



Addressing gambling through PSHE education

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PSHE Association

The PSHE Association is the national body for PSHE education in England.

We provide advice and support to over 35,000 PSHE professionals, hundreds of Local Authorities and thousands of schools across England.

We work to improve the quality and status of PSHE education for all children and young people.





































PSHE education

PSHE education is the school subject which starts where young people are.

The school subject through which children and young people acquire the **knowledge**, understanding and **skills** they need to manage their lives, now and in the future.

PSHE education develops the **qualities** and **attributes** pupils need to thrive as individuals, family members and members of society.

Core theme 1:
Health & Wellbeing

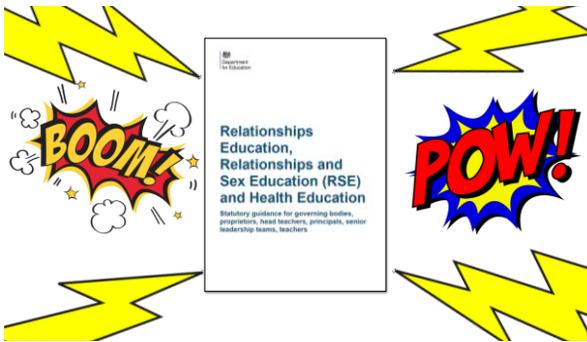
Core Theme 2:
Relationships

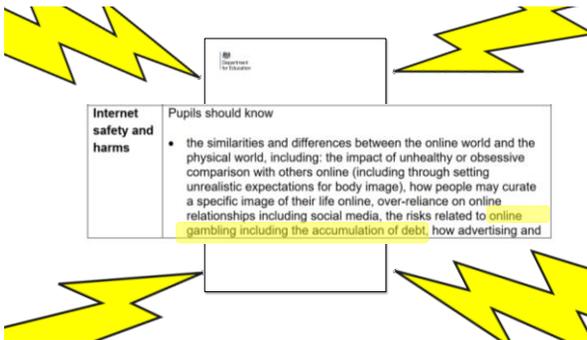
Core Theme 3:
Living in the wider world:



Support for compulsory PSHE: parents, young people, parliament

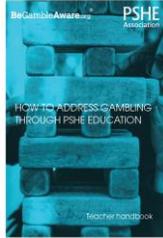
- Six medical royal colleges
- Five Commons Select Committees
- Five education unions
- National police lead for child protection
- Chief medical officer
- UK Youth Parliament
- 90% of parents, young people and **teachers**





Gambling education handbook

- Supports PSHE teachers' knowledge of trends and research
- Presents evidenced approaches to addressing gambling within the PSHE education curriculum
- Provides tips, practical guidance and support for schools about involving visitors in this context



Project Research

- Preparatory school-focused research
 - Teacher survey
 - Focus groups
 - Pupil baseline work at primary phase
- Evidence scope
 - Gambling landscape
 - Research in gambling education
 - Wider preventative education research

Teacher Research

- Limited coverage of gambling education in schools – just 11% in primary schools, 47% secondary schools
- Typical response: "If an issue arises we'd deal with it"
- Reasons for not covering gambling at secondary phase were:
 - Lack of time
 - In development
 - Not seen as relevant/a priority
 - Lack of resources
- Some teachers noted that schools' faith character can influence decisions

Pupil Research

- Confusion for some year 3/4 pupils around the concept of the chances of winning
- In an activity asking if betting £1 to win £2 - 11/28 year 3/4 pupils and 11/27 year 5/6 pupils thought the risk was worth taking or were unsure
- 13/55 (24%) thought the character should bet the money
- Relatively high brand awareness

Evidence scope: promising approaches

1. Increasing awareness of personal autonomy, intrinsic goals, and ethical values
2. Increased self-efficacy to act in line with them
3. Emotion regulation skills
4. Positive social norms
5. Understanding of probability, odds, house edge, randomness, superstition and other 'thinking errors'
6. Understanding of gambling industry strategies to draw people in and keep them gambling
7. Gambling risks and harms

Launching soon...

- Evidence scope
- One-page summary documents
 - Why teach gambling prevention education?
 - Good practice in this area
 - How can teachers work effectively with visitors?
 - Considerations for visitors when working with schools
- Podcast

Launching soon...

- Two primary phase lesson plans covering:
 - Nature of risk – what is risk, how do we assess?
 - Feelings associated with winning and losing
 - Concept of 'luck' in relation to gambling
 - Influences on gambling behaviour
 - Help-seeking

LESSON 2: Exploring risks related to gambling	KEY STAGE: 2
This lesson is designed to support pupils in key stage 2 to consider risk in relation to gambling and is intended to build on prior learning exploring the nature of risk and risk assessment. Young people are increasingly	

Schools and beyond

- PSHE education is the school curriculum subject but gambling prevention and education takes place in many other places
- Parents and carers
- Outside agencies and organisations
- How do we create a joined up system?



Thank you! Stay in touch



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