



North

Yorkshire County Council

Promoting Personal, Social Health Education (PSHE) and Citizenship in Primary Schools

Guidance to support planning and assessing Personal, Social, Health and Economic Wellbeing and Citizenship



Children and Young People's Service

A responsive County Council providing excellent and efficient local services

North Yorkshire County Council

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Guidance to support planning and assessing
Personal, Social, Health and Economic
Well being and Citizenship

Contents

[Section One](#)

- Acknowledgements and Introduction

[Section Two](#)

- PSHE/Citizenship End of Year Expectations for EYFS, Key Stage 1 and Key Stage 2

[Section Three](#)

- Using 'I Can' Statements for Assessment in PSHE/Citizenship

[Section Four](#)

- Useful Strategies and Techniques to Support the Teaching of PSHE/Citizenship

[Section Five](#)

- Exemplification of a three-year rolling programme – Clapham C of E (VC) Primary

[Section Six A](#)

- PSHE and Citizenship P-Scales Expected Learning Outcomes

[Section Six B](#)

- Exemplification of Assessment Using 'P-Scales'

[Section Seven](#)

- Opportunities and Activities to Assess PSHE and Citizenship for Pupils with LDD

[Section Eight](#)

- Individual Recording and Assessment Documents for P Scales

[Section Nine](#)

- Responding to Gifted and Talented Pupil's Needs When Teaching PSHE and Citizenship

[Section Ten](#)

- List of Related Documents, Websites and CD Contents



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Section One

Acknowledgements and Introduction

Acknowledgements

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Introduction

This document is designed to support primary schools in planning and assessing personal, social, health education and citizenship. The guidance will support schools in meeting the requirements and framework of the Primary National Curriculum and the DCSF Careers Education Framework 7-19 (2009) and in becoming a school fit for the 21st Century. It is aligned closely with the Early Years Foundation Stage Framework and the Secondary National Curriculum.

All schools should have high quality, planned curricular provision for Personal Social Health and Economic Education and Citizenship to promote children and young people's personal development and well-being and to embed work-related learning activities in key stage two. In so doing, schools will contribute to enabling children to become successful learners, confident individuals and responsible citizens.

This document describes how this can be achieved through:

- Developing confidence, responsibility and making the most of individuals' abilities;
- Developing a healthier, safer lifestyle;
- Preparing to play an active role as citizens;
- Developing good relationships and respecting the differences between people.

Using flexible planning models allows for cross-curricular links, discrete teaching, rolling programmes and for SEAL to be embedded within the whole PSHE and Citizenship curriculum.

This document provides a range of planning models and teaching and assessment guidance that have been developed and trialled by primary teachers. The elements of citizenship, sex and relationships education, staying safe (including drugs, alcohol and tobacco education – DATE), financial education, keeping healthy, e-safety, and links to SEAL have been colour coded throughout. This is intended to facilitate ensuring that curricular coverage is broad and balanced and statutory entitlements are met.

Early Years Foundation Stage (EYFS)

In this document the North Yorkshire EYFS outcome statements have been separated into these four strands and colour-coded, in order to show progression from the EYFS to end of upper primary. For further information, please refer to Social and Emotional Aspects of Development (SEAD)

(<http://nationalstrategies.standards.dcsf.gov.uk/node/180421>) to access the SEAL red booklets for EYFS.

P Scales

P Scales have been included to support those children identified with SEN still working towards Level 1. For further information on P Scales relating to PSHCEE, please refer to Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties: PSHCE. (http://www.qca.org.uk/qca_8541.aspx).

Key

	Citizenship
	Sex and Relationships Education
	Staying Safe including DATE
	Financial Education
	Keeping Healthy
	E- Safety
	Links to SEAL

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Section Two

PSHE/Citizenship End of Year Expectations for EYFS, Key Stage 1 and Key Stage 2

Key

	Citizenship
	Sex and Relationships Education
	Staying Safe including DATE
	Financial Education
	Keeping Healthy
	E- Safety
	Links to SEAL

PSHE, Citizenship. Health and Wellbeing Entitlement (Lower Primary Years)

Year 1	Year 2
<p>Citizenship</p> <p>I can express a simple opinion, agreement and disagreement</p> <p>I can ask questions</p>	<p>Citizenship</p> <p>I can take part in discussions/simple debate with others about topical issues</p> <p>I know that people and other living things have needs and recognise my own responsibility to meet those needs</p> <p>I can contribute to the life of the class and the school</p> <p>I know that I belong to different groups and communities ie school, family</p> <p>I know what can be harmful to the environment</p> <p>I know some ways to look after my environment</p> <p>I know that money comes from different sources and can be used for different purposes</p>
<p>Sex and Relationships</p> <p>I can name the main parts of the body</p> <p>I understand the concept of male and female</p> <p>I know how to look after my body</p> <p>I know the importance of personal hygiene- regular washing, bathing, showering</p> <p>I know that there are different types of relationships – family, friends and others</p> <p>I know that family and friends should care for each other</p>	<p>Sex and Relationships</p> <p>I can name the main characteristics of boys and girls</p> <p>I know the vocabulary of parts of the body in relation to Sex and Relationships Education</p> <p>I use appropriate language for body parts</p> <p>I understanding the importance of valuing of one’s own body and recognising it’s uniqueness</p> <p>I know that individuals have rights over their own bodies, and that there are differences between good and bad touching</p> <p>I know that people can do different things according to age and development and that people grow from young to old</p> <p>I recognise that peoples’ needs change with age</p>
<p>Staying Safe including DATE</p> <p>I know the importance of personal hygiene- regular washing, bathing, showering, dental care</p> <p>I know the role of medicines in promoting health and the reasons why people use them</p> <p>I know the school rules about personal hygiene and medicines</p> <p>I recognise the need for safety rules – road, fire, school environment, playground and home</p>	<p>Staying Safe including DATE</p> <p>I use simple skills which will help to maintain my personal safety</p> <p>I know that individuals have rights over their own bodies, and that there are differences between good and bad touching</p> <p>I know how diseases are spread and how they can be controlled</p> <p>I understand that all drugs can be harmful if not used properly</p> <p>I know simple rules about medicines and other substances used in the home, including solvents and can be harmful if not used properly</p>

<p>I know there are people and services who can help us</p>	<p>I begin to recognise the media's role in presenting information about medicines, alcohol and smoking</p>
<p>Financial Education</p> <p>I know that money can come from regular sources and irregular sources</p> <p>I know that we have to pay for what we buy</p> <p>I understand the consequences of losing money or having it stolen</p> <p>I know that we can have different feelings about money</p> <p>I can say what charities are for and what some might do</p> <p>I understand that people in our school may have different values, customs and circumstances</p> <p>I know that there are some things people have to buy and other things that we choose to buy</p> <p>I can explain the difference between needs and wants</p> <p>I understand individuals and families have to find ways to balance wants and needs</p> <p>I understand that it may not be possible to have everything you want, straight away, if at all</p>	<p>Financial Education</p> <p>I know that "The Lottery", "Scratch cards" etc are gambling</p> <p>I begin to understand amounts in real terms e.g. the real cost of things</p> <p>I can choose a way to pay and consider how the choice might affect me</p> <p>I can recognise the coins and notes we use</p> <p>I know different ways that money can be looked after</p> <p>I know some of the essentials that have to be paid for</p> <p>I know that we can pay for things in a range of ways</p> <p>I can choose the correct value of coins and calculate change</p> <p>I am able to keep simple financial records</p> <p>I begin to understand that money is a finite resource and needs to be managed</p> <p>I understand that even when not using cash money is being used</p> <p>I understand that the choices we make affect ourselves and others</p>
<p>Keeping Healthy</p> <p>I know the importance of personal hygiene- regular washing, bathing, showering</p> <p>I know how to look after my body</p>	<p>Keeping Healthy</p> <p>I can make simple choices to improve my health and well-being</p> <p>I know how diseases are spread and how they can be controlled</p>
<p>E-Safety</p> <p>I understand that I can find a range of information from the internet</p> <p>I can navigate age-appropriate websites</p> <p>I know what to do if I find something inappropriate online</p> <p>I know that the internet can be used to communicate with other people</p> <p>I understand that we should respect the work of others which is stored or presented electronically</p>	<p>E-Safety</p> <p>I can use the internet purposefully to answer specific questions</p> <p>I know that not everything on the internet is true</p> <p>I know the difference between communicating using email and online in a discussion forum</p> <p>I am able to send suitable and purposeful emails</p> <p>I can demonstrate an understanding of E-safety when communicating online</p>
<p>Links to SEAL</p> <p>I can play and work cooperatively</p> <p>I can listen to other people</p> <p>I can share appropriately</p> <p>I can recognise and name my feelings</p> <p>I can recognise that my behaviour affects others</p>	<p>Links to SEAL</p> <p>I can listen to other people.</p> <p>I can recognise and name my feelings</p> <p>I can recognise and say what I like and dislike</p> <p>I can identify positive ways to face new challenges and be prepared for the transition to KS2</p>

I can recognise there are different types of teasing
I play a full part in the life of my classroom
I can agree and follow rules for my group and classroom

I can recognise and say what is fair and unfair, right and wrong
I can recognise, name and deal with their feelings in a positive way
I begin to recognise the range of human emotions and some ways to deal with these
I can say what I am good at
I can set a simple goal
I can say how I can learn from my experiences
I can listen to others and respect their viewpoints
I can identify and respect differences and similarities between people
I know that there are different types of bullying and teasing
I know that bullying is wrong and know how to deal with bullying behaviours

PSHE, Citizenship. Health and Wellbeing Entitlement (Middle Primary Years)

Year 3	Year 4
<p>Citizenship</p> <ul style="list-style-type: none"> I can participate in making and changing rules I know why different rules are needed in different situations I know that choices we make can impact on the local and global communities I know where to find impartial advice to inform my decision making 	<p>Citizenship</p> <ul style="list-style-type: none"> I can recognise aggressive and anti-social behaviours and their effects on individuals and communities I can make informed choices about their environment I understand that there is great diversity locally and across the world which affects peoples' choices I can begin to respond to, or challenge, negative behaviours such as stereotyping and aggression
<p>Sex and Relationships</p> <ul style="list-style-type: none"> I can identify different types of relationships and show ways to maintain good relationships I understand that relationships may change over time I can judge what kind of physical contact is acceptable or unacceptable 	<p>Sex and Relationships</p> <ul style="list-style-type: none"> I feel good about myself and my body I know the importance of taking care of my own body, whilst respecting cultural differences I understand the language used to describe changes and feelings I understand that their bodies and emotions will change as they grow older
<p>Staying Safe including DATE</p> <ul style="list-style-type: none"> I can identify and explain how to manage the risks in different familiar situations. I know how to ask for help I can make judgements and decisions and use basic techniques for resisting negative peer pressure I can list the commonly available substances and drugs that are legal and illegal and describe some of the effects and risks of these I can make decisions and show assertiveness in situations relating to drug use I can demonstrate basic safety procedures when using medicines I know how to keep myself and others safe when using roads I know school rules for health and safety, basic emergency procedures and where to get help for myself and others in need I know school rules relating to medicines, alcohol, tobacco, solvents and illegal drugs 	<p>Staying Safe including DATE</p> <ul style="list-style-type: none"> I can take responsibility for my own behaviour and safety and realise that actions have consequences I have some strategies to cope with peer influence and peer pressure
<p>Financial Education</p> <ul style="list-style-type: none"> I know how to look after and handle money in everyday situations 	<p>Financial Education</p> <ul style="list-style-type: none"> I can demonstrate how to look after and save money

<p>I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity</p> <p>I know that individuals and families may need or choose to spend their money in many ways</p> <p>I know there are different ways to gain money, including earning it through work</p> <p>I know that it is possible to keep money safe by putting it into an 'account' in the bank, building society</p> <p>I can appreciate the real cost of some items and commodities</p> <p>I can make choices about how money should be spent</p> <p>I know that families and individuals may have many commitments and may manage their money in a range of ways, depending on values, culture and income</p> <p>I understand that choices have an impact on individuals and families</p> <p>I know that you can plan for future spending and how to save</p> <p>I understand that money is a finite resource for individuals, institutions and the community</p> <p>I know that making comparisons between costs is important in managing your money</p> <p>I am able to make comparisons between prices when deciding what is the best 'value for money'</p> <p>I begin to understand why we have charities</p>	<p>I can begin to develop an understanding that people have different financial circumstances</p> <p>I can begin to understand the different values and attitudes that people have with regard to money</p> <p>I recognise the range of jobs carried out by people they know</p> <p>I can explain how I will develop skills for work in the future</p> <p>I understand and use larger sums of money in calculations</p> <p>I know a range of different ways to pay for things, some may involve debt or credit ('borrowing')</p> <p>I know that if you 'borrow' you have to pay back more (Muslim Sharia tradition is different)</p> <p>I am able to keep track of spending, keeping accurate records</p> <p>I am able to make informed choices about how to pay for something</p> <p>I can understand that I can pay for things without having enough money and that this has consequences (credit)</p> <p>I know that feelings about money can change</p> <p>I am able to take account of other peoples' feelings when making decisions</p> <p>I can make informed choices about charities, through prioritising, and in relation to my own values</p>
<p>Keeping Healthy</p> <p>I can make simple choices to improve my health and well-being</p>	<p>Keeping Healthy</p> <p>I can identify some factors that affect emotional health and wellbeing e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media</p> <p>I can make informed choices about healthy eating and exercising</p>
<p>E-Safety</p> <p>I can use the internet purposefully to answer specific questions.</p> <p>I know that not everything on the internet is true</p> <p>I know the difference between communicating using email and online in a discussion forum</p> <p>I am able to send suitable and purposeful emails</p> <p>I can demonstrate an understanding of E-safety when</p>	<p>E-Safety</p> <p>I can use the internet as a resource to support their work, and begin to understand plagiarism</p> <p>I know that not everything on the internet is true and know what to do if I access something inappropriate</p> <p>I can use a range of online communication tools to exchange information and collaborate with others within and beyond my</p>

<p>communicating online</p>	<p>school e.g. school's learning platform, email, instant messaging, social networking, online gaming, and mobile phones I understand the need to keep some information private in order to protect myself when communicating online I begin to recognise how electronic communications may be used for manipulation or persuasion</p>
<p>Links to SEAL</p> <ul style="list-style-type: none"> I can listen to and show respect for the views of others I can identify positive ways to face new challenges I know the importance of valuing myself I can see my mistakes, make amends and set personal goals I can explain how my actions have consequences for myself and others I can describe the nature and consequences of bullying and express some ways of responding to it I can empathise with other people and situations through topical issues, problems and events 	<p>Links to SEAL</p> <ul style="list-style-type: none"> I can respond appropriately to other people's feelings I can acknowledge that others have different points of view I can describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from themselves I can express my views confidently, when communicating with my peers and adults I can identify positive ways to face new challenges I can identify positive things about my own and others' achievements I can recognise the worth of other people

PSHE, Citizenship. Health and Wellbeing Entitlement (Later Primary Years)

Year 5	Year 6
<p>Citizenship I know how to access local and national support groups I can talk and write about my opinions I know that circumstances in other countries and cultures may be different from our own I know about Fair Trade and what it means I know that individual and community rights and responsibilities need to be taken into account when making decisions I understand that choices we make as individuals, a community and a nation impact internationally I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances I can recognise and challenge stereotypes I know where to find impartial advice to inform my decision making</p>	<p>Citizenship I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying and racism on individuals and communities I know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself I can take part more fully in school and community activities I can demonstrate a sense of social justice and moral responsibility I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment I can research, discuss and debate topical issues, problems and events I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom I am aware of how the media present information and that the media can be both a positive and negative influence I know about the basic institutions that support democracy locally and nationally I can make informed choices about my environment</p>
<p>Sex and Relationships I understand simple, safe routines to prevent the spread of bacteria and viruses I can name and explain male and female body parts, relating to Sex and Relationship Education I know the ways in which boys and girls grow and develop in puberty – physically I recognise, as I approach puberty, how people's emotions change</p>	<p>Sex and Relationships I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences</p>

<p>at that time and how to deal with my feelings towards myself, my family and others in a positive way I know where individuals, families and groups can get help and support</p>	<p>I can name and explain male and female body parts, relating to Sex and Relationship Education I know the ways in which boys and girls grow and develop in puberty I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way</p>
<p>Staying Safe including DATE I understand simple, safe routines to prevent the spread of bacteria and viruses I can identify a range of risks connected to drug situations I know which commonly available substances and drugs are legal and illegal, and their effects and risks I know the dangers from handling discarded syringes and needles I know where individuals, families and groups can get help and support</p>	<p>Staying Safe including DATE I know basic emergency aid procedures and where to get help I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences</p>
<p>Financial Education I know about the range of jobs carried out by people I know and understand how I can develop skills to make a contribution in the future I know that there are a range of earnings for different jobs I am able to plan for future spending I understand how and why people save I can differentiate between essentials and desires – needs and wants I understand 'value for money' and can make informed choices to get 'value for money' I am able to assess 'best buys' in a range of circumstances I am able to understand and manage feelings about money, my own and others I can discuss wider issues such as 'does money make you happy?'</p>	<p>Financial Education I know what is deducted from earnings and why I can differentiate between manageable and unmanageable debt I am able to use cheques, credit and debit cards etc I am beginning to understand pensions and insurance I understand that money we earn also supports the community I understand different ways of keeping track of my money I understand simple risk and return I am able to 'read' and check pay slips, bank statements etc I can use effective record-keeping systems I can manage a more complex budget over time I understand that managing money is complex but there are people who can help</p>
<p>Keeping Healthy I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors that affect mental health, including positive self-image. I know where individuals, families and groups can get help and support</p>	<p>Keeping Healthy I can manage my time to include regular exercise I understand that the media can have an effect on Emotional Health and Wellbeing, e.g. eating disorders, managing finances etc</p>

<p>E-Safety</p> <p>I can recognise the need to ask appropriate questions to find answers</p> <p>I understand that good online research involves processing the information (rather than copying) and interpreting it for others</p> <p>I recognise that not all information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a website</p> <p>I recognise issues of copyright and the importance of acknowledging sources</p> <p>I can use online tools to exchange information and collaborate with others within and beyond their school and begin to evaluate their effectiveness</p> <p>I understand the potential risks of providing personal information in an increasing range on online technologies both within and outside school</p> <p>I recognise my own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users</p> <p>I can evaluate my own use of web-publishing tools and how I present myself online</p>	<p>E-Safety</p> <p>I recognise that not all information on the internet is accurate or unbiased (advertising) and develop a range of strategies for identifying the origin of a website</p> <p>I understand the issues of plagiarism, copyright and data protection in relation to my work</p> <p>I understand that the resources I find may be covered by copyright</p> <p>I understand that not all information on the internet is legal to use or copy, even if sources are acknowledged</p> <p>I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school</p> <p>I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present myself online</p>
<p>Links to SEAL</p> <p>I can express my views confidently and listen to and show respect for the views of others</p> <p>I can resolve differences, looking at alternatives, making decisions and explaining choices</p> <p>I can deal positively with my feelings and recognise a range of emotions in others</p>	<p>Links to SEAL</p> <p>I can identify positive ways to face new challenges and be prepared for the transition to Key Stage 3</p> <p>I can identify positive things about myself and my achievements and set personal goals</p> <p>I can recognise the difference between aggressive and assertive behaviour</p>

EYFS EXPECTED LEARNING OUTCOMES

PSHE and CITIZENSHIP

By the end of EYFS most pupils should be able to do work which requires them to:

Developing confidence, responsibility and making the most of their abilities	Developing a healthier, safer lifestyle
<p>Show an interest in classroom activities through observation or participation (DA1)</p> <p>Display high levels of involvement in self chosen activities (DA3)</p> <p>Select and use activities and resources independently (DA5)</p> <p>Continue to be interested, motivated and excited to learn (DA6)</p> <p>Be confident to try new activities, initiate ideas and speak in a familiar group (DA7)</p> <p>Maintain attention and concentrate (DA8)</p> <p>Sustain involvement and persevere, particularly when trying to solve a problem or reach a satisfactory conclusion (DA9)</p> <p>Separate from main carer with support (ED1)</p> <p>Communicate freely about home and community (ED2)</p> <p>Express needs and feelings in appropriate ways (ED3)</p> <p>Respond to significant experiences, showing a range of feelings when appropriate (ED4)</p> <p>Display a strong, positive sense of self identity and is able to express a range of emotions fluently and appropriately (ED9)</p> <p>Know some of the forms money takes</p>	<p>Dress, undress and manage own personal hygiene with adult support (DA2)</p> <p>Dress and undress independently and manage own personal hygiene (DA4)</p> <p>Understand what is right, what is wrong and why (ED8)</p> <p>Be aware that they can use the internet to play and learn supported by a trusted adult/teacher</p> <p>Begin to understand the difference between real and online experiences</p> <p>Know that they can use the Internet to communicate with family and friends</p> <p>Know that pictures and messages can be shared safely with family using the school's learning platform</p>

Know a range of ways money comes to us

Know that we use money in exchange for goods or services

Know places to use money

Describe money and name some coins and notes

Describe some other forms of money eg credit card, cheque, voucher

Carry out simple transactions during role-play or in reality using money

Explore what happens to the money we spend

Begin to recognise different people have different attitudes to and feelings about money

Understand people may make different choices of what to do with their money

Understand who needs money and why

Begin to know the value of a range of coins

Know that we can keep our money in different places and some are safer than others

Know that we need to be able to check to see how much we have spent and how much we have

Be able to choose appropriate coins to use and wait for change

Choose ways to keep money safe

See significant people keeping financial records e.g. school office, class teacher

Money has value and needs to be taken care of

Begin to understand the importance on checking money

We may not always have enough for what we want

I can make choices about how to spend my money

My choices can affect how I and others feel

Explore choices and make informed decisions in real and imaginary situations.

Begin to be aware that other peoples' choices may be different to theirs

EYFS EXPECTED LEARNING OUTCOMES

PSHE and CITIZENSHIP

By the end of EYFS most pupils should be able to do work which requires them to:

Preparing to play an active role as citizens	Developing good relationships and respecting the differences between people
<p>Understand that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work harmoniously (SD6)</p> <p>Have a developing respect for own culture and beliefs and those of other people (ED6)</p>	<p>Play alongside others (SD1)</p> <p>Build relationships through gesture and talk (SD2)</p> <p>Form good relationships with adults and peers (SD5)</p> <p>Take into account the ideas of others (SD9)</p> <p>Work as part of a group or class, taking turns and sharing fairly (SD4)</p> <p>Take turns and share with adult support (SD3)</p> <p>Have a developing awareness of own needs, views and feelings and be sensitive to the needs, views and feelings of others (ED5)</p> <p>Consider the consequences of words and actions for self and others (ED7)</p> <p>Understands that people have different needs, views, cultures and beliefs that need to be treated with respect (SD7)</p> <p>Understand that s/he can expect others to treat their needs, views, cultures and beliefs with respect (SD8)</p>

YEAR 1 EXPECTED LEARNING OUTCOMES

PSHE and CITIZENSHIP

By the end of Year 1 most pupils should be able to do work which requires them to:

Developing confidence, responsibility and making the most of their abilities	Developing a healthier, safer lifestyle
<p>Listen to other people</p> <p>Recognise and name their feelings</p> <p>Recognise and say what they like and dislike</p> <p>Express a simple opinion, agreement and disagreement</p> <p>Ask questions</p> <p>Know that money can come from regular sources (pocket money, chores) or unpredictable and irregular sources (birthday money, winning something)</p> <p>Know that we have to pay for what we buy</p> <p>Begin to understand the consequences of losing money or having it stolen</p> <p>Know that we can have a range of feelings about money</p> <p>Know what charities are for and what some might do</p> <p>Begin to appreciate the diversity of values, customs and circumstances of people in school</p> <p>Know that there are some things people have to buy and other things that we choose to buy</p> <p>Differentiate between needs and wants (at this age they struggle</p>	<p>Name the main parts of the body</p> <p>Understand the concept of male and female</p> <p>Know the importance of personal hygiene- regular washing, bathing, showering, dental care – and the positive and negative consequences of caring for the body</p> <p>Know the role of medicines in promoting health and the reasons why people use them</p> <p>Know the school rules about personal hygiene and medicines</p> <p>Recognise the need for safety rules – road, fire, school environment, playground and home</p> <p>Know there are people and services who can help</p> <p>Understand they can find a range of information from the internet.</p> <p>Be able to navigate age-appropriate websites.</p> <p>Know what to do if they find something inappropriate online.</p> <p>Understand that the internet can be used to communicate with other people.</p> <p>Understand that we should respect the work of others which is stored or presented electronically</p>

<p>unless presented with both concepts at the same time).</p> <p>Know that individuals and families have to find ways to balance wants and needs</p> <p>Understand that it may not be possible to have everything you want, straight away, if at all</p>	
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YEAR 1 EXPECTED LEARNING OUTCOMES

PSHE and CITIZENSHIP

By the end of Year 1 most pupils should be able to do work which requires them to:

Preparing to play an active role as citizens	Developing good relationships and respecting the differences between people
<p>Ask questions</p> <p>Find out information</p> <p>Enter a simple discussion – with one person, as part of a group</p> <p>Contribute to the life of the classroom</p> <p>Agree and follow rules for their group and classroom</p>	<p>Play and work cooperatively</p> <p>Listen to other people</p> <p>Share appropriately</p> <p>Recognise that their behaviour affects others</p> <p>Recognise there are different types of teasing</p> <p>Know that there are different types of relationships – family, friends and others</p> <p>Know that family and friends should care for each other</p>

YEAR 2 EXPECTED LEARNING OUTCOMES

PSHE and CITIZENSHIP

By the end of Year 2 most pupils should be able to do work which requires them to:

Developing confidence, responsibility and making the most of their abilities	Developing a healthier, safer lifestyle
<p>Identify positive ways to face new challenges and be prepared for the transition to KS2.</p> <p>Recognise and say what is fair and unfair, right and wrong</p> <p>Recognise, name and deal with their feelings in a positive way</p> <p>Begin to recognise the range of human emotions and some ways to deal with these</p> <p>Say what they are good at</p> <p>Set a simple goal</p> <p>Say how they can learn from their experiences</p> <p>Be able to listen to others and respect their viewpoints</p> <p>Give their opinions on things that matter to them</p> <p>Explain their views</p> <p>Know that The Lottery, Scratch cards etc is gambling</p> <p>Begin to understand amounts in real terms e.g. the real cost of things</p> <p>Choose a way to pay and consider how the choice might affect them</p> <p>Recognise the coins and notes we use</p>	<p>Demonstrate simple skills which will help to maintain their personal safety</p> <p>Know that individuals have rights over their own bodies, and that there are differences between good and bad touching</p> <p>Know how diseases are spread and how they can be controlled</p> <p>Understand that all drugs can be harmful if not used properly</p> <p>Know simple rules about medicines and other substances used in the home, including solvents and can be harmful if not used properly</p> <p>Begin to recognise the media's role in presenting information about medicines, alcohol and smoking</p> <p>Make simple choices to improve their health and well-being</p> <p>Name the main characteristics of boys and girls</p> <p>Extend their vocabulary of parts of the body in relation to Sex and Relationships Education.</p> <p>Acknowledge the range of appropriate language for body parts</p> <p>Understanding the importance of valuing of one's own body and recognising it's uniqueness</p> <p>Know that people can do different things according to age and development and that people grow from young to old</p>

<p>Know different ways that money can be looked after</p> <p>Know some of the essentials that have to be paid for</p> <p>Know that we can pay for things in a range of ways</p> <p>Be able to choose the correct value of coins and calculate change</p> <p>Be able to keep simple financial records</p> <p>Begin to understand that money is a finite resource and needs to be managed</p> <p>Understand that even when not using cash money is being used</p> <p>Understand that the choices we make affect ourselves and others</p>	<p>Recognise that peoples' needs change with age</p> <p>Use the internet purposefully to answer specific questions</p> <p>Know that not everything on the internet is true</p> <p>Know the difference between communicating using email and online in a discussion forum</p> <p>Be able to send suitable and purposeful emails</p> <p>Demonstrate an understanding of E-safety when communicating online</p>
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YEAR 2 EXPECTED LEARNING OUTCOMES

PSHE and CITIZENSHIP

By the end of Year 2 most pupils should be able to do work which requires them to:

Preparing to play an active role as citizens	Developing good relationships and respecting the differences between people
<p>Take part in discussions/simple debate with others about topical issues</p> <p>Realise that people and other living things have needs and recognise own responsibility to meet those needs</p> <p>Contribute to the life of the class and the school</p> <p>Know that they belong to different groups and communities ie school, family</p> <p>Describe some ways that people look after them</p> <p>Know what can be harmful to the environment</p> <p>Know some ways to look after their environment</p> <p>Know that money comes from different sources and can be used for different purposes</p>	<p>Identify and respect differences and similarities between people</p> <p>Know that there are different types of bullying and teasing</p> <p>Know that bullying is wrong and know how to deal with bullying behaviours</p>

YEAR 3 EXPECTED LEARNING OUTCOMES

PSHE and CITIZENSHIP

By the end of Year 3 most pupils should be able to do work which requires them to:

Developing confidence, responsibility and making the most of their abilities	Developing a healthier, safer lifestyle
<p>Listen to and show respect for the views of others</p> <p>Identify positive ways to face new challenges</p> <p>Know the importance of valuing oneself</p> <p>Be able to see their mistakes, make amends and set personal goals</p> <p>Know how to look after and handle money in everyday situations</p> <p>Make simple financial decisions and consider how to spend money, including pocket money and contributions to charity</p> <p>Know that individuals and families may need or choose to spend their money in many ways</p> <p>Know there are different ways to gain money, including earning it through work</p> <p>Know that it is possible to keep money safe by putting it into an 'account' in the bank, building society</p> <p>Appreciate the real cost of some items and commodities</p> <p>Be able to make choices about how money should be spent</p> <p>Know that families and individuals may have many commitments and may manage their money in a range of ways, depending on values, culture and income</p>	<p>Make choices about how to develop a healthy lifestyle</p> <p>Identify and explain how to manage the risks in different familiar situations</p> <p>Know how to ask for help</p> <p>Make judgements and decisions and use basic techniques for resisting negative peer pressure</p> <p>List the commonly available substances and drugs that are legal and illegal and describe some of the effects and risks of these</p> <p>Make decisions and show assertiveness in situations relating to drug use</p> <p>Demonstrate basic safety procedures when using medicines</p> <p>Know how to keep themselves and others safe when using roads</p> <p>Know school rules for health and safety, basic emergency procedures and where to get help for themselves and others in need</p> <p>Know school rules relating to medicines, alcohol, tobacco, solvents and illegal drugs</p> <p>Judge what kind of physical contact is acceptable or unacceptable</p> <p>Use the Internet to undertake independent purposeful research, gathering appropriate text and image, and attempt to distinguish</p>

<p>Understand that choices have an impact on individuals and families</p> <p>Know that you can plan for future spending and how to save</p> <p>Understand that money is a finite resource for individuals, institutions and the community</p> <p>Know that making comparisons between costs is important in managing your money</p> <p>Be able to make comparisons between prices when deciding what is the best 'value for money'</p> <p>Begin to understand why we have charities</p>	<p>between fact and fiction</p> <p>Begin to use a range of online communication tools e.g. forums, polls, instant messaging and e-mail to exchange and develop ideas with other learners and experts in a range of curriculum contexts</p>
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YEAR 3 EXPECTED LEARNING OUTCOMES

PSHE and CITIZENSHIP

By the end of Year 3 most pupils should be able to do work which requires them to:

<p>Preparing to play an active role as citizens</p>	<p>Developing good relationships and respecting the differences between people</p>
<p>Participate in making and changing rules</p> <p>Know why different rules are needed in different situations</p> <p>Know that choices we make can impact on the local and global communities</p>	<p>Explain how their actions have consequences for themselves and others</p> <p>Describe the nature and consequences of bullying and express some ways of responding to it</p> <p>Empathise with other people and situations through topical issues, problems and events</p> <p>Identify different types of relationships and show ways to maintain good relationships</p> <p>Understand that relationships may change</p>

YEAR 4 EXPECTED LEARNING OUTCOMES

PSHE and CITIZENSHIP

By the end of Year 4 most pupils should be able to do work which requires them to:

Developing confidence, responsibility and making the most of their abilities	Developing a healthier, safer lifestyle
<p>Express their views confidently, when communicating with their peers and adults</p> <p>Identify positive ways to face new challenges</p> <p>Identify positive things about themselves and their achievements</p> <p>Recognise the worth of other people</p> <p>Demonstrate how to look after and save money</p> <p>Begin to develop an understanding that people have different financial circumstances</p> <p>Begin to understand the different values and attitudes that people have with regard to money</p> <p>Recognise the range of jobs carried out by people they know</p> <p>Explain how they will develop skills to work in the future</p> <p>Understand and use larger sums of money in calculations</p> <p>Know a range of different ways to pay for things, some may involve debt or credit ('borrowing')</p> <p>Know that if you 'borrow' you have to pay back more (Muslim Sharia tradition is different)</p>	<p>Identify some factors that affect emotional health and wellbeing e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media</p> <p>Make informed choices about healthy eating and exercising</p> <p>Take responsibility for their own behaviour and safety and realise that actions have consequences</p> <p>Feel good about themselves and their bodies</p> <p>Know the importance of taking care of their own bodies, whilst respecting cultural differences</p> <p>Understand the language used to describe changes and feelings</p> <p>Understand that their bodies and emotions will change as they grow older</p> <p>Use the internet as a resource to support their work, and begin to understand plagiarism</p> <p>Know that not everything on the internet is true and know what to do if they access something inappropriate</p> <p>Use a range of online communication tools to exchange information and collaborate with others within and beyond their school e.g. school's learning platform., email, instant messaging, social networking, online gaming, and mobile phones</p>

<p>Be able to keep track of spending, keeping accurate records</p> <p>Be able to make informed choices about how to pay for something</p> <p>Understand that you can pay for things without having enough money and that this has consequences</p> <p>Know that feelings about money can change</p> <p>Be able to take account of other peoples' feelings when making decisions</p> <p>Make informed choices about charities, through prioritising and in relation to own values</p>	<p>Recognise the need to keep some information private in order to protect themselves when communicating online</p> <p>Begin to recognise how electronic communications may be used for manipulation or persuasion</p>
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YEAR 4 EXPECTED LEARNING OUTCOMES

PSHE and CITIZENSHIP

By the end of Year 4 most pupils should be able to do work which requires them to:

<p>Preparing to play an active role as citizens</p>	<p>Developing good relationships and respecting the differences between people</p>
<p>Recognise aggressive and anti-social behaviours and their effects on individuals and communities</p> <p>Make informed choices about their environment</p> <p>Understand that there is great diversity locally and across the world which affects peoples' choices</p>	<p>Have some strategies to cope with peer influences</p> <p>Respond appropriately to other people's feelings</p> <p>Acknowledge that others have different points of view</p> <p>Describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from themselves</p> <p>Begin to respond to, or challenge, negative behaviours such as stereotyping and aggression</p>

YEAR 5 EXPECTED LEARNING OUTCOMES

PSHE and CITIZENSHIP

By the end of Year 5 most pupils should be able to do work which requires them to:

Developing confidence, responsibility and making the most of their abilities	Developing a healthier, safer lifestyle
<p>Express their views confidently and listen to and show respect for the views of others</p> <p>Know how to access local and national support groups</p> <p>Talk and write about their opinions</p> <p>Know about the range of jobs carried out by people they know and understand how they can develop skills to make their contribution in the future</p> <p>Know that there are a range of earnings for different jobs</p> <p>Be able to plan for future spending</p> <p>Understand how and why people save</p> <p>Differentiate between essentials and desires</p> <p>Understand 'value for money'</p> <p>Be able to assess 'best buys' in a range of circumstances</p> <p>Make informed choices to get 'value for money'</p> <p>Be able to understand and manage feelings about money, their own and others</p> <p>Have opportunities to discuss wider issues such as 'does money make you happy?'</p>	<p>Understand simple, safe routines to prevent the spread of bacteria and viruses</p> <p>Identify a range of risks connected to drug situations</p> <p>Know which commonly available substances and drugs are legal and illegal, and their effects and risks</p> <p>Know the dangers from handling discarded syringes and needles</p> <p>Know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors that affect mental health, including positive self-image</p> <p>Name and explain male and female body parts, relating to Sex and Relationship Education</p> <p>Know the ways in which boys and girls grow and develop in puberty</p> <p>Recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way</p> <p>Children recognise the need to ask appropriate questions to find answers</p> <p>Children understand that good online research involves processing the information (rather than copying) and interpreting it for others</p> <p>Children recognise that not all information on the internet is accurate</p>

or unbiased (advertising) and develop strategies for identifying the origin of a website

Children recognise issues of copyright and the importance of acknowledging sources

Children use online tools to exchange information and collaborate with others within and beyond their school and begin to evaluate their effectiveness

Children understand the potential risks of providing personal information in an increasing range on online technologies both within and outside school

Children recognise their own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users

Children evaluate their own use of web-publishing tools and how they present themselves online

YEAR 5 EXPECTED LEARNING OUTCOMES

PSHE and CITIZENSHIP

By the end of Year 5 most pupils should be able to do work which requires them to:

Preparing to play an active role as citizens	Developing good relationships and respecting the differences between people
<p>Know that circumstances in other countries and cultures may be different from our own</p> <p>Know about Fair Trade and what it means</p> <p>Know that individual and community rights and responsibilities need to be taken into account when making decisions</p> <p>Understand that choices we make as individuals, a community and a nation impact internationally</p> <p>Begin to understand that 'poverty' might have different meanings to different people in different circumstances</p>	<p>Resolve differences, looking at alternatives, making decisions and explaining choices</p> <p>Deal positively with their feelings and recognise a range of emotions in others</p> <p>Know about different types of relationship, including marriage and those between families and friends and develop the skills to be effective in relationships</p> <p>Name family members and know the different types of relationship that exist within a family</p> <p>Recognise the different degrees of commitment within relationships</p> <p>Recognise and challenge stereotypes</p> <p>Know where individuals, families and groups can get help and support</p>

YEAR 6 EXPECTED LEARNING OUTCOMES

PSHE and CITIZENSHIP

By the end of Year 6 most pupils should be able to do work which requires them to:

Developing confidence, responsibility and making the most of their abilities	Developing a healthier, safer lifestyle
<p>Identify positive ways to face new challenges and be prepared for the transition to Key Stage 3</p> <p>Identify positive things about themselves and their achievements and set personal goals</p> <p>Know what is deducted from earnings and why</p> <p>Differentiate between manageable and unmanageable debt</p> <p>Be able to use cheques, credit and debit cards etc</p> <p>Begin to understand pensions and insurance</p> <p>Understand that money we earn also supports the community</p> <p>Understand different ways of keeping track of your money</p> <p>Understand simple risk and return</p> <p>Be able to 'read' and check pay slips, bank statements etc</p> <p>Use effective record-keeping systems</p> <p>Manage a more complex budget over time</p> <p>Understand that managing money is complex but there are people who can help</p>	<p>Know basic emergency aid procedures and where to get help</p> <p>Recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable</p> <p>Know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know. Know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences</p> <p>Name and explain male and female body parts, relating to Sex and Relationship Education</p> <p>Know the ways in which boys and girls grow and develop in puberty</p> <p>Recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way</p> <p>Manage their time to include regular exercise</p> <p>Understand that the media can have an effect on Emotional Health and Wellbeing, e.g. eating disorders</p> <p>Recognise that not all information on the internet is accurate or unbiased (advertising) and develop a range of strategies for identifying the origin of a website</p> <p>Understand the issues of plagiarism, copyright and data protection in</p>

relation to their work

Understand that the resources they find may be covered by copyright. They understand that not all information on the internet is legal to use or copy, even if sources are acknowledged

Select appropriate tools to collaborate and communicate confidently and safely with others within and beyond their school

Exchange and share ideas with a wider audience, and to evaluate their use of technology including the use of email, social networking, online gaming, and mobile phones and how they present themselves online

YEAR 6 EXPECTED LEARNING OUTCOMES

PSHE and CITIZENSHIP

By the end of Year 6 most pupils should be able to do work which requires them to:

Preparing to play an active role as citizens	Developing good relationships and respecting the differences between people
<p>Take part more fully in school and community activities</p> <p>Demonstrate a sense of social justice and moral responsibility</p> <p>Understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment</p> <p>Research, discuss and debate topical issues, problems and events</p> <p>Know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>Be aware of how the media present information and that the media can be both a positive and negative influence</p> <p>Know about the basic institutions that support democracy locally and nationally</p> <p>Make informed choices about their environment</p>	<p>Realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying and racism on individuals and communities</p> <p>Know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</p> <p>Describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people different from themselves</p> <p>Recognise the difference between aggressive and assertive behaviour</p>

Career-related learning at Key Stage 2

1. Empowers young people to plan and manage their own futures

	By the age of 11 pupils:	Pupils could
1.1	describe who can help them to find careers information and how to find it by themselves	<ul style="list-style-type: none"> find non-fiction books in the library about the jobs people do visit the websites of local secondary schools
1.2	find the main points in careers information and recognise which facts they can trust	<ul style="list-style-type: none"> check the source or provider of the information they are using make a bullet-point summary of what they have found out
1.3	begin to recognise their own worth and set personal goals with short term targets and action steps	<ul style="list-style-type: none"> talk to their class teacher about what other people tell them they are good at write a learning target which they want to achieve in one or two weeks
1.4	begin to recognise what may stop them from achieving their goals, how they can respond, who they can ask for help and how to take responsibility for getting things done	<ul style="list-style-type: none"> draw a spider diagram or mind map showing the people they can go to for help take part in a team problem-solving activity
1.5	begin to recognise where their ideas and expectations about themselves, careers, learning and work come from	<ul style="list-style-type: none"> talk about the earliest memories they have about what they are like and what work is find out about the work that members of the family do
1.6	feed back that they have the skills to plan and manage their move to secondary school	<ul style="list-style-type: none"> talk about their confidence and skills individually or in small groups with their class teacher complete a short self-assessment questionnaire designed for the purpose

2. Responds to the needs of each learner

	By the age of 11 pupils:	Pupils could
2.1	identify positive things about themselves and their achievements, see their mistakes and what they have learned from them, say how they learn best, what they are good at and what they enjoy most at school	<ul style="list-style-type: none"> keep a personal portfolio and talk about it with their class teacher and parents talk about these issues in a small group with their class teacher
2.2	know how to make contact with people who can help and support them	<ul style="list-style-type: none"> find out about the people who can help them in school visit the ChildLine website
2.3	identify the skills they need to prepare for transition to KS3	<ul style="list-style-type: none"> role play starting at a new school and talk about it afterwards interview secondary-school pupils about what it is like
2.4	review their progress and update learning and transition goals, targets and action points	<ul style="list-style-type: none"> write their current target on a card and keep it on the table in front of them award themselves stickers or certificates when they achieve their targets
2.5	tell the school what help they would like to think about their futures	<ul style="list-style-type: none"> discuss the issue at a school council meeting take part in a focus group chaired by a parent or governor

Career-related learning at Key Stage 2

	By the age of 11 pupils:	Pupils could
2.6	feed back that they received the help they needed to prepare for the move to secondary school	<ul style="list-style-type: none"> complete a questionnaire in their secondary school which feeds back the results to their primary school tell the school when they come back for a visit to see their former class teacher

3. Provides comprehensive information and advice

	By the age of 11 pupils:	Pupils could
3.1	find and use information about careers	<ul style="list-style-type: none"> select non-fiction titles about the jobs people do from the library create their own web page with information about a job that interests them
3.2	identify and collect the information they need to progress smoothly to KS3	<ul style="list-style-type: none"> take part in a taster day at a local secondary school find out if there is a guide to the local secondary school for younger pupils written by Year 7 pupils
3.3	recognise what moving to a new school involves and the range of learning options and support available	<ul style="list-style-type: none"> brainstorm similarities and differences between primary and secondary school go along to the secondary school's open evening
3.4	are aware of different forms of work such as work in the house and employment and the rewards they offer	<ul style="list-style-type: none"> interview an adult about job satisfaction discuss in a group the value of different kinds of work to society
3.5	are aware of what people like about working for themselves	<ul style="list-style-type: none"> run a mini-enterprise and reflect on their own feelings meet young people who have set up their own businesses and ask them what they like about it
3.6	are aware of different forms of voluntary and community activities and how they help individuals and society	<ul style="list-style-type: none"> take part in a charity fund-raising activity for the local community find out about volunteers who help the school
3.7	make straightforward decisions about spending, saving and giving	<ul style="list-style-type: none"> work out a personal budget keep records of their own income and expenditure
3.8	are aware of how employers and people looking for work find out about each other	<ul style="list-style-type: none"> investigate job vacancy and job wanted columns in their local newspaper and on community noticeboards, etc. talk to family and friends about how jobs that are never formally advertised get filled
3.9	describe the work that people do in their family, in school and in the area where they live	<ul style="list-style-type: none"> do an industry trail with the instructions and activities loaded on a PDA/smartphone investigate the work that members of the family do
3.10	recognise that the law protects children and young people from injury and exploitation at work	<ul style="list-style-type: none"> analyse stories about child labour in the news find out about local by-laws relating to child labour
3.11	feed back that they have had the information and advice that they have needed to cope with the move to secondary school	<ul style="list-style-type: none"> take part in a forum discussion on this topic chaired by a governor conduct a survey of all Year 6 children

Career-related learning at Key Stage 2

4. Raises aspirations

	By the age of 11 pupils:	Pupils could
4.1	are aware from contact with people who work that individuals have different feelings about their careers and their work	<ul style="list-style-type: none"> create and complete a survey of what people like and dislike about their jobs ask different people what their career means to them
4.2	are positive about who they are and what they can achieve, taking into account what other people say about them	<ul style="list-style-type: none"> talk about their childhood memories of what they were interested in and good at and if they have changed their ideas write three positive affirmations about themselves
4.3	describe how having a job and earning money can help people	<ul style="list-style-type: none"> analyse stories in the media about how people feel when they are unemployed write a story about someone's first pay day in their first job
4.4	are aware that finding the work that you really want to do is rewarding	<ul style="list-style-type: none"> cut out stories from magazines and comics about people who love their jobs and spot any common patterns reflect on their own feelings when they were doing a task or job that they enjoyed doing
4.5	describe why learning is important	<ul style="list-style-type: none"> interview Aimhigher student ambassadors about why they think learning is important tell an interested adult why learning is important to them
4.6	begin to make judgements about who to listen to when making choices	<ul style="list-style-type: none"> create a puppet show with characters who give good and bad advice write a job advert for a careers adviser to come into their school
4.7	feed back that they are excited by secondary school and the opportunities it will give them	<ul style="list-style-type: none"> take part in a role play about their first day in secondary school write a blog about preparing for secondary school

5. Actively promotes equality of opportunity and challenges stereotypes

	By the age of 11 pupils:	Pupils could
5.1	are aware that girls and boys have the same choices and opportunities in learning, careers and work	<ul style="list-style-type: none"> talk to visitors who are working in jobs traditionally associated with the opposite sex read stories of pioneering individuals, e.g. Amelia Earhart, the first woman pilot to fly across the Atlantic
5.2	are aware of the impact of stereotypical decision-making on the continuing pay gap between men and women	<ul style="list-style-type: none"> investigate pay levels in jobs mainly done by women and especially in the 5 'C's (caring, cooking, cleaning, cashiering, clerical) investigate pay levels in jobs mainly done by men such as construction and engineering
5.3	find out about and compare all the secondary schools that they could attend	<ul style="list-style-type: none"> go along to the open evenings and collect information identify what they want from a secondary school and compare all the schools they could go to against the same criteria

Career-related learning at Key Stage 2

	By the age of 11 pupils:	Pupils could
5.4	find out about a range of individuals who have chosen non-traditional options in learning and work	<ul style="list-style-type: none"> undertake a class project on women in the protective services, e.g. fire, police, armed services find out about the barriers individuals faced and how they overcame them, e.g. the first Black MPs elected in 1987
5.5	discuss action that people moving away from their friends can take to smooth the transition to KS3	<ul style="list-style-type: none"> role play their first day in a new school interview Y7 pupils about their experiences
5.6	feed back that they can recognise and challenge learning and work stereotypes	<ul style="list-style-type: none"> distinguish between stereotypical and non-stereotypical images of work design a poster encouraging other young people to avoid falling for stereotypes

6. Helps young people to progress

	By the age of 11 pupils:	Pupils could
6.1	are aware of the relevance of what they are learning now to their life in and outside school	<ul style="list-style-type: none"> tell their teachers how they think what they are about to learn will help them keep a log of when they used the 'essentials for learning and life' skills
6.2	are aware of how the subjects they are studying will help them to make progress in learning and work	<ul style="list-style-type: none"> choose a subject and identify the jobs where it is useful to have a qualification in that subject get to know the levels in the Qualifications and Credit Framework
6.3	are aware that the learning choices people make affect their future options	<ul style="list-style-type: none"> compare the jobs that require English and maths at GCSE A*-C with jobs that do not require them interview people who have invested in their own learning and find out how it has helped them
6.4	are able to present themselves well in front of an audience	<ul style="list-style-type: none"> give a presentation in assembly about a visit they have made, e.g. an Aimhigher visit to a university give a group presentation to parents about the work they have been doing
6.5	are aware of how to take responsibility and follow the rules when taking part in a group activity such as an out-of-school club	<ul style="list-style-type: none"> set up their own online clubs reflect on how well they led and/or participated in the group's activities
6.6	are aware of how developing 'essentials for learning and life' skills will help to prepare them for adult and working life	<ul style="list-style-type: none"> award themselves stickers when they have improved their skills design a poster showing how people use one of the 'essentials' in everyday life
6.7	understand and use the processes for applying for secondary education	<ul style="list-style-type: none"> make an action plan to ensure that they complete everything they need to do at the right time take part in 'taster day' activities arranged for them
6.8	are able to compare the pros and cons of different choices so that they can make progress	<ul style="list-style-type: none"> write bullet points on a T-chart with what's good about their first choice secondary school down one side and what's less good down the other side use a card sort activity to help them decide what working conditions would suit them best, e.g. indoors or outdoors
6.9	feed back, after leaving school, that they are satisfied with the decisions that they have made about secondary education	<ul style="list-style-type: none"> complete a leavers' questionnaire tell the school when they come back for a visit

Section Three

Using 'I Can' Statements for Assessment in PSHE/Citizenship

Key

	Citizenship
	Sex and Relationships Education
	Staying Safe including DATE
	Financial Education
	Keeping Healthy
	E- Safety
	Links to SEAL

INVESTIGATING RELATIONSHIPS

I know the people who are important to me
I can tell you something that has made me
jealous
I can feel proud on behalf of my friends
when they have done something well
I can tell when I am proud or jealous
I understand that being unkind and hurting
someone doesn't make me feel better
I can think of ways to make me feel better
when I feel hurt without hurting others

SPIRAL SEAL STATEMENTS

Knowing Myself

*I know how I feel and how others make
me feel*

Understanding my Feelings

*I understand feelings like anger, hurt,
jealousy, guilt, and embarrassment*

Managing My Feelings

*I know how to do things to make me feel
better*

Understanding the Feelings of Others

*I understand about how others are
feeling*

Social Skills

*I know things to do to make others feel
better*

Making Choices

I know how to make a good choice

SRE

I can name the main parts of the body
I understand the concept of male and
female
I know that it is good to care for my
body
I know that not caring for my body
can make me ill or uncomfortable
I know there are different types of
relationships - family, friends, others
I know that family and friends should
care for each other
I know it is important to keep my
body clean
I know that there are people who can
help me

TRANSITION

I can identify positive achievements during
my time in Y1
I can explain what I am worried about and
what I am looking forward to in Year 2
I know what to expect when I start year 2

SRE (Year A) - Y1

WORKING TOGETHER

I can work and play cooperatively
I can listen to other people
I can share appropriately
I know that my behaviour affects
other people
I can enter a simple discussion with
one person, as part of a group

INVESTIGATING RELATIONSHIPS

I can tell when I feel cared for
I can tell when I love or care for someone
I understand that if someone leaves me they might still love me
I understand that people have to make hard choices and sometimes they have no choice
I can share people I care about
I can talk about my feelings when I feel alone or when I have to share someone or something that is important to me
I can tell you how I feel when I lose someone or something I care about
I can talk about my feelings when I feel alone

SPIRAL SEAL STATEMENTS

Knowing Myself

I know how I feel and how others make me feel

Understanding my Feelings

I understand feelings like anger, hurt, jealousy, guilt, and embarrassment

Managing My Feelings

I know how to do things to make me feel better

Understanding the Feelings of Others

I understand about how others are feeling

Social Skills

I know things to do to make others feel better

Making Choices

I know how to make a good choice

SRE

I know that individuals have rights over their own bodies and that there are differences between good and bad touching

I know how diseases are spread

I can name the main characteristics of boys and girls

I know there are appropriate words for describing body parts

I can value my own body and say why it is special

I know that people can do different things according to their age and development

I know that people grow from young to old

I understand how people's needs change as they grow older

I am beginning to recognise a range of human emotions and to deal with them positively

TRANSITION

I can identify positive achievements during my time in KS1

I can explain what I am worried about and what I am looking forward to in Year 3

I know what to expect when I start KS2

SRE (Year A) - Y2

WORKING TOGETHER

I can take part in discussions with others about topical issues

I can explain my views and opinions

I can listen to others and respect their viewpoints

INVESTIGATING RELATIONSHIPS

I can tell you how I can make someone who is important to me happy
I can express feelings of guilt
I can tell you some ways to make amends if I have done something cruel or unkind
I can tell when I feel ashamed about something and I know when to tell someone about it
I can say when I might feel guilty
I can tell you some ways to put things right
I know some things I can do when I feel guilty
I can tell when something is my fault and when something is not my fault
I can take responsibility for what I choose to do
I know how to make a good choice
I can take responsibility for what I choose to do
I know when I will feel guilty and use this when I make a choice

SPIRAL SEAL STATEMENTS

Knowing Myself

I know how I feel and how others make me feel

Understanding my Feelings

I understand feelings like anger, hurt, jealousy, guilt, and embarrassment

Managing My Feelings

I know how to do things to make me feel better

Understanding the Feelings of Others

I understand about how others are feeling

Social Skills

I know things to do to make others feel better

Making Choices

I know how to make a good choice

SRE

I know what type of physical contact is acceptable or unacceptable
I know that there are different types of relationships e.g. friend, family
I know how to form and keep good relationships with people
I understand that relationships may change

I can take responsibility for my own behaviour and safety
I realise that my actions have consequences
I know that some school rules help to keep me healthy e.g. washing hands, using tissues

WORKING TOGETHER

I can take on a role in a group and contribute to the overall outcome
I can begin to challenge negative behaviours including stereotyping
I have some strategies for coping with negative peer pressure
I know that other people have different points of view and I can react positively to this

TRANSITION

I can identify positive achievements during my time in Y3
I can explain what I am worried about and what I am looking forward to in Year 4
I know what to expect when I start my new class

SRE (Year A) - Y3

INVESTIGATING RELATIONSHIPS

I can tell you how I feel about the important people or animals in my life
I know how most people feel when they lose something or someone they love
I know some ways to celebrate the life of someone I care about
I can tell you about someone that I no longer see
I understand that we can remember people even if we no longer see them

SPIRAL SEAL STATEMENTS

Knowing Myself

I know how I feel and how others make me feel

Understanding my Feelings

I understand feelings like anger, hurt, jealousy, guilt, and embarrassment

Managing My Feelings

I know how to do things to make me feel better

Understanding the Feelings of Others

I understand about how others are feeling

Social Skills

I know things to do to make others feel better

Making Choices

I know how to make a good choice

SRE

I know why it is important to take care of my own body
I understand that my body and emotions will change as I grow older
I understand the language used to describe changes and feelings

I can take responsibility for my own behaviour and safety
I realise that my actions have consequences.

I know that my own emotional health & wellbeing is affected by my self-image
I know that my relationships and the media can affect my self-image

TRANSITION

I can identify positive achievements during my time in Y4
I can explain what I am worried about and what I am looking forward to in Year 5
I know what to expect when I start my new class

SRE (Year A) - Y4

WORKING TOGETHER

I can take on a role in a group and contribute to the overall outcome
I can begin to challenge negative behaviours including stereotyping
I have some strategies for coping with peer influences
I know that other people have different points of view and I can react positively to this

INVESTIGATING RELATIONSHIPS

I can find out about people who are important to me
I can give and receive a compliment
I can tell you about a time when I felt embarrassed and what it felt like
I know some things to do when I feel embarrassed that will not make things worse
I can use a problem-solving approach to sort out an embarrassing situation
I can think about what embarrasses me and learn something about me that I didn't know before
I have helped someone who felt embarrassed
I know how to make people feel good about themselves
I can recognise when I am using a put-down
I can recognise stereotyping
I can try to challenge stereotypes

SPIRAL SEAL STATEMENTS

Knowing Myself

I know how I feel and how others make me feel

Understanding my Feelings

I understand feelings like anger, hurt, jealousy, guilt, and embarrassment

Managing My Feelings

I know how to do things to make me feel better

Understanding the Feelings of Others

I understand about how others are feeling

Social Skills

I know things to do to make others feel better

Making Choices

I know how to make a good choice

SRE

I know how the body changes during puberty
I know the importance of simple, safe routines to prevent the spread of bacteria & viruses
I know how to manage physical changes practically, including menstruation
I know that there are strong emotional changes brought on by puberty and have some strategies for dealing with emotional changes
I know that there are different degrees of commitment within relationships
I know that there are different types of relationships inc. marriage, friendship
I know who can help me manage physical and emotional change
I know that the media presents both positive and negative stereotypical images e.g. body image & gender bias

SRE (Year A) - Y5

TRANSITION

I can identify positive achievements during my time in Y5
I can explain what I am worried about and what I am looking forward to in Year 6
I know what to expect when I start my new class

WORKING TOGETHER

I can take on a role in a group and contribute to the overall outcome
I can discuss in a group how well we are working together
I know that I can feel pressurised when working in a group & have strategies for dealing with this

INVESTIGATING RELATIONSHIPS

I know some of the feelings people have when someone close dies or leaves
I can use some strategies to manage these feelings
I understand that different people show their feelings in different ways
I understand that there is not just one way to grieve
I can use some strategies to manage feelings associated with loss

SPIRAL SEAL STATEMENTS

Knowing Myself

I know how I feel and how others make me feel

Understanding my Feelings

I understand feelings like anger, hurt, jealousy, guilt, and embarrassment

Managing My Feelings

I know how to do things to make me feel better

Understanding the Feelings of Others

I understand about how others are feeling

Social Skills

I know things to do to make others feel better

Making Choices

I know how to make a good choice

SRE

I know how the body changes during puberty
I know how to manage physical changes practically, including menstruation
I know that there are strong emotional changes brought on by puberty
I have some strategies for dealing with emotional changes
I know that relationships can be affected during puberty
I know that there are different types of sexual relationships.
I know what type of physical contact is acceptable or unacceptable
I know that the media presents both positive and negative stereotypical images e.g. body image & gender bias
I know and I accept that differences and similarities between people arise from a number of factors inc. gender and sexuality

TRANSITION

I can identify positive achievements during my time at Primary School
I can explain what I am worried about and what I am looking forward to at Secondary School
I know what to expect when I start Secondary School

SRE (Year A) - Y6

WORKING TOGETHER

I can take on a role in a group and contribute to the overall outcome
I can discuss in a group how well we are working together
I know that I can feel pressurised when working in a group & have strategies for dealing with this

INVESTIGATING CHANGES

I can tell you some things about me that have changed and some things that will not change
I can tell you how I might change in the future
I know that some changes are natural and happen 'by themselves'
I know different ways that help me to learn to do things
I can tell you about changes that I can make happen
I can make some changes quickly and easily
I know that to make some changes is hard and takes a long time

SPIRAL SEAL STATEMENTS

Knowing Myself

I know that everybody goes through changes

Understanding my Feelings

I know I feel when things change

Understanding Feelings of Others

I know that people respond differently to changes and challenges

Managing my Feelings

I know ways of dealing with my feelings

Planning to Reach a Goal

I can think about and plan to overcome obstacles

Making Choices

I know that I make my own choices about my behaviour

Belonging to a Community

I know how change can interfere with our feelings of belonging

SRE

I can name the main parts of the body
I understand the concept of male and female

I know that it is good to care for my body

I know that not caring for my body can make me ill or uncomfortable

I know there are different types of relationships - family, friends, others
I know that family and friends should care for each other

I know it is important to keep my body clean

I know that there are people who can help me

TRANSITION

I can identify positive achievements during my time in Y1
I can explain what I am worried about and what I am looking forward to in Year 2
I know what to expect when I start year 2

SRE (Year B) - Y1

WORKING TOGETHER

I can work and play cooperatively
I can listen to other people
I can share appropriately
I know that my behaviour affects other people
I can enter a simple discussion with one person, as part of a group

INVESTIGATING CHANGES

I can tell you what a habit is and know that it is hard to change one
I know what it means when something is or isn't your fault
I can tell you about a plan I have made with my class to change something in our school
I can plan to overcome obstacles that might get in the way
I know that I make my own choices about my behaviour

SPIRAL SEAL STATEMENTS

Knowing Myself

I know that everybody goes through changes

Understanding my Feelings

I know I feel when things change

Understanding Feelings of Others

I know that people respond differently to changes and challenges

Managing my Feelings

I know ways of dealing with my feelings

Planning to Reach a Goal

I can think about and plan to overcome obstacles

Making Choices

I know that I make my own choices about my behaviour

Belonging to a Community

I know how change can interfere with our feelings of belonging

SRE

I know that individuals have rights over their own bodies and that there are differences between good and bad touching

I know how diseases are spread

I can name the main characteristics of boys and girls

I know there are appropriate words for describing body parts

I can value my own body and say why it is special

I know that people can do different things according to their age and development

I know that people grow from young to old

I understand how people's needs change as they grow older

I am beginning to recognise a range of human emotions and to deal with them positively

TRANSITION

I can identify positive achievements during my time in Y2

I can explain what I am worried about and what I am looking forward to in KS2

I know what to expect when I start KS2

SRE (Year B) - Y2

WORKING TOGETHER

I can take part in discussions with others about topical issues

I can explain my views and opinions

I can listen to others and respect their viewpoints

INVESTIGATING CHANGES

I know that change can be really good and can tell you about some changes that have made our lives much better
I know that everybody goes through many different sorts of change all the time
I can tell you about some of the things that have changed in my life, and how I feel about them
I know that even changes we want to happen can sometimes feel uncomfortable
I know some ways of dealing with the feelings that sometimes arise from changes
I can tell you about a plan I have made to change something about my behaviour
I can think about and plan to overcome obstacles

SPIRAL SEAL STATEMENTS

Knowing Myself

I know that everybody goes through changes

Understanding my Feelings

I know I feel when things change

Understanding Feelings of Others

I know that people respond differently to changes and challenges

Managing my Feelings

I know ways of dealing with my feelings

Planning to Reach a Goal

I can think about and plan to overcome obstacles

Making Choices

I know that I make my own choices about my behaviour

Belonging to a Community

I know how change can interfere with our feelings of belonging

SRE

I can judge what kind of physical contact is acceptable or unacceptable
I can identify different types of relationships and show different ways to maintain relationships
I can understand that relationships may change

TRANSITION

I can identify positive achievements during my time in Y3
I can explain what I am worried about and what I am looking forward to in Y4
I know what to expect when I start Y4

SRE (Year B) - Y3

WORKING TOGETHER

I can explain how my actions have consequences for myself and others
I can empathise with other people and situations through topical issues, problems and events
I can participate in making and changing rules

INVESTIGATING CHANGES

I can tell you how I would feel if a change that I didn't want to happen was imposed on me
I know some of the reasons that change can feel uncomfortable and scary
I can tell you how it feels to belong to a group, and know it is important for everyone
I know that what we feel and think affects what we do (how we behave)
I can tell you why I behave as I do when I am finding a change difficult
I can sometimes understand why other people are behaving as they are when they are finding a change difficult
I know some ways of dealing with the feelings that sometimes arise from changes

SPIRAL SEAL STATEMENTS

Knowing Myself

I know that everybody goes through changes

Understanding my Feelings

I know I feel when things change

Understanding Feelings of Others

I know that people respond differently to changes and challenges

Managing my Feelings

I know ways of dealing with my feelings

Planning to Reach a Goal

I can think about and plan to overcome obstacles

Making Choices

I know that I make my own choices about my behaviour

Belonging to a Community

I know how change can interfere with our feelings of belonging

SRE

I can feel good about myself and my body
I know the importance of taking care of my own body and recognise that this may be different for people for people from other cultures
I understand the language used to describe changes and feelings
I understand that my body and emotions will change as I grow older
I can identify some factors that affect emotional health and well being, eg relationships with family and friends

TRANSITION

I can identify positive achievements during my time in Y4
I can explain what I am worried about and what I am looking forward to in Y5
I know what to expect when I start Y5

SRE (Year B) - Y4

WORKING TOGETHER

I use some strategies to cope with peer influences
I can respond appropriately to other people's feelings
I can acknowledge that others have different points of view

INVESTIGATING CHANGE

I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss

I understand how it might feel when a change takes you away from familiar people and places

I can try to understand why people might behave the way they do when they are facing a difficult change

I know how change can interfere with our feeling of belonging and can make us feel insecure and unconfident

I know that sometimes there can be positive outcomes from changes that we didn't welcome initially

I can tell you some of my own 'sore spots'

I can recognise when I might over-react because someone has touched a 'sore spot'

I recognise that my behaviour is my responsibility, even when someone has touched a 'sore spot'

I know that people respond differently to changes and challenges

SPIRAL SEAL STATEMENTS

Knowing Myself

I know that everybody goes through changes

Understanding my Feelings

I know I feel when things change

Understanding Feelings of Others

I know that people respond differently to changes and challenges

Managing my Feelings

I know ways of dealing with my feelings

Planning to Reach a Goal

I can think about and plan to overcome obstacles

Making Choices

I know that I make my own choices about my behaviour

Belonging to a Community

I know how change can interfere with our feelings of belonging

SRE

I know how the body changes during puberty

I know the importance of simple, safe routines to prevent the spread of bacteria & viruses

I know how to manage physical changes practically, including menstruation

I know that there are strong emotional changes brought on by puberty and have some strategies for dealing with emotional changes

I know that there are different degrees of commitment within relationships

I know that there are different types of relationships inc. marriage, friendship

I know who can help me manage physical and emotional change

I know that the media presents both positive and negative stereotypical images e.g. body image & gender bias

SRE (Year B) - Y5

TRANSITION

I can identify positive achievements during my time in Y5

I can explain what I am worried about and what I am looking forward to in Year 6

I know what to expect when I start my new class

WORKING TOGETHER

I can take on a role in a group and contribute to the overall outcome
I can discuss in a group how well we are working together

I know that I can feel pressurised when working in a group & have strategies for dealing with this

INVESTIGATING CHANGE

I know that change is important to people's lives
I can identify times of change in my own life and lives of others
I know what it feels like to experience change
I know that it is natural to be wary of change
I know that all feelings have a purpose, even uncomfortable ones
I know that people behave in a certain way when they feel uncomfortable
I know that behaviour is a personal responsibility

SPIRAL SEAL STATEMENTS

Knowing Myself

I know that everybody goes through changes

Understanding my Feelings

I know I feel when things change

Understanding Feelings of Others

I know that people respond differently to changes and challenges

Managing my Feelings

I know ways of dealing with my feelings

Planning to Reach a Goal

I can think about and plan to overcome obstacles

Making Choices

I know that I make my own choices about my behaviour

Belonging to a Community

I know how change can interfere with our feelings of belonging

SRE

I know how the body changes during puberty
I know how to manage physical changes practically, including menstruation
I know that there are strong emotional changes brought on by puberty
I have some strategies for dealing with emotional changes
I know that relationships can be affected during puberty
I know that there are different types of sexual relationships
I know what type of physical contact is acceptable or unacceptable
I know that the media presents both positive and negative stereotypical images e.g. body image & gender bias
I know and I accept that differences and similarities between people arise from a number of factors inc. gender and sexuality

TRANSITION

I can identify positive achievements during my time at Primary School
I can explain what I am worried about and what I am looking forward to at Secondary School
I know what to expect when I start Secondary School

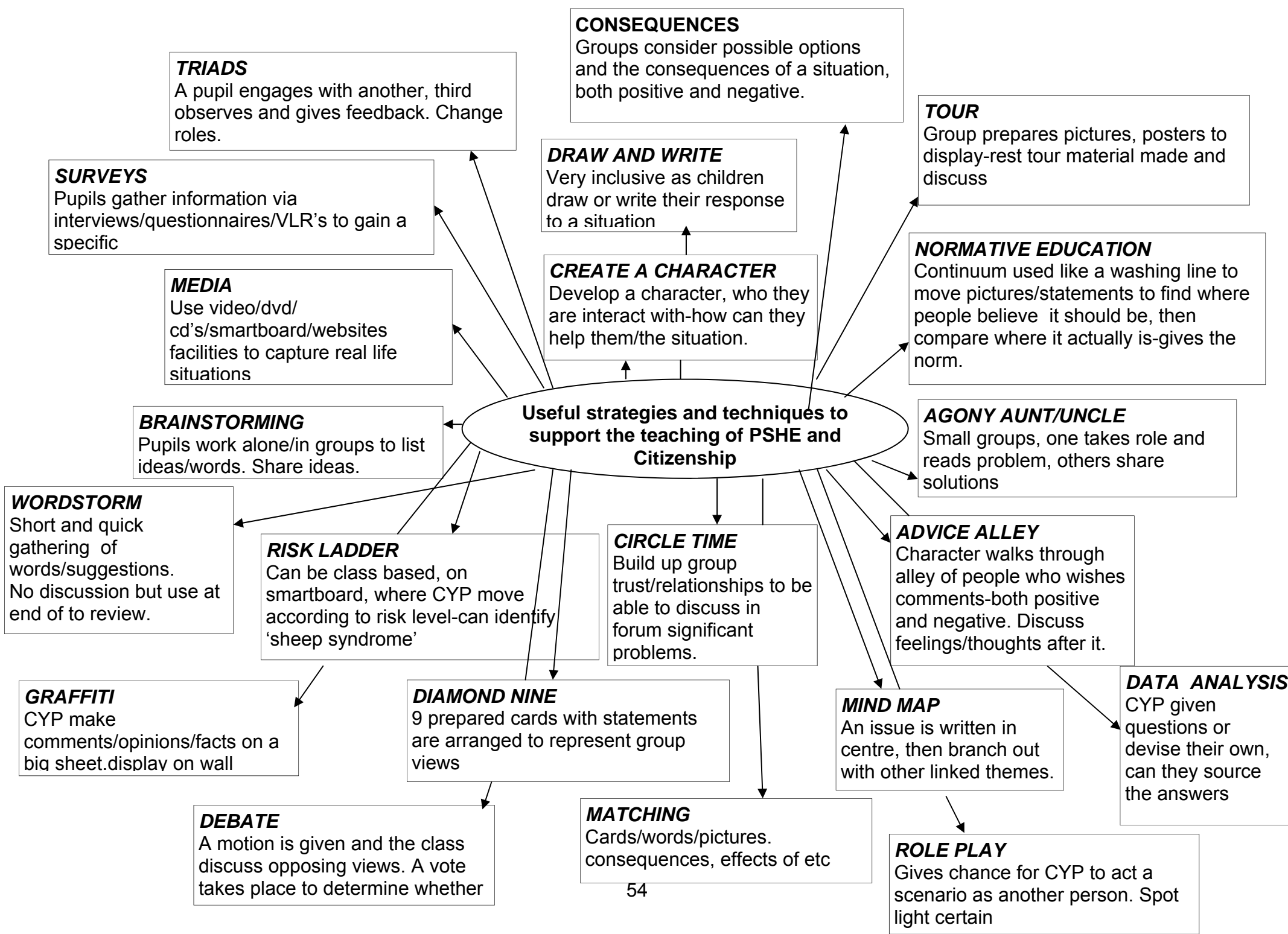
SRE
(Year B) - Y6

WORKING TOGETHER

I can take on a role in a group and contribute to the overall outcome
I can discuss in a group how well we are working together
I know that I can feel pressurised when working in a group & have strategies for dealing with this

Section Four

Useful Strategies and Techniques to Support the Teaching of PSHE/Citizenship



Section Five

Exemplification of a 3 Year Rolling Programme

Clapham CE Primary School

Key

	Citizenship
	Sex and Relationships Education
	Staying Safe including DATE
	Financial Education
	Keeping Healthy
	E- Safety
	Links to SEAL

**PSHCE 3 YEAR ROLLING PROGRAMME
CLAPHAM C of E (VC) PRIMARY SCHOOL**

TERM	YEAR A1	YEAR B1	YEAR C1
AUTUMN 1	Good to be me	New beginnings	Relationships
AUTUMN 2	Citizenship	Community	Keeping safe
SPRING 1	Getting on, falling out	Going for goals	Changes
SPRING 2	Citizenship	Community	Keeping safe
SUMMER 1	Healthy lifestyles	Drug education	Sex and relationship education
SUMMER 2	Healthy lifestyles	Drug education	Community

Reception, Year 1 and Year 2

TERM	YEAR A2	YEAR B2	YEAR C2
AUTUMN 1	Good to be me	New beginnings	Relationships
AUTUMN 2	Citizenship	Community	Keeping safe
SPRING 1	Getting on, falling out	Going for goals	Changes
SPRING 2	Citizenship	Community	Keeping safe
SUMMER 1	Healthy lifestyles	Drug education	Sex and relationship education
SUMMER 2	Healthy lifestyles	Drug education	Sex and relationship education

Year 3, Year 4 and Year 5

SEAL materials cover most of the National Curriculum objectives for Personal, Social and Health Education and Citizenship (PSHCE), but not all. The aim of this long-term plan is to ensure our school is delivering SEAL *and* a comprehensive planned PSHE / Citizenship curriculum.

Clapham C of E (VC) Primary uses SEAL themes over a three-year cycle, to ensure

- Coverage of the PSHE and Citizenship curriculum
- work-load: displays and planning over a term
- possibility of alternating SEAL and PSHE

Theme	National Curriculum (NC)	Circle Time and Other Resources	QCA End of Key Stage Descriptor
<p>YEAR A Autumn 1 Good to be Me</p> <p>Links to Healthy Schools Status:</p> <ul style="list-style-type: none"> • PSHE <p>Emotional Health and Well-being</p>	<p>see page 2 in SEAL booklet for PSHE and Citizenship (not listed in SEAL booklet: KS1: 5b KS2: 5b, 5g)</p> <p>see page 1 for the social and emotional aspects of learning covered in the theme: empathy self-awareness managing feelings</p> <p>see page 1 for intended learning outcomes</p>	<p>Penny Vine Circle Times:</p> <p>1. I can say one good thing about me 2. I can listen well to good things about myself 6. I know that it's OK for me to make mistakes and learn from them 9. I value my achievements 10. I am proud of what I can do</p> <p>Lead Teacher SEAL Circle Times</p> <p>Tacade 'I am, I know, I can' – use activity linked with NC objectives</p>	<p>Key stage 1 Children can identify and name some feelings and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They can set themselves simple goals. Cooperate with others. They can identify and respect differences and similarities between people.</p> <p>Key Stage 2 Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others. Can discuss</p>

Theme	National Curriculum (NC)	Circle Time and Other Resources	QCA End of Key Stage Descriptor
<p>YEAR A Autumn 2 Citizenship</p> <p>Links to Healthy Schools Status:</p> <ul style="list-style-type: none"> • PSHE <p>Emotional Health and Well-being</p>	<p>Key stage 1 1e) about the range of jobs carried out by the people they know, and to understand how they develop skills to make their own contribution in the future 2f) that they belong to</p>	<p>Key stage 1 QCA Citizenship Unit 4: People who help us Tacade 'I am, I know, I can' – use 11, 12, 13 Penny Vine Circle Times: 17. I try to take care of the world around me 18. I can say how I affect the</p>	<p>some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. Can make judgments and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being. They can identify and explain how to manage the risks in different familiar situations. Can explain how their actions have consequences for themselves and others. They can identify different types of relationship and can show ways to maintain good relationships.</p> <p>Key stage 1 They can identify and respect differences and similarities between people.</p>

Theme	National Curriculum (NC)	Circle Time and Other Resources	QCA End of Key Stage Descriptor
<p>YEAR A Spring 1 Getting On and Falling Out</p> <p>Links to Healthy Schools Status: • PSHE Emotional Health and Well-being</p>	<p>various groups etc</p> <p>Key stage 2 5d) make real choices and decisions (eg...how to spend money and contributions to charities) 2i) money comes from different sources 1f) to look after their money and realize that future wants and needs may be met through saving</p> <p>see page 2 in SEAL booklet for PSHE and Citizenship</p> <p>see page 1 for the social and emotional aspects of learning covered in the theme: empathy social skills managing feelings</p> <p>see page 1 for intended learning outcomes</p>	<p>environment</p> <p>Key stage 2 QCA PSHE Unit 7: Looking after my money (Y3, Y4, Y5, Y6)</p> <p>Penny Vine Circle Times: 5. I try to tell the truth even if it's hard 11. I try to tell the truth even if it's hard 12. I know what to do if I see anyone being hurt 14. I try to stand up for others and myself without hurting other people 25. I can suggest one way we can make our school friendly 30. I know how to help others when they are in trouble 32. I co-operate with others</p>	<p>Key stage 2 They can demonstrate how to look after and save money.</p> <p>Key stage 1 Children can identify and name some feelings. They can demonstrate that they can manage some feelings in a positive and effective way. Begin to share their views and opinions. They can set themselves simple goals. They can recognise the effect of their behaviour on other people, and can cooperate with others. They can identify and respect differences and similarities between people. Can explain different ways that</p>

Theme	National Curriculum (NC)	Circle Time and Other Resources	QCA End of Key Stage Descriptor
<p>YEAR A Spring 2 Citizenship</p> <p>Links to Healthy Schools Status:</p> <ul style="list-style-type: none"> • PSHE 	<p>Key stage 1 2g) what harms and improves local, natural, built environment</p>	<p>in work and play 33. I try to use words that make the world a better place 35. I notice that we are the same and I notice that we are different – to be both is OK 39. I stand up for people who are being treated unfairly</p> <p>Lead Teacher SEAL Circle Times</p> <p>Tacade 'I am, I know, I can' – use activity linked with NC objectives</p> <p>Key stage 1 Tacade 'I am, I know, I can' – use 11, 12, 13 Penny Vine Circle Times: 17. I try to take care of the</p>	<p>family and friends should care for one another.</p> <p>Key Stage 2 Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges. Can explain how their actions have consequences for themselves and others. They can identify different types of relationship and can show ways to maintain good relationships. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p> <p>Key stage 1 They can identify and respect differences and similarities between people.</p>

Theme	National Curriculum (NC)	Circle Time and Other Resources	QCA End of Key Stage Descriptor
<p>Emotional Health and Well-being</p> <p>YEAR A Summer 1 and 2 Healthy lifestyles</p> <p>Links to Healthy Schools Status:</p> <ul style="list-style-type: none"> • PSHE • Emotional Health and Well-being • Physical activity <p>Healthy Eating</p>	<p>Key stage 2 2g) what democracy is and about the basic institutions that support it locally and nationally 5c) participate (eg school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting)</p> <p>Key stage 1 3c) how some diseases spread and can be controlled 3e) the names of the main parts of the body</p> <p>Key stage 2 5d) make real choices and decisions (eg about issues affecting their health and well-being)</p>	<p>world around me 18. I can say how I affect the environment Key stage 2 QCA Unit 10: Local democracy for young citizens Tacade 'I am, I know, I can' – use 31, 32, 39 Missdorothy.com</p> <p>Key stage 1 QCA PSHE Unit 2: Keeping the body healthy (Y1, Y2) QCA PSHE Unit 3: Making choices for a healthy life (Y1, Y2) Tacade 'I am, I know, I can' – use 17, 19 Health for Life Ages 4 – 7: pp 103 – 120</p> <p>Key stage 2 QCA Unit 6: Eating Healthily, being active (Y3, Y4) Health for Life Ages 8 – 11: pp21 – 28, 35 – 52, 146 - 155</p>	<p>Key stage 2 They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.</p> <p>Key stage 1 They can make simple choices about some aspects of their health and well-being and know what keeps them healthy. They can explain ways of keeping clean. They can name the main parts of the body.</p> <p>Key stage 2 I can suggest one way we can make our school a healthy school.</p>

Theme	National Curriculum (NC)	Circle Time and Other Resources	QCA End of Key Stage Descriptor
<p>Year B Autumn 1 New Beginnings</p> <p>Links to Healthy Schools Status:</p> <ul style="list-style-type: none"> • PSHE • Emotional Health and Well-being 	<p>see page 2 in SEAL booklet for PSHE and Citizenship</p> <p>see page 1 for the social and emotional aspects of learning covered in the theme:</p> <p>empathy self-awareness social skills motivation</p> <p>see page 1 for intended learning outcomes</p>	<p>Penny Vine Circle Times:</p> <p>3. I can say how I feel 13. I understand that rights match responsibility 15. I try to follow our school and classroom rules 28. I can recognise comfortable and uncomfortable feelings 31. I listen to what you say; I show that I am listening to you 37. I know what respect means and I show that I respect others</p> <p>Lead Teacher SEAL Circle Times</p> <p>Tacade 'I am, I know, I can' – use activity linked with NC objectives</p>	<p>Key stage 1 Children can identify and name some feelings and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions. They can set themselves simple goals. They can recognise the effect of their behaviour on other people, and can cooperate with others. They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another.</p> <p>Key Stage 2 Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face</p>

<p>Year B Autumn 2 Community (local/national)</p> <p>Links to Healthy Schools Status:</p> <ul style="list-style-type: none"> • PSHE • Emotional Health and Well-being 	<p>Key stage 1 5c) take part in discussions (eg talking about topics of school, local, national, European, Commonwealth and global concern...)</p> <p>Key stage 2 5a) take responsibility (eg for planning and looking after the school environment...) 5d) make real choices and decisions (eg ...money and contributing to charities)</p>	<p>Key Stage 1 QCA Citizenship Unit 6: Developing our school grounds Penny Vine Circle Times: 17. I try to take care of the world around me 18. I can say how I affect the environment 20. I know about the people who work together in our school</p> <p>Key stage 2 QCA Unit 7: Children's rights – human rights QCA Unit 9: Respect for property</p>	<p>new challenges. Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship and can show ways to maintain good relationships.</p> <p>Key stage 1 They begin to share their views and opinions. They can recognise the effect of their behaviour on other people, and cooperate with others.</p> <p>Key stage 2 They can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others. They can</p>
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<p>Year B Spring 1 Going for Goals</p> <p>Links to Healthy Schools Status:</p> <ul style="list-style-type: none"> • PSHE <p>Emotional Health and Well-being</p>	<p>2h) to recognise the role of voluntary, community and pressure groups 2j) that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>see page 2 in SEAL booklet for PSHE and Citizenship</p> <p>see page 1 for the social and emotional aspects of learning covered in the theme: self-awareness motivation</p> <p>see page 1 for intended learning outcomes</p>	<p>Penny Vine Circle Times: 4. I can say one thing I would like to get better at 6. I know that it's OK for me to make mistakes and learn from them 7. I can set a simple target for myself 8. I try to keep going when things are difficult</p> <p>Lead Teacher SEAL Circle Times</p> <p>Tacade 'I am, I know, I can' – use activity linked with NC objectives</p>	<p>identify positive ways to face new challenges. They can demonstrate how their actions have consequences for themselves and others.</p> <p>Key stage 1 Children can identify and name some feelings and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They can set themselves simple goals. They can recognise the effect of their behaviour on other people, and can cooperate with others. They can identify and respect differences and similarities between people.</p> <p>Key Stage 2 Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen</p>
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<p>Year B Spring 2 Community (global/national)</p> <p>Links to Healthy Schools Status:</p> <ul style="list-style-type: none"> • PSHE - Emotional Health and Well-being 	<p>Key stage 1 5c) take part in discussions (eg talking about topics of school, local, national, European, Commonwealth and global concern...)</p> <p>Key stage 2 2k) to explore how the media present information 5d) make real choices and decisions (eg ...money and contributing to charities)</p>	<p>Key stage 1 QCA Citizenship Unit 5: Living in a diverse world</p> <p>Key stage 2 QCA Citizenship Unit 11: In the media – what’s in the news? Health for Life Ages 8 – 11: pp 156 – 159 Missdorothy.com QCA Citizenship Unit: Choices Tacade ‘I am, I know, I can’ – use 40, 42, 43</p>	<p>to and show respect for the views of others. They can identify positive ways to face new challenges. They can identify and explain how to manage the risks in different familiar situations. Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>Key stage 1 They begin to share their views and opinions. They can recognise the effect of their behaviour on other people, and cooperate with others.</p> <p>Key stage 2 They can demonstrate that they recognise their own worth and that of others. They can express their views confidentially and listen to and show respect for the views of others. They can identify positive ways to face new challenges. They can demonstrate how their</p>
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<p>Year B Summer 1 and 2 Drug education</p> <p>Links to Healthy Schools Status:</p> <ul style="list-style-type: none"> • PSHE • Emotional Health and Well-being 	<p>Key stage 1 3f) that all household products including medicines can be harmful if not used properly</p> <p>Key stage 2 3d) which commonly available substances and drugs are legal and illegal, their effects and risks 5d) make real choices and decisions (eg about issues affecting their health and well-being such as smoking...) 5h) find information and advice</p>	<p>Key stage 1 Penny Vine Circle Times: 22. I think before I make choices that affect my health</p> <p>Tacade 'I am, I know, I can' – use 20 Tacade: The World of ...Tobacco / ...Alcohol / ...Drugs QCA Drug, Alcohol and Tobacco Education Unit A: Keeping ourselves and others safe</p> <p>Health for Life Ages 4-7: pp 37-59, 132-147</p> <p>Key stage 2 Penny Vine Circle Times: 22. I think before I make choices that affect my health</p> <p>Tacade 'I am, I know, I can' – use 47 Tacade: The World of ...Tobacco / ...Alcohol / ...Drugs</p>	<p>actions have consequences for themselves and others.</p> <p>Key stage 1 They can make simple choices about some aspects of their health and well-being and know what keeps them healthy. They can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</p> <p>Key stage 2 Children can make choices about how to develop healthy lifestyles. They can identify some factors that affect emotional health and well-being. They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and</p>
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		<p>QCA Drug, Alcohol and Tobacco Education Unit B: Risk-taking and dealing with pressure</p> <p>QCA Drug, Alcohol and Tobacco Education Unit C: Building knowledge and understanding about drugs and alcohol</p> <p>Health for Life Ages 8-11: pp54-75, 168-176</p>	<p>well-being. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations.</p>
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Theme	National Curriculum (NC)	Circle Time and Other Resources	QCA End of Key Stage Descriptor
<p>Year C Autumn 1 Relationships</p> <p>Links to Healthy Schools Status:</p> <ul style="list-style-type: none"> • PSHE • Emotional Health and Well-being 	<p>see page 2 in SEAL booklet for PSHE and Citizenship (not listed in SEAL booklet: KS2: 5f)</p> <p>see page 1 for the social and emotional aspects of learning covered in the theme: empathy self-awareness managing feelings</p> <p>see page 1 for intended learning outcomes</p>	<p>Penny Vine Circle Times:</p> <p>5. I try to tell the truth even if it's hard</p> <p>11. I know what trust means</p> <p>16. I try to be considerate of other people's needs</p> <p>19. I treat all adults and children with respect</p> <p>23. I realise what I do affects how others feel</p> <p>34. I try to look at the world through your eyes</p> <p>38. I give people time especially when I'm struggling to accept them</p> <p>Lead Teacher SEAL Circle Times</p> <p>Tacade 'I am, I know, I can' – use activity linked with NC objectives</p>	<p>Key stage 1</p> <p>Children can identify and name some feelings. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions. They can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can identify and respect differences and similarities between people. Can explain different ways that family and friends should care for one another.</p> <p>Key Stage 2</p> <p>Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others. Can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of</p>

<p>Year C Autumn 2 Keeping Safe</p> <p>Links to Healthy Schools Status:</p> <ul style="list-style-type: none"> • PSHE • Emotional Health and 	<p>Key stage 1 3g) rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe</p>	<p>Key stage 1 Tacade 'I am, I know, I can' – use 21 Health for Life ages 4 – 7: pp31 – 36, 60 – 79, 148 – 171</p>	<p>dealing with these in a positive way. They can identify and explain how to manage the risks in different familiar situations. Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship and can show ways to maintain good relationships. They can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p> <p>Key stage 1 They can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations. They can</p>
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<p>Well-being</p> <p>Year C Spring 1 Changes</p> <p>Links to Healthy Schools Status:</p> <ul style="list-style-type: none"> • PSHE • Emotional Health and Well-being 	<p>Key stage 2 5h) find information and advice (eg through helplines, by understanding about welfare systems in society)</p> <p>see page 2 in SEAL booklet for PSHE and Citizenship</p> <p>see page 1 for the social and emotional aspects of learning covered in the theme: social skills motivation managing feelings</p> <p>see page 1 for intended learning outcomes</p>	<p>Key stage 2 Penny Vine Circle Times: 26. I know when to ask for help 27. I know who to go to for help 29. I know who to go to if I'm hurt</p> <p>Penny Vine Circle Times: 22. I think before I make choices that affect my health 24. I can suggest one way we can make our school a healthy school</p> <p>Lead Teacher SEAL Circle Times</p> <p>Tacade 'I am, I know, I can' – use activity linked with NC objectives</p>	<p>recognise the effect of their behaviour on other people, and cooperate with others.</p> <p>Key stage 2 They can identify and explain how to manage the risks in different familiar situations.</p> <p>Key stage 1 Children can identify and name some feelings. They can demonstrate that they can manage some feelings in a positive and effective way. They can set themselves simple goals. They can recognise the effect of their behaviour on other people, and can cooperate with others. They can identify and respect differences and similarities between people.</p> <p>Key Stage 2 Children can demonstrate that they recognise their own worth and that of others. They can express their</p>
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<p>Year C Spring 2 Keeping Safe</p> <p>Links to Healthy Schools Status:</p> <ul style="list-style-type: none"> • PSHE • Emotional Health and Well-being 	<p>Key stage 1 5h) ask for help (eg from family and friends, midday supervisor, older pupils, the police) 5a) take and share responsibility (eg for their own behaviour)</p> <p>Key stage 2 5a) take responsibility (eg ...for identifying safe, healthy and sustainable means of travel when</p>	<p>Key stage 1 Penny Vine Circle Times: 26. I know when to ask for help 27. I know who to go to for help 29. I know who to go to if I'm hurt</p> <p>Key stage 2 Health for Life Ages 8 – 11: pp 76–107, 160-167, 226-260 www.fronter – Hector's</p>	<p>views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges. Can explain how their actions have consequences for themselves and others. They can identify different types of relationship and can show ways to maintain good relationships. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p> <p>They can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations. They can recognise the effect of their behaviour on other people, and cooperate with others</p> <p>They can identify and explain how to manage the risks in different familiar situations.</p>
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<p>Year C Summer 1 and 2 Sex and Relationship Education</p> <p>Links to Healthy Schools Status:</p> <ul style="list-style-type: none"> • PSHE • Emotional Health and Well-being 	<p>planning their journey to school) E-safety (cyber safety)</p> <p>Key stage 1 5f) develop relationships through work and play (eg by sharing equipment with other pupils or their friends in a group task) 5g) consider social and moral dilemmas that they come across in everyday life (eg aggressive behaviour, questions of fairness, right and wrong...)</p> <p>Key stage 2 3c) about how the body changes as they approach puberty 5i) prepare for change</p>	<p>World, EHWB)</p> <p>Key stage 1 Penny Vine Circle Times: 22. I think before I make choices that affect my health</p> <p>QCA PSHE Unit 1: Special people (Y1, Y2)</p> <p>Health for Life Ages 4-7: pp21-30, 80-96, 121-130, 172-196</p> <p>Key stage 2 Penny Vine Circle Times: 22. I think before I make choices that affect my health</p> <p>Tacade 'I am, I know, I can' – use 46</p> <p>QCA PSHE Unit 4: Support networks (Y5, Y6) QCA PSHE Unit 5: How the body works and changes in puberty (Y5, Y6) Health for Life Ages 8-11: pp29-34, 108-138, 177-225, 261-302</p>	<p>Key stage 1 They can name the main parts of the body. They can explain that people grow from young to old. They begin to share their views and opinions. They can recognise the effect of their behaviour on other people, and cooperate with others.</p> <p>Key stage 2 They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can identify different types of relationships and can show ways to maintain good relationships.</p>
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Section Six A

PSHE and Citizenship P-Scales Expected Learning Outcomes

P SCALES EXPECTED LEARNING OUTCOMES

PSHE and CITIZENSHIP

When working towards Level 1 most pupils should be able to do work which requires them to:

Developing confidence, responsibility and making the most of their abilities	Developing a healthier, safer lifestyle
<p>Pupils encounter activities and experiences (P1i)</p> <p>They may be passive or resistant (P1i)</p> <p>They may show simple reflex responses, <i>e.g. startling at sudden noises or movements</i> (P1i)</p> <p>Pupils show emerging awareness of activities and experiences (P1ii)</p> <p>They may give intermittent reactions, <i>e.g. beginning to tolerate some activities, but 'switch off' if the activity becomes too intense</i> (P1ii)</p> <p>They react to new activities and experiences, <i>e.g. withdrawing from a person who is new to them</i> (P2i)</p> <p>Pupils begin to be proactive in their interactions (P2ii)</p> <p>They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, <i>e.g. making similar responses several times during an interactive sequence with an adult</i> (P2ii)</p> <p>They request events or activities, <i>e.g. prompting a peer or adult to continue an interaction</i></p> <p>They sustain concentration for short periods (P3i)</p>	<p>They carry out routine activities in a familiar context and show an awareness of the results of their own actions (P6)</p> <p>They judge right and wrong on the basis of the consequence of their actions (P7)</p> <p>They show a basic understanding of what is right and wrong in familiar situations (P8)</p> <p>They can seek help when needed, <i>e.g. assistance in fastening their clothes</i> (P8)</p>

They explore materials in increasingly complex ways, *e.g. reaching out to touch the hair or face of another person during an interactive sequence* (P3i)

They observe the results of their own actions with interest, *e.g. listening as an adult imitates their own vocalisations* (P3i)

They remember learned responses over more extended periods, *e.g. co-operating with support for frequently repeated personal care procedures from day-to-day* (P3i)

They can remember learned responses over increasing periods of time and may anticipate known events, *e.g. taking a place at the table when drink time is signalled* (P3ii)

They may respond to options and choices with actions or gestures, *e.g. eye pointing to their choice of play or work partner* (P3ii)

They actively explore objects and events for more extended periods, *e.g. prolonging an interactive sequence by producing new behaviours and triggering new responses from a partner* (P3ii)

They apply potential solutions systematically to problems, *e.g. vocalising repeatedly to request an interaction with a peer or adult* (P3ii)

Pupils follow familiar routines and take part in familiar tasks or activities with support from others (P4)

They join in discussions by responding appropriately (vocalising, using gestures, symbols or signing) to simple questions about familiar events or experiences, *e.g. 'What does the baby need?'* (P5)

They move, with support, to new activities which are either directed or self-chosen (P7)

Pupils join in a range of activities in one-to-one situations and in small or large groups (P8)

They choose, initiate and follow through new tasks and self-selected activities (P8)

They communicate consistent preferences and affective responses, *e.g. expressing their immediate needs and feelings* (P2ii)

Pupils begin to communicate intentionally (P3i)

They seek attention through eye contact, gesture or action (P3i)

Pupils use emerging conventional communication (P3ii)

Pupils express their feelings, needs, likes and dislikes using single elements of communication (words, gestures, signs or symbols) (P4)

They show an understanding of 'yes' and 'no', and recognise and respond to animated praise or criticism (P4)

Pupils combine two elements of communication to express their feelings, needs and choices (P5)

Pupils communicate feelings and ideas in simple phrases (P7)

They can seek help when needed, *e.g. assistance in fastening their clothes* (P8)

P SCALES EXPECTED LEARNING OUTCOMES

PSHE and CITIZENSHIP

When working towards Level 1 most pupils should be able to do work which requires them to:

Preparing to play an active role as citizens	Developing good relationships and respecting the differences between people
<p>They show some consideration of the needs and feelings of other people and other living things, <i>e.g. offering food to a visitor or watering a classroom plant (P7)</i></p> <p>They understand the need for rules in games, and show awareness of how to join in different situations (P8)</p> <p>They treat living things and their environment with care and concern (P8)</p> <p><i>They understand agreed codes of behaviour which help groups of people work together, and they support each other in behaving appropriately, e.g. while queuing in a supermarket (P8)</i></p>	<p><i>They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, e.g. turning briefly towards another person (P1ii)</i></p> <p><i>Pupils begin to respond consistently to familiar people, events and objects (P2i)</i></p> <p><i>They begin to show interest in people, events and objects, e.g. watching as they bring their own hands together (P2i)</i></p> <p><i>They accept and engage in co-active exploration, e.g. sharing a hand massage with an adult (P2i)</i></p> <p><i>They recognise familiar people, events and objects, e.g., vocalising or gesturing in a particular way to another member of the class (P2ii)</i></p> <p><i>They co-operate with shared exploration and supported participation, e.g. handling personal belongings passed to them (P2ii)</i></p> <p><i>They participate in shared activities with less support (P3i)</i></p> <p><i>They greet known people and may initiate interactions and activities, e.g. prompting responses from another pupil (P3ii)</i></p> <p><i>They engage in parallel activity with several others (P4)</i></p> <p><i>They begin to respond to the feelings of others, e.g. matching their</i></p>

emotions and becoming upset. (P4)

Pupils take part in work or play involving two or three others (P5)

They maintain interactions and take turns in a small group with some support (P5)

Pupils respond to others in group situations, playing or working in a small group co-operatively, e.g. taking turns appropriately (P6)

They may show concern for others, e.g. through facial expressions, gestures or tone of voice, and sympathy for others in distress and offer comfort (P6)

They make purposeful relationships with others in group activities and attempt to negotiate with them in a variety of situations, e.g. if other pupils wish to use the same piece of equipment (P7)

They are often sensitive to the needs and feeling of others and show respect for themselves and others (P8)

Section Six B

Exemplification of Assessment Using 'P-Scales'

Taken from

“Portfolio of moderated examples of pupil’s work: P levels and early stages of the National Curriculum”
(SLD Outreach Support Service NYCC)

Specific examples of how pupils demonstrated attainment at P levels in PSED (across a range of ages and in a range of opportunities)

P Scales have been included to support assessment using the National Curriculum Levels for pupils not achieving Level 1 by the end of Year 1. PIVATS can be used to support target setting for small steps of learning for pupils who need additional and different provision from P1 to NC Level 4a. (Assessment of Learning, Performance Monitoring and Effective Target Setting for All Pupils- PIVATS)

PSHCE P3ii



<i>Level of Engagement</i>	<i>Tick</i>
Encounter	
Awareness	
Attention and response	
Engagement	
Participation	√
Involvement	
Gaining skills and understanding	

Pupil: Stephen

Age: 11

Year Group: 6

Key Stage: 3

Context: PSHE. Circle time

Level of Support: No Help

Assessment: Stephen looked at a photograph of B. and was asked to 'Give it to him' without B's name being mentioned. Stephen looked around the group and took the photograph to B. then smiled and looked at him as a means of greeting him.

Level of Attainment: P3ii

Level Descriptor: Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, prompting responses from another pupil. They can remember learned responses over increasing periods of time and may anticipate known events, for example, taking their place at the table when drink time is signalled. They may respond to options and choices with actions or gestures, for example, eye pointing to their choice of a play or work partner. They actively explore objects and events for more extended periods, for example, prolonging and interactive sequence by producing new behaviours and triggering new responses from a partner. They apply potential solutions systematically to problems, for example, vocalising repeatedly to request an interaction with a peer or adult.

Assessor:

Date:

Moderated P/NC Level:

Moderated by:

Date:

PSHCE P4



Level of Engagement	Tick
Encounter	
Awareness	
Attention and Response	
Engagement	
Participation	√
Involvement	
Gaining Skills and understanding	

Pupil: James

Age: 11

Year Group: 7

Key Stage: 3

Context: Developing good relationships. The pupil was provided with symbols representing yes and no, and then asked a series of questions.

Level of Support: No help

Assessment: James demonstrated an understanding of yes/ no symbols when replying to questions for example ‘Did you enjoy the story?’ ‘Are you a girl?’

Level of Attainment: P4

Level Descriptor: Pupils express their feelings, needs, likes and dislikes using single elements of communication (words, gestures, signs, or symbols). They engage in parallel play with several others. Pupils follow familiar routines and take part in familiar tasks or activities with support from others. **They show an understanding of ‘yes’ and ‘no’**, and recognise and respond to animated praise or criticism. They begin to respond to the feelings of others, *for example, matching their emotions and becoming upset.*

Assessor:

Date:

Moderated P/NC Level:

Moderated by:

Date:

PSHCE P5



Level of Engagement	Tick
Encounter	
Awareness	
Attention and Response	
Engagement	
Participation	√
Involvement	
Gaining Skills and understanding	

Pupil: Craig

Age: 14

Year Group: 10

Key Stage: 4

Context: Craig uses his VOCA to communicate his basic needs, wants, likes and dislikes in a small group situation.

Level of Support: No help

Assessment: Craig engages in activities alongside others, taking turns and responding appropriately to questions. He communicates his basic needs, wants, likes and dislikes with other people and is attentive to other people’s contributions.

Level of Attainment: P5

Level Descriptor: Pupils take part in work or play involving two or three others. They maintain interactions and take turns in a small group with some support. Pupils combine two elements of communication to express their feelings, needs and choices. They join in discussions by responding appropriately (vocalising, using gestures, symbols or signing) to simple questions about familiar events or experiences, *for example*, ‘What does the baby need?’

Assessor:

Date:

Moderated P/NC Level:

Moderated by:

Date:

PSHCE P6



Level of Engagement	Tick
Encounter	
Awareness	
Attention and Response	
Engagement	
Participation	
Involvement	√
Gaining Skills and understanding	

Pupil: Liam

Age: 7

Year Group: 2

Key Stage: 1

Context: Group painting. Liam takes part in a play activity with two or three others in a cooperative manner.

Level of Support: No help

Assessment: Liam makes initiations to join activities and responds appropriately to others' actions *and initiations*. *He is very sociable and responds well to others in a group situation with very little adult support. Liam is usually able to take turns and to recognise whose turn it is next. He is able to imitate the content of a group activity and learns well from the role models of buddies from partner school.*

Level of Attainment: P6

Level Descriptor: Pupils respond to others in group situations, playing or working in a small group co-operatively, for example, taking turns appropriately. They carry out routine activities in a familiar context and show awareness of the results of their own actions. They may show concern for others, for example, through facial expressions, gestures or tones of voice, and sympathy for others in distress and offer comfort.

Assessor:

Date:

Moderated P/NC Level:

Moderated by:

Date:

PSHCE P8



Level of Engagement	Tick
Encounter	
Awareness	
Attention and Response	
Engagement	
Participation	
Involvement	√
Gaining Skills and understanding	

Pupil: Sophie

Age: 13

Year Group: 8

Key Stage: 3

Context: Sophie was taking part in a group table game involving a spinner dial with number cards.

Level of Support: No help

Assessment: Sophie understands the need for rules in a game, and shows awareness of how to join in. She was aware of others in the group and would eagerly assist them.

Level of Attainment: P8

Level Descriptor: Pupils join in a range of activities in one-to-one situations and small or large groups. They choose, initiate and follow through new tasks and self-selected activities. They understand the need for rules in games, and show awareness of how to join in different situations. They understand agreed codes of behaviour which help groups of people work together, and they support each other in behaving appropriately, for example, while queuing in a supermarket. They show a basic understanding of what is right and wrong in familiar situations. They can seek help when needed, for example, assistance to fasten their clothes. They are often sensitive to the needs and feelings of others and show respect for themselves and others. They treat living things and their environment with care and concern.

Assessor:

Date:

Moderated P/NC Level:

Moderated by:

Date:

PSHCE P8

See attached piece of work

Level of Engagement	<i>Tick</i>
Encounter	
Awareness	
Attention and response	
Engagement	
Participation	
Involvement	
Gaining skills and understanding	√

Pupil: John

Age: 16

Year Group: 11

Key Stage: 4

Context: Banking with the class as part of an AQA accredited unit 'Using Banks, Building Societies and Post Offices.

Level of Support: No help given

Assessment: John was able to queue appropriately and wait for his turn. He knew when it was his turn and which cashier to go to.

Level of Attainment: P8

Level Descriptor: Pupils join in a range of activities in one-to-one and in small or large groups. They choose, initiate and follow through new tasks and self selected activities. They understand the need for rules in games and show awareness of how to join in different situations. They understand agreed codes of behaviour which helps groups of people work together and they support each other in behaving appropriately, for example, while queuing in a supermarket. They show a basic understanding of what is right and wrong in familiar situations. They seek help when needed. They are often sensitive to the needs and feelings of others and show respect for themselves and others. They treat living things and their environment with care and concern.

Assessor:

Date:

Moderated P/NC Level:

Moderated by:

Date:

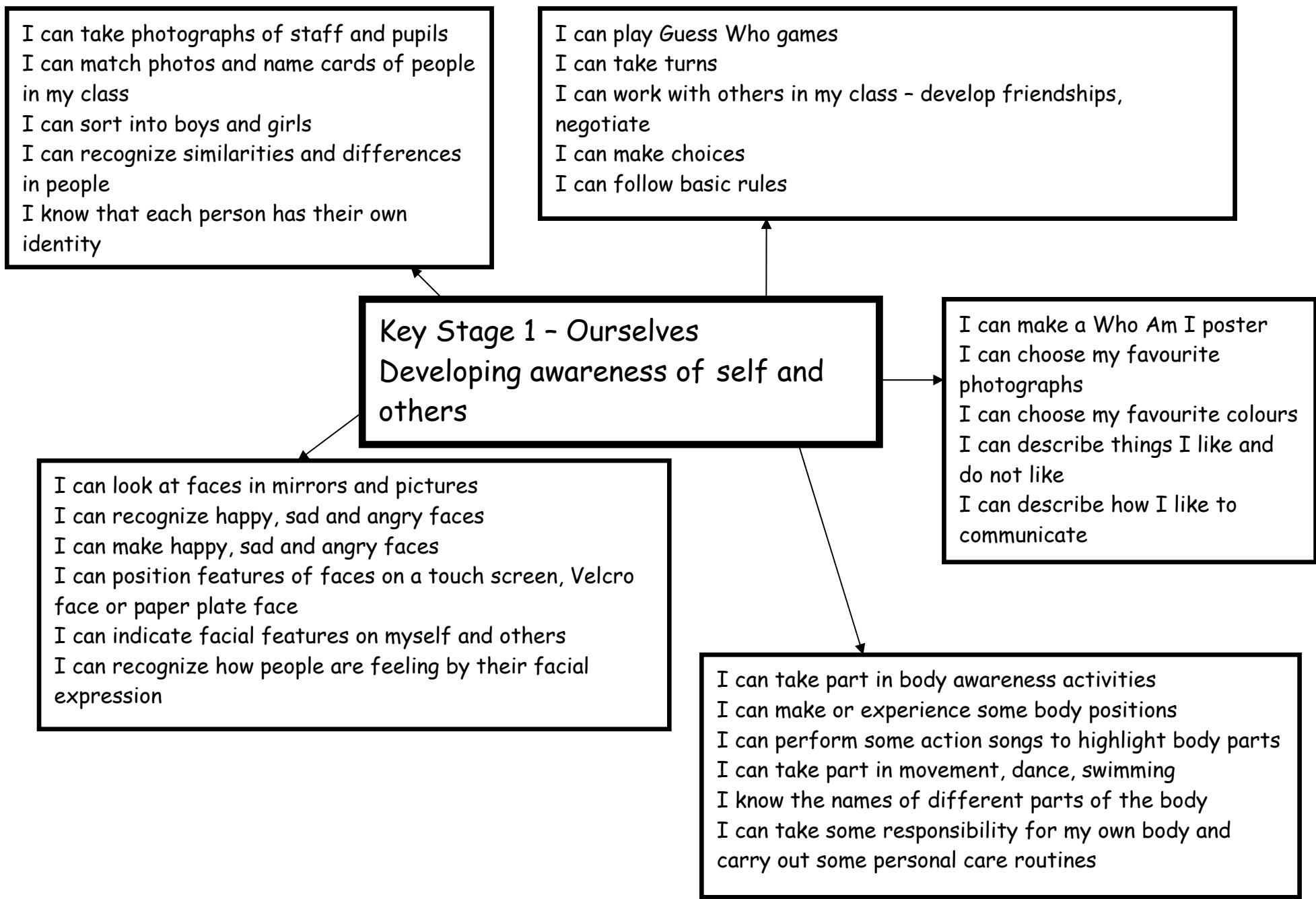


Name [redacted] **Date** December 2006
Subject PSHE&C. **Unit** Using Banks, Building Societies and Post Offices.
Level of Support -b **Learning Outcome** P8

1. [redacted] will wait in the queue at Nat West bank and tell others to do likewise. **Picture 2.**
2. [redacted] goes to the correct place when it is his turn. He will chat to the bank clerk. He found one who knows his family. **Picture 1.**
3. [redacted] is seen in picture 3 in a local Building Society chatting away.
4. [redacted] will ask for specific amounts to be withdrawn and sign his name.
5. [redacted] does home based work to earn money and deposits most weeks. He has a record of his work.
6. He brings his bank statements to school and we talk about his savings increasing. He files them away. Over 18 months he now has £ 41.43p, but highest amount was £127.18p then he paid for his residential visit.

Section Seven

Opportunities and Activities to Assess PSHE and Citizenship for Pupils with LDD



I can observe an animal e.g. a hamster in an exercise ball
I can handle an animal, feed it and clean out its home e.g. hamster cage
I can make a sensory book about an animal e.g. hamster
I can take turns
I can follow basic health and safety rules e.g. washing hands, being gentle, being quiet/calm

Key Stage 1 - Animals - Caring for living things

I can take part appropriately in a visit from a person with an animal e.g. a dog
I can watch and listen to the visitor
I can discuss and understand the basic needs of the animal e.g. food, water, exercise, keeping clean and groomed
I can understand the basic items needed e.g. lead, bowl, bed, brush
I can stroke, brush an animal
I can take turns
I can record my learning about the animal in photographs, pictures, text, poster, book, computer aids
I can explain my likes and dislikes
I can identify some sensory factors e.g. soft, smell etc

I can take part in a visit to a farm or zoo
I can identify some different types of animals
I can recognize some similarities and differences in animals
I can recognize some basic needs
I can describe some of the sensory factors e.g. smell, temperature, sight, sounds
I can communicate my preferences and recognize that others have different preferences
I can behave appropriately on a visit, take responsibility for myself and others

I can experience and cope with deliberate changes in regular routines, for example, lunch in the food technology kitchen rather than in the school dining room

I can

- explore changes from babyhood to old age by:
 - sorting pictures and photographs of people of different ages and discussing some of their differences
 - receiving visits from babies and elderly people
 - exploring artefacts associated with babies, *for example, clothes, toys, nappies, and food* understand some of the changes of puberty which will happen to me

Key Stage 2 - Changes- prepare for and cope with change, for example, moving to a different department or a different school, puberty and growing up

I can sequence photographs of the life cycle of animals, *for example, frogs, birds*

I can observe and record changing seasons and describe some of the changes for each

I can

- carry out a survey about personal hygiene, *for example, where do they put dirty washing? When do they clean their teeth?*
- think about and understand why each activity is important
- explore different toiletries and their smells, and demonstrate where and why they should be used

I can

- practise communicating 'no', especially to adults, in a range of situations
- play a drama game where I can choose to say yes or no to questions, *such as 'Can I touch your arm?' 'Can I wear your hat?'*
- learn and practise to speak, write or recognise my personal information, *such as name, address and telephone number*
- discuss and make displays of who I can ask for help, and use role play to ask for help in appropriate situations
- practise how to cross roads and travel safely out in the community.

Key Stage 2 - Looking after yourself -
Personal hygiene and presentation
Keeping Safe
Looking after my health

I can

- meet and visit doctors, nurse and dentists; examine props, *for example, stethoscopes, plasters, bandages, and uniforms;* and take part in mini-dramas about people who help me with my health
- read and listen to stories about visiting the doctors, dentists or going to the hospital
- describe who to go to for help with different health issues
- behave appropriately on visits

I can

- choose clothes from a selection or from a catalogue, deciding what to wear for different occasions, *for example, to a party, for school, for PE,* and in different seasons
- organise a fashion show and work with others to do so

I can use sensory 'job boxes' to explore artefacts associated with different jobs and use them as evidence to work out who the box belongs to

I can

- meet people who work in the school and local community, *for example, the school secretary, the caretaker, a nurse, a police officer, a local religious leader, a shop assistant, a fire-fighter,*
- prepare questions and, during an interview, record the answers,
- take photographs and make a book about the visit
- behave appropriately during the interview

Key Stage 2 - People and jobs
Pupils meet and work, interact and communicate with a range of people and take on responsibilities in the classroom and the school

I can take on jobs in the classroom or the school, *for example, making class drinks, delivering mail, collecting dinner numbers from each class*

I can

- visit places of work, find out information, take photographs and record my information
- behave appropriately on visits
- work with other people



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Children and Young People's Service

Section Eight

Individual Recording and Assessment Documents for P Scales

PSHCE Assessment and Recording Sheet

Pupil Name :		D.O.B. :			
To achieve P Level 1 pupil can :	Developing confidence	Preparing an active role	Developing a healthy lifestyle	Developing good relationships	SRE
P1(i)					
Encounter activities and experiences					
Be passive or resistant. Any participation is fully prompted					
Show simple reflex responses					
Success indicators					
<i>Adult interaction with pupil which results in change of facial expression, visual attention, physical response or individual method of communication</i>					
<i>Pupil response needs to be observed over half a term</i>					
P1(ii)					
Show emerging awareness of activities and experiences					
Have periods when appear alert and ready to focus attention on certain people, events or objects/part objects					
Give intermittent reactions					
Success indicators					
<i>Show an awareness of contact from others e.g massage</i>					
<i>Pupil response such as smile, change of facial expression, muscle tone</i>					
<i>Response needs to be appropriate to activity</i>					

PSHCE Assessment and Recording Sheet

Pupil Name :		D.O.B. :			
To achieve P Level 2 pupil can :	Developing confidence	Preparing an active role	Developing a healthy lifestyle	Developing good relationships	SRE
P2(i)					
React to new activities and experiences					
Respond consistently to familiar people, events and objects					
Begin to show interest in people, events and objects					
Accept and engage in coactive exploration					
Success indicators					
<i>Withdraw from a person who is new to them watching as they bring own hands together, sharing a hand massage</i>					
<i>Pupil response needs to be observed over half a term</i>					
P2(ii)					
Begin to be proactive in their interactions					
Communicate consistent preferences and affective responses					
Recognise familiar people, events and objects					
Perform actions, often by trial and error, and remember learned responses over short periods of time					
Cooperate with shared exploration and supported participation					
Success indicators					
<i>Expressing immediate needs and feelings</i>					

<i>Vocalising or gesturing in a particular way to another member of the class</i>					
<i>Make similar responses several times during an interactive sequence with an adult</i>					
<i>Handling personal belongings passed to them</i>					

PSHCE Assessment and Recording Sheet

Pupil Name :		D.O.B. :			
To achieve P Level 3 pupil can :	Developing confidence	Preparing an active role	Developing a healthy lifestyle	Developing good relationships	SRE
P3(i)					
Begin to communicate intentionally					
Seek attention through eye contact, gesture or action					
Requests events or activities					
Participate in shared activities with less support					
Explores materials in increasingly complex ways					
Observe results of own actions with interest					
Remember learned responses over more extended periods					
Success indicators					
<i>Make a physical movement to gain attention/obtain help</i>					
<i>Indicates wish for interaction to continue eg eye contact/vocalisation</i>					
<i>Cooperating with support for frequently - repeated personal care procedures</i>					
<i>Listen as an adult imitates their own vocalisations</i>					
P3(ii)					
Can use emerging conventional communication					
Greet known people and may initiate interaction and activities					

Can remember learned responses over increasing periods of time and may anticipate known events					
May respond to options or choices with actions or gestures					
Actively explore objects and events for more extended periods					
Apply potential solutions systematically to problems					
Success indicators					
<i>Prompting responses from familiar adults/peers by way of a greeting</i>					
<i>Taking a place at the table when snack/lunchtime is signalled</i>					
<i>Individualised response to preferences ie choice of a play/work partner</i>					
<i>Vocalising repeatedly to request an interaction with a peer or adult</i>					

PSHCE Assessment and Recording Sheet

Pupil Name :		D.O.B. :			
To achieve P Level 4 pupil can :	Developing confidence	Preparing an active role	Developing a healthy lifestyle	Developing good relationships	SRE
P4					
Express feelings, needs, likes and dislikes using single elements of communication - <i>words, gestures, signs or symbols</i>					
Engage in parallel activity with several others					
Follow familiar routines and take part in familiar tasks or activities with support from others					
Show an understanding of "yes/no" and recognise and respond to animated praise or criticism					
Begin to respond to the feelings of others (<i>eg matching their emotions and becoming upset</i>)					
Success indicators					
<i>Developing confidence - Small group work - indicate choice of activity from 3 options demonstrating likes/dislikes. Responds emotionally to choices of other group members</i>					
<i>Preparing an active role - Turn taking as part of a small group in shopping/role play activity.</i>					
<i>Healthy Lifestyle - Practical food activity - sorting selection of "healthy foods" and identifying preference.</i>					
<i>Developing good relationships - Drama/role play - appropriate responses to demos of emotions ie sad/excited and can identify basic emotions.</i>					
<i>SRE - Socially acceptable behaviour - in response to praise or discouragement pupil will alter own behaviour towards others.</i>					

PSHCE Assessment and Recording Sheet

Pupil Name :		D.O.B. :			
To achieve P Level 5 pupil can :	Developing confidence	Preparing an active role	Developing a healthy lifestyle	Developing good relationships	SRE
P5					
Take part in work or play involving two or three others					
Maintain interactions and take turns in a small group with some support					
Combine two elements of communication to express feelings, needs & choices					
Join in discussions by responding appropriately (vocalising, using gestures, symbols or signing) to simple questions about familiar events or experiences					
Success indicators					
Developing confidence - Taking part in small group play, dressing up, consistent responses showing 2 elements of communication to express choice - facial, vocalising etc.					
Preparing to play an active role as citizens - Work or play in a small group, taking turns, making appropriate responses. Making choices, appropriate social responses, interacting with peers.					
Developing a healthy lifestyle - Small group work and taking turns, making choices about healthy alternatives, demonstrate 2 elements of communication to express feelings and choice.					
Developing good relationships - Taking turns in card games/sorting activities, interact with group using words or symbols. Giving appropriate responses to teacher questioning.					
SRE - Taking turns as part of a small group. Choosing people to work with, stating preferences using 2 elements of communication.					

PSHCE Assessment and Recording Sheet

Pupil Name :		D.O.B. :			
To achieve P Level 6 pupil can :	Developing confidence	Preparing an active role	Developing a healthy lifestyle	Developing good relationships	SRE
P6					
Respond to others in group situations, playing or working in a small group cooperatively (e.g. taking turns appropriately)					
Carry out routine activities in a familiar context and show an awareness of the results of their own actions					
Show concern for others (e.g. through facial expressions, gestures or tone of voice)					
Show sympathy for others in distress and offer comfort					
Success indicators					
Developing confidence - Participating in cookery activity, laying table, sharing out provided materials, completing activity appropriately, working collaboratively within a group.					
Preparing to take an active role - Participating in a discussion group/lotto game etc. Sit with others and work as part of the group, taking turns and waiting and showing respect for others. Shows understanding of others not conforming to rules.					
Developing a healthy lifestyle - Participates in games in PE, shows basic awareness of rules, indicates need to rest after physical activity. Observed over a half term.					
Developing good relationships - Participating in cookery activity (using play dough/making sandwiches), shares equipment, indicates need for equipment, recognises need for turn taking, completes activity. Has clear friendship with one or more of group.					
SRE - Demonstrates consideration for others in social situations e.g. gives direct help/comforts etc.					

PSHCE Assessment and Recording Sheet

Pupil Name :		D.O.B. :			
PSHE Framework Links					
To achieve P Level 7 pupil can :	Developing confidence	Preparing an active role	Developing a healthy lifestyle	Developing good relationships	SRE
P7					
Communicate feelings and ideas in simple phrases					
Can move, with support, to new activities - self chosen/directed					
Make purposeful relationships in group activities and negotiate in a variety of situations					
Judge right and wrong on basis of consequence of actions					
Show some consideration of feelings and needs of other people and living things					
Success indicators					
<i>Developing confidence - indicates understands relationship between people and personal/others possessions, able to understand simple process of borrowing/returning items, appreciate feelings of others in this process.</i>					
<i>Preparing an active role - can respect sharing, waiting to take turns, asking for, passing equipment, returning items.</i>					
<i>Healthy Lifestyle - can describe/indicate 4/5 emotional reactions presented in role play/drama/puppets. Involves classmates and imitates teachers actions. Can give simple reason/consequence.</i>					
<i>Developing good relationships - can make appropriate choices of work activity. Can gather together a group of peers and organise the start of activity and can mediate decisions/show appropriate responses to feelings of others.</i>					
<i>SRE - Socially acceptable behaviour - recognises the need for personal space when working/ socialising. Use the right to say "No" or ask to move away/leave alone by preferred method of communication.</i>					
End of Year Judgements					

PSHCE Assessment and Recording Sheet

Pupil Name :		D.O.B. :			
PSHE Framework Links					
To achieve P Level 8 pupil can :	Developing confidence	Preparing an active role	Developing a healthy lifestyle	Developing good relationships	SRE
P8					
Join in a range of activities - 1 to 1/small/large groups					
Choose, initiate and follow through new tasks/self selected activities					
Understand need for rules in games/show awareness of how to join in different situations					
Understand agreed codes of behaviour/support one another in behaving appropriately					
Show a basic understanding of right and wrong in familiar situations.					
Can seek help as needed					
Show sensitivity to needs and feelings of others and show respect for themselves and others					
Treat living things and their environment with care					
Success indicators					
<i>Developing confidence - makes an initial choice and remains on task for at least 5 minutes, can wait turns and behave in a socially appropriate way, i.e. queue in a supermarket is proactive in seeking help from adult/peer.</i>					
<i>Preparing an active role - in a ball game type situation joins in and tries to pass to own team, plays in identified game area, aims to score, seeks adult help to resolve rule disputes, shows compassion if someone is hurt.</i>					

Healthy Lifestyle - can manage own learning and complete set of tasks with minimum of adult prompts, can sustain involvement in group task for at least 5 minutes without adult intervention, can request help and give info re difficulty eg they have head ache, need a plaster, get help if someone is unwell. These indicators would be in role play or in course of normal working day.

Developing good relationships - during meals/ making food wits appropriately, takes turns to use or receive items, assists in clearing away, offers support to anyone who needs it, waits for others to finish and allows others time to be independent.

SRE -in changing for PE/swimming - shows awareness of privacy and self respect by using appropriate changing rooms, use of private cubicle, wearing appropriate clothing for activity, discusses personal needs discretely.

End of year Judgement



North

Yorkshire County Council

Children and Young People's Service

Section Nine

Responding to Gifted and Talented Pupils' Needs when teaching PSHE and Citizenship

Responding to gifted and talented pupil's needs when teaching PSHE and Citizenship.

The importance of Personal Social Health Education and Citizenship to gifted and talented pupils:

Learning about Personal Social Health Education (PSHE) and Citizenship helps all pupils develop as individuals in the wider society. Pupils learn at different rates to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others. Whilst the content of the PSHE curriculum is dictated by age appropriateness and school policy, the development of skills is on a continuum and therefore should be progressive depending on the ability of the child.

In particular, PSHE and Citizenship offers gifted and talented pupils opportunities to:

- demonstrate outstanding personal confidence, leadership and organisational skills, regardless of their particular academic strength or ability
- form and maintain positive relationships with their peers, and especially people they have only just met
- take calculated risks with their thinking
- think quietly and deeply about moral issues and offer a rich and considered response to them
- become natural listeners, mediators or diplomats
- influence others and 'take them with them'
- instinctively support or defend their peers when they are in distress or being victimised
- independently set their own clear and motivating goals and then achieve them
- be resilient, having the ability to bounce back in the face of setback
- be optimistic, believing that things will probably turn out okay and that 'going for it' will probably be worth the effort

Children may be offered opportunities to develop these qualities through the school's culture, for example:

- peer mentoring schemes
- peer mediating schemes
- class and school councils
- posts of responsibility

Who might gifted, talented and more able children be within the context of PSHE and Citizenship?

PSHE and Citizenship helps children to build confidence and self-esteem, to make choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities; to understand and accommodate difference and change; to recognise and manage their emotions and to communicate constructively in a variety of settings. It helps them to better understand themselves; develop empathy; build and maintain good relationships; work effectively with others and better enjoy and manage their lives.

Some children may shine as more able in PSHE and Citizenship in respect of their sophisticated level of understanding and in this sense may be referred to as 'gifted'. They may be 'talented' in PSHE and Citizenship, in respect of the level or degree of particular personal, social and emotional skills and qualities, which they possess. They

may not necessarily be those children whom we would typically identify as more academically able but these skills and dispositions should be nonetheless be recognised and nurtured.

Do you recognise, celebrate and fully develop the potential in your children who are gifted and talented in PSHE and Citizenship?

Children's abilities lie along a continuum. At one end we have children with additional educational needs and at the other gifted and talented. The implication, then, is that we need to differentiate the learning challenges that we offer to young people in all their subjects, and in cross-curricular learning, to ensure they reach their full potential wherever they are on the continuum.

We also need to recognise that some young people, regardless of their academic ability, have additional inter and intra personal and social learning needs.



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Children and Young People's Service

Section Ten

List of Related Documents and Websites

Related Documents/Articles/Websites

- NYCC EYFS On Track Assessment for Learning (Revised April 2008)
- Gifted and Talented Lead Teacher Handbook, DCFS
- Primary Subjects, Issue 2, Autumn 2008 Supporting Gifted and Talented Children in PSHE
- Portfolio of moderated examples of pupil's work: P scales and early levels of the national curriculum. SLD outreach support service with Q&I, NYCC
- QCA Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties, PSHE and Citizenship
- PIVATS – pivats@ed.lancscc.gov.uk
- SEAL – National Strategies Website
<http://nationalstrategies.standards.dcsf.gov.uk/node/180421>
- SEAD – National Strategies Website
<http://nationalstrategies.standards.dcsf.gov.uk/node/180421>
- QCA Key Stage 1 & 2 non-statutory guidance – www.qcda.gov.uk
- SEAL and PSHE and citizenship long term plan
- Clapham CE Primary School 3 year rolling programme
- The new Primary Curriculum – <http://curriculum.qca.org.uk/new-primary-curriculum/areas-of-learning/index.aspx>
- Ofsted Well being Indicators – www.ofsted.gov.uk/consultations
- Attainment Targets for Citizenship

Contact us

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