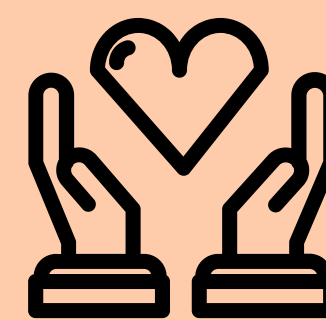


The Foundations of Inclusive PSHE

A SAFE AND COMFORTABLE SPACE

Pupils want PSHE to be a nurturing and safe space where they can explore topics with comfortable groups of peers. They want PSHE to feel more informal than other lessons, but recognise the need for boundaries and clear ground rules. It is important that pupils are able to use individualised coping strategies during uncomfortable topics.



POSITIVE RELATIONSHIPS WITH TEACHERS

Pupils emphasise that building a positive relationship with an approachable and relatable teacher can help them feel comfortable in PSHE. They would be more likely to open up to teachers with whom they have developed trust and rapport. Teachers who are typically responsible for discipline delivering PSHE can be a barrier to developing an honest and comfortable relationship.



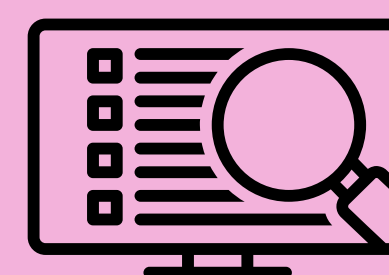
TRUSTWORTHINESS OF INFORMATION SOURCES

Pupils are sceptical about the trustworthiness of sources and want to be sure they are receiving reliable and accurate information. They are aware of the potential for social media to show inaccurate information and emphasised PSHE as an important way to combat this. Certainty in teachers' knowledge of PSHE topics was expressed by pupils as being of high importance.



COMPREHENSIVE CONTENT

Pupils are eager to learn about the depth and complexities of PSHE topics. They are aware of the nuance of some issues, which they feel is not sufficiently covered. In particular, pupils expressed wanting detailed information about the physical and psychological effects of drugs, alcohol, and tobacco, and early warning signs for misuse and the development of toxic relationships.



RESPECT FOR LIVED EXPERIENCE AND KNOWLEDGE

Pupils strongly expressed that PSHE teachers should be sensitive to the lived experiences of pupils and recognise how some PSHE content may trigger difficult feelings. They emphasised that teachers should challenge misconceptions and negative stereotypes, which may impact some pupils in the class. Pupils want their existing knowledge to be recognised and reflected in PSHE teaching.



CONFIDENTIALITY AND VISIBILITY

Many pupils experience deep discomfort during PSHE lessons when asked to share their views on controversial topics, or when tasks risk them being singled-out. Pupils worry about judgement and ridicule from their peers with regards to their lived experience and knowledge, or lack of knowledge. Anonymous question boxes and feedback forms were agreed as acceptable when used carefully.



AUTHENTIC CONTENT AND ENGAGING ACTIVITIES

Pupils described the value of case study examples and real-world content. It is important to pupils that case studies are authentic and relatable. They described most as portraying extreme cases that feel far removed from their lives. They also want PSHE to be delivered in novel and engaging ways. Some teachers do this well, but there is a reliance on PowerPoints, worksheets, and videos which feel repetitive.



RELEVANT CONTENT FOR AGE AND UNDERSTANDING

Pupils described wanting PSHE content to relate to their broader experiences as young people in society, with geo-political and social events linked to their learning. It is also important that the content of PSHE lessons is appropriate for their age, for example they think careers is best covered from year 10, and learning about drugs, alcohol, and tobacco from year 7 is appropriate due to exposure to social media.

