

# CIOS PSHE Curriculum Module Four Professional Values for Teaching PSHE

# Aim

To explore the professional values required for teaching PSHE.

# Learning Outcomes

By the end of the training participants will;

1. Recognise the impact of personal and professional values on PSHE teaching
2. Have an overview of the professional values which support the delivery of effective PSHE

# Questions for reflection

What have been some of the issues in PSHE or RSE that have prompted debate in your school community ?

Why do you think it is important to think and talk about values in relation to teaching PSHE?

# Reflections from teachers

When we discuss this question with teachers some of the points that are raised include;

- 'There are difficult topics to teach in PSHE, like sex and relationships, people have different views about what we should teach children'
- 'there are some things I don't think should be taught - like sexual pleasure and I don't want to teach that'
- 'Sometimes you have to teach things you don't believe or agree with'

# About personal values

- Attitudes, values and beliefs are about what is considered to be right or wrong, important or unimportant to an individual
- Personal values and beliefs may harmonise or not with socially or professionally acceptable values
- Personal and professional values can inform our behavior and PSHE teaching both consciously and unconsciously

# Thinking about your values and beliefs

It is important to give some thought to your own personal values in relation to some of the more challenging topics within PSHE so that you can provide the best possible teaching and learning experience for young people.

# Summary

At times PSHE content may challenge our personal beliefs

This can impact how what we choose to teach and the way we teach children and young people

It is important that we are aware that this can happen and when it does that it requires thought and reflection on our part to consider and reduce any potentially negative impacts on children and young people.





# Teaching PSHE Professional values

# Guidance on professional values

We can get guidance on professional values to inform our PSHE teaching from:

1. The UN Convention on the Rights of the Child
2. The DFE teaching Standards
3. The Schools Equality Duty
4. Principles of PSHE education

# Children and Young People's Rights

## UNCRC

- In 1989, governments across the world adopted the United Nations Convention on the Rights of the Child (UNCRC)
- All children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate.
- It sets out the civil, political, economic, social and cultural rights that everyone under 18 is entitled to. It says what countries must do to ensure that all children can enjoy their rights, regardless of who they are, or where they are from.
- It came into force in the UK law in 1992

# Rights upheld within the Curriculum

Children and young people have the right to;

- Freedom of thought conscience and religion
- Freedom of association
- Education of the highest standard
- Protection from all forms of abuse and sexual exploitation ( 19 & 34)
- Access information in all its forms (17)
- To express views and be listened to ( 12 & 13)
- For disabled children to enjoy life and participate in

# DFE Teaching Standards

- Treat children and young people with dignity and mutual respect
- Maintain professional boundaries
- Show tolerance of and respect for the rights of others
- Safeguard pupils wellbeing
- Uphold fundamental British values; democracy, the rule of law, including the Equality Act, and individual liberty
- Uphold the policies and ethos of their school

# Schools Equality Duty

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

# Religious considerations

In all schools the religious background of all pupils must be taken into account

Schools with a designated religious ethos may teach their faith perspective on any topic but should ensure that the content set out in Statutory Guidance is covered and that schools meet their duties under the Equality Act.

# 10 Principles of PSHE Education

1. Start where young people are
2. Plan a spiral PSHE programme
3. Take a positive approach – no fear, shock or guilt
4. Utilise a wide variety of teaching and learning styles
5. Provide information which is accurate, realistic and relevant
6. Encourage young people to reflect on their learning
7. PSHE is one part of a whole school approach
8. Embed PSHE in school culture ethos and practices
9. Provide children and young people with the opportunity to make real decisions about their lives
10. Provide a safe and supportive learning environment for all



# Key messages

- Attitudes, values and beliefs are about what is considered to be right or wrong, important or unimportant to an individual
- Personal values and beliefs may harmonise or not with socially or professionally acceptable values
- Personal and professional values can inform our behavior and PSHE teaching both consciously and unconsciously

# Professional Values

PSHE Framework for Professional Development NQT's

[https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Framework%20for%20Professional%20Development%20for%20Newly%20Qualified%20Teachers%20update%20-%202019\\_0.pdf](https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Framework%20for%20Professional%20Development%20for%20Newly%20Qualified%20Teachers%20update%20-%202019_0.pdf)

Teaching Standards Full text

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/665520/Teachers\\_Standards.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf)

Overview

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/665522/Teachers\\_standard\\_information.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf)

How to use the standards

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/283567/Teachers\\_standards\\_how\\_should\\_they\\_be\\_used.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/283567/Teachers_standards_how_should_they_be_used.pdf)

PSHE 10 Principles of Effective PSHE

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/ten-principles-effective-pshe-education>