

Summary

400 respondents completed our survey, including school-based staff, local authority staff and public health teams, NHS trust staff and those working in third sector organisations. 66% of respondents were paid members, 28% free subscribers.

PSHE Association Membership

- 94% of Association members would recommend paid membership to others. Between 90-95% of respondents said that they were satisfied or very satisfied with the services they had received.
- The most important member benefits for PSHE Association members are: updates on news and policy; our library of resources; and advice on teaching and learning approaches.

Support needed in the year ahead

- The areas which respondents said would help them most in the year ahead were teaching resources (90%), national policy briefings (79%), and quality assured resources (76%). They also wanted guidance on assessing learning and progress (81%), preparing for school inspections (79%) and how PSHE education contributes to spiritual, moral, social and cultural development (71%).
- Members most wanted support on topics such as mental health (76%), sex and relationships education (67%) and change and loss (66%).
- The majority of members were interested in receiving support on developing skills such as risk management or self-reflection (77%), and attributes such as resilience and self-esteem (68%), with only 5% wanting support to focus largely on topic areas (e.g. drug education, sex and relationships education).

Respondents experience of PSHE provision

- School-based respondents feel most supported by their senior leadership team (62% feel they receive good support), slightly less supported by colleagues (43%) and governors (34%), and least supported by parents and governors (19%).
- Local authority respondents, representing over 4,500 schools, state that PSHE provision has decreased in 68% of schools, and that 52% of staff were not well trained. School-based respondents were somewhat less negative, with only 21% saying that PSHE provision has decreased in their school, and 37% saying their colleagues are not well trained.

Introduction

We received 401 responses to our annual survey, between 14 May and 5 June 2014. 66% of those surveyed were paid members, 28% were free subscribers; and 6% were lapsed members who continued to avail of free services.

Respondents came from the following backgrounds:

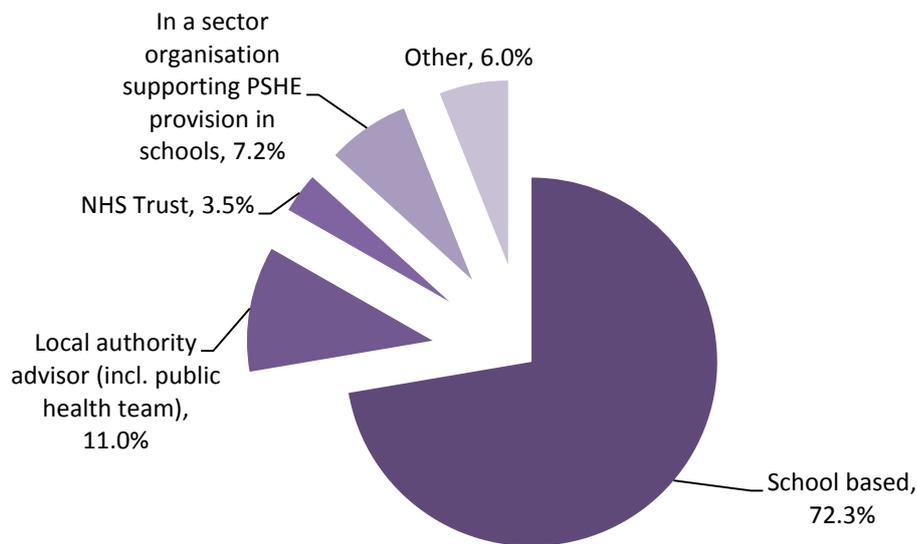


Fig 1.

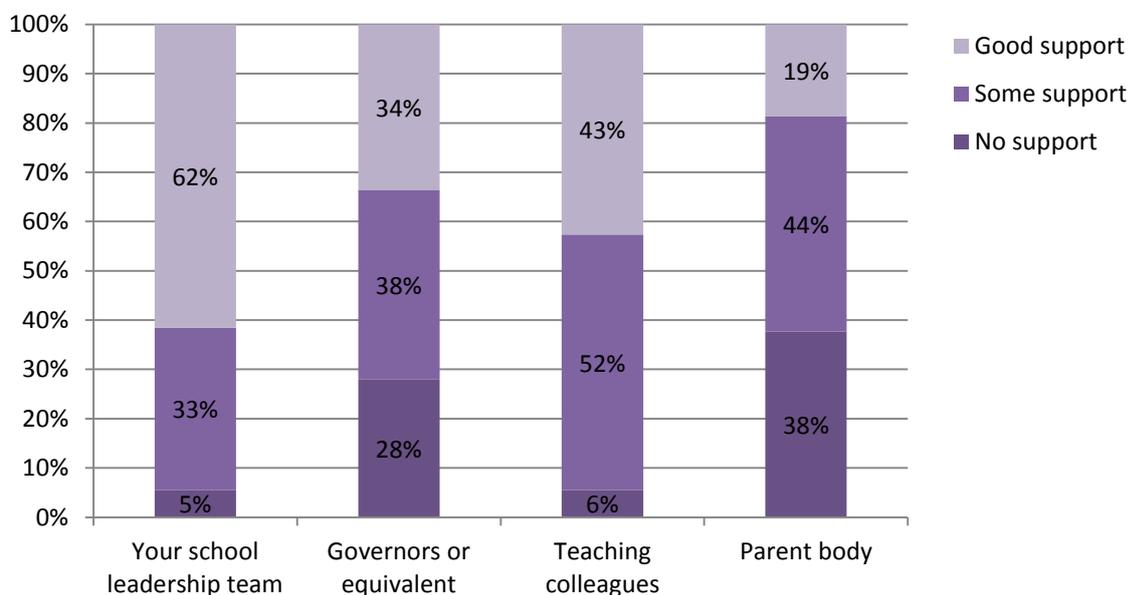
Questions differed based on respondents' backgrounds, but broadly respondents were asked questions about:

- their experiences of PSHE provision within their context
- how confident and supported they and their colleagues feel about teaching PSHE education
- their experience of PSHE Association membership and services
- the areas in which they would like support in the year ahead

Experiences of PSHE provision – school-based and local authority respondents

We asked school-based respondents about the support they receive from colleagues in relation to PSHE education. Notably, we found that almost 40% of school-based respondents felt that they received no support from the parent body and almost 30% felt the governing body was unsupportive. In contrast, only 5% and 6% of respondents felt that they received no support from teaching colleagues and their school leadership team, with many respondents stating that they received good support from teaching colleagues (43%), and in particular the school leadership team (62%).

Fig 2. Could you please provide details on the support you receive from colleagues in relation to PSHE?



We asked both school-based and local authority respondents about the number of hours of PSHE provision in schools; and how well-trained school staff are at their school or the schools in their area respectively. School-based respondents were asked about their experience within their own school, while local authority respondents were asked about all schools in their area, together amounting to over 4,500 schools.

Interestingly, local authority respondents' evaluation of schools in their area was substantially more negative than school-based respondents. Differences were most marked for respondents evaluation of the number of hours of PSHE provision in schools. 68% of local authority respondents believed that PSHE provision in schools in their area had decreased, in contrast to only 20% of school-based respondents. Similarly, 53% of school-based respondents thought that staff at their school were adequately trained, compared to 41% of local authority respondents.

Fig 3. Has the number of hours of PSHE provision *in your school/schools in your area* increased, decreased or remained the same over recent years?

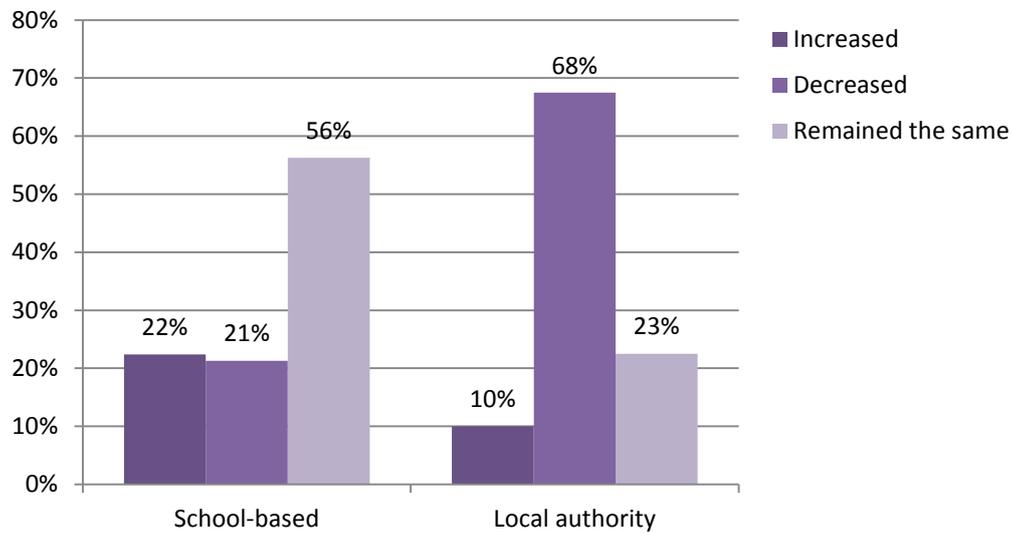
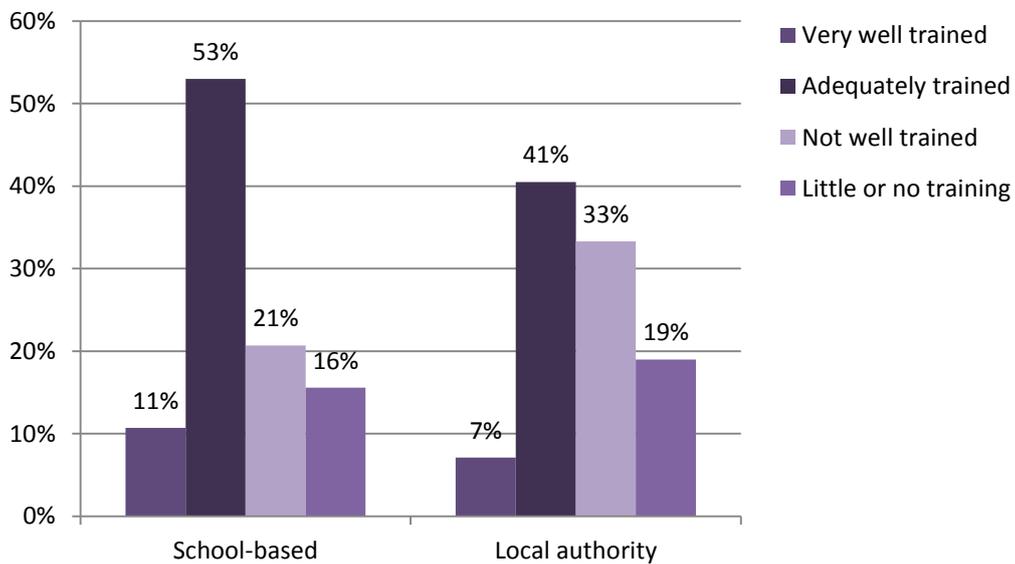


Fig 4. In your opinion how well are teachers *in your school/schools in your area* trained in PSHE education?



We asked school-based respondents how well-resourced and supported they felt PSHE education was compared to other subjects. Over 50% of respondents felt that PSHE education was less well-resourced and supported than statutory subjects, with only 1% saying it was better.

However, when we asked school-based respondents whether they have regular timetabled lessons 88% of respondents said they did.

Fig 5. In terms of budget, SLT input and curriculum time, how does PSHE compare with statutory subjects in your school?

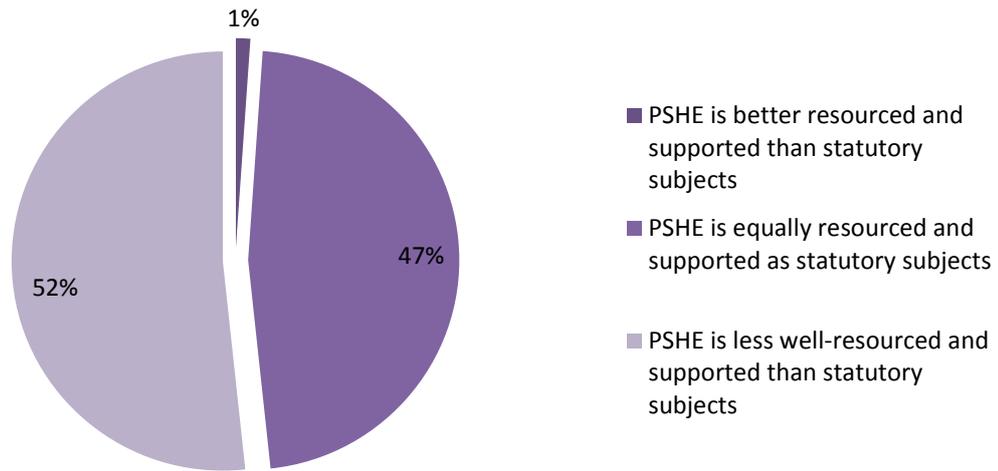
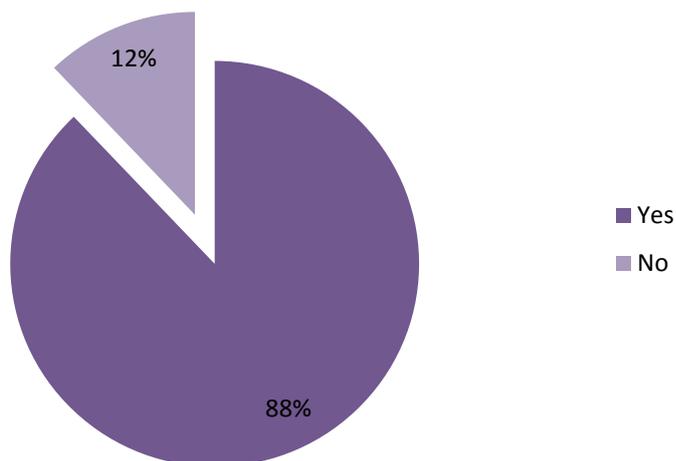


Fig 6. Do you have regular timetabled PSHE lessons?

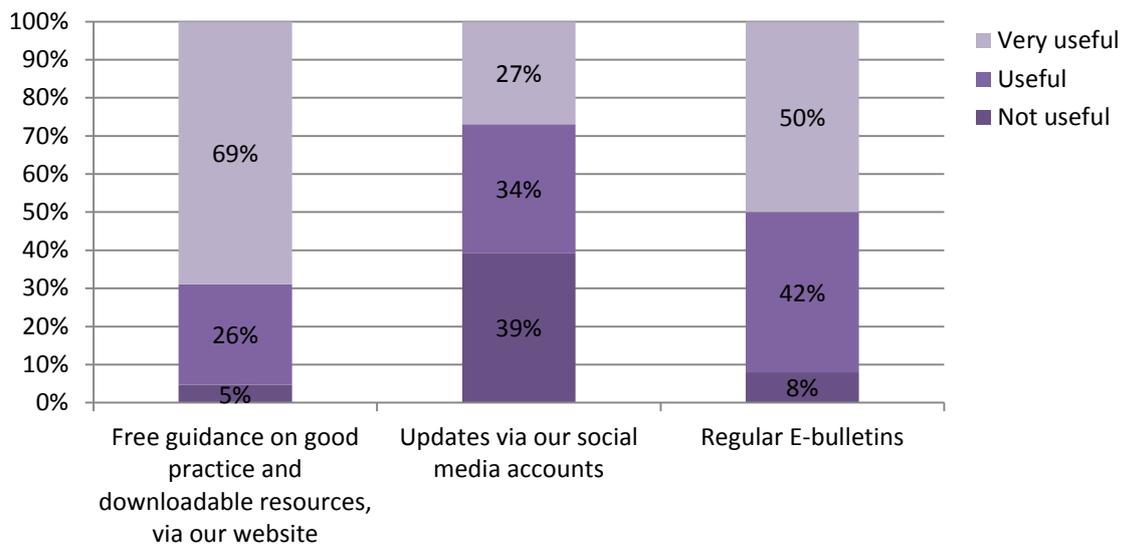


PSHE Association Services

Free Subscription

We asked respondents who subscribed to our mailing list, but were not paid members, which free services from the Association they find most useful. 92% found regular e-bulletins useful or very useful; and 95% found free guidance on good practice and downloadable resources useful. In contrast, social media updates received a considerably lower score (69%).

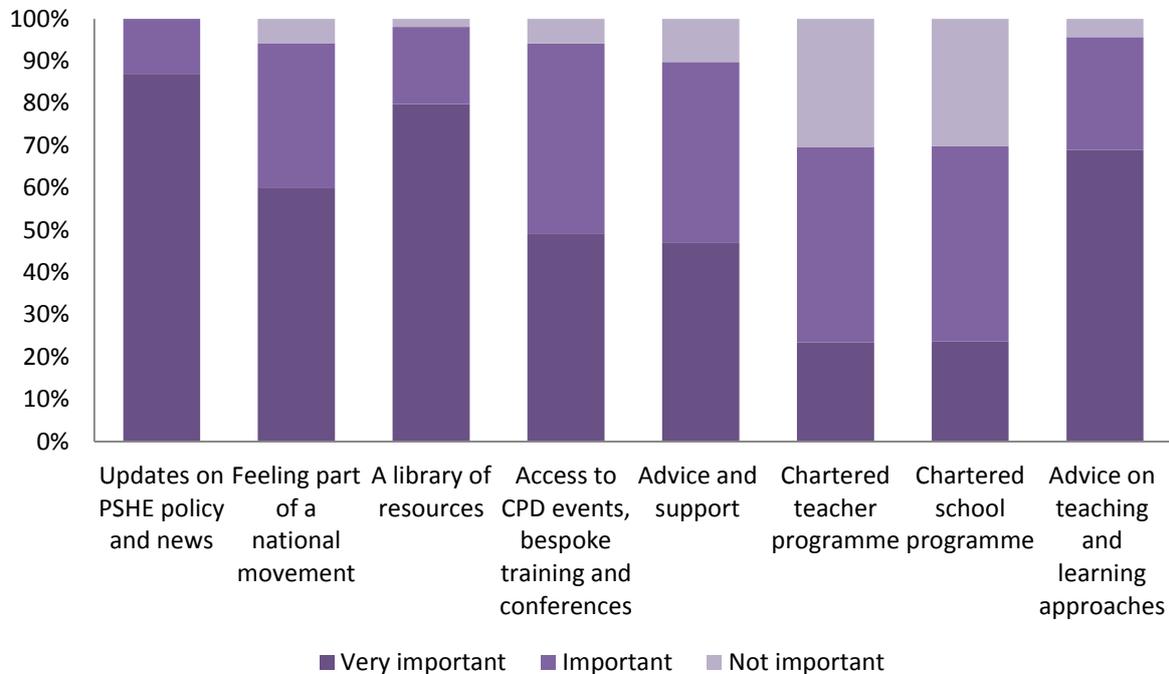
Fig 7. Response to 'Of the services currently available to you, which of the following do you find particularly useful?'



Paid Membership

We found that 96% of respondents who were members would recommend paid membership to others. Respondents were asked how much they valued different aspects of paid membership.

Fig 8. Please rate how important the following member benefits are to you



Members who had accessed Association services were asked about their satisfaction with these. Between 90-95% of respondents said that they were satisfied or very satisfied with the services they had received. No respondents stated that they were 'very unsatisfied' with services.

Fig 9. Over the past 12 months, if you have contacted us for bespoke training, CPD delivered at our HQ or advice over phone/email, how satisfied were you with the service?

*No respondents stated that they were 'very unsatisfied'.



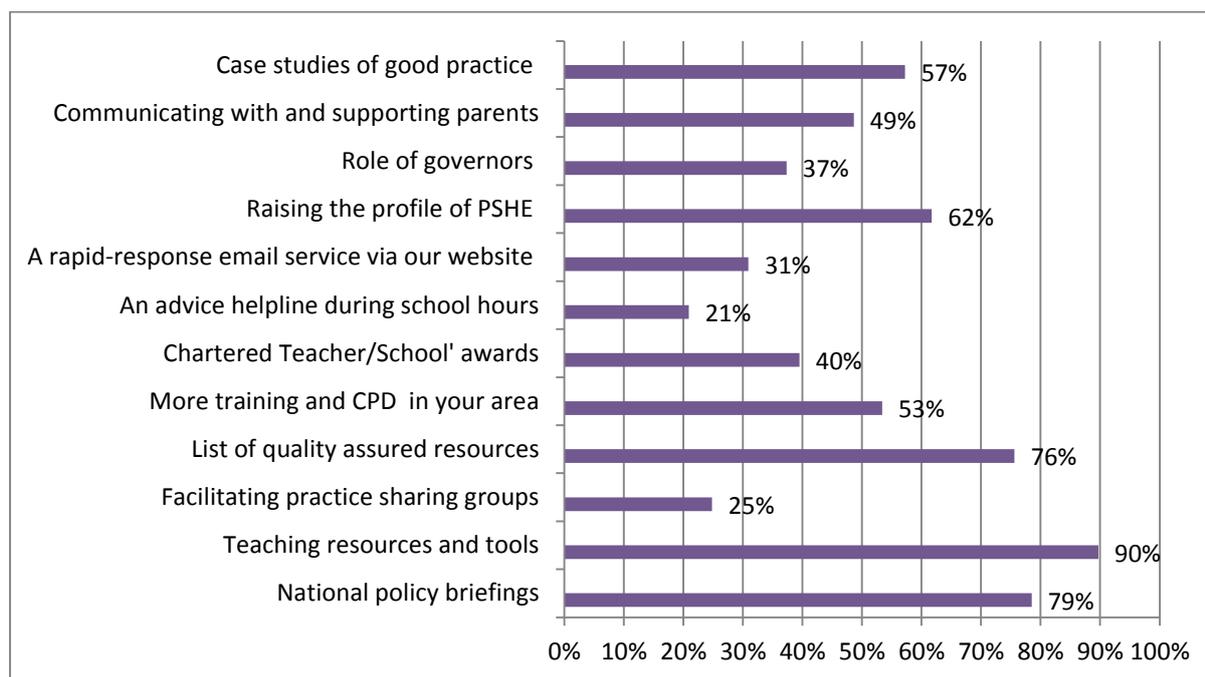
Further support

All respondents were asked a number of questions about areas and issues with which they would like support in the year ahead.

Respondents identified teaching resources, national policy briefings, and quality assured resources as key areas which would help them the most in the year ahead. Less important areas were an advice helpline, facilitating practice sharing groups, and a rapid-response e-mail service.

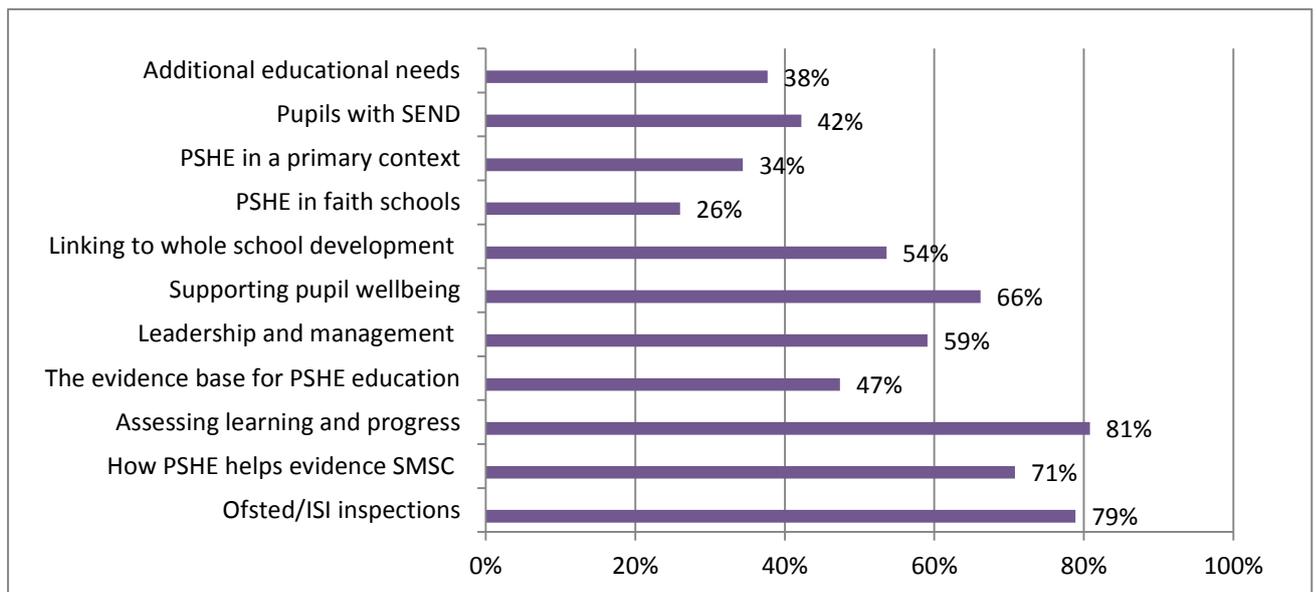
Fig 10. Which of these areas would help you most in the 12 months ahead?

(% of respondents who chose each option)



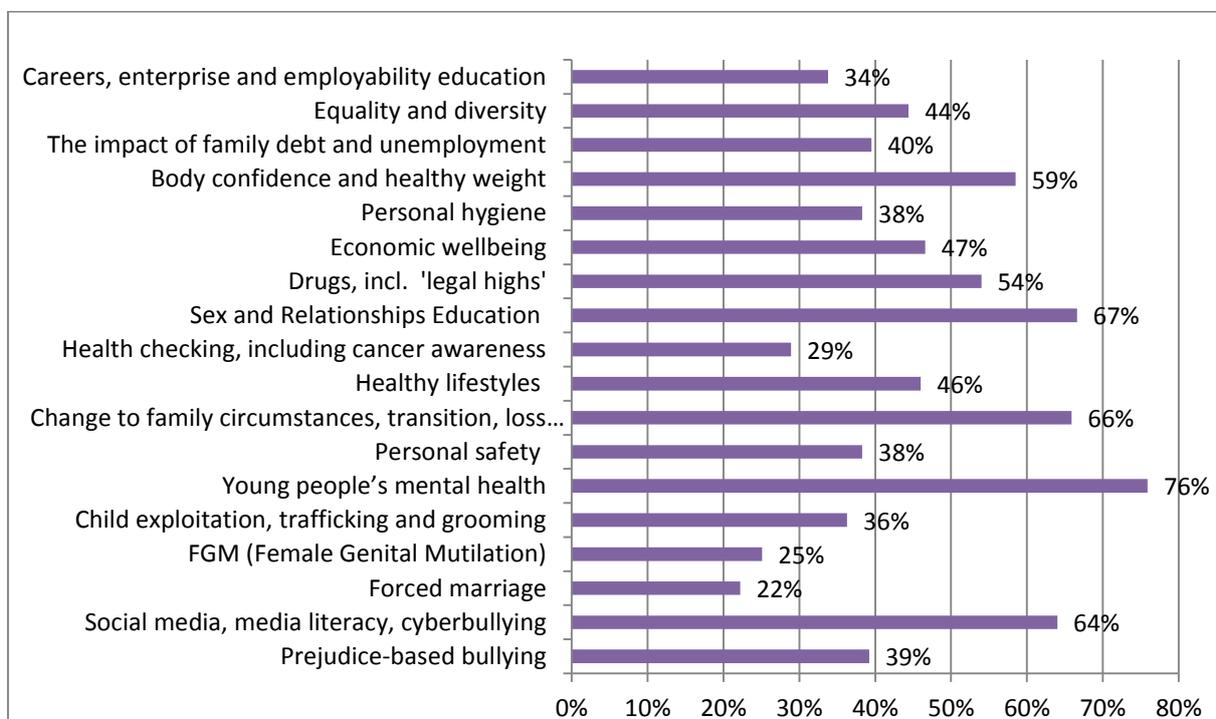
We also asked respondents the areas in which they would value guidance (Fig 11.) Respondents expressed most interest in guidance on assessing learning and progress; Ofsted and ISI inspections; and how PSHE education helps evidence SMSC. While there was less interest in PSHE in a primary context, faith schools, and additional educational needs, this is likely to be because these are specific to certain settings and not generally applicable.

Fig 11. Would you value guidance on any of the following:



All respondents were asked the topics with which they would like support in the year ahead. Mental health again came out as a top issue, chosen by 76% of respondents, and echoes the results of the 2013 survey. Sex and relationships education, social media literacy and changes to family circumstances were also key areas.

Fig 12. Would you value more support on any of these issues?



We also asked respondents whether they would be interested in receiving support beyond individual topic areas (e.g. drug education, sex and relationships education), with more emphasis on skills,

concepts and qualities or attributes. We found that the majority of respondents were interested in these, with less than 10% wanting our support to largely focus on topics alone.

Fig 13. In addition to our support on specific topics, such as drugs and alcohol education, do you think your schools would value more support on:

