



North

Yorkshire County Council

The North Yorkshire Curriculum Entitlement Framework for Personal Social Health Economic Education and Citizenship

Key Stages 3 and 4



Children and Young People's Service

A responsive County Council providing excellent and efficient local services

Foreward

This Key Stage 3 and 4 curriculum entitlement framework for PSHEe and Citizenship has been developed to further support North Yorkshire schools in promoting a high quality curriculum, as an important element of their inclusive practice. We have made a commitment in the Children and Young People's Plan to support schools and their communities in working with all of our young people, but especially our most vulnerable, to promote their health, wellbeing and enable them to make a positive contribution to their communities. This forms part of our statutory duty to promote well-being and the Every Child Matters outcomes.

The entitlement framework and associated guidance, together with 'Taking a Chance, Guidance for Schools on Young People and Risk Taking' and the Inclusion Quality Mark will help everyone working in schools to provide high quality provision, ensuring that children and young people can be confident, successful learners and responsible citizens.

John Bell

Assistant Director - Quality and Improvement Service

An electronic version of this guidance can be downloaded from Fronter, Inclusion Corridor, PSHCEE guidance documents.

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The North Yorkshire Entitlement Framework for Personal Social Health Economic education (PSHEe)¹ and Citizenship

Introduction

The entitlement framework illustrates how the two National Curriculum programmes of study for PSHEe – Personal Wellbeing and Economic Wellbeing, and the programme of study for Citizenship could be put into a coherent and progressive programme from Year 7 to 11. Personal wellbeing draws together personal, social and health education, including sex and relationships education, the social and emotional aspects of learning, while economic wellbeing draws together economic understanding, careers education, enterprise, financial capability and work-related learning. Citizenship equips students with the knowledge and skills required to be responsible citizens, giving them the confidence to take action and effect change.

The entitlement framework is not intended to be a scheme of work as schools should ensure that their PSHEe and Citizenship programmes are appropriate to students' abilities and backgrounds. Programmes should also draw from relevant and topical issues that children and young people can relate to.

What is PSHEe?

Personal, social, health and economic education (PSHEe) is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities.

What are the statutory requirements for PSHEe?

The current statutory obligations mean that children and young people have a right to:

- Impartial information, advice and guidance that is in their best interest and not of the school.
- A careers education programme from Year 7 to 11.
- Sex and Relationships Education – (parents have the right to withdraw their children from Sex and Relationship lessons that are part of a PSHEe programme but not National Curriculum Science).
- Drug education (including alcohol).
- Enterprise and work related learning in Key Stage 4. Diploma students must undertake 10 days work experience.

“PSHE is central to achieving the aims of the National Curriculum; well planned, high quality provision is also key to the effectiveness of schools in meeting all the national outcomes for children. Without effective PSHE, a schools ability to demonstrate how they are contributing to the Every Child Matters agenda, addressing pupil wellbeing and supporting personal development is compromised.”²

¹ Terminology as recommended by the PSHE Association

² Lord Adonis quoted in Ofsted 2008, Information and Guidance for Inspectors of Maintained Schools, Independent Schools and Teacher Education Providers, Issue 5 July 2008

14-19 Foundation Learning

- Foundation Learning is one of the four national suites of provision within the government's qualifications strategy for learners aged 14–19 who are working predominantly at entry level or level 1. Foundation Learning will enable some of the most vulnerable students to access an exciting and engaging curriculum. Foundation Learning programmes will encompass distinct components:
- vocational/subject knowledge, skills and understanding,
- **personal and social development learning,**
- functional skills in English, mathematics and information,
- Information and communication technology (ICT).

Curriculum delivery and design

A PSHEe curriculum should be **planned, coordinated, assessed, monitored and evaluated**.

Curriculum opportunities may include:

- Discrete time within the timetable taught by a specialist team.
- Learning across the curriculum where there are explicit PSHE learning outcomes.
- Whole school and extended timetable activities.
- Specific projects.
- Learning through involvement in the life of the school and wider community.

“Current QCA/DCSF guidance ... recommends a progressive programme that does not rely on suspended timetable days. Assessment requires that the school has a clear plan on how pupil progress and achievement in PSHE is assessed, recorded and reported and that both staff and students can identify and are aware of this. A programme with short tutor times with the use of external agencies solely on themed days can make this very difficult.”³

Children and young people should be involved in the planning of their PSHEe provision and be given opportunities to evaluate the extent to which the programme meets their needs. The most effective PSHEe education employs a wide range of active learning and assessment approaches and provides frequent opportunities for children and young people to reflect on their own and other people's experiences so they can use and apply their learning in their own lives. Active involvement in the life of the school and wider community should help young people recognise and manage risk and take increasing responsibility for themselves and their choices.⁴

³ Ofsted 2008, Information and Guidance for Inspectors of Maintained Schools, Independent Schools and Teacher Education Providers, Issue 5 July 2008

⁴ PSHE Association

Strong leadership and management:

- Senior Leadership Team
- Coordinator
- Governors
- Policies
- Resources including funding and time
- Parity of roles with other Faculty/subject leaders
- Engagement with Continuing Professional Development
- Self-evaluation
- Development Planning
- Contributes to Wellbeing and Community Cohesion Indicators

Based on needs analysis:

- Context/profile of school
- National, local and school data (ECM-HRBQ, vulnerable pupils, employment data)
- Student voice
- Current curriculum opportunities

Curriculum:

- Planned and taught programme
- Equal time, status and resources to other subjects
- Meets statutory requirements
- Enhanced opportunities beyond the classroom and school day
- Cross curricular dimensions

Effective PSHEe and Citizenship provision.....**Teaching and learning:**

- Establishes the right learning climate
- Has high expectations
- Builds on what learners already know
- Developmentally appropriate and culturally sensitive
- Based on skill development as well as knowledge
- Uses a range of learning styles
- Based on 'real' issues that engage and motivate pupils
- Uses up to date resources and new technology
- Uses high quality display

Uses external partners to enhance provision:

- Planned and managed – uses Healthy Schools HS2 form and North Yorkshire Drug and Alcohol Education / services entitlement framework
- School health
- NYBEP
- IGEN
- Police- using police in schools agreement
- Fire Service
- Community partners including voluntary sector
- Signposting to extended services

Assessment:

- Planned part of teaching and learning
- Clear learning objectives and outcomes
- Success criteria
- Assessment for Learning
- Linked to QCA end of key stage statements
- Accreditation routes
- Measurable progress (ECM-HRBQ/Wellbeing indicators)
- Pupils and parents know what progress they are making and how to improve

Continuing Professional Development:

- Develops the skills and confidence of those who deliver PSHEe
- Adequate meeting time to discuss the improvement of PSHEe

Involves consultation:

- Students-especially the most vulnerable
- Parents
- Feeder schools
- Partners agencies and services

What is Citizenship Education?

“We aim for no less than a change in the political culture of this country, for people to think of themselves as active citizens... willing, able and equipped to have an influence in public life...” The Crick Report, 1998⁵

Citizenship is not just a new subject, but a new kind of subject, and more than a subject. There are three interpretations of the purpose of Citizenship:

- The most common understanding of the purpose of Citizenship education is to make young people courteous and respectful - young citizens, who do not drop litter, do not use bad language and do lots of voluntary work. This is known as the model of ‘Citizenship for Courtesy’.
- The second understanding of the purpose of Citizenship is based on the premise that because we are such a diverse society, we need to teach young people about our shared values, in order to develop a common sense of Britishness. This model is known as ‘Citizenship for Cohesion’.
- The third understanding of the purpose of Citizenship education is that Citizenship should build young people’s knowledge, skills and conviction to play an effective role in their communities and country.⁶

It is the latter approach that fulfils the vision set out in the Crick report and is the basis of the revised programme of study.

Statutory requirements:

Citizenship has been a foundation National Curriculum subject for all students aged 11 to 16 since September 2002. In addition there is a statutory obligation to provide an annual Citizenship report for students in Years 7 to 11 and an end of Key Stage 3 judgement against the attainment target. From 2011, this must be against the new 8 level scale.

Curriculum delivery and design:

Models of delivery for Citizenship vary and commonly include one or other of the following approaches:

- dedicated time on the timetable,
- a share of the time allocated to PSHE education,
- teaching citizenship through other subjects,
- teaching within tutor time,
- ‘suspended timetable’ days,
- involvement in citizenship across the life of the school,
- a mix of the above.

Schools that depend solely on suspended timetable days are unlikely to be meeting statutory National Curriculum requirements as effective assessment of learning and progress is difficult to achieve on such days. Suspended timetable days do have value as enrichment of a core curriculum.

⁵ The Crick Report, Prof. Sir Bernard Crick 1998

⁶ Association for Citizenship Teaching

Teaching Citizenship through other subjects can be a valuable approach, however there is a common misunderstanding of what 'counts' as Citizenship. Citizenship only 'counts' if Citizenship knowledge, skills and ideally action, are taught in one coherent learning experience. Citizenship skills of advocacy and representation may be developed through drama; however, if the issue that is being advocated has nothing to do with Citizenship knowledge, it doesn't count as Citizenship learning. Similarly, students may learn about democracy in History, but if Citizenship skills are not developed (for example, by having a mock Parliamentary debate), then the learning does not count as Citizenship.⁷ The 2010 Ofsted report into Citizenship education stated that "inspectors continued to receive evidence from other subjects that was peripheral or misconceived. Where these contributions claimed to be the main building blocks of the citizenship curriculum, it was very likely that the curriculum was inadequate overall".⁸

The most effective approach is a mixed model of delivery: discrete time on the timetable taught by specialist teachers, with additional learning opportunities provided through other subjects, suspended timetable days and the wider life of the school.

Links between Citizenship and PSHEe

One common misunderstanding is that Citizenship and PSHEe are almost interchangeable and natural allies. However, this is a) untrue b) has often led to very poor Citizenship education. Where Citizenship and PSHEe share the same curriculum space (for example as PHSCE), the first step may be to separate Citizenship and PSHEe by for example, teaching Citizenship in Term 1 and PSHEe in Term 2, or, by teaching a Citizenship module followed by a PSHEe one. This can be done without any changes to the timetable or staffing. It is very important to be clear with colleagues and students about this separation and to name it correctly, clearly and consistently. Teachers and students should be able to name and explain the difference. Display boards should be distinct too. Separate subject reports should be written.⁹

Compelling learning experiences in Citizenship:

The main aim of Citizenship is to increase students' sense of agency, i.e. the belief that they can bring about change and be effective participators in a democratic society. To achieve this, students should be given the opportunity to advocate and represent issues and take informed action. To facilitate this there should be opportunities for the following:

- Student voice (an opportunity to influence what and how they learn).
- Selecting issues.
- Exploring issues.
- Take action.
- Reflect on the impact of their action.

⁷ Association for Citizenship Teaching

⁸ Ofsted January 2010 Citizenship established, Citizenship in schools 2006/09

⁹ Association for Citizenship Teaching

Community Cohesion:

Citizenship plays a key role in helping to fulfil a school's statutory responsibilities to promote Community Cohesion. The key concepts and processes enable students to develop the necessary skills and knowledge to challenge prejudice and discrimination, and recognise the shared values of all.

Citizenship can also help students develop resilience to violent extremism through the study of controversial issues and by learning about how change can be secured in a democratic and peaceful way.

Further guidance on Community Cohesion and Preventing Violent Extremism is available from:

- Guidance on the duty to promote Community Cohesion, DCSF 2007.
- Community Cohesion in action, a curriculum planning guide for schools QCDA 2010.
- Learning together to be safe: a toolkit to help schools contribute to the prevention of violent extremism, DCSF 2009.
- North Yorkshire Prevent Toolkit for schools.*

Links to other National/ North Yorkshire resources

- 'Taking a Chance' guidance for schools on Young People and Risk Taking'. *
- Sex and Relationships and Drug and Alcohol Education services entitlement framework.*
- Teaching and Learning about Risk – a practical resource for the classroom.
- Primary PSHE and Citizenship Guidance in planning, assessment and recording
- 14-19 Toolkit for Collaborative Learning.
- Drugs: Guidance for Schools (Consultation) DCSF 2009 (existing DFES 2004).
- Sex and relationships education guidance to schools (Consultation) DCSF 2010 (existing DFES 2000).

*documents can be electronically downloaded from Fronter: Inclusion Corridor, PSHEE/Citizenship guidance documents

Subject Associations

PSHE Association: www.pshe-association.org.uk

Association for Citizenship Teaching: www.teachingcitizenship.org.uk

Contact us

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Our Customer Service Centre is open: Monday - Friday 8.30am - 6.00pm and Saturday

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اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

Aby otrzymać te informacje w innym języku lub formacie, np. w alfabecie brajla, w wersji dużym drukiem lub audio, prosimy się z nami skontaktować.

Email: communications@northyorks.gov.uk



Sex and Relationships Education (SRE), Drug and Alcohol Education / services entitlement

Services	Who it is for	Who delivers it
<p>Universal</p> <p>Schools, along with other agencies working directly with young people are responsible for providing universal education, including identifying those in need of targeted support.</p>	<p>Sex and Relationships and Drug and alcohol education is an entitlement for every pupil young person through the Personal, Social, Health, Economic education and Citizenship (PSHEe/C) planned programmes.</p>	<p>Schools deliver a planned programme of sex and relationships education, drug and alcohol education based on the statutory requirements of the Science curriculum and the national curriculum framework for PSHEe/C.</p> <p>Effective SRE and drug education is delivered by teachers, (especially those having had additional relevant training), working in a team context and in a timetable framework that allows for frequent consideration of the subject. Stand alone days and special weeks do not provide the best platform for rigorous learning. Ofsted recommendations and evidence shows that where schools are using non-PSHEe/C specialised teams and only stand alone days the pupils are probably not receiving their entitlement to drug education within the PSHEe/C curriculum.</p> <p>Whilst the responsibility for organising and delivering most, if not all, of the SRE and drug education programme rests with the school, there may be times when an external contributor can compliment the existing programme and bring to the classroom additional experience, skills of knowledge that teachers may not always have. However they may not possess the skills of organising or delivering teaching and learning. Form HS2, <i>Partners in Education</i> is a North Yorkshire Healthy Schools document which is strongly recommended to be used when planning and for evaluating the input of an external contributor. By using this it is more likely that clear learning outcomes will be established as will the processes to achieve them and that the work is best tailored to the target audience. It is essential to ensure that at all times a teacher is present when an external contributor is working with pupils. Other partner agencies could include: Police, school health, 4youth though they may not be available to provide this support to all schools in all areas.</p>

<p>Targeted</p> <p>Schools have a role in ensuring young people with identified needs are offered appropriate support either from within the school's resources or from local agencies</p>	<p>Young people still engaged in school and not requiring intensive support but as a school you are aware the young person is engaged in risk-taking behaviour that could lead to problematic drug and/ or alcohol use or teenage pregnancy, sexually transmitted infection.</p> <p>The support can be provided in small targeted groups or one-to-one (not whole classes or assemblies)</p>	<p>Targeted Youth Support: - the criteria for referral relates to the levels of vulnerability as defined within the North Yorkshire CYPS vulnerability checklist. Targeted Youth Support is aimed at helping vulnerable young people early, and in addressing their difficulties as soon as possible, preventing their problems escalating. All referrals should be made via the local Integrated Youth Support Hub.</p> <p>They cannot provide general education sessions or assemblies within the PSHEe/C curriculum.</p>
<p>Specialist</p> <p>Young People who need support because of sexual health issues or substance misuse or who have other complex issues that require services from other specialist teams</p>	<p>Young people who are sexually active, actively using drugs and / or have problematic alcohol use. Young people experiencing the negative impact of sexual activity, their own drug / alcohol use e.g. lost days at school, engaging in illegal activities, and notable changes in behaviour.</p> <p>The service provided is usually one-to-one and solution focused.</p>	<p>All local specialist treatment services have a Young Persons Substance Misuse Worker (see further information for details) Link to sexual health services</p> <p>They cannot provide general education sessions or assemblies within the PSHEe/C curriculum.</p>

Further information and Contacts:

- A range of supporting documents can be found within NYCC Taking A Chance – Guidance for schools on Young People and Risk-taking this includes guidance for developing an effective schools drug's policy, sex and relationships policy, referral form for targeted youth support, hub contact details, vulnerability checklist and contact details of the specialist young people misuse workers. An electronic copy of the guidance can be downloaded from the Inclusion room at <http://fronter.com/northyorks/main.phtml> or from <http://www.n-yorks.net/PSHCE>
- Clare Barrowman, Inclusion Consultant (risk-taking) on 01609 536808, clare.barrowman@northyorks.gov.uk

Year 7

Personal Wellbeing—Relationships

I know how to manage the changes in my life
I can recognise my own worth
I understand how other people see me
I can respond positively to challenges and disappointment
I can maintain positive relationships and resist bullying
I know how to support and help others

SEAL: Social Skills, Self Awareness, Managing Feelings
PLTS: Reflective Learners, Self Managers

Healthy and Safer Lifestyles—Health and Wellbeing

I know what factors make up my health profile
I can make informed choices about my health
I can recognise what influences decisions about my health
I can make positive choices about my health with confidence
I understand that health is physical and mental
I am able to use personal coping strategies
I can assess risk at home, at school and in the wider community
I am willing to try new ideas
I can face challenges safely
SEAL: Self Awareness
PLTS: Reflective learners, Effective participators, Self Managers

Healthy and Safer Lifestyles - ‘Growing up’

I can describe how my body is changing and what I might expect in the future
I can describe physical and emotional changes at puberty and manage these changes
I know the basic facts about sex and reproduction
I understand what affects my attitudes to sex and relationships including family life and marriage
I can say where and how to access the support I might need
SEAL: Self Awareness, Managing Feelings
PLTS: Self Managers, Reflective Learners

Economic Wellbeing—Career Development

I know what my preferred learning style is and apply this to my personal development to set goals
I understand how well I can work with others and on my own
I know what opportunities are open to me and what will support or hinder me in making the best of these
I understand the requirements of the world of work
I can explain what is meant by a career and give examples from people I know
I can recognise and challenge stereotypes that may limit my career choices and aspirations
I can describe my personal aspirations, skills and qualities

SEAL: Social Skills, Motivation, Self Awareness
PLTS: Reflective learners, Self Managers

Year 8

Personal Wellbeing Relationships—Managing change

I can recognise how my relationships and networks have developed or changed
I can recognise what my roles and responsibilities are in different relationships
I can recognise how my relationships affect my self esteem and wellbeing
I can recognise how my behaviour affects the well being of others
I am able to manage strong emotions
I can cope with feelings of loss and change
I understand the needs of others

SEAL: Social Skills, Self Awareness, Managing Feelings, Empathy
PLTS: Reflective Learners, Self Managers

Healthy and Safer Lifestyles—Drugs and Alcohol

I can state basic information about medicines, tobacco and alcohol
I can state basic information about drugs, effects, availability and the law
I know my rights and responsibilities
I am able to assess risks associated with drugs and substance use
I can recognise and deal with pressure and persuasion
I am able to demonstrate what to do in an emergency

SEAL: Social Skills, Self Awareness, Manage Feelings
PLTS: Reflective Learners, Self Managers, Creative thinkers

Healthy and Safer Lifestyles—Dealing with Risk

I am able to identify risk in situations and know how to minimise the risk
I can manage my feelings towards risk
I am able to resist unwanted pressure
I can identify factors that affect my physical and mental wellbeing
I can support and ensure the safety and wellbeing of others
I know how and where to access the support I might need
SEAL: Social Skills, Self Awareness, Manage Feelings, Empathy
PLTS: Reflective Learners, Self Managers, Creative thinkers, Team Workers

Economic Wellbeing—Career Development

I am learning how to develop skills for future life
I can explain where and how to get different sources of information, including labour market information and use it to inform my future plans
I can assess personal risks which may effect my employability and lifestyle
I understand the range of 14-19 pathways and the importance of achieving qualifications
I can describe my personal learning targets
I can state examples of different types of work: voluntary, employment, self employment

SEAL: Motivation, Self Awareness
PLTS: Independent Enquirers, Self Managers, Reflective Learners

Year 9

Personal Wellbeing –Personal Identity

I can make the most of my strengths and take responsibility for my personal targets
I understand what support I need from others and how I can support others
I can recognise the achievements and worth of others
I understand that relationships may change or develop
I can be assertive without being aggressive and manage conflict with confidence
I can recognise and respond appropriately to difference and diversity within my community.
I can show empathy and understanding towards those who chose to live their lives in different ways
I recognise how prejudice and discrimination affects wellbeing
SEAL: Social Skills, Self Awareness, Managing Feelings, Empathy, Motivation
PLTS: Reflective Learners, Self Managers

Personal Wellbeing-Healthy and Safer Lifestyles—Sex and Relationships

I can state the facts about sex and reproduction
I can use negotiation skills within relationships
I understand my own sexuality and sexual orientation
I recognise the importance of loving stable relationships for family life including marriage
I recognise my own personal values and attitudes to sex within relationships and that of others
I can say how and where to access information and support about sexual activity and relationships

SEAL: Social Skills, Empathy, Self Awareness, Managing Feelings
PLTS: Independent Enquirers, Reflective Learners, Self Managers

Personal Wellbeing-Healthy and Safer Lifestyles—My Own Health

I know what factors affect my wellbeing
I am able to take responsibility for my own wellbeing
I can use strategies to protect my mental health
I am able to recognise when those close to me need help
I know how to select accurate and useful information and support
I can say where to get the help and support I and others might need
SEAL: Social Skills, Empathy, Self Awareness, Managing Feelings
PLTS: Independent Enquirers, Reflective Learners, Self Managers, Team Workers

Economic Wellbeing—Career Development

I understand the different pathways available for the 14-19 stage of my education
I can describe my plans for the transition into the 14-19 stage and understand how my choices will affect my future aspirations
I understand how well my needs, skills, interests, values, abilities and attitudes suit my chosen pathway for 14-19
I can state where and how I might get the support and information I might need
I can describe my personal learning targets
I understand whether my future plans reflect the main trends for employment
I understand my employment rights and responsibilities
SEAL: Motivation, Self Awareness
PLTS: Reflective Learners, Self Managers, Independent Enquirer

<p>Economic Wellbeing—Personal Finance I can manage my own money I know how to get value for money for the things I buy I can explain how I could save any spare money I may have I understand how enterprising I am in my own life I can explain how businesses are organised SEAL: <i>Self Awareness</i> PLTS: <i>Independent Enquirers, Reflective Learners</i></p>	<p>Economic Wellbeing—Personal Finance I understand family budget management I can get money back for faulty goods I understand the positive and negative aspects of taking financial risk I am able to demonstrate understanding of different types of economy—local, national and global I can explain what a trade union is and why they are important SEAL: <i>Self Awareness</i> PLTS: <i>Creative Thinkers, Independent Enquirers</i></p>	<p>Economic Wellbeing—Personal Finance I can plan the finances of a small business to make a profit I am able to explain how to borrow money to buy a house or car I can explain how and why it is important for me to know how and where products are made I can demonstrate a range of enterprise skills, attitudes and qualities I can explain a range of basic economic and business terms SEAL: <i>Self Awareness</i> PLTS: <i>Creative Thinkers, Independent Enquirers, Self Managers</i></p>
<p>Citizenship— Identity and Diversity ‘Who am I?’ I understand what factors and personal history shape my immediate identity I understand how and why my community has changed over time I recognise the basic factors that make a cohesive community and can celebrate and recognise diversity and the need for tolerance, respect and freedom I know what it means to be a citizen within my ‘community’ and how I can influence change I understand who and what influences change in my community SEAL: <i>Social Skills, Self Awareness, Empathy, Managing Change</i> PLTS: <i>Effective learners, Independent Enquirers, Team Workers</i></p>	<p>Citizenship– Identity and diversity ‘Living together in the UK’ I can understand how and why Britain is a multi-cultural and multi-faith society I recognise the benefits of living in a multi-cultural and multi-faith society and the importance of tolerance and respect I can describe the common features that unify groups and identities in the UK I understand what makes a ‘British Citizen’, including the legal and human rights and responsibilities that underpin society SEAL: <i>Social Skills, Empathy, Self Awareness, Managing Feelings</i> PLTS: <i>Independent Enquirer, Reflective Learners, Effective Participators, Self Managers</i></p>	<p>Citizenship –Identities and diversities– Global Citizenship I understand what it means to be a ‘global citizen’ I can explain the UK’s relations with the European Union, the rest of Europe, the Commonwealth, the United Nations and the world as a global community I have explored a range of controversial issues related to social justice and diversity and have had the chance to advocate and campaign on behalf of others SEAL: <i>Social Skills, Empathy, Self Awareness</i> PLTS: <i>Independent Enquirers, Reflective Learners, Creative thinkers</i></p>
<p>Citizenship—Rights and Responsibilities—Laws and Rules I understand the importance of rules in my family, my school and society I know how rules are determined and can describe the rules in my home and my school I understand the importance of laws in maintaining order and resolving conflict in my community. I can describe the responsibilities I have within my family, school and society. I understand what rights I have as a young person and how these are protected I understand that I have to balance my rights with responsibilities and the need for rules SEAL: <i>Social Skills, Self Awareness, Empathy</i> PLTS: <i>Reflective Learners, Team Workers</i></p>	<p>Citizenship—Rights and Responsibilities– Laws and Rules I can explain why society needs laws and rules I know the legal ages for different activities and understand their purpose I understand what happens to young people who break the law I understand my rights within the justice system and that I have a responsibility to uphold the law I can discuss situations in which rights and responsibilities conflict and how society balances this conflict SEAL: <i>Social Skills, Empathy, Self Awareness, Managing Feelings</i> PLTS: <i>Independent Enquirer, Reflective Learners, Effective Participators, Self Managers, Team Workers</i></p>	<p>Rights and Responsibilities –Global Citizenship I recognise my responsibilities as a global citizen and can evaluate my own actions in relation to sustainable practices I can compare my own human rights with that of children and young people in the developing world. I can weigh up the ethical and economic conflict of supporting fair trade organisations. I understand the concept of ‘free speech’ in upholding diversity of views whilst promoting tolerance, respect and understanding SEAL: <i>Social Skills, Empathy, Self Awareness</i> PLTS: <i>Independent Enquirers, Reflective Learners, Creative thinkers</i></p>
<p>Citizenship—Democracy and Justice: local decision making I understand how decisions are made at home, school and local community and how I can contribute to the process I can describe what Local Government does and how their decisions can affect my life I have had the opportunity to try to bring about change in my local community SEAL: <i>Social Skills, Motivation, Self Awareness</i> PLTS: <i>Independent Enquirers, Effective Participators, Creative Thinkers, Team Workers, Reflective Learners, Self Managers</i></p>	<p>Citizenship –Democracy and Justice—how does national government work? I understand the role and purpose of national government I can explain how members of Parliament are elected and what they do I can explain the difference between Parliament and Government I understand what it means to live in a democracy and the importance of using my right to vote I have used my ‘voice’ and influenced change on an issue of importance to me I can assess the role of the media in informing and influencing public opinion and in holding Parliament and Government to account SEAL: <i>Social Skills, Empathy, Self Awareness, Managing Feelings</i> PLTS: <i>Independent Enquirer, Reflective Learners, Effective Participators, Self Managers, Team Workers</i></p>	<p>Citizenship Democracy and Justice—Global Citizenship I understand Britain’s relationship with the European Union I understand the influence of the European Union on my life and my country I know how MEPs are elected and what they do I can compare democracy with other forms of government in different parts of the world and reflect on historical events I have had the opportunity to participate in a Citizenship campaign SEAL: <i>Social Skills, Empathy, Self Awareness</i> PLTS: <i>Independent Enquirers, Reflective Learners, Creative thinkers</i></p>

Year 9

Personal Wellbeing –Personal Identity

I can make the most of my strengths and take responsibility for my personal targets
I understand what support I need from others and how I can support others
I can recognise the achievements and worth of others
I understand that relationships may change or develop
I can be assertive without being aggressive and manage conflict with confidence
I can recognise and respond appropriately to difference and diversity within my community
I can show empathy and understanding towards those who chose to live their lives in different ways
I recognise how prejudice and discrimination affects wellbeing

SEAL: Social Skills, Self Awareness, Managing Feelings, Empathy, Motivation
PLTS: Reflective Learners, Self Managers

Personal Wellbeing-Healthy and Safer Lifestyles—Sex and Relationships

I can state the facts about sex and reproduction
I can use negotiation skills within relationships
I understand my own sexuality and sexual orientation
I recognise the importance of loving stable relationships for family life including marriage
I recognise my own personal values and attitudes to sex within relationships and that of others
I can say how and where to access information and support about sexual activity and relationships

SEAL: Social Skills, Empathy, Self Awareness, Managing Feelings
PLTS: Independent Enquirers, Reflective Learners, Self Managers,

Personal Wellbeing-Healthy and Safer Lifestyles—My Own Health

I know what factors affect my wellbeing
I am able to take responsibility for my own wellbeing
I can use strategies to protect my mental health
I am able to recognise when those close to me need help
I know how to select accurate and useful information and support
I can say where to get the help and support I and others might need
SEAL: Social Skills, Empathy, Self Awareness, Managing Feelings
PLTS: Independent Enquirers, Reflective Learners, Self Managers, Team Workers

Year 10

Personal Wellbeing—Relationships, Personal Identity, Diversity and Managing Change

I explain what factors contribute to my personal identity, including sexual identity
I maintain a positive self image even under pressure
I understand the effect of prejudice and discrimination directed at myself and others and
I recognise and respond appropriately to difference and diversity within my community
I can show empathy and understanding towards those who chose to live their lives in different ways
I recognise how prejudice and discrimination affects wellbeing
I can state the facts about sex and reproduction
I can use negotiation skills within relationships
I understand my own sexuality and sexual orientation
I recognise the importance of loving stable relationships for family life including marriage
I recognise my own personal values and attitudes to sex within relationships and that of others
I can say how and where to access information and support about sexual activity and relationships
I know what factors affect my wellbeing
I am able to take responsibility for my own wellbeing
I can use strategies to protect my mental health
I am able to recognise when those close to me need help
I know how to select accurate and useful information and support
I can say where to get the help and support I and others might need
SEAL: Social Skills, Empathy, Self Awareness, Managing Feelings
PLTS: Independent Enquirers, Reflective Learners, Self Managers, Team Workers

Personal Wellbeing-Healthy and Safer Lifestyles Dealing with Risk: Drug and Alcohol Education

I describe the effects of drugs, the law and availability and reliability of drugs
I explain my views about issues concerning the illegal status of drugs
I understand the mental health risks associated with misuse of drugs and alcohol
I explain the risks involved in drug, alcohol and tobacco use
I explain how drug use may affect my relationships with others
I reflect on and evaluate my relationships related to risk
I identify how I am affected/influenced by advertising and promotion of alcohol
I explain how I can support others in managing risk situations
I can state where I can find information, support and guidance
PLTS: Self Managers, Effective participants

Personal Wellbeing -Healthy and Safer Lifestyles-Managing my own health

I can identify where in my life I find and enjoy positive experiences
I am aware of and can manage my own attitudes and feelings towards health risk
I assess and manage risk in the short and long term
I understand what my responsibility is to prevent illness and poor health
I recognise what alternative therapies are available and their suitability for me
I am able to resist unhelpful pressure that would affect my health
I exercise positive pressure on others and support them in risky situations
I am able to ask confidently for support and help from others
PLTS: Self Managers, Team Workers

Year 11

Personal Wellbeing – Relationships-Parenting and Family Relationships

I can explain the roles and responsibilities of parents, carers and other family members
I understand what I have learned about parenting from my own experiences
I describe the skills for good parenting and how people may view their role differently
I understand the role and benefits of marriage/civil partnerships in stable relationships
I understand family life
I identify how well I am prepared for parenthood
I am able to manage conflicting relationships from family and friends
I am able to understand the new demands on my skills to build and maintain relationships with others after I am 16
PLTS: Self Managers

Personal Wellbeing-Healthy and Safer Lifestyles-Sex and Relationships Education

I can explain my views on the place of sex within a positive relationship
I make clear my own needs, and wishes and respect those of others in a relationship
I understand ideas of sexuality and sexual orientation and use these to manage my relationships
I describe the benefits and appropriateness of different forms of contraception
I am able to recognise strong emotions and feelings and can manage these to make wise choices
I am able to understand the risks associated with sexual activity
I recognise and deal with pressure and persuasion
I am able to find and select reliable information, support and guidance
PLTS: PLTS: Self Managers, Effective Participants

Personal Wellbeing -Healthy and Safer Lifestyles-Managing my own health and dealing with risk

I can understand how my lifestyle choices are affected by my environment and circumstances
I make informed and positive choices to protect, check and maintain my health
I assess the risks in relation to drugs, alcohol and personal safety
I am able to reflect upon and evaluate my choices
I explain the causes and symptoms of mental and emotional ill health and understand the strategies for addressing and preventing these
I am able to achieve balance to lead a fulfilled life, recognising the importance of risk assessment and management.
PLTS: Self Managers

Economic Wellbeing—Career Development

I understand the different pathways available for the 14-19 stage of my education
I can describe my plans for the transition into the 14-19 stage and understand how my choices will affect my future aspirations
I understand how well my needs, skills, interests, values, abilities and attitudes suit my chosen pathway for 14-19
I can state where and how I might get the support and information I might need
I can describe my personal learning targets
I understand whether my future plans reflect the main trends for employment
I understand my employment rights and responsibilities
SEAL: Motivation, Self Awareness
PLTS: Reflective Learners, Self Mangers, Independent Enquirer

Economic Wellbeing -Career Development and Choice

I am able to manage the transition into 14-19
I recognise how work experience prepares me and helps me to plan for the world of work
I explain my rights and responsibilities in the workplace
I recognise how work experience has informed my career plans
I am able to explore opportunities and review my career plan
I recognise and reject learning and work stereotypes
I am able to select accurate and useful information about learning pathways and work
I describe my personal learning targets
I am able to state where and how to access reliable information and guidance
PLTS: Self Managers, Reflective Learners

Economic Wellbeing—Career Development and Choice

I know that I am entitled to a place in learning after 16 and where I can access information about post 16 learning options and progression routes
I am able to identify how well I am prepared for post 16 transition and am able to complete an application, CV and prepare for interview
I describe the changing patterns of employment – local, national, global – and their impact on my career plans.
I recognise how patterns of employment are influenced by economic forces
I am able to articulate my personal aspirations, using personal skills and qualities to set standards
I access good impartial information and guidance
I assess the relevance and reliability of information and guidance
I understand how my experiences and achievements play a part in my future plans
PLTS: Self Managers

Economic Wellbeing—Personal Finance

I can plan the finances of a small business to make a profit
I am able to explain how to borrow money to buy a house or car
I can explain how and why it is important for me to know how and where products are made
I can demonstrate a range of enterprise skills, attitudes and qualities
I can explain a range of basic economic and business terms
SEAL: Self Awareness
PLTS: Creative Thinkers, Independent Enquirers, Self Managers

Economic Wellbeing -Economic Understanding and Personal Financial Capability

I can explain the structure and function of businesses in the public, private and voluntary sector
I can understand how businesses plan their finances to make a profit
I understand how competition regulates business and encourages enterprise
I understand how and when governments exercise control over business and enterprise
I am able to identify my enterprising skills and know how I can develop them
I see how enterprising skills and attitudes affect my life and learning
I can critically evaluate a range of goods and services
I know my rights as a consumer and am confident in exercising those rights
PLTS: Self Managers, Creative Thinkers, Team Workers

Economic Wellbeing—Economic Understanding and Personal Financial Capability

I can understand how my post 16 plans will affect my finances
I am able to identify what services and tools can help me to manage my personal finances
I select financial products informatively
I am able to identify what life experiences and events might impact on my finances
I am able to deal with life experiences and events which affect me
I can identify when I may have to face social and moral dilemmas about the use of money
PLTS: Self Managers

Citizenship –Identities and diversities– Global Citizenship

I understand what it means to be a ‘global citizen’
I can explain the UK’s relations with the European Union, the rest of Europe, the Commonwealth, the United Nations and the world as a global community
I have explored a range of controversial issues related to social justice and diversity and have had the chance to advocate and campaign on behalf of others
SEAL: Social Skills, Empathy, Self Awareness
PLTS: Independent Enquirers, Reflective Learners, Creative thinkers

Citizenship—Identity and Diversity—Celebrating Diversity

I understand what it means to be an active citizen in my community and how I can influence change
I can recognise and celebrate the diverse nature of my community
I have explored a range of strategies to help make Britain a more cohesive society and can make recommendations for change
PLTS: Self Managers, Independent Enquirers, Reflective Learners, Creative Thinkers

Citizenship—Identity and Diversity - Global Citizenship

I understand what is meant by globalisation
I can explain the benefits and drawbacks of living in a global society
I have explored issues related to sustainable development and the environment
I recognise my own responsibilities as a global citizen and know how I can influence change
PLTS: Self Managers

Rights and Responsibilities –Global Citizenship

I recognise my responsibilities as a global citizen and can evaluate my own actions in relation to sustainable practices
I can compare my own human rights with that of children and young people in the developing world.
I can weigh up the ethical and economic conflict of supporting fair trade organisations
I understand the concept of ‘free speech’ in upholding diversity of views whilst promoting tolerance, respect and understanding
SEAL: Social Skills, Empathy, Self Awareness
PLTS: Independent Enquirers, Reflective Learners, Creative thinkers

Citizenship—Rights and Responsibilities—Laws and Rules

I know the rights and responsibilities of employers and employees
I understand my rights as a consumer and how they can be protected
I can explore the issue of human rights and recognise the need for checks and balances in terms of freedom of speech in the context of extremism or terrorism
I have had the opportunity to campaign to raise awareness of human rights issues
I understand the need to work within the law when trying to effect change
PLTS: Self Managers

Citizenship– Rights and Responsibilities—Laws and Rules

I understand the role of pressure groups and voluntary organisations in influencing change and the need to campaign within the law
I understand the role of the police and criminal justice system in maintaining law and order and my responsibilities to work within the law
I recognise the need to balance my freedoms, rights and responsibilities
PLTS: Self Managers

Citizenship Democracy and Justice—Global Citizenship

I understand Britain’s relationship with the European Union
I understand the influence of the European Union on my life and my country
I know how MEPs are elected and what they do
I can compare democracy with other forms of government in different parts of the world and reflect on historical events
I have had the opportunity to participate in a Citizenship campaign
SEAL: Social Skills, Empathy, Self Awareness
PLTS: Independent Enquirers, Reflective Learners, Creative thinkers

Citizenship—Democracy and Justice– Government and Democracy

I can compare democracy with other forms of government, drawing conclusions about what is fair and unfair
I understand the policies and values of the main political parties in the UK
I understand the reasons for and achievements of devolved governments
I can explain whether I will use my right to vote and give justifications for my answer
I can assess information from the media in terms of reliability and accuracy
I have participated in decision making activities and helped to make a difference in my school or community
PLTS: Independent Enquirers, Creative Thinkers, Reflective Learners, Team Workers

Citizenship—Democracy and Justice—Effective Campaigning

I have explored a range of political, social and ethical issues facing society
I know how change can be secured in my school, local community, nationally and internationally
I know the features of an effective campaign
I have participated in a campaign to bring about change and have evaluated the impact of my actions
PLTS: Independent Enquirers, Creative Thinkers, Reflective Learners, Team Workers

