a range of locations engaged in the design
- start the process by the coordinator (plus others) visiting department teams
- judge your timing carefully (check what else is going on)

Phase Two: collecting some information

By this stage, you may even be deciding not to do a paper exercise at all, as more important issues have been thrown up. If you are going to collect information from colleagues, it is important to consider what to audit and how to ask for information.

1. **What** to audit: a long list of topics can be counter-productive, as can anything else which seems to suggest that PSE is all about "topics". Broader headings are required, as is a focus on the processes of learning and the methods of teaching.

2. **How** to ask for information. There's obviously a trade-off between the depth of information you can expect from all colleagues and the time you can expect them to give to it, and this affects the form in which you ask for it. You'll probably have to compromise here. Below are some examples for you to react to and modify. It's often a good idea to try completing them yourself first before you give them to anyone else.

a: Mapping the Content/Themes

Dear Colleague, The PSE Working group is aiming to identify the sorts of contributions we all make to the personal-social development of our pupils.

To this end we have devised a simple enquiry which should not take you long to complete.

Please think of your teaching groups in Year ...... and think about how your subject teaching contributes under each of the headings below. Please give one or two examples and indicate how important you feel these contributions are in the boxes labelled 1 to 5 [1 is low importance, 5 is high] Thanks for your help: please place your returns in my pigeon-hole.

➢ **bodily self:** (i.e. understanding changes and variety of changes, reflecting on the impact of these, addressing the use and misuse of the body, including through substance abuse)

1	2	3	4	5

➢ **sexual self:** understanding sexual development, the role of sexuality in relationships

1	2	3	4	5

➢ **social self:** understanding others' perspectives, their role in relationships, making sense of others, their judgements, coping with conflicts, presenting oneself in a range of situations, working with others

1	2	3	4	5

➢ **vocational self:** not simply "career choice", but a wider look at what sort of contributing adult to become, and valuing a range of contributions

1	2	3	4	5

➢ **moral self:** the making of judgements, resolving moral dilemmas, taking action on issues

1	2	3	4	5

and, because we are considering the school context

➢ **self as a learner:** understanding strengths and competences, reflecting on approaches to learning,

1	2	3	4	5

➢ **self in the organisation:** becoming an active member of a school, making sense of the organisation and getting the most from it.

1	2	3	4	5

b: Mapping the Learning Processes:

For each of the thirteen headings below could you please give us an indication of the extent to which these processes form part of the learning in your classroom. The five point scale is meant to indicate low (1) to high (5) use.

We will be doing an overall summary of the findings, and will be presenting it at one of the future Staff days

Thanks for your help.

Process	Rating
reflecting on one's own views	①②③④⑤
understanding the views of others	①②③④⑤
relating to others	①②③④⑤
communicating effectively	①②③④⑤
handling pressures and conflicts	①②③④⑤
asserting oneself	①②③④⑤
problem solving	①②③④⑤
decision making	①②③④⑤
handling change and transition	①②③④⑤
working in groups	①②③④⑤
planning	①②③④⑤
goal-setting	①②③④⑤
influencing systems	①②③④⑤

c: Mapping the Teaching Methods:

We are trying to ascertain the variety of teaching methods experienced by pupils in year ……. Please complete the grid below by indicating, for each teaching method how commonly you employ it with your teaching group(s) in that year. Please make any further comments overleaf

1 = method never used 2 = rarely   3 = sometimes   4 = frequently   5 = more frequently than any other

Teaching method	1	2	3	4	5
Note-taking					
Research through interviews					
Research through surveys					
Research via Library					
Field Work					
Practical Experiment					
Role Play					
Simulation					
Analysing situations					
Personal-social groupwork					
Oral presentations					
Other presentations (inc technology)					
Decision-making/problem-solving					
Work/Community/other experience					
Residential experience					
Collaborative activities					
Self-assessment					

Phase Three: what do do with the results

You might have anticipated the pitfall of being trapped with the trivial. If this seems to be happening, the next stage is to be open about that and initiate an evaluation of the results you've got.

It's possible to ask colleagues whether the contributions they've listed are
- ➢ "mere hints" at the personal-social
- ➢ personal-social in topic only
- ➢ fully developed occasions for personal-social learning, reflection, change

Otherwise the steps of next action will depend much on the state of background issues of policy and coordination.

A concluding thought:

• Don't do an audit on its own

• Don't do an audit on your own.

PSE: structures for coordination

Whole school PSE demands whole school coordination. Many schools have appointed PSE coordinators on a minor incentive allowance, but this is not enough. Someone on the senior management team must have a named responsibility to oversee PSE in the whole school sense. Coordinators needs a **mechanism** through which the coordination can occur. This should include meetings with representatives from all the locations listed. Without it the coordinator's role does not work (and the PSE coordinator can become the loneliest person in the secondary school!).

In the most developed examples, schools are creating structures for coordination which leave behind the old divides, including that between pastoral and academic. Models such as:

Teaching

Tutoring

Extra-timetable activities

Links to parents

Links to community

Links to governors

Year Team 7	Whole Curriculum **Technology Group**
Year Team 8	Whole Curriculum **Language Group**
Year Team 9	
Year Team 10	Whole Curriculum **PSE Group**
Year Team 11	Whole Curriculum **Assessment Group**
Year Team 12...	Whole Curriculum **EqOpps Group**
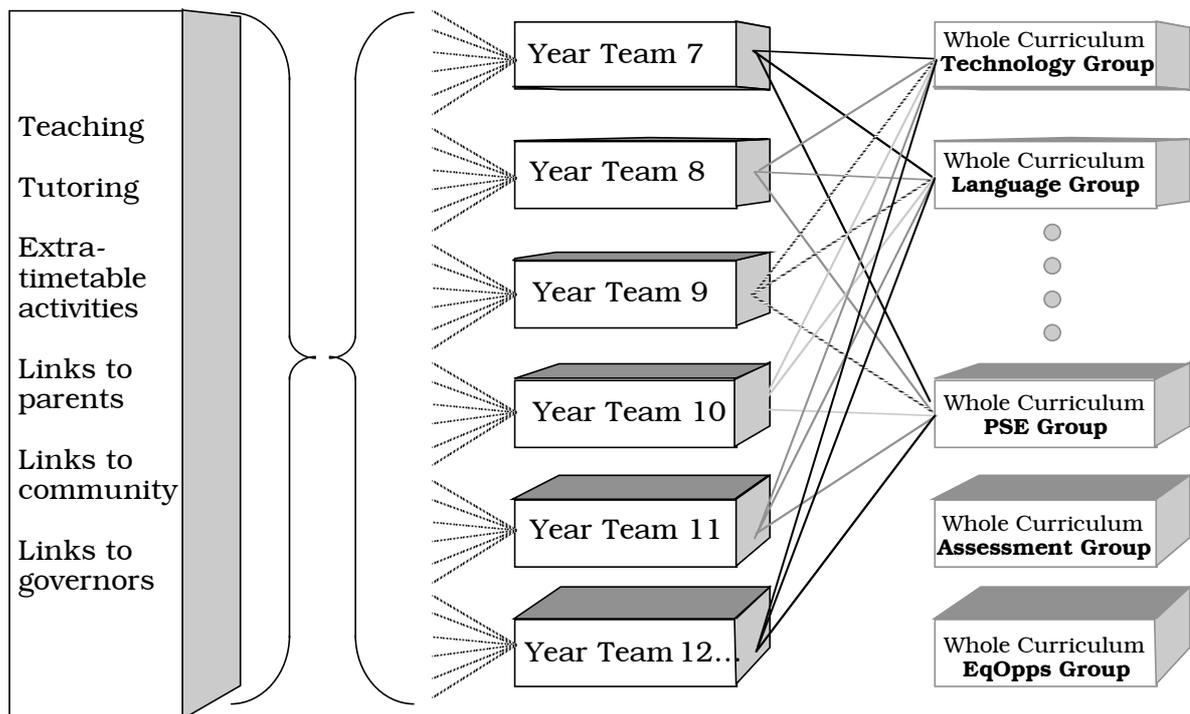
can promote improved coordination and development of a number of fundamental aspects of school.

Here the basic building block of school organisation becomes a manageable sized year team, composition carefully chosen to reflect major interests. It can discuss a wide range of agenda, and provides a very real base from which the other main school specialisms can be developed.

In such a structure the PSE coordinator has a chance to make the role worthy of the title in a whole-school way.

For further work on this theme, refer to the Napce resource pack on INSET for Year Curriculum Coordinators.

The role of the PSE coordinator

It's important to clarify what the role of the PSE coordinator should be in a well-developed whole-school approach.

You may find it useful to use this structure of headings which picks up important features of a role:

Tasks   **Structure**

→ *GOALS*

Skills   **Technology / Resources**
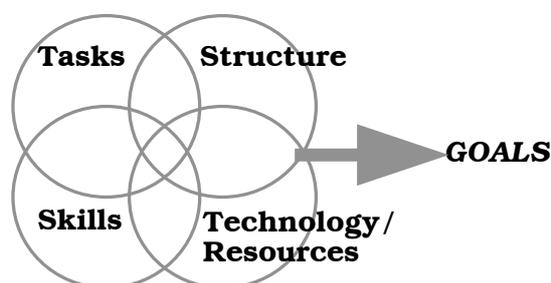
Clarify an appropriate answer for each heading, using the prompts which follow. The first headings have some possible responses for you to discuss and modify where needed.

Goals:

"The school has created the role of PSE coordinator in order that the following three important goals are achieved …" [specify three], e.g.

       to ensure cohesion and harmonisation of PSE throughout the school
       to oversee and support those people who contribute to PSE
       to act as a central focal point, a source and resource for staff

Tasks:

"The main important tasks which need to be completed on order that the goals are achieved are: …" [give a maximum of four, e.g.

       to support teacher teams in the evaluation of their PSE contribution / teaching
       to collect and disseminate resources and relevant documentation to appropriate personnel
       to arrange INSET opportunities
       to support programme-writing and communication between teams
       to write report to Governors, annually

Structure:

"The role-holder will relate to the following others for the achievement of the goals: …" e.g.
"The role-holder is responsible to … "

Skills:

"The three most important skills for the role-holder to display are: …"

Technology / Resources

"In order for the task to be achieved the role-holder will require resources of: …"

- In small groups discuss and agree your analysis of the role.

- Now apply this analysis to the role as it is presently handled in your school. Which aspects are most in need of development? What is needed for this development of the role to occur? Can you set some goals for such a development?

How to kill off a PSE coordinator.

Excuse the dramatic turn of phrase, but some PSE coordinators are treated in such a way that their role is effectively killed off.

Here are five major ways to make a PSE coordinator's role useless:

1. Give them no structure to work in.
   Without some connection into the structures of meeting and communication, you may as well equip them with a pair of roller skates and hope that they're fast on the corridors.

2. Give them no budget
   not that they're going to use it on photocopying a thousand worksheets - but materials, resources, and development costs are important.

3. Give them no symbolic support from senior managers
   Sometimes you get the impression that senior managers appoint a PSE coordinator with sigh of relief - we don't have to do that now. Well they do. Support by statements of the importance and engagement in the process of coordination at the whole school level.

4. Subject them to wholesale "role-sending"
   This process occurs all the time. When any person interacts with another, they convey a view of what that person's role should be. Examples include:
   "You're the expert Your job is to do it"
   "You're stealing time from me"
   "You're just a coordinator: I'm the real thing"
   "We need someone to do this - you'll do"

   Of course, the effective PSE coordinator doesn't accept the role that others may send. Skills of assertiveness are important in countering these distortions.

5. Make sure you never make a clear statement about their role and what it's meant to achieve.
   This reminds us of the need for clear effective role descriptions and regular role reviews.

• To what extent do the above apply in your school?

Collect and discuss examples which give evidence of the above.

Some of these issues have been addressed elsewhere in this pack.

Resources for PSE

In this section resources are especially meaning teaching materials.

They are not the most major resource - that is the staff - and other resources of time and support to teams are essential.

A listing of teaching resources for PSE is beyond the possibilities of this document

A range of resources have been developed for use in specific PSE programmes. Resources developed by teams in school, commercially produced, adapted from resources designed for associated purposes. Available through a range of sources (in school, the Professional Development Centre Library, other local Resource Centres, ...)

Skills of selecting and using resources often need development.

Examining resources:

1. What assumptions does it make about:
   a) your students   - their knowledge, attitudes,values
   - their social and cultural background
   b) yourself as the teacher

2. What is the aim of this resource?
   - to raise students' awareness?
   - encourage students to make decisions?
   - get students to think about changes in their lifestyle?
   - enable them to be critical? ...

3. What approaches to teaching and learning are built in?
   - group work?
   - pair work?
   - investigations?
   - role play?
   - taking action?

4. How would you need to prepare if you were going to use it?
   a) yourself b) your students

Using resources

One of the key skills in using commercially produced resources is that of putting the pupil's needs before the author's structure.

I have been known to suggest that this skill is exercised by ripping up the materials - but down the spine so that they can be selected and reorganised for particular purposes and pupils.

Developing the staff use of resources involves:
trying them out in teacher teams first
accepting that different teachers will adapt resources in   different ways
promoting the experimentation with resources
finding a time to feed back and review experiences

If these are lacking development becomes distorted.

The teacher's question is often: *"How do I turn the materials I'm offered into a useful actin-learning session with my group?"*

We can answer this question if we address:

✪ A. How to communicate the goals of the session
   i) To what real-life problems/situations does this session relate? [remind pupils of these]
   ii) In what will the pupils be more competent after this session? [tell them]
   iii) How will you answer the pupils' question "What's the point of this?" [before they ask it]

✪ B. How to structure the activity
   i) Is there a need for pupils to work individually at first? [e.g. to locate and record their own perspective] If so, clarify why. For how long?
   ii) Will you want pupils to exchange their ideas, e.g. in pairs? If so, what directions will you give them (i.e. what do you want them to focus on?). Do you want them to look for similarities or differences, or both, or something else? How long should this be given, and what will happen to their results?
   iii) Will you then ask them to work in small groups (e.g. 3s and 4s)? If so, what composition of groups do you want? What instructions will you give the small groups? Will you ask them to adopt roles such as scribe and reporter? How will results be used?

✪ C. How to organise useful discussion
   The teacher's role here is to use open questions to develop discussion of the processes which have been occurring and the various strategies which pupils have been adopting to the issue at hand. The trap here is to allow the discussion to fall into a false consensus, with the development of some notion of a "right answer".
   i) The style of question the teacher may use could include:
      What's the most important thing that happened? Why?
      What difficulties did you encounter? How did you resolve the difficulties?
      What strategies seemed effective? Why?
      What else could we have done?
      What differences between us did we notice? What similarities?
   ii) Towards the end of the discussion stage it's important to raise the possibility of change and experiment, perhaps through raising:
      Would you do anything differently?

✪ D How to review what's been learned and apply it.
   Before the session ends, it's important to review and note some of the issues which have come up, and what we've learned about handling them. the teacher can structure this , or can hand the task over to pupils.
   Then it's important to apply the learning. This can be achieved by raising:
      What other situations are like this one?
      Is anyone experiencing a situation like this one at the moment?
      What strategies can the group offer?
      Is there an experiment we can try before next time?
   And finally *goal setting* may be relevant, asking pupils to say to each other what they aim to do before the next session on issues raised in this one.

Evaluating PSE

Starting thoughts.

Evaluation must be servant to our practice, not an end in itself.

Evaluation aims to improve matters, This should be our answer to the key question: "What are we doing evaluation for?"

Evaluation involves judging what is worth doing and what is valuable. It cannot avoid this.

Evaluation involves the gathering of information and perspectives from key people. In PSE the pupils' view is crucial.

When teachers feel in charge of regular evaluation it can be very supportive and can lead to constructive development. If handled poorly, it can become ineffective and anxiety-provoking.

Evaluation is not complex time-consuming research. It means asking a few simple but important questions, and getting the results circulating. There may be important indicators already available. Evaluation exercises are found in this pack (for example section 3: whole school practice)

We don't ask about things we don't intend to change.

Instead we clarify "What do we intend to **do** with the outcome of this evaluation?"

In PSE it is not possible to evaluate by simple assessment of outcomes.

Plan ahead your answer to the following:
What's the purpose?
What's the specific issue?
Who is to carry out the evaluation?
Whose views/perspectives are to be gathered?
What are the "measures" which are to be used?
Who will interpret the information and the findings?
Who will write the report, and to whom will it be circulated?
How will follow up action take place?

Don't evaluate new projects too early.

Don't under-estimate the support you'll receive

What to evaluate

In PSE it's possible to evaluate any/all of:
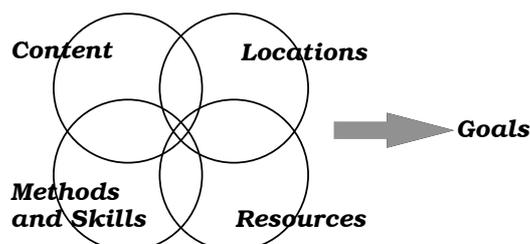
Content

Is it what pupils would select?

Dies it engage their concerns?

Locations

Are a range in use? Do pupils see the connections

links to community

the management and coordination

Methods and Skills
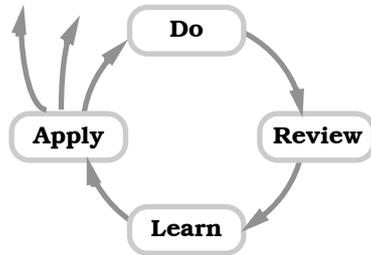
Are each of the key elements in place? in sufficiently structured ways for the group?

Is there evidence of:
- ☆ A well-communicated aim
- ☆ A relevant situation/activity
- ☆ A clear structure
- ☆ A well-focussed discussion
- ☆ A link to transfer/experiment

Resources

Before use: what messages do they carry?

After use: - which are used? what is this saying about the user, the resource?

What is the pupil response to their use?

Choosing a method of measure

There are a whole host of approaches to collecting information:

Observation

'Pupil pursuit'

Discussions

Written accounts/free response

Unfinished sentences

Structured self-evaluation

Questionnaires:(not always questionnaires!)

The first of the above list can be handled as an "unobtrusive measure", not disturbing the information you're collecting. Always consider what unobtrusive measures you could use as indicators of the aspect you're evaluating.

Finally

Evaluation is as useful as the changes it sets in train. It therefore requires some thinking about change: how may it happen? when and how is it most likely, and so on.

Evaluation doesn't offer some simple solution to the problem of change. Don't use evaluation to attempt foisting a policy change on people who would not have taken that route otherwise. It can identify the need but not simply provide the solution.

Whole School Policies for Personal-Social Education:

the ingredients and the processes

Whole school issues, including whole school curriculum planning have received increased attention in recent years.

Regarding PSE, NCC have made clear indications:

"Schools will need to develop an explicit whole school policy for PSE. ... It should make clear that all teachers are responsible for promoting the personal and social development of pupils in their care.

In key stages 3 and 4 it must be part of a school's policy to supplement curriculum-wide PSE provision with allocations of time for PSE objectives not adequately met elsewhere."

Whole School Policies for PSE

Whole School Policies aren't always the sort of things that teachers get enthusiastic about. They have sometimes got a bad name, either as just bits of paper, or as new-fangled ways of imposing on staff. The reason can be that they didn't contain some of the ingredients examined here, or because the policy didn't fit with or relate to much else.

But what **is** a policy? It's not just a piece of paper - that's perhaps a policy statement. It **is** a set of principles and framework for action. **Whole school** policies put goals into action and attempt to harmonize the contributions in the whole organisation.

And where do they fit? They fit best in a sequence such as:
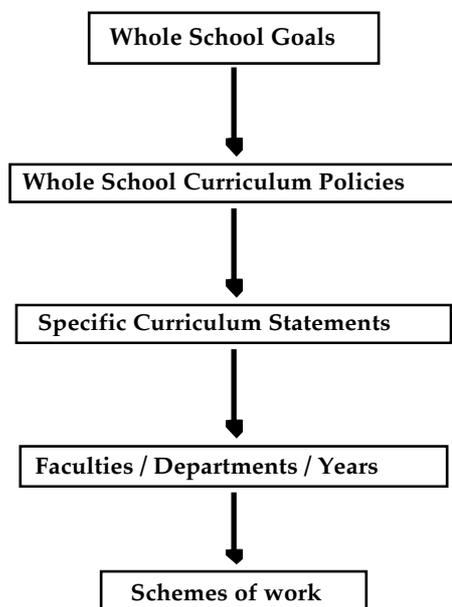
Whole School Goals	Not the woolly, unrealistic "to help every child achieve their full potential". Rather the more specific, relating to the particular school, its pupils its community and its development.
↓	
Whole School Curriculum Policies	Schools may have a number of these - on PSE, on assessment, special needs etc. They relate to whole school goals and to other whole school policies - on pastoral care, on discipline.
↓	
Specific Curriculum Statements	These take a specified area, eg sex education, give much more detail about how the learning offer is to be designed, and suggest how to distribute to teams in:
↓	
Faculties / Departments / Years	who plan the particular programme, e.g. the study skills through tutorials for year one, and write the:
↓	
Schemes of work	all of which must specify their contribution to personal-social development. This is also where any relevant attainment targets or programmes of study will be found

But what would we expect to find in such a policy?

Whole-School Policy on PSE: What are the ingredients?

1. The background of this policy. A clear statement on how it was created, who was involved, how consultation took place. It is important to be clear about historical context and authorship - if these have both been handled well, policy will be more effective.

2. The need for a policy. We must answer the question "Why have a policy?". For PSE we need a few clear statements to highlight the need and the rationale. These could include (with a paragraph each and quotes from DES/HMI/NCC as appropriate):

- the recognition that schools have an impact on pupils' personal-social development
- the importance of schools supporting pupils' personal-social development at school and in preparation for adult life
- the recognition that this support is ineffective if offered in a fragmented or contradictory way
- the need for a planned and systematic approach (without becoming rigid or unresponsive)
- the recognition that personal-social achievement enhances other aspects of school achievement

This section of the policy might also include answers to the question "Why bother with PSE?" (see section 1 of this pack).

3. Content of PSE. Content needs stating: "it's all process" is not credible or complete.

PSE content must not be described as a list of depersonalized knowledge about other people or social issues. It has to be conceptualized and conveyed through a person-centred approach. "Person-centred" approaches recognises that learning in personal-social areas has to engage and start with the person, in order to then move outward and examine social processes, social issues and political/moral development. Personal-social education aims to do this by learning processes similar to those which already take place in adolescence.

A Whole school policy gives broad headings of the overall content, and thus supports whole-school ways of talking about the content of PSE - both its general and specific dimensions.

For ways of addressing content refer back to section 4 of this pack.

4. Whole school Locations for PSE A Whole school policy should identify all locations and specify the locations for both the general and specific dimensions of PSE to be addressed.

For ways of thinking about locations refer to section 5 of this pack, and for issues in coordinating across locations refer to section 7.

5. Resources for PSE This is a vital element in any policy.

Money. Budget must be specified for some of the locations (e.g. tutorials and PSE timetabled sessions) but it is not so easy for others (e.g. all subject lessons). PSE and pastoral work typically suffer though lack of clear budget. Specific allocations are also required for materials maintained centrally for all teams to use. Whole school policy has a harmonising effect on competitions over resources, especially in times of shrinking resources.

Staff are the central resource. Clear specification of roles for whole school PSE is needed, including the person to whom each role is responsible. This must include all staff, and is likely to say, for example, that all subject teachers are responsible to their Heads of Department for the personal-social contribution of their subject teaching. Staff are not a static resource, so the policy must also specify how support and training are to be organised, and how new staff are to be initiated into policy and practice - a policy can wither if incoming members are not inducted into it.

Time is the key resource of the secondary school, and any policy which does not allocate time to this dimension of school will be completely empty. Time is necessary for planning, for delivering, for reviewing, and these are all proper claims on directed time. If this is not done at the whole school level, PSE will remain marginalised and victim to the inter-subject rivalry.

6. *Framework for Action* A policy without action is worthless. The action a policy can support is that required for coordination, review and management.This section addresses the key question *"Who will initiate what?"* and answers it with a planned cycle through the school year.
Who asks for teaching plans to be collected? when?
Which meeting compares plans across the school, at what time?
Who initiates the reviews of work, in the various teams, and in the whole-school sense: at what time?
Who identifies development needs for the school plan? The role of senior managers, PSE coordinators and other team leaders is made clear here. Through this framework the school generates a sense of planning forward by all, and reduces the chance of PSE being trivialised and "dumped on" by short-term needs.

7. *Communicating the Policy* A policy not communicated is worthless. A policy needs to plan its own communication. *One* aspect is communicating the paper version produced - this is not the complete policy (it is only a policy statement) but it should be available for all as a reference for action. The costs will need to be budgeted. The *action* implications of a policy need to be communicated through all relevant channels, including all team meetings. Communicating to parents and governors is of great importance. Here the *form* of the communication will need to be considered. We should not fall under-estimate the support which parents bring to personal-social development.

8. *Monitoring and Reviewing the Policy* This process keeps policy and practice alive. We need to consider not whether the PSE plans were successful, but whether the *policy* has been successful *at the whole-school level*. This is needed regularly, at least annually, and should address questions such as:
What has our policy achieved?
What has hindered the achievement?
What changes in policy are needed?
restating the principles?
redesigning the action framework?
re-allocating resources?
further communications?   and so on.

Whole-School Policy on PSE: What are the processes?

Composing a work group. This is needed for various purposes. The classic pitfall is to compose a group which consists of interested and enthusiastic staff. This risks creating a polarisation- the "keenies" and the rest. This could create perceptions of a clique. Instead the work group needs to include members from all teams and all points of view. It may test the staff skills of working together (the very skills we say pupils lack), but it is essential for a proper whole school result.

Working with all staff teams. This will be required at a number of stages if harmonised policy is to develop. All staff teams have a contribution to the area and their perspectives must be engaged at each stage. The work group could become too boundaried, and end up spending time working on its own ideas rather than engaging all those who will be affected.

The timescale for developing policy. This can be considerable, if consultation and development of ideas and practice are taken seriously.

Engaging parents and governors. The process of engaging parents and governors will need to be enacted at an early stage of policy development, when staff have developed a skeleton plan.

Keeping things tentative. Developing a whole school policy is not a once and for all event. A policy will be subject to change each time it is reviewed. Therefore the first development should be seen as a temporary attempt, not tablets of stone. It could be useful to title the policy as the policy for that year.

Handling the confusions / polarisations. These are bound to arise. Understandings of personal-social education are generally underdeveloped, and much discussion and clarification of the ideas will be needed. On occasions external resources (written, personal) may be helpful. Polarisations occur in teaching, because it handles such considerable ambiguity and stress. Those facilitating whole school policy development will need to identify polarisations as they arise, not take sides, and find integrating positions for moving forward. Competition between the various power bases in a fragmented school will be unavoidable: whole school policies are in part a challenge to the power base of separate departments, so the way will not always be smooth.

Keeping sight of the need. Development sometimes can lose its way. Moving forward in policy work is helped by occasionally revisiting and remembering the purpose, and rationale. This prevents us from becoming so involved in the detail that the overall picture is lost.

Whole-school policies for PSE requires specialists to modify some of the exclusive attachments in their past (e.g. to particular views of tutorials, or to particular arrangements of PSE). These are gladly given up in order to achieve a more integrated and effective approach. While retaining the expertise we bring from our specialist focus, we will have to link with much more of the school's processes - PSE "coming out of the corner".