



# North Yorkshire Personal Social Health Education (PSHE) and Citizenship Guidance for schools including the curriculum entitlement framework

Key Stages 1-2

September 2016

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### Further Training and Networking Opportunities

There is a range of training and networking opportunities to support schools deliver an effective and planned approach to PSHE and Citizenship and related issues. To access further information and to book all courses please go to Smart Solutions via [www.northyorks.gov.uk/smartsolutions](http://www.northyorks.gov.uk/smartsolutions) or e-mail [smartsolutions@northyorks.gov.uk](mailto:smartsolutions@northyorks.gov.uk) .If you are having difficulty registering with Smart Solutions or booking on courses please telephone the Support Unit on 01609 533222.

Central training and networks and bespoke training to individual / cluster of schools include:

- PSHE, Citizenship and Health and Wellbeing networks
- Equalities network
- National PSHE CPD qualification (Accredited by the University of Roehampton)
- Sex and relationships training
- Drugs, alcohol and tobacco training
- Online safety training
- Challenging homophobic, biphobic and transphobic bullying, celebrating difference and supporting LGBT young people
- Prevent Training including training on extreme ideologies
- Spiritual, Moral, Social Cultural (SMSC) Provision / British Values
- Student voice and school council training

For any further guidance, information or to discuss specific training requirements please contact Clare Barrowman, Health and Wellbeing Adviser, Education and Skills, North Yorkshire County Council at [clare.barrowman@northyorks.gov.uk](mailto:clare.barrowman@northyorks.gov.uk) or Tel: 01609 536808

### **What is the purpose of the guidance?**

The guidance has been designed to support schools in the development of a planned progressive programme for PSHE and Citizenship. The guidance provides an overview of the requirements for schools in these aspects, an introductory guidance on best practice in PSHE and Citizenship, Entitlement Frameworks, the North Yorkshire ladder of progress for PSHE/Citizenship and guidance on resources to support the delivery of PSHE and Citizenship.

### **What is Personal, Social, Health Education (PSHE) and Citizenship?**

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. As part of the whole school approach, a planned programme of PSHE education helps pupils to develop the qualities and attributes they need to thrive as individuals, family members and members of society. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed 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 manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives (PSHE association Sep 2014).

Citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. It should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Pupils should be equipped with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

### **Position of PSHE and Citizenship in the national curriculum**

- PSHE education is a non-statutory subject on the school curriculum. However, section 2.5 of the national curriculum states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The Department for Education allows schools to design their own PSHE curriculum, to reflect the needs of pupils.
- In addition to the national curriculum framework, the [Department for Education guidance](#) on PSHE states that the subject is 'an important and necessary part of all pupils' education' and that 'schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'
- Citizenship education is not a statutory subject at key stage 1-2 but it remains a statutory entitlement at [Key Stages 3 and 4](#) and from September 2014 it incorporated Financial Capability.
- Maintained schools are required to publish details of the curriculum by year group for all subjects, including PSHE education on their school website. This should be with the same level of detail as for all other subjects.
- Academies, free schools and independent schools are not bound by the national curriculum, however all schools share the statutory duties outlined in the sections below.

### **PSHE Education as a means to fulfilling the statutory duties on schools including Safeguarding**

The [Education Act 2002](#) and the [Academies Act 2010](#) sets out the following duties and whole school Ofsted inspections consider the extent to which a school provides such a curriculum:

- which is balanced and broadly based

- promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

Schools also have duties in relation to promoting pupil wellbeing and pupil safeguarding defined in the Children Act 2004 as *'the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.* ([Children Act 2004](#)) and community cohesion ([Education Act 2006](#)).

The [Equality Act 2010](#) also places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe. PSHE education, with its focus on identity and equality, can help schools to fulfil this duty

PSHE education and safeguarding are inextricably linked. Paragraph 68 of the statutory guidance on [Keeping Children Safe in Education](#), the Department for Education states, *"Governing bodies and proprietors should ensure children **are** taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE).* Specific issues referred to in the document include child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, sexting, relationship abuse and preventing radicalisation.

The NYCC Safeguarding Audit for Schools, updated in November 2015 references the contribution that PSHE makes to safeguarding. The document can be accessed at: <http://cyps.northyorks.gov.uk/index.aspx?articleid=21016>

### **How does PSHE education contribute to Ofsted inspections?**

Appendix 1 sets out in further details the PSHE and Citizenship aspects of the Ofsted Inspection Framework

PSHE education can make a significant contribution to whole-school judgments under the Ofsted Common Inspection Framework, particularly in the areas of safeguarding, personal development, behaviour and welfare, as well as leadership and management. It will be significantly easier for schools to adequately evidence that they are meeting inspection criteria in these areas if they have a planned, developmental PSHE and Citizenship programme in place. Ofsted inspection framework makes clear that 'the responsibilities placed on governing bodies, registered providers, proprietors and management committees include: 'making sure children and learners are taught how to keep themselves safe', with Ofsted's PSHE Lead Janet Palmer HMI stating that 'it is difficult to see how safeguarding can be good if PSHE education is poor'.

If PSHE lessons are observed as part of a whole school Section 5 inspection, inspectors will expect the same standards of teaching and learning as they would in any other subject. Poor PSHE education lessons can therefore impact on a school's overall judgment for quality of teaching, learning and assessment.

Before making a final judgement on overall effectiveness, inspectors must also evaluate the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural (SMSC) development, with PSHE education playing a key role in this. As explained by Janet Palmer, Ofsted's lead for PSHE education, *"It is clear from the range of inspection guidance that the evidence schools provide regarding the effectiveness of their PSHE and of pupils' SMSC development is more crucial than ever to informing the judgements inspectors make regarding leadership and management, the quality of teaching and learning, personal development, behaviour and welfare, safeguarding and ultimately, the overall effectiveness of the school."*

## How do schools fit PSHE education into the curriculum?

'PSHE education should be taught in discrete lessons, supported by other learning opportunities across the curriculum, including the use of enhancement days where possible. This is the position taken by Ofsted' (PSHE association recommendation August 2016).

A number of other models can be used to supplement discrete lessons with dedicated curriculum time. These include:

- learning opportunities in other curriculum subjects (PSHE education provision integrated within other subjects)
- whole school and extended timetable activities that enhance the taught curriculum time
- cross-curricular projects
- one-to-one or small group support and guidance on specific areas of learning and development
- learning through involvement in the life of the school and wider community

These opportunities, wherever they occur, should be planned, coordinated, assessed, monitored and evaluated. Pupils should be involved in this process, influencing provision from the start as well as having a say in how learning develops'.

## How do schools fit Citizenship into the curriculum?

Citizenship is a statutory National Curriculum foundation subject in secondary schools but not in primary schools. The [citizenship programme of study](#) for key stage 3-4 could be used to guide what is taught in primary schools as it sets out the following aims:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

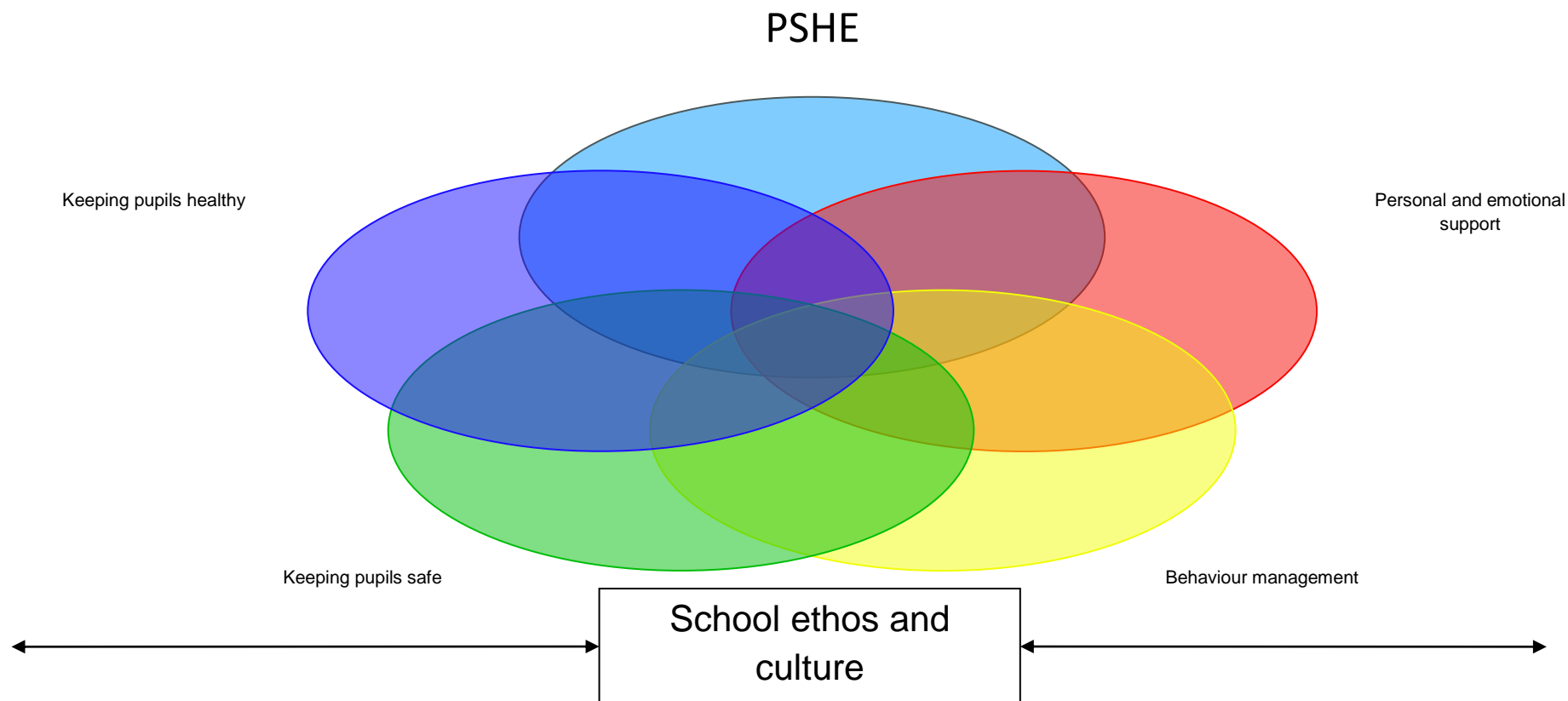
The Association of Citizenship Teaching states that "for a schools to be a, 'Citizenship-rich school' it requires: specialist Citizenship teachers, discrete curriculum time (parity in the curriculum with all other subjects) and senior leadership understanding and support because as a subject it has a special pedagogy characterised by student voice and action, which has the potential to transform learning in all other subjects. And as more than a subject, Citizenship has a role to play in building a participatory, democratic community across the whole school. This is known as the '3Cs of Citizenship' and is very much supported by the new curriculum; Citizenship in the Curriculum, wider Community and Culture of the school".

## Careers Guidance

There is statutory guidance for secondary schools on, '[Careers guidance and inspiration in schools](#)' but children in primary schools often say that they would also like to learn more about careers and the pathways to a variety of jobs at an earlier age. The Career Development Institute have developed a [Framework for careers, employability and enterprise education](#) which does include learning outcome for key stage 2 pupils. They have been included in the entitlement framework.

### What is the Relationship between PSHE and Citizenship and a whole school approach to pupil's health and wellbeing

The diagram on the following page shows the inter-relationship between a taught PSHE programme and a whole schools approach to pupil's health and wellbeing (adapted from the PSHE association model). The planned PSHE and Citizenship provision is a taught 'school subject'. *'To achieve an effective whole school approach to pupil wellbeing there needs to be PSHE education. With PSHE education working together with pastoral care, the schools are not only keeping pupils safe and well, and supporting them when things go wrong, but are also equipping pupils to make positive choices to keep themselves and others safe and healthy, manage their own behaviour and relationships and to know and be able to independently access the sources of support they need for themselves or when they are worried about a friend'* (PSHE association July 2016).



## The research base for effective PSHE and Citizenship programmes:

- **A taught programme that is part of whole school approach.** A whole school approach should ensure that the curriculum, school policies, pastoral support and school ethos complement each other to create an environment that helps to prevent negative behaviours.
- **Establishing and maintaining a safe and secure learning environment and a school ethos which promotes positive relationships** between peers, and between pupils and staff. PSHE and Citizenship lessons explore pupils' everyday lives and does include potentially sensitive and personal issues. It is crucial that staff establish and maintain a safe teaching and learning environment in the classroom through the following well identified successful methods:
  - Establishing ground rules with pupils so there is shared ownership of them. (not imposing them on the pupils)
  - Using 'distancing techniques' e.g case studies so pupils are not been asked to talk about their experiences but talk about what is happening to the characters in the case study. This distancing creates an emotional space between pupils and the issue that is being explored. Pupils may be asked to reflect on their own personal attributes, attitudes and skills but this should be done in safe way and not by putting pupils 'on the spot'
  - Knowing how to deal with unexpected and spontaneous questions from pupils. Pupils will be encouraged to ask questions in PSHE so it is important that staff can handle all questions that may be asked or use methods like the 'question box'.
- **The taught programme is more successful when the learning outcomes are clear to the pupils** and a planned and sequenced set of activities are used to develop and practice the intended skills.
- **Well trained staff and if possible a specialised PSHE teaching team.** Staff who feel confident and comfortable teaching PSHE with access to on-going CPD. A PSHE / Citizenship subject leader who has parity to other subject leaders and equal time, status and resources to other subjects.
- **Interactive learning that focuses on skills and attributes developed through the context of subject knowledge.** One of the key aims of PSHE Education is to develop skills, strategies and attributes to enable pupils to make and then enact on a decision. '*Choices are made through a complex combination of previous experiences, knowledge and understanding, filtered through the individual's values, attitudes and beliefs.*' Therefore a didactic approach in which pupils passively listen or watch will not achieve this aim. Active learning strategies are required which enable pupils to practice a range of skills within the safety of the classroom on scenarios that are realistic to them. Research has found the following to be key aspects that require developing for every pupil:
  - Problem solving skills
  - Decision making skills
  - Cognitive skills for resisting peer pressure / media influences
  - Increased self-control/ management and self esteem
  - Opportunities for self -reflection and self-assessment and supported by motivational strategies
  - Coping strategies for stress
  - Social and assertiveness skills
  - Healthy relationships skills

- **A development programme matched to the age, stage and maturity which start ‘where pupils are’.** The spiral curriculum is especially important in PSHE and Citizenship and needs to ensure the taught planned programme is progressive with topics taught in a logical order taking into consideration the changing needs of young people as they grow older and develop. To ensure the programme is meeting the needs of the pupils staff must always assess the needs of pupils to understand their current understanding, culture and experiences. The bi-annual Growing up in North Yorkshire survey can provide a wealth of information to support the planning and reviewing of the curriculum to ensure it is meeting the needs of the pupils.
- **A social norms approach.** This evidence based approach uses the influence of peers on behaviour in a positive way. Young people over estimate the behaviours of other young people and this can lead them to engage in risky behaviours as they think that ‘everyone else of my age is doing it’. e.g when asked how many year 10 pupils in North Yorkshire are regular smokers pupils will often respond 50-60% when the data from the Growing up in North Yorkshire survey (GuNY) 2014 showed it to be only 6%. *‘A social norms approach provides pupils with accurate, realistic and relevant information that reinforces and actively promotes ‘positive social norms’.* The data from the GuNY surveys provide schools with a wealth of data to implement this evidence based approach for teaching effective PSHE.
- **Avoiding the use of shock, fear or guilt.** Research has found that attempts to induce shock, fear or guilt are ineffective and for some young people could increase the likelihood of them engaging in the risky behaviour. For some young people the fear felt in the safe environment of a classroom can lead them to wanting to repeat that experience. For some they react by saying ‘it won’t happen to me’. Some pupils will be traumatised and if a pupil has some personal experience it may re-traumatise. This is not saying that PSHE and Citizenship lessons should not explore the full range of consequences of a behaviour or choice but the lessons should avoid just focusing on the extremes.
- **Assessing learning and evaluating provision.** This is not about assessing a pupils individual character or behaviour but rather, *‘the extent to which they are progressing in their learning, their on going learning needs and the impact the programme is having on them and their peers’*
  - Evaluation is about the process- how effective were those activities? What will I change next time I teach this?
  - Assessment refers to activities that gauge an individual’s learning and development and identify what still needs to be learned. Assessment in PSHE is essential as it: increases motivation and improves learning, provides feedback about pupil’s progress and achievements, helps pupils reflect on and identify what they have learned and what they need to do to continue learning, it allows the leadership team to see the impact PSHE provision is having for pupils and for whole school outcomes.
  - See appendix XX for further guidance on assessment in PSHE and Citizenship.

Key principles of effective prevention education. [Produced by the PSHE Association on behalf of CEOP. April 2016](#)  
 PSHE Education Character curriculum: Theoretical context and evidence base July 2016



## The Entitlement Framework

The Entitlement Framework is not intended to be a prescriptive scheme of work as attempting to cover all of the suggested content contained in the programme of study may lead to a series of superficial experiences that would most likely be restricted to providing information. Schools should ensure that their curriculum provision for PSHE and Citizenship meets the needs of its pupils and community and pupils are able to develop essential skills and attributes as well as information. However, the entitlement frameworks do provide a suggested guide to the essential components of a robust programme for PSHE and Citizenship. Key Stages from 1-3 have been provided in the planning tool to aid transition and continuity of learning.

The Entitlement Framework Key Stages 1-2 is structured into 6 themes:

Me and My Relationship	Keeping Myself Safe	My Healthy Lifestyle
Me and My Future	Becoming an active citizen	Moving on

Intended learning outcomes for the themes are provided for each year group. The learning outcomes comprise the knowledge, understanding and skills that learners need to develop in order to live safe, happy and healthy lives. Learning outcomes have been developed with reference to [PSHE Association's Programme of Study](#), the Career Development Institute [Framework for careers, employability and enterprise education](#) and Pfeg's ['Learning about Money Primary Planning Framework'](#).

Schools may use the Entitlement Framework to:

- Provide the basis of a scheme of work
- Track progression and identify gaps in existing PSHE and Citizenship planning
- Identify opportunities for cross-curricular work
- Support projects and enrichment events for example anti-bullying week or healthy lifestyles project

Links with Statutory National Curriculum requirements

It is important that cross curriculum links are made for the pupils with related topics in Science, Maths, RE, History, Geography and other related subjects taught at the school.

The learning outcomes are colour coded to illustrate where the aspects of PSHE and Citizenship are covered within the themes (risk taking and keeping safe are weaved throughout the aspects):

Sex and Relationships	E-safety
Drugs, Alcohol and Tobacco and wider risk taking behaviours	Careers education and personal finance
Citizenship	Emotional health and wellbeing (and anti-bullying learning outcomes)
Healthy Lifestyles (physical and emotional wellbeing)	

PSHE education makes a significant contribution to the development of a wide range of essential skills. These need to be an integral part of the planning for an effective curriculum. These have been taken from the PSHE Association Education programme of study October 2014

<b>Essential Skills</b>		
<b>The intrapersonal skills required for self-management</b>	<b>The interpersonal skills required for positive relationships in a wide variety of settings</b>	<b>Skills of enquiry</b>
<ol style="list-style-type: none"> <li>1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)</li> <li>2. Learning from experience to seek out and make use of constructive feedback</li> <li>3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)</li> <li>4. Making decisions (including knowing when to be flexible)</li> <li>5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</li> <li>6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)</li> <li>7. Self-regulation (including managing strong emotions e.g. negativity and impulse)</li> <li>8. Recognising and managing the need for peer approval</li> <li>9. Self-organisation (including time management)</li> </ol>	<ol style="list-style-type: none"> <li>1. Active listening</li> <li>2. Empathy</li> <li>3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)</li> <li>4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience)</li> <li>5. Negotiation (including flexibility, self-advocacy and compromise)</li> <li>6. Recognising and utilising strategies for managing pressure, persuasion and coercion</li> <li>7. Responding to the need for positive affirmation for self and others</li> </ol>	<ol style="list-style-type: none"> <li>1. Formulating questions</li> <li>2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</li> <li>3. Analysis (including separating fact from opinion)</li> <li>4. Planning and deciding</li> <li>5. Recalling and applying knowledge creatively and in novel situations</li> <li>6. Drawing and defending conclusions using evidence and not just assertion</li> <li>7. Identification, assessment (including prediction) and management of risk</li> <li>8. Evaluating social norms</li> <li>9. Reviewing progress against objectives</li> </ol>

## PSHE and Citizenship Entitlement Framework Lower Primary

Year 1	Year 2	Year 3
<p><i>Me and my relationships</i>                      I know that there are different types of relationships – family, friends and others (this includes same sex families)                      I know that family and friends should care for each other                      I know the names for the main body parts (including external genitalia) and why it is important to keep them private                      I can name an adult I can go to if I am worried about anything                      I know about change and loss and the associated feelings                      I can recognise there are different types of teasing                      I can play and work cooperatively                      I can listen to other people                      I can share appropriately                      I can recognise that my behaviour affects others                      I know the difference between right and wrong, fair and unfair and kind and unkind                      I know how to be nice to people like you should be in the playground and online</p> <p><i>Keeping myself safe</i>                      I know the role of medicines in promoting health, the reasons why people use them and the school rules on medicines                      I know that some substances can help or harm the body including household substances like dishwasher tablets                      I recognise the need for safety rules –road, fire, farm, school environment, playground and home                      I can name an adult in school who can help me and I know there are people and services who can help us                      I know that people you don't know are strangers and this applies online as well as well as off line                      I know that when people I don't know ask me for private information I don't share it online or in person                      I understand that some websites, games and social media sites may not be age-appropriate and I know what to do if I find something inappropriate online</p> <p><i>My healthy lifestyle</i>                      I know the importance of personal hygiene- regular washing, bathing, showering, and cleaning my teeth                      I know how to keep my body healthy through being active, healthy eating, getting enough sleep and looking after my wellbeing                      I can make healthy eating choices and prepare simple healthy snacks                      I am able to wash my hands properly                      I can recognise and name my feelings and those of others                      I know what makes me happy</p>	<p><i>Me and my relationships</i>                      I know about the changes that have happened to my body since birth                      I know about the process of growing from young to old and how people's needs change                      I can question whether boys and girls should behave differently (this includes Trans children)                      I understand the importance of valuing of one's own body and recognising its uniqueness                      I know the names for the main body parts (including external genitalia) and the similarities/differences between boys and girls                      I know that individuals have rights over their own bodies, and that there are differences between good and bad touching                      I know who I can go to if I am worried about anything                      I know that there are different types of negative behaviours, bullying and teasing I know that these behaviours are wrong and know how to deal with them including if I experience or witness it, I know how to get help                      I can listen to others and respect their viewpoints                      I can identify and respect differences and similarities between people of different ethnic, cultural and faith backgrounds                      I can identify people who are special to me, what makes them special and how we should care for each other                      I know how to be a good friend</p> <p><i>Keeping myself safe</i>                      I use simple skills which will help to maintain my personal safety                      I understand that all drugs can be harmful if not used properly                      I know simple rules about medicines and other substances used in the home, including solvents which can be harmful if not used properly                      I can recognise and say what is right and wrong                      I understand that pressure to behave in an unsafe way can come from a range of people, including people I know                      I know how to ask for help when I need it and can name a range of people who can help me                      I know the difference between secrets and surprises and understand not to keep adults secrets                      I have an understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure I am safe online when using websites, playing games, using email/ text/ video chat</p> <p><i>My healthy lifestyle</i>                      I know that a healthy lifestyle includes being physically active, rest , healthy eating, dental health and emotional health and I can give examples of what I do to keep myself healthy                      I can make simple choices to improve my physical and emotional health                      I know how diseases are spread and how they can be controlled and my responsibilities for my own and others health,                      I am able to wash my hands properly                      I have developed my vocabulary to describe my feelings to others                      I have simple strategies to manage my feelings</p>	<p><i>Me and my relationships</i>                      I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships)                      I understand that relationships may change over time                      I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them                      I understand the difference between secrets and surprises and understand not to keep adult secrets and when to support a friend to tell a trusted adult                      I know how other families are similar or different to mine (this includes same sex)                      I understand that it is OK to be different to others                      I understand about growing and changing and new opportunities and responsibilities that increasing independence may bring                      I can describe the nature and consequences of negative behaviours, bullying and express some ways of responding to it (this includes different types of bullying, how to recognise it, how to seek help and coping strategies)                      I can empathise with other people and situations through topical issues, problems and local and global events                      I can listen to and show respect for the views of others                      I know the importance of valuing myself                      I can recognise and challenge stereotypes                      I know about change and loss including separation, divorce and bereavement and the associated feelings</p> <p><i>Keeping myself safe</i>                      I can identify and explain how to manage risks in different familiar situations.                      I know how to ask for help and about the people who are responsible for keeping me healthy and safe                      I can make judgements and decisions and use basic techniques for resisting negative peer pressure                      I can explain how my behaviour may have consequences for myself and others                      I can demonstrate basic safety procedures when using medicines, crossing roads, riding a bike etc                      I know school rules for health and safety, basic emergency procedures and where to get help for myself and others in need                      I have a growing understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online when using websites, playing games, using email/ text/ video chat</p> <p><i>My healthy lifestyle</i>                      I can make choices about my lifestyle to improve my health and well-being and recognise that choices can have good and not so good consequences                      I know what are the good habits for looking after my growing body both physically and emotionally                      I can recognise the range of human emotions and how they change in different situations                      I can communicate my feelings to others, recognise how others show feelings and know to respond appropriately</p>

<p><i>Me and my future</i>  I can recognise the coins and notes we use  I can choose the correct value of coins and calculate change  I know that we have to pay for what we buy  I know how to keep money safe  I know that I don't have to spend my money but can save it to use later</p> <p>I can set myself simple goals  I can identify positive things about myself and recognise and celebrate my strengths and say what I enjoy about school and things I do outside of school  I can describe the work that people do in my family, my school and where I live.</p> <p><i>Becoming an active citizen</i>  I can express a simple opinion, agreement and disagreement  I can ask questions and listen to the answers  I play a full part in the life of my classroom  I can agree and follow rules for my group and classroom  I understand the role of the school council and I am able to vote for the members</p> <p><i>Moving on</i>  I can identify positive achievements during my time in Year 1  I can identify my strengths, areas for improvement and set myself some goals for Year 2  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  I know some of the reasons why change can feel uncomfortable  I know some of the ways of dealing with the feelings that sometimes arise from changes</p>	<p><i>Me and my future</i>  I know that we can pay for things in a range of ways and that even when not using cash, money is being used  I understand that the choices we make affect ourselves and others  I can explain the difference between needs and wants  I understand individuals and families have to find ways to balance wants and needs  I understand that it may not be possible to have everything you want, straight away, if at all</p> <p>I can describe why learning is important  I am positive about who I am, what I have achieved and take into account what other people say about me  I am aware that everyone has the same choices and opportunities in learning, careers and work (genders, different ethnicities, different backgrounds, etc)</p> <p><i>Becoming an active citizen</i>  I can take part in discussions/simple debate with others about topical issues  I know that people and other living things have needs and recognise my own responsibility to meet those needs  I can contribute to the life of the class and the school  I understand the role of the school council, am able to vote for the members and have contributed an idea to the school council  I know that I belong to different groups and communities ie school, family  I know what improves and harms the environment and about some of the ways people look after them  I know some ways to look after my environment</p> <p><i>Moving on</i>  I can identify positive achievements during my time in Year 2  I can identify my strengths, areas for improvement and set myself some goals for Year 3  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 Year 3  I know that even changes we want to happen can sometimes feel Uncomfortable but I have identified way I manage those feelings</p>	<p><i>Me and my future</i>  I know how to look after and handle money in everyday situations  I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity  I know there are different ways to gain money, including earning it through work  I understand that money is a finite resource for individuals, institutions and the community  I begin to understand why we have charities</p> <p>I can explain why people work and the different jobs that people do and can challenge some of the work stereotypes  I am aware that the learning choices I make will affect my future options.  I can talk positively about what I like to do and what I would like to do in the future</p> <p><i>Becoming an active citizen</i>  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, national and global communities  I know where to find impartial advice to inform my decision making  I understand the media can be biased  I can empathise with other people and situations through topical issues, problems and local and global events</p> <p><i>Moving on</i>  I can identify positive achievements during my time in Year 3  I can identify my strengths, areas for improvement and set myself some goals for Year 4  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 Year 4  I can understand why other people are behaving as they are when they are finding change difficult.</p>
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## PSHE and Citizenship Entitlement Framework Upper Primary

Year 4	Year 5	Year 6
<p><b>Me and my relationships</b>                      I feel good about myself and my body and having an understanding of how the media presents 'the perfect body'                      I understand that my body and emotions will change as I grow older                      I can recognise what love is                      I know that there are different kinds of families and partnerships (includes same sex)                      I can demonstrate the features of good healthy friendship                      I know the importance of taking care of my own body, whilst respecting cultural differences                      I can respond appropriately to other people's feelings                      I understand the language used to describe changes and feelings                      I can acknowledge that others have different points of view                      I can recognise my worth as an individual and the worth of other people                      I can identify positive things about myself, recognise some of my mistakes and learn from them                      I can set personal goals</p> <p><b>Keeping myself safe</b>                      I know the difference between risk, danger and hazard                      I can describe what risk means to me                      I can take responsibility for my own behaviour and safety and realise that actions have consequences                      I can recognise, predict and assess risk, relating to myself and others and know how to get help (includes risks in the home, road, farm, water, electricity and personal safety)                      I have some strategies to cope with peer influence and peer pressure                      I know that not everything on the internet is true and know what to do if I access something inappropriate                      I can use a range of online communication tools safely to exchange information and collaborate with others within and beyond my 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 and I implement strategies to do this                      I recognise how online communications may be used for manipulation or persuasion and I have ways of managing this</p> <p><b>My healthy lifestyle</b>                      I can identify some factors (positive and negative) that affect physical, mental and emotional health e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media and have started to develop ways of counteracting the negative factors                      I can make informed choices about healthy eating and exercising                      I have a range of strategies for managing and controlling strong feelings and emotions</p> <p><b>Me and My future</b>                      I can demonstrate how to look after and save money                      I can begin to develop an understanding that people have different financial circumstances                      I can begin to understand the different values and attitudes that people have with regard to money                      I recognise the range of jobs carried out by people they know                      I can explain how I will develop skills for work in the future                      I am aware that the learning choices I make will affect my future options.</p>	<p><b>Me and my relationships</b>                      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 and emotionally                      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                      I am aware of different types of relationships and what makes them a positive, healthy relationships and I have the skills to form and maintain a healthy relationship                      I know where individuals, families and groups can get help and support                      I understand the importance of being respectful to everyone and to recognise and care about others people's feelings but if appropriate I feel able to confidentially challenge their view point</p> <p><b>Keeping myself safe</b>                      I can identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety and in the local environment (rail, farm, water and fire)                      I know which commonly available substances (alcohol, tobacco, medicines) and drugs are legal and illegal, and their effects and risks                      I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know and the media                      I recognise that not all information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a website                      I can use online tools safely to exchange information and collaborate with others within and beyond school                      I understand how some people use online technology to bully other people and I know how to seek help if this happens to me or a friend                      I understand the potential risks of providing personal information in an increasing range on online technologies both within and outside school                      I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others                      I understand that the person that I think I am communicating with on-line may not be who they say they are.                      I know how to present myself safely online eg social media sites, online gaming                      I understand the risks of sending images of myself online and how to respond if someone asks me to send an image of my naked body</p> <p><b>My healthy lifestyle</b>                      I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors (positive and negative) that affect mental health, including having a positive self-image.                      I know where individuals, families and groups can get help and support                      I can express my views confidently and listen to and show respect for the views of others                      I can resolve differences, looking at alternatives, making decisions and explaining choices                      I can deal positively with my feelings and recognise a range of emotions in others and can explain the intensity of my feelings to others                      I understand what resilience is and have strategies I can use to build my own resilience</p>	<p><b>Me and my relationships</b>                      I know about human reproduction including conception                      I understand the physical and emotional changes I will go through at puberty                      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 understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex)                      I know that relationships change over time and that new relationships and friendships develop and the features of a positive healthy relationship                      I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret                      I can look after my body as I go through puberty                      I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this                      I can recognise the difference between aggressive and assertive behaviour and developed some strategies to resolve disputes and conflict                      I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism on individuals and communities                      I can recognise and challenge discrimination and stereotyping (including cultural, ethnic, religious diversity, sexuality, gender and disability)                      I understand the nature, causes and consequences of hate crime</p> <p><b>Keeping myself safe</b>                      I can take responsibility for my own safety and know about health and safety, basic emergency first aid procedures and where to get help                      I recognise the responsibility I have due to increased independence and can keep myself and others safe                      I can respond to challenges including recognising, managing and assessing risks in different situations and can manage them responsibly                      I know how to make informed decisions relating to medicines, alcohol, tobacco, drugs and other substances including what is meant by the term, 'habit' and why habits can be hard to change                      I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know and the media                      I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school                      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                      I understand that the person that I think I am communicating with on-line may not be who they say they are and may ask me to do inappropriate activities                      I understand the need to use respectful language and know the legal consequences for sending offensive online -communications                      I understand how the media (advertising and internet) may influence my opinions and choices                      I am aware of the consequences of sending naked images of myself online and I am able to resist any pressure to do this</p> <p><b>My healthy lifestyle</b>                      I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions</p>

<p>I can identify my strengths, areas for improvement and set high aspirations and goals</p> <p><i>Becoming an active citizen</i></p> <p>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 in school</p> <p>I can recognise aggressive and anti-social behaviours such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers</p> <p>I can begin to respond to, or challenge, negative behaviours such as Stereotyping, homophobia, transphobia and biphobia and racism</p> <p>I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices and viewpoints</p> <p>I understand how my choices may impact on the environment</p> <p>I can describe the values of the school and know why they are important</p> <p>I can describe the 'British Values' and give examples of what they mean in school and in society</p> <p>I can demonstrate respect and tolerance towards people different from my themselves</p> <p><i>Moving on</i></p> <p>I can identify positive achievements during my time in Year 4</p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 5</p> <p>I can explain what I am worried about and what I am looking forward to in Year 5</p> <p>I know what to expect when I start Year 5</p> <p>I can tell you about the changes I can make happen</p> <p>I can make some changes quickly and easily but also understand that some changes are hard and can take a long time</p>	<p><i>Me and My future</i></p> <p>I am able to make considered decisions about saving, spending and giving</p> <p>I can differentiate between essentials and desires – needs and wants</p> <p>I understand 'value for money' and can make informed choices to get 'value for money'</p> <p>I am able to assess 'best buys' in a range of circumstances</p> <p>I am able to understand and manage feelings about money, my own and Others</p> <p>I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and I am aware of some of the rights and responsibilities when it comes to treating people fairly</p> <p>I know and understand how I can develop skills to make a contribution in the Future</p> <p>I am starting to consider what I like , what I am good at and what I enjoy doing and can talk positively about my strengths</p> <p>I know the importance of making a good impression when going through a selection process and I can demonstrate some of the skills required to do this</p> <p>I know that there are a range of earnings for different jobs</p> <p>I understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc)</p> <p><i>Becoming an active citizen</i></p> <p>I know what democracy is and how a democratic government works</p> <p>I have taken part in democratic events in school (eg: voting for school council, mock election)</p> <p>I understand the consequences of breaking the law and how the criminal justice system works in the UK</p> <p>I know how to access local and national support groups</p> <p>I can talk and write about my opinions</p> <p>I know that circumstances in other countries and cultures may be different from our own</p> <p>I understand why some people have chosen to leave their country and migrate to the UK</p> <p>I understand the difference between economic migrant, asylum seeker and refugee</p> <p>I know about Fair Trade and what it means</p> <p>I know that individual and community rights and responsibilities need to be taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc)</p> <p>I understand that choices we make as individuals, a community and a nation impact internationally</p> <p>I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances</p> <p>I can recognise and challenge stereotypes</p> <p>I know where to find impartial advice to inform my decision making and understand about media bias</p> <p>I can talk and write about my opinions confidently and listen to and show respect for the opinions of others</p> <p>I can resolve differences, looking at alternatives, making decisions and explaining choices</p> <p><i>Moving on</i></p> <p>I can identify positive achievements during my time in Year 5</p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 6</p> <p>I can explain what I am worried about and what I am looking forward to in Year 6</p> <p>I know what to expect when I start Year 6</p> <p>I know some of the ways of dealing with the feelings that sometimes arise from changes</p>	<p>I can manage my time to include regular exercise</p> <p>I understand that the media can have a positive and negative effect on Emotional Health and Wellbeing, e.g.body image, attitudes to different groups,</p> <p>I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a <b>balanced diet</b></p> <p>I understand the impact of growth and adolescence on my hygiene, physical activity and nutrition needs</p> <p><i>Me and My future</i></p> <p>I can describe how people's careers are different and how they develop in different ways and I am aware that people feel differently about they different types of work they do</p> <p>I can reflect on what I have learnt about careers, employability and enterprise activities and experiences and how the learning relates to my choices</p> <p>I can describe a range of local businesses and how they are run and the products and / or services they provide</p> <p>I know that I have the same rights and opportunities in learning and work as other people.</p> <p>I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act</p> <p>I know how to keep myself safe when working and what the law says to protect workers</p> <p>I can recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be enterprising</p> <p>I understand that money we earn also supports the community</p> <p><i>Becoming an active citizen</i></p> <p>I understand how democracy works in the UK at a local, regional and national scale</p> <p>I understand that there are other forms of government that are not democratic and can give some examples of these</p> <p>I understand what being part of a community means and I can take part more fully in school and community activities</p> <p>I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment</p> <p>I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child</p> <p>I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment</p> <p>I can research, discuss and debate topical issues, problems and events</p> <p>I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation</p> <p>I am aware of how the media present information and that the media can be both a positive and negative influence</p> <p>I can critique how the media present information</p> <p>I can discuss controversial issues in a mature manner, such as terrorism, migration and racism.</p> <p><i>Moving on</i></p> <p>I can identify positive achievements during my time in Primary School</p> <p>I can explain what I am worried about and what I am looking forward to in Year 7</p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 7</p> <p>I know what to expect when I start Year 7</p> <p>I can take part and reflect on a planned programme of transition to KS3</p> <p>I know how change can interfere with our feelings of belonging</p>
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## PSHE and Citizenship Entitlement Framework Key Stage 3

Year 7	Year 8	Year 9
<p><b>Personal, Social, Health education (including relationships, staying safe and healthy lifestyles)</b></p> <p>I have the skills and knowledge required to manage transition to and expectations of secondary education I can recognise my personal strengths and areas for development and know how this affects my self confidence and self esteem I can explain how positive self esteem and self belief can support perseverance and resilience</p> <p>I have identified a trusted adult that I can talk to when I need help/ support both within and out of school I recognise the qualities and behaviours I should expect and demonstrate in a wide variety of positive healthy relationships I can recognise bullying and abuse in all its forms (including prejudice based bullying both in person and online/ via text, exploitation) and have the skills and strategies to manage being targeted or witnessing others being targeted I am aware of unacceptable and acceptable physical contact and I am able to identify when someone may be putting pressure on me to do something I am not comfortable with. I know the unacceptability of sexist, racist, homophobic, biphobic, transphobic and disablist language and behaviours, the need to challenge it and how to do so I know where to get help if I or someone I know is being bullied (in any form) I know how to identify and report hate crime</p> <p>I can explain the short and long term impacts of both a healthy and unhealthy lifestyle choices I can describe how to make healthy choices as part of a balanced lifestyle understanding why it is important to make positive choices about my physical and emotional health I understand what resilience means and I have some strategies which I can apply when managing disappointments and setbacks in different situations I can take responsibility for my own personal hygiene and oral health care I have knowledge of basic first aid and life-saving skills and can put them into practice I understand that my body and emotions are going through changes and how I can manage those changes I understand the terms associated with sex, gender identify and sexual orientation (lesbian, gay, bisexual or trans) and are aware of accepted terminology I can explain the impact of the media / social media on people's actions including body image and how this can affect how I feel about myself</p> <p>I can explain what the word 'risk' means to me now that I am in year 7 I can differentiate between positive and negative risks I can assess and manage the risks on my journey to/from school I can state factual information about legal and illegal substances including alcohol, volatile substances, tobacco (including e-cigarettes), their effects, the law and explain the risks associated with their use I am aware of the risks in the on-line world and I have ensured that I am protecting myself (e.g turning on privacy settings) I understand what 'sexting' means and involves, the consequences of sexting including the laws on possession of images and where to get help if I experience sexting I can recognise and manage different influences on my decision when others do</p>	<p><b>Personal, Social, Health education (including relationships, staying safe and healthy lifestyles)</b></p> <p>I understand how my self confidence and self esteem can be affected by range of factors, such as family, friends, achievements and employment I understand what makes a person mentally and emotionally well and the importance of balance between work, leisure and exercise I recognise the signs and symptoms of stress and anxiety and have positive ways of dealing with them, including asking for help I understand the difference between assertive, aggressive and submissive behaviour I know how to actively listen, negotiate and be assertive in a positive way</p> <p>I have identified a trusted adult that I can talk to when I need help/ support both within and out of school I understand the expectations that having a boy/girlfriend might bring I can recognise the qualities and features of a positive relationship and I am able to positively act upon the signs when a relationship is not healthy I understand what is meant by sexual intercourse, the benefits of delaying sexual relationship and where to access further information on healthy relationships I know the importance of protecting against infection and disease including by immunisation and vaccination I can challenge assumptions about the behaviours of young people using social norms data so I am aware of how many people of my age actually use substances and engage in sexual relationships and have considered the personal, social and health consequences alongside the benefits of not smoking, drinking, using substances or starting sexual relationships I have considered and discussed media influences on image and behaviours and understand that media portrayal of relationships may not reflect real life I know about the risks associated with female genital mutilation, its status as a criminal act and sources of support I understand risk within the context of personal safety, especially accident prevention, farm safety and road safety I have knowledge of basic first aid and life-saving skills and can put them into practice I have ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations I understand how I may be at risk from my own/others use of technology both in the short and long term and have implemented effective ways of protecting myself I understand the short and long term consequences of sending 'nudie selfies' including the laws on possession of images and where to get help I have rehearsed strategies to help keep me safe when communicating on-line I am aware of how young people can be groomed or radicalised on-line and face-to-face and am able to take steps to protect myself and others which includes informing a trusted adult</p> <p><b>Careers education and enterprise</b></p> <p>I understand the laws and bye-laws relating to young people's permitted hours and types of employment and I know how to minimise health and safety risks to me and others I understand the link between qualifications and earnings I understand what is meant by the concept of 'job satisfaction' and why this is important to emotional and financial wellbeing and how peoples working lives can change</p>	<p><b>Personal, Social, Health education (including relationships, staying safe and healthy lifestyles)</b></p> <p>I recognise my own core values and beliefs and can use these to influence my decisions and choices I can recognise and respond positively to difference and diversity in my school and community I can show empathy and understanding towards those who choose to live their lives in a different way</p> <p>I know what constitutes a healthy lifestyle and its benefits and can assess the risks of some lifestyle choices e.g over exercising, extreme dieting etc I have increased understanding about resilience and have a range of strategies that I regularly use to ensure I look after my own emotional health I am aware of some mental health issues that affect young people including eating disorders and self harm and know where to access sources of support I have a range of strategies to manage a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement I have identified a trusted adult that I can talk to when I need help/ support both within and out of school</p> <p>I know that relationships can cause strong feelings and emotions including sexual attraction and I can successfully manage these feelings I am aware of a range of different healthy relationships, including those within families, friendships and romantic and the factors that could make these unhealthy relationships (including age, gender, power and interests) I know what consent means in relation to sexual intercourse and that being pressured, persuaded, coerced into something is not 'consent' I am aware of the laws that protect my rights to withhold consent and keep me safe I am aware of the benefits of delaying sexual intercourse and have rehearsed some strategies to help me I am aware of the full range of contraception that can prevent unwanted pregnancy and STIs this includes where to access local sexual health services I know that marriage is a commitment, entered into freely, never forced I understand that some societies have arranged marriages and I am aware of a range of views of this practice</p> <p>I can recognise when I am putting myself or others are putting me under pressure to obey 'unwritten rules' or social norms and I am able to positively respond to these pressures I have considered how I can make my own choices without losing friends or credibility and have practiced some strategies to achieve this</p> <p>I can assess the risks and consequences of experimental and occasional substance use and how it may affect my ability to make safe judgements and longer term dependency and addiction to substances I have considered the impact on myself and others when making different decisions regarding substances I understand how to use prescribed and over the counter medicines safely</p> <p>I understand the risks of physically meeting people I have only previously 'met' on line I can understand how and why some people are radicalised and drawn into extremist behaviour and am able to give a counter narrative I am aware of how young people can be groomed or radicalised on-line and face</p>

<p>something I don't want to do or put pressure on me to join in. I have considered strategies to avoid negative pressures and influences I know about a range of support services that can help me or others with a range of issues both in and out of school</p> <p><b>Careers education and enterprise</b> I can describe myself, my strengths and preferences and use this information to set goals to raise my achievement I can reflect on how past successes were attained and I am able to use this information to influence my future wellbeing, progress and achievement I can articulate my hopes and aspirations for the future and have begun to consider what I need to do to make these a reality I can recognise and challenge stereotypes that may limit my careers choices and aspirations and know how to stand up to discrimination that is damaging to me and others I can identify different kinds of jobs, careers and ways of working and understand how they develop and can give examples from people I know I know the difference between a job and a career I am aware of the kinds of jobs and careers available in my local community I can identify the skills and qualities for needed to be enterprising I can work as part of a team to think of solutions to problems</p> <p><b>Economic wellbeing—personal finance</b> I understand the function and uses of money I know some of the financial products that are available to me including bank Accounts and insurance e.g mobile phone / travel insurance I can recognise the ways in which media, companies and individuals may try to influence how I spend and save my money I know that there are a number of ways of calculate value for money—price is only one factor I can resist unwanted pressure to spend or save unwisely I know the difference between a credit and debit card. I can use financial information from bank statements, pay slips and utility bills to prepare budgets and financial plans</p> <p><b>Citizenship</b> I understand how and why the UK is a multi-cultural, multi-faith society and understand the need for tolerance, mutual respect and understanding. I can recognise and challenge stereotypes about different religious and ethnic groups living in the UK I have explored my own identity and cultural heritage I understand what makes a 'British Citizen' in the 21st Century I understand the potential tensions between human rights, British law and cultural and religious expectations and practices (e.g arranged marriage, Shria law) I understand the importance of laws and rules in my family, school and society I recognise the rights and responsibilities of being a British Citizen I have explored the similarities and differences between the rights of a child in the UK and in the developing world I understand the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their community I participated in a school-based activity / campaign for change within the law to make an improvement in my school or community</p>	<p>I know where to access different sources of information about jobs and careers locally, regionally and nationally including labour market information I know about the decisions and choices I will have to make at the end of Key Stage 3 I understand the qualities and skills needed for employability and to be enterprising and can demonstrate how I am developing these both in and outside school I have started a personal career plan to help me secure the right qualifications, skills and experience I may need for employability I understand key vocabulary associated with business and enterprise and I can describe the organisation and structures of different types of business.</p> <p><b>Economic wellbeing—personal finance</b> I know the current UK minimum wage, income tax and VAT rates I understand about the deductions taken from salaries and wages that provide the Government with public money and the decisions they have to make to effectively spend the money I can analyse information to work out take home pay for typical jobs and the consequences for my aspirational future lifestyle (e.g renting / buying a house, food budget etc) I know the importance of protecting myself when buying products on-line</p> <p><b>Citizenship</b> I understand the role and purpose of the democratic government in the UK including: the roles of citizens, Parliament and the monarch and how Parliament operates I understand what it means to live in a democracy and the precious liberties enjoyed by the citizens of the UK I know the different political parties in the UK and understand their role and how voting and elections work I understand the role of Members of Parliament (MPs) I understand how the English legal system works including the nature of rules, civil and criminal laws and the justice system, including the role of the police and the operation of courts and tribunals I understand what happens to young people who break the law I have advocated for change on an issue of importance I understand how to campaign within the law I have debated and understood how some groups have broken the law to achieve their goals e.g suffragettes and Nelson Mandela</p>	<p>–to-face and know how to identify and report such risks which includes telling a trusted adult. I can recognise the signs of someone being radicalised and know what to do if I spot the signs</p> <p><b>Careers education and enterprise</b> I can describe how I have benefited from careers, employability and enterprise activities and experiences to develop my personal career plan and have used it to help make option choices for Key Stage 4 I know where to find relevant job and labour market information and know how to use it in my career planning I am able to recognise the qualities and skills that will help make me employable and I can provide evidence to demonstrate this both in and out of school I can demonstrate and reflect on a range of qualities and skills that entrepreneurs need I understand the pathways and qualifications available for the next stage of my education I can describe my plans for Key Stage 4 and understand the impact of my choices on my future goals and aspirations and appreciate I need to be positive, flexible and well-prepared for the changes I can identify and make the most of my personal networks of support, including knowing how to access wide range of careers information, advice and guidance and distinguish between objectivity and bias to help my make decisions and choices for Key Stage 4 and beyond I can avoid stereotypical beliefs that may influence my decisions and choices I have started to plan how I can get the qualifications, skills and experiences I need for my future plans I have had experience of preparing and presenting myself when going through a selection process and reflected on the process</p> <p><b>Economic wellbeing—personal finance</b> I am aware that there are positive and negative risks associated with financial savings and borrowing and the impact this can have on emotional wellbeing I can identify ways in which negative financial risks can be minimised including insurance I have begun to consider the importance of financial planning to provide for my longer term aspirations and wants I can manage a personal budget and contribute to household and school budgets and can provide examples of this</p> <p><b>Citizenship</b> I understand Britain's changing relationship with the European Union and the influence that the EU has on my life I have considered the implications of BREXIT I know how MEPs are elected and what they do I understand the UK relations with the rest of Europe, the Commonwealth, the United Nations and the wider world I understand what it means to be a 'global citizen' I can recognise my responsibilities as a global citizen I can assess the ethical and economic benefits of fair trade organisations I have advocated for change on a topical global issue I understand the terms terrorism and extremism and have discussed the consequences of recent terrorist activities and extremist activity (including Right Wing Extremism) I understand what makes a young person vulnerable to radicalisation and how I can protect myself, including telling a trusted adult I know about the process of radicalisation and I am aware of how to spot the signs of possible radicalisation in others and have the confidence to inform a trusted adult I know about the security measures in the UK to protect citizens from terrorist attacks</p>
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## Effective teaching and learning in PSHE and Citizenship lessons

Effective teaching and learning in PSHE and Citizenship occurs when learners have the opportunity to acquire new knowledge, understanding, skills and attitudes in a safe and secure environment.

Key features of good teaching in PSHE and Citizenship include:

- Planning informed by needs analysis
- Safe, secure and positive learning environment
- Skilful management of discussions of sensitive and controversial issues by the teacher and being able to respond appropriately to spontaneous issues
- Active teaching and learning
- Assessment of learners' progress

### Safe and secure learning environment

The learning environment needs to encourage pupils to express views and opinions, whilst respecting the views of others. Clear groundrules/working agreement should be established to provide a framework for lessons and discussions. They also minimise the risk of ill-considered and unintended personal disclosures. Groundrules should stipulate that personal questions should not be asked of staff or pupils. Pupils should be encouraged to avoid giving personal anecdotes or examples. Case studies and distancing techniques are useful way to achieve this. Teachers should take care not to make personal disclosures or illustrate the lesson with examples from their own experiences. Groundrules/working agreement should be negotiated with learners and not imposed on them. Staff should be aware of the school policy on confidentiality and make pupils aware of their duty to report any information that indicated that a pupil may be at risk of harm or danger.

### Active teaching and learning methods for PSHE and Citizenship

Teaching and learning methods should ensure that pupils take an active role in the lesson and ultimately take responsibility for their own learning. Plenaries and lesson summaries allow learners to reflect on and assimilate what they have learned. Activities should provide an appropriate level of challenge and allow learners to develop their knowledge, skills, attitudes and understanding. There are a wide range of active learning techniques that can be deployed in PSHE and Citizenship lessons. Further information on effective teaching of PSHE can be accessed through the PSHE association <https://www.pshe-association.org.uk/> and for Citizenship from the Association for Citizenship Teaching <http://www.teachingcitizenship.org.uk/>

<b>Distancing techniques:</b>	
Agony aunt/uncle	Learners work in small groups to take on the role of an agony aunt/uncle. The group responds to an imaginary problem, scenario or letter. Groups could share their solutions.
Drama/role play/simulations	Learners are given characters or situations to act out. It allows learners to experience an issue or a situation from a different perspective. This strategy is useful for rehearsing responses to situations, especially for learners with SEND. Role play should always take place in small groups and learners should never be forced into situations they are uncomfortable with. It is important to 'de-role' learners by engaging them in conversation about the present. It is also advisable for pupils not to take on the role of the 'persuader'. The scenario could be presented to them for them to work through e.g a friend is offering you a cigarette what could you do?
Case studies (visual and or written)	These can be used to help learners understand the effects and impact of a situation. Soap operas often provide a useful platform for the exploration of issues such as abortion or relationships. Learners could be asked to work out the options available to a character, who could help them and where they could get help.

Create a character	Learners create an imaginary character and build a story about the character eg where they live, friends, hobbies. This enables learners to consider issues from different perspectives.
<b>Discussion</b>	
Paired, small groups	Small group work is often more effective than whole class discussion. Learners could be given an issue, scenario, character to discuss in pairs then move into 4s to share their thoughts.
Listening Triads	Two people talk, discussing an issue whilst one listens, encourages reflective dialogue. Share discussions and points of views with whole class.
Group discussions	Group discussions are important in PSHE and Citizenship as they give learners a voice and provide an opportunity to develop key skills. In supporting quality reflective discussion, a number of procedural questions prove to be useful for example, <ul style="list-style-type: none"> <li>• why do you say that?</li> <li>• how does that compare with what X was saying?</li> <li>• what could you say to persuade someone they were wrong about that?</li> <li>• why do you think people behave like that?</li> <li>• who do you feel (most) sympathy for in this situation?</li> <li>• what are the consequence of A compared with B?</li> <li>• is that fair, in your opinion?</li> </ul>
Fishbowl discussion	Place six or seven chairs in an inner circle with the remaining chairs in an outer circle. Discussion only takes place in the inner circle. A spare chair allows learners to move in and out of the inner circle.
Standpoint taking	This allows learners to explore both sides of an issue. Place chairs in 2 concentric circles – each inside chair facing an outside chair. Give learners a statement, the inside chairs should argue in favour, the outside chairs should argue against. Learners can swop places mid-way through the discussion to allow them to argue the alternative case. Learners can reflect on how it felt to argue the case for something they may not agree with.
Questionnaires and quizzes	These can provide a useful stimulus for discussion allowing learners to acquire new knowledge and explore issues as they arise. They make a useful starter activity.
Triads	Learners work in groups of 3. 2 members of the group discuss an issue while the 3 <sup>rd</sup> member acts as an observer providing feedback. Roles can be changed.
Peer questions and Envoying	Learners generate their own questions on the issues/content. A group could generate a series of questions and then choose three to discuss. One pupil could take a question and then move from group to group. Finally the person goes back to original group and feeds back discussion points raised.
Buzz groups	Place learners into groups of 3 or 4. Groups are given a dilemma or scenario to discuss, then return to the whole class to discuss ideas.
<b>Cards sorts</b>	
Diamond 9	Develops dialogic talk, it also forces the need to achieve consensus and negotiate disagreements. Teacher in advance prepares nine cards (quotes, pictures, cartoons). In groups cards are read and discussed and then arranged in a diamond shape with the statements they most agree with at the top and the least at the bottom. This requires the learners to weigh up different points of views, think logically and deal with any dissent. This can provide a useful stimulus for a whole class discussion on a topic.
Matching	This requires learners to match up cards eg symptoms of STIs matched with the name of the infection.

<b>Other</b>	
Line of conscience	<p>This is useful when examining and challenging beliefs and attitudes. The teacher creates a series of controversial statements about the subject or issue explored. The teacher then places statements on a line along the classroom floor/wall: Agree, Disagree, Not sure (in the middle). The teacher reads out a statement and learners stand at various points of the line as to their opinion on the issue. The teacher whilst moving along continuum asks why they have placed themselves there, response is shared not judged. Learners are offered a chance to move to a new position on the line if they have changed their mind, or feel differently about the situation.</p> <p>Some good warm up statements could be – ‘dogs are better than cats’ or ‘summer is better than winter’. This supports the learners get use to what is being asked of them and that there isn’t a ‘right or wrong’ answer.</p>
Continuum 1	<p>A line is drawn across the room (washing line is useful for this). Each end of the line represents the start and finish points eg the start of a new relationship so ‘meet somewhere for the first time’ to ‘live together’. Learners are asked to note down what they think should happen in between and when they think it should happen. This opens up the discussion about the development and expectations of a healthy relationship</p>
Corridor of conscience/ Conscience Alley	<p>Is a technique which exposes conflicts and dilemmas and invites participants to think of multiple perspectives on an issue or situation. (Similar to ‘good angel, bad angel’)</p> <p>The process - The class makes two lines facing each other, in the form of an ally or corridor with enough room for a person to walk easily between them.</p> <p>One individual takes on the role of the character in a key situation. The rest of the class voice the character’s thoughts and feelings as they walk past them</p> <p>It’s alright if someone earlier has already said the same thing. It is helpful if you do the exercise more than once as it gives less confident learners the chance to speak. Possibly freeze the character and get learners to voice the thoughts again.</p>
Draw and write	<p>Learners are asked to draw their response to an issue or a question. Underneath the picture, learners explain what they have drawn and why.</p>
Graffiti boards /wall	<p>This strategy can be used to establish learners’ baseline understanding prior to teaching a topic. The issue or content can be written on the wall and learners write down all the things they know about the issue on the outside of the outline. They can also put questions that they want answered.</p>
Question boxes	<p>Learners write down anonymous questions and post them in the box. The teacher can respond to the questions in the next lesson.</p>
Question display	<p>Learners identify the questions they want to find the answers to. Learners can decide which questions are answered and where they might find the information.</p>
Photographs	<p>Photographs can be used as a stimulus for discussion or as a way of recording learners learning.</p>
Philosophy for Children method’ For information on training in the Philosophy for Children method go to <a href="http://www.sapere.org.uk">www.sapere.org.uk</a> .	<p>A child-centred method of discussion which gives learners a high degree of ownership of the debate. A stimulus is offered to the class and learners are invited to generate a range of critical questions arising from the stimulus. These questions must be ‘philosophical’ or capable of being discussed. Learners themselves vote on which question to pursue. The class is seated in a circle, with the teacher as a member of the circle. Some classes are trained to speak without waiting for the teacher to point to them – the rule is not to speak over the top of anyone else. In this way, the class carries the discussion forward for long periods of time with no intervention from the teacher.</p> <p>The standard pattern or procedure of a community of philosophical enquiry is something like this:</p>

	<ol style="list-style-type: none"> <li>1. Preparation - sometimes to still minds, e.g. by meditation, sometimes to stir, e.g. by games</li> <li>2. Presentation - of a story, picture, or other rich stimulus for enquiry</li> <li>3. Thinking time - private reflection upon the stimulus</li> <li>4. Conversation - sharing of private reflections, in twos or threes</li> <li>5. Formulation - of questions that might be 'good for discussion', individually or in small groups</li> <li>6. Airing - publication of questions, and clarification of the interest/thinking behind them</li> <li>7. Selection - of which question(s) to focus on, by whole group consensus or voting</li> <li>8. 'First words' - initial responses to the chosen question, perhaps identifying assumptions</li> <li>9. Building - creative and critical thinking towards one or more answers to the question</li> <li>10. 'Last words' - final reflections on own or others' thinking</li> </ol>
Hot seating:	This is a questioning technique where the group prepare questions to ask the person in the hot seat. It is best to do this activity in groups first before shifting the hot seating to the front of the class
Mantel of the expert:	This technique was developed by Dorothy Heathcote through work with children and teachers. This gives learners a fictional 'frame' within which they can take responsibility for a situation. Learners are given 'expert' information or they may research the information in advance, participants assume responsibility for the activity. The situation is usually task orientated, power and responsibility move from teacher to learners.

### Developing Literacy through PSHE and Citizenship

Learners should have the opportunity to apply their literacy skills confidently and competently across all aspects of their learning. PSHE and Citizenship supports literacy through providing opportunities for children to:

- Talk clearly and confidently about their thoughts, ideas and opinions, listening to others to refine their thinking
- Write, present and broadcast a range of ideas
- Analyse, evaluate and criticise texts of all kinds in order to access ideas and information
- Read fluently a range of texts

### Developing Numeracy through PSHE and Citizenship

There are a range of opportunities to develop learners' numeracy skills. In PSHE and Citizenship learners should be taught about personal finance which can reinforce topics covered in mathematics such as interest rates and percentages. Citizenship allows learners to learn about how the economy works and how public services are paid for including taxation.

### Developing ICT through PSHE and Citizenship

Learners should have the opportunity to apply their ICT knowledge, skills and understanding across all aspects of their learning. PSHE and Citizenship support the development of ICT by providing opportunities for children to:

- Find and select information from digital and on-line sources, making judgements about accuracy and reliability
- Collaborate, communicate and share information to work with a range of audiences
- Re-enforce online safety messages

## **Assessing learning in PSHE and Citizenship**

Assessment of PSHE and Citizenship is not about assessing someone's 'character or behaviour' but the extent to which they are progressing in their learning, their on-going learning needs and the impact the programme is having on the pupils. It is important that it is assessed as it assessment increases, "motivation and improves learning, it provides feedback about pupils' progress and achievements, and how their learning might be improved; it helps pupils to reflect on and identify what they have learned and what they need to do to continue their learning; it allows the leadership team, governors and school inspectors to see the impact the provision is having for pupils and whole school outcomes" (PSHE association 2016).

### **The [2013 Ofsted Report 'PSHE Not Yet Good Enough'](#) reported that:**

- By far the weakest aspect of teaching was the assessment of pupils' learning which was often less robust for PSHE education than for other subjects.
- In too many schools teachers' expectations of the quality of pupils' work was too low.
- Teachers did not always check pupils' previous learning in PSHE resulting in work being repeated and was often unchallenging.
- Teachers failed to formally identify attainment and progress and therefore rarely provided feedback on how to improve

The report recommends that schools should:

- Implement systems to effectively track pupils' progress in PSHE education
- Raise teachers expectations of the quality of pupils work in PSHE to ensure it is commensurate with expectations of pupils work in other subjects

### **The [2013 Ofsted Report 'Citizenship consolidated'](#) reported that:**

- Teacher's use of assessment in lessons was the weakest aspect of teaching
- In primary schools little attention was paid to formal assessment procedures or reporting on pupils' learning and progress in Citizenship(the specific citizenship knowledge, understanding or skills)
- In secondary schools, assessment procedures were insecure and remains a key weakness due to:
  - Teaching of citizenship did not always make formal assessments against citizenship objectives
  - Poor quality of marking and limited range of assessments which were often of minimal value in identifying students' next steps

The report recommends that schools should:

- Continue to improve the quality of teaching and assessment in citizenship by ensuring that all staff who deliver citizenship education receive the necessary training to teach it effectively (increase the knowledge and understanding of the key concepts that underpin effective citizenship education)

### **Assessment in PSHE and Citizenship should therefore consider:**

- Baseline assessment to determine learners starting points (data from the Growing Up In North Yorkshire Survey is a useful starting point). It is very important for PSHE and Citizenship to establish:
  - What children already know and understand?
  - What they have misunderstood?
  - What gaps they have in their knowledge
  - What preconceptions/prejudices may have to be challenged
- The PSHE association argue that the model of assessment that is most meaningful for PSHE is 'ipsative assessment' when a pupil compares their own results against their previous results in a similar way to an athlete measuring today's performance against their own previous performance.

- Assessment for Learning (formative assessment) - regular assessment of pupils' progress against the intended learning outcomes is important to ensure that learners are making expected progress and to inform planning for subsequent lessons and units of work.
- Providing effective and regular feedback to pupils
- There are three recognised models of assessment: pupil self-assessment, peer/group assessment and teacher assessment. Pupil self-assessment is about learners being able to assess their current knowledge and identify the next steps in their learning, setting their own targets and monitoring their own progress. Peer assessment is about learners providing feedback to each other; assessing other pupils' work can help learners to clarify their own ideas and understanding of both the learning objectives and assessment criteria. Teacher assessment is about teacher observations and reviews of written work and pupils' contributions to discussions and end-of unit tasks.
- Assessment of Learning (summative assessment) - the North Yorkshire progression ladder for PSHE and Citizenship may be used to assess, record and report learners progress.

### North Yorkshire PSHE and Citizenship ladder of progression

This has been developed to help support schools develop assessment methods that fit in with the schools assessment approach and enables the assessment to be through pupil, peer and teacher assessment. There is reference to both knowledge and skill development alongside the type of questions that can be used to support assessing pupils learning in PSHE and develop their critical thinking skills.

Acquisition of knowledge	Skill development	Type of questions that the pupils could be responding to
Recall, name, list,	Talk about, think of questions to ask	Who....? What....? Where ....? When ....? Which...? Why...?
Identify, retell, match give an example of	Talk about, can ask questions, express own opinion, listen to the views of others, select , take part in a group activity	Tell me in your own words..... Which is the best answer and why? What does the information show? How are these the same/ different? How could someone get help in this situation?
Describe, begin to recognise,	Find ways of answering questions using sources provided, can start to solve problems	What is the effect of....? What are the main ideas/ feelings / thoughts of....? What does this mean/ what could happen? Is there a different way of responding?
Show understanding, describe actions,	With help, access sources of information, contribute to discussions, work as part of a team, respect the opinions of others, empathy, motivation	How would the person react to the issue / situation...using what information? What do you already know that could help the person in the situation? What other way could the person in the situation have reacted / done? Where do pressures do something you shouldn't

		<p>come from?</p> <p>How could people support and encourage others not to do something that is dangerous or harmful</p> <p>What is the person belief/ value/ attitude?</p> <p>What would happen if.....?</p>
<p>Explain, begin to assess, apply, can consider what would happen if .....</p>	<p>Negotiate with others, know where to find sources of information, discuss sensitive and controversial issues giving reasons for opinions</p>	<p>What do you think the person in the situation could do next?</p> <p>What motivates the person to ....?</p> <p>How could the person use the information / skills they have learnt to do something different?</p> <p>How could they resist doing.....?</p> <p>How is .....related to....?</p> <p>If appropriate for the topic area:</p> <p>Why do you think...?</p> <p>What evidence can you find to support this?</p>
<p>Explain fully, compare and contrast, awareness of, demonstrate how ..., can suggest alternatives</p>	<p>Access information independently, demonstrate, research and present an persuasive argument, can apply what they have learnt, problem solving</p>	<p>What works / worked well?</p> <p>What could the person have changes and / or what would you have changed?</p> <p>Is a risk worth taking?</p> <p>How could the situation be made better?</p> <p>Do you agree with the actions... with the outcomes?</p> <p>What could be an effective strategy to use in this situation and why?</p> <p>What is your opinion of....?</p> <p>What information would you use to support these views?</p>
<p>Recognise complexities, analyse, detailed understanding</p>	<p>Weigh up, argue persuasively, present alternative views. Identify a range of solutions to a problem, Try out different courses of action, evaluate their impact</p>	<p>How would you / the character prove / disprove?</p> <p>What / which is the most important and why?</p> <p>Why did they choose? ... How would another person do it differently?</p> <p>What changes could be made to solve....? To have a different outcome?</p> <p>How could a person resolve this situation?</p>
<p>Draw conclusions, inter-connections</p>	<p>Critically evaluate sources of information for reliability and utility, make reasoned informed judgements and choices. Hypothesise alternative courses of action, ask challenging questions</p>	<p>Can you think of another way?</p> <p>Can you predict what might happen? What do you think it is going to be and why?</p> <p>How could the person adapt...to create a different outcome?</p> <p>How could we pull all your ideas together?</p>

**A North Yorkshire Secondary School example of assessment for one aspect of PSHE – Health and Wellbeing for Year 6 pupils**

Learning outcomes for each unit	Working below	Working towards	Working at	Working beyond
<p>I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions</p> <p>I can manage my time to include regular exercise</p> <p>I understand that the media can have a positive and negative effect on Emotional Health and Wellbeing, e.g. body image, attitudes to different groups,</p> <p>I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet</p> <p>I understand the impact of growth and adolescence on my hygiene, physical activity and nutrition needs</p>	<p>Pupils can begin to recognise why it is important to look after their health and some ways of doing this</p> <p>Pupils can with help, make some decisions about their own health</p> <p>Pupils can describe the physical and emotionally changes that bodies go through</p> <p>Pupils can list some ways that they do keep healthy</p> <p>Pupils can name some feelings</p>	<p>Pupils can describe the characteristics of being physically and emotionally healthy.</p> <p>Pupils demonstrate increased independence in making decisions about their own health.</p> <p>Pupils with help, can access sources of information about their health.</p> <p>Pupils know what emotional health is and how it impacts on a person's health and wellbeing</p>	<p>Pupils can explain the characteristics of being physically and emotionally health.</p> <p>They can negotiate with others to make decisions about their own health, recognising what is healthy and unhealthy in different situations.</p> <p>Pupils know where to find sources of information about their health.</p> <p>Pupils can consider how different situations may affect their emotional health and have started to consider ways of minimising the impact on their wellbeing</p>	<p>Pupils can explain fully what is meant by a healthy lifestyle and the factors that contributes to physical and mental well being.</p> <p>Pupils can assess independently information, advice and guidance about a range of health related issues and use this to make informed choices about their own health.</p> <p>Pupils can compare and contrast situations and can assess and manage the different levels of risk safely and have strategies in place to minimise the risks.</p>



## Resources to support the teaching of the Entitlement Framework

**Please ensure when purchasing and using resources the following good practice principles for selecting appropriate resources are used**

Overall aspects	Teaching and learning	Content	Curriculum Aspects
<p>Are the underpinning values and beliefs stated and are they consistent with those of the school?</p> <p>Is there guidance on identifying pupils' existing levels of knowledge and understanding and how to incorporate these into planning?</p> <p>Do activities cover a range of teaching and learning styles?</p> <p>Is there guidance on evaluating activities?</p> <p>Are the materials free from stereotypes?</p> <p>Do the materials take account of religious, cultural and physical diversity and special educational needs?</p> <p>Has the material been developed in consultation with pupils and teachers and has effectiveness been evaluated?</p> <p>Does the material include guidance on the knowledge and skills needed for effective delivery and help build teacher confidence</p>	<p>Does the material outline processes for establishing a positive and supportive learning environment e.g. developing ground rules?</p> <p>Is active learning promoted?</p> <p>Are discussion and reflection encouraged?</p> <p>Do the activities cover the development of knowledge, skills and attitudes?</p> <p>Is the content differentiated and can it be adapted for use with particular groups of pupils?</p> <p>Is guidance given on assessing learning outcomes?</p>	<p>Does the content covered meet with pupils' needs?</p> <p>Is the content factually accurate and balanced?</p> <p>Are learning outcomes clearly stated?</p> <p>Are learning outcomes sufficiently challenging?</p> <p>Is the content appropriate to the needs of pupils in terms of language, images, attitude, maturity, understanding and knowledge required?</p> <p>Does it include positive images of a range of people and will the imagery and language appeal to pupils?</p> <p>Do the activities encourage pupils to think about their attitudes and values and take account of a range of perspectives?</p> <p>Do the activities encourage pupils to reflect on their learning and apply it to situations in their own lives?</p>	<p>Does it contribute to broad and balanced PSHE and Citizenship provision?</p> <p>Does the material say how it covers statutory and non-statutory learning outcomes?</p> <p>Does the resource support continuity and progression across key stages and curriculum subjects?</p>

## Resources to support the teaching of the PSHE and Citizenship entitlement framework up-dated August 2016

### All weblinks were correct at time of release

The majority of resources identified in this list are free for schools to access and will help to support the teaching and learning across a range of topics in the PSHE and Citizenship entitlement framework. It is acknowledged that there are further resources available and those contained within the list are only suggestions that are not being endorsed by NYCC but they have either been suggested by schools or developed by reputable organisations to help support the delivery of effective PSHE and Citizenship. Before using any of the resources a school needs to make themselves familiar with the resource and ensure it meets the schools ethos and needs of their pupils. The resources have only been placed in suggested year groups, they can be used in alternative years groups based on the needs of the pupils in the school. Some resources have lesson plans that go across the key stages which is why they are listed under a number of year groups.

### Primary School Resources

#### General sources of support and information or whole school schemes of work for PSHE

Wiltshire Healthy Schools Programme has a calendar of National health and wellbeing days/ weeks / events throughout the year which can help with planning activities within school <http://www.wiltshirehealthyschools.org/resources/health-events-calendar/>

The PSHE association provides a range of information on all PSHE issues and they have a quality assurance process for PSHE resources. For information on further resources that have been quality assured (there may be a cost for some of the resources) please access [https://pshe-co.ccuptest.co.uk/curriculum-and-resources/search-for-resources?field\\_resource\\_source\\_tid\[\]=58](https://pshe-co.ccuptest.co.uk/curriculum-and-resources/search-for-resources?field_resource_source_tid[]=58).

The Association for Citizenship also provides further support for schools in teaching this aspect of the curriculum <http://www.teachingcitizenship.org.uk/>

Personal Finance Education Group provide a wealth of support for schools to enable them to teach effective financial education and they support 'My Money Week' which is usually around the middle of June. They also have a quality assurance process for financial education resources. <https://www.pfeg.org/>

Careers Guidance- The Career Development Institute have produced a [Framework for careers, employability and enterprise education](#) and an auditing tool for key stage two along with a range of other supporting resources.

The Sex Education Forum list of Sex and Relationship curriculum resources for work with primary aged children [http://www.sexeducationforum.org.uk/media/4465/resource\\_list\\_primary\\_-\\_in\\_new\\_template.pdf](http://www.sexeducationforum.org.uk/media/4465/resource_list_primary_-_in_new_template.pdf)

Wiltshire Healthy Schools programme does have a primary scheme of work for PSHE that is available but due to the date of the scheme of work some of the lessons may be missing some more recent safeguarding issues like online safety, grooming and sexting which would need to be part of a planned PSHE curriculum in a primary school <http://www.wiltshirehealthyschools.org/resources/schemes-of-work/learn-for-life/>

The BBC has a range of learning clips that support the teaching of PSHE and Citizenship by key stages (aspects covered by the short films include: self, growing up, emotional health, relationships, risk taking, community and global citizenship) <http://www.bbc.co.uk/education>

## Early Years

### Online Safety Resources

Teaching and learning resource around online safety 'Smartie the penguin' - pupils consider a range of risks when online and how to get help

<http://www.kidsmart.org.uk/teachers/>

Digital Literacy and Citizenship provide from the South West Grid for Learning provide free materials which are designed to empower pupils to think critically, behave safely, and participate responsibly online. There are resources set out by year group <http://www.digital-literacy.org.uk/Home.aspx>

7<sup>th</sup> of February 2017 is Safer internet day with the theme 'Be the change: unite for a better internet'. There is a range of supporting resources along with resources from previous internet safety days.

<http://www.saferinternet.org.uk/safer-internet-day/2017>

### Me and my relationships

The NSPCC - PANTS campaign focusing on the message 'what's in our pants is private' there is a short film called 'pantosaurus' to help children understand the PANTS message along with further information for teachers and parents.

[https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/?utm\\_source=google&utm\\_medium=ppc&utm\\_campaign=2016+pants&gclid=CMHjnuCLss4CFRLJGQodx9cFzg&gclid=ds](https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/?utm_source=google&utm_medium=ppc&utm_campaign=2016+pants&gclid=CMHjnuCLss4CFRLJGQodx9cFzg&gclid=ds)

Safeguarding issues – Pictorial resources from the Big Talk Company (at a cost). A set of pictorial cards and lesson plan that cover

- **Nursery, Reception and Year 1:** This set of 19 cards include topics such as: inappropriate touching, inappropriate language, unlawful behaviour (such as urinating in public or exposing the genitals) exposure to inappropriate images/TV/films, being photographed inappropriately.

<http://www.bigtalkeducation.co.uk/resources-for-primaries.html>

The Expect Respect Educational Toolkit, to support schools teach about domestic violence in an age appropriate way. The lesson for reception children focuses on - Looking at and challenging gender expectations using toys

<https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>

Different Families – Same Love a poster by Stonewall that shows a range of different families

<http://www.stonewall.org.uk/get-involved/education/different-families-same-love>

Out for our children have developed a teaching and learning activity book which uses a range of stories to introduce pupils to a range of different families.

<http://www.outforourchildren.org.uk/resources/>

Education and Celebrate has a range of story books, resources and lesson plans to support teaching about different families

<http://www.educateandcelebrate.org/resources/>

### Road Safety

Walk-Wise provides Early Years Practitioners with an effective way to teach young children about road safety. The resources have been developed on behalf

of NYCC. They are free for EY settings in Harrogate, Selby and Scarborough but available to purchase in other areas contact [julie.edwards@edrivingsolutions.com](mailto:julie.edwards@edrivingsolutions.com)

Roadwise have developed a range of teaching resources to support curriculum delivery from Foundation up to key stage 4 <http://www.roadwise.co.uk/schools/teachers-resources/>

'Think' provide 25 lessons to support Early Years and all key stages teach about road safety <http://think.direct.gov.uk/resource-centre/>

### Healthy Lifestyles

Healthy Lifestyles – a range of supporting information and curriculum resources can be accessed from the School Zone on the Change4life website <https://campaignresources.phe.gov.uk/schools> and links to other resources and supporting websites <https://campaignresources.phe.gov.uk/schools/topics/healthy-eating/overview>.

The updated eat well plate can be accessed at <https://www.gov.uk/government/publications/the-eatwell-guide>

Food a Fact for Life – has a range of teaching resources by the different age groups focused on a healthy lifestyle <http://www.foodafactoflife.org.uk/index.aspx>

Oral health care with resources that cover a range of ages <http://www.colgate.com/en/us/oc/bright-smiles-bright-futures/program-materials/for-teachers>

### Year 1

#### Me and My Relationships

NSPCC – Pants Campaign focusing on the message, 'what's in your pants is private' – a lesson plan and all supporting resources including a powerpoint to enable a class to discuss the importance of keeping what's in your pants private. There is also further guidance for parents and a specific leaflet for children with SEND and for parents with autistic children and a film for deaf children. They also suggest further story books that could also be used to discuss these issues with young children

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/>

This could be supported by the short film called 'pantosaurus' to help children understand the PANTS message [https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/?utm\\_source=google&utm\\_medium=ppc&utm\\_campaign=2016+pants&qclid=CMHjnuCLss4CFRLJGQodx9cFzg&qclsrc=ds](https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/?utm_source=google&utm_medium=ppc&utm_campaign=2016+pants&qclid=CMHjnuCLss4CFRLJGQodx9cFzg&qclsrc=ds)

Safeguarding issues – Pictorial resources from the Big Talk Company (at a cost). They have two sets of pictorial cards and lesson plans that cover

- **Nursery, Reception and Year 1:** This set of 19 cards include topics such as: inappropriate touching, inappropriate language, unlawful behaviour (such as urinating in public or exposing the genitals) exposure to inappropriate images/TV/films, being photographed inappropriately.
- **Year 2/3+:** This set of 21 cards consists of follow on material for the topics covered in set 1 and is age appropriate for Years 2, 3 and beyond. Additional topics include: The importance of keeping fresh and clean, sexual bullying, reinforcement of e-safety, transgender and body dimorphic, sexting, grooming, pornography and seeking support.

<http://www.bigtalkeducation.co.uk/resources-for-primaries.html>

The Expect Respect Educational Toolkit, to support schools teach about domestic violence in an age appropriate way – The lesson for year 1 is ‘Friends, secrets and people who can help us’

<https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>

Different Families – Same Love a poster by Stonewall that shows a range of different families

<http://www.stonewall.org.uk/get-involved/education/different-families-same-love>

Out for our children have developed a teaching and learning activity book which uses a range of stories to introduce pupils to a range of different families.

<http://www.outforourchildren.org.uk/resources/>

Education and Celebrate has a range of resources and lesson plans to support teaching about different families

<http://www.educateandcelebrate.org/resources/>

Learning about loss- lesson plans from child bereavement – ‘the end of life’ <http://www.childbereavementuk.org/support/schools/lesson-plans-and-ideas/>

### **Keeping myself safe**

Online safety from Thinkuknow – an adult needs to log in to access the teaching resources – there is a wide number available. Younger pupils can follow the

online safety advice from Lee and Kim [https://www.thinkuknow.co.uk/5\\_7/leeandkim/](https://www.thinkuknow.co.uk/5_7/leeandkim/)

There are lesson plans and all supporting resources for key stage 1 in the teachers section of the website <https://www.thinkuknow.co.uk/>

7<sup>th</sup> of February 2017 is Safer internet day with the theme ‘Be the change: unite for a better internet’. There is a range of supporting resources along with resources from previous internet safety days.

<http://www.saferinternet.org.uk/safer-internet-day/2017>

Teaching and learning resource around online safety ‘Smartie the penguin’ - pupils consider a range of risks when online and how to get help

<http://www.kidsmart.org.uk/teachers/>

Digital Literacy and Citizenship provide from the South West Grid for Learning provide free materials which are designed to empower pupils to think critically, behave safely, and participate responsibly online. There are resources set out by year group <http://www.digital-literacy.org.uk/Home.aspx>

British National Temperance League (BNL Freeway) do a variety of resources for key stage 1 and 2 all fully resourced and illustrated lesson plans to support teaching about alcohol – including using story books to support the learning

<http://www.bntl.org/index.html>

Road safety - Roadwise have developed a range of teaching resources on road safety to support curriculum delivery from Foundation up to key stage 4

<http://www.roadwise.co.uk/schools/teachers-resources/>

Road Safety - ‘Think’ provide 25 lessons to support all key stages teach about road safety <http://think.direct.gov.uk/resource-centre/>

Farm Safety - lesson plans and resources to teach about farm safety <https://www.cornishmutual.co.uk/members/reduce-your-risk/farmsafe-for-schools>

A fire safety programme for foundation and key stage 1-2 pupils with all supporting lesson plan and materials [http://www.glosfire.gov.uk/cd\\_res/site/index.htm](http://www.glosfire.gov.uk/cd_res/site/index.htm)

Railway safety programme for key stages 1-4 from Network Rail with all supporting lesson plans, resources and assembly plans.  
<http://www.networkrail.co.uk/safety-education/>

### **My healthy Lifestyle (emotional and physical wellbeing)**

Emotional health and wellbeing – The PSHE associations guide to teaching about mental health and supporting lesson plans for key stage 1-2 covering: recognising feelings, understanding feelings, gauging feelings and developing positive coping strategies  
<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and>

Healthy Lifestyles – a range of supporting information and curriculum resources can be accessed from the School Zone on the Change4life website  
<https://campaignresources.phe.gov.uk/schools> and links to other resources and supporting websites  
<https://campaignresources.phe.gov.uk/schools/topics/healthy-eating/overview>.

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Food a Fact for Life – has a range of teaching resources by the different age groups focused on a healthy lifestyle  
<http://www.foodfactoflife.org.uk/index.aspx>

Oral health care with resources that cover a range of ages <http://www.colgate.com/en/us/oc/bright-smiles-bright-futures/program-materials/for-teachers>

### **Me and my future**

Personal Finance Education Group provide a wealth of support for schools to enable them to teach effective financial education and they support ‘ My Money Week’ which is usually around the middle of June. They also have a quality assurance process for financial education resources <https://www.pfeg.org/>

## **Year 2**

### **Me and My Relationships**

NSPCC – Pants Campaign focusing on the message ‘what’s in your pants is private’ – there is a lesson plan and all supporting resources including a powerpoint to enable a class to discuss the importance of keeping what’s in your pants private. There is also further guidance for parents and a specific leaflet for children with SEND, information for parents with autistic children and for film for deaf children. They have suggested further story books that could be used to discuss these issues  
<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/>

Safeguarding issues – Pictorial resources from the Big Talk Company (at a cost). They have two sets of pictorial cards and lesson plans that cover

- **Nursery, Reception and Year 1:** This set of 19 cards include topics such as: inappropriate touching, inappropriate language, unlawful behaviour (such

as urinating in public or exposing the genitals) exposure to inappropriate images/TV/films, being photographed inappropriately.

- **Year 2/3+:** This set of 21 cards consists of follow on material for the topics covered in set 1 and is age appropriate for Years 2, 3 and beyond. Additional topics include: The importance of keeping fresh and clean, sexual bullying, reinforcement of e-safety, transgender and body dimorphic, sexting, grooming, pornography and seeking support.

<http://www.bigtalkeducation.co.uk/resources-for-primaries.html>

The Expect Respect Educational Toolkit, to support schools teach about domestic violence in an age appropriate way – The year 2 lesson focuses on, 'Gender, careers and assumptions'

<https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>

Different Families – Same Love a poster by Stonewall that shows a range of different families

<http://www.stonewall.org.uk/get-involved/education/different-families-same-love>

Out for our children have developed a teaching and learning activity book which uses a range of stories to introduce pupils to a range of different families.

<http://www.outforourchildren.org.uk/resources/>

Education and Celebrate has a range of resources and lesson plans to support teaching about different families

<http://www.educateandcelebrate.org/resources/>

### **Keeping myself Safe**

Online safety from Thinkuknow – an adult needs to log in to access the teaching resources – there is a wide number available. Younger pupils can follow the online safety advice from Lee and Kim [https://www.thinkuknow.co.uk/5\\_7/leeandkim/](https://www.thinkuknow.co.uk/5_7/leeandkim/)

There are lesson plans and all supporting resources in the teachers section of the website <https://www.thinkuknow.co.uk/>

7<sup>th</sup> of February 2017 is Safer internet day with the theme 'Be the change: unite for a better internet'. There is a range of supporting resources along with resources from previous internet safety days.

<http://www.saferinternet.org.uk/safer-internet-day/2017>

Digital Literacy and Citizenship provide from the South West Grid for Learning provide free materials which are designed to empower pupils to think critically, behave safely, and participate responsibly online. There are resources set out by year group <http://www.digital-literacy.org.uk/Home.aspx>

Alcohol and other substances - British National Temperance League (BNL Freeway) do a variety of resources for key stage 1 and 2 all fully resourced and illustrated lesson plans to support teaching about alcohol – including using story books to support the learning <http://www.bntl.org/index.html>

Road safety - Roadwise have developed a range of teaching resources to support curriculum delivery from all key stages on road safety

<http://www.roadwise.co.uk/schools/teachers-resources/>

Road Safety - 'Think' provide 25 lessons to support all key stages teach about road safety <http://think.direct.gov.uk/resource-centre/>

Farm Safety - lesson plans and resources to teach about farm safety <https://www.cornishmutual.co.uk/members/reduce-your-risk/farmsafe-for-schools>

A fire safety programme for foundation and key stage 1-2 pupils with all supporting lesson plan and materials [http://www.glosfire.gov.uk/cd\\_res/site/index.htm](http://www.glosfire.gov.uk/cd_res/site/index.htm)

Railway safety programme for key stages 1-4 from Network Rail with all supporting lesson plans, resources and assembly plans.

<http://www.networkrail.co.uk/safety-education/>

### **My healthy lifestyle (emotional and physical wellbeing)**

Emotional health and wellbeing – The PSHE associations guide to teaching about mental health and supporting lesson plans for key stage 1-2 covering: recognising feelings, understanding feelings, gauging feelings and developing positive coping strategies

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and>

Healthy Lifestyles – a range of supporting information and curriculum resources can be accessed from the School Zone on the Change4life website

<https://campaignresources.phe.gov.uk/schools> and links to other resources and supporting websites

<https://campaignresources.phe.gov.uk/schools/topics/healthy-eating/overview>.

The updated eat well plate can be accessed at <https://www.gov.uk/government/publications/the-eatwell-guide>

Oral health care with resources that cover a range of ages <http://www.colgate.com/en/us/oc/bright-smiles-bright-futures/program-materials/for-teachers>

### **Me and My future**

Personal Finance Education Group provide a wealth of support for schools to enable them to teach effective financial education and they support 'My Money Week' which is usually around the middle of June. They also have a quality assurance process for financial education resources <https://www.pfeg.org/>

### **Becoming an active Citizen**

Something Else by Kathryn Cave

This is a very simple story, about a small creature who does his best to join in with the others. But he's different. No matter how he tries, he just doesn't belong.

Good for teaching about tolerance and diversity. £6.99 <https://www.penguin.co.uk/ladybird/books/39604/something-else/>

Your world, my world

Children love learning from other children! This resource helps pupils to explore their own lives - and the world around them - by looking at the lives of four children from around the world.

The stories of children from Ethiopia, Brazil, Russia, and India, allow discussion of themes such as 'myself', 'helping out', and 'caring and sharing'. 10 free downloadable lessons and resources from Oxfam for KS1.

<http://www.oxfam.org.uk/education/resources/your-world-my-world>

## **Year 3**

### **My and my relationships**

Safeguarding issues – Pictorial resources from the Big Talk Company (at a cost). They have two sets of pictorial cards and lesson plans that cover



- **Nursery, Reception and Year 1:** This set of 19 cards include topics such as: inappropriate touching, inappropriate language, unlawful behaviour (such as urinating in public or exposing the genitals) exposure to inappropriate images/TV/films, being photographed inappropriately.
- **Year 2/3+:** This set of 21 cards consists of follow on material for the topics covered in set 1 and is age appropriate for Years 2, 3 and beyond. Additional topics include: The importance of keeping fresh and clean, sexual bullying, reinforcement of e-safety, transgender and body dimorphic, sexting, grooming, pornography and seeking support.

<http://www.bigtalkeducation.co.uk/resources-for-primaries.html>

The Expect Respect Educational Toolkit to support schools teach about domestic violence in an age appropriate way, The lesson for year 3 pupils is – ‘Resolving conflict and where to get help’ <https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>

Different Families – Same Love is a poster from Stonewall showing a range of different families <http://www.stonewall.org.uk/get-involved/education/different-families-same-love>

Education and Celebrate has a range of resources and lesson plans to support teaching about different families <http://www.educateandcelebrate.org/resources/>

NUT work on gender stereotypes – a good research paper and a supporting booklet which has suggested story books and lesson ideas that can be used to challenge gender stereotypes <https://www.teachers.org.uk/equality/equality-matters/breaking-mould>

Knowing about bereavement – lesson plans from child bereavement – ‘ the language of death and grief’ <http://www.childbereavementuk.org/support/schools/lesson-plans-and-ideas/>

Pupils learn the SMART rules about how to keep safe when online with a team of cartoon characters <http://www.kidsmart.org.uk/teachers/>

### **Keeping myself Safe**

Online safety from Thinkuknow – an adult needs to log in to access the teaching resources – there is a wide number available. pupils can follow the online safety advice from the cybercafe [https://www.thinkuknow.co.uk/8\\_10/](https://www.thinkuknow.co.uk/8_10/)

There are lesson plans and all supporting resources in the teachers section of the website <https://www.thinkuknow.co.uk/>

Digital Literacy and Citizenship provide from the South West Grid for Learning provide free materials which are designed to empower pupils to think critically, behave safely, and participate responsibly online. There are resources set out by year group <http://www.digital-literacy.org.uk/Home.aspx>

7<sup>th</sup> of February 2017 is Safer internet day with the theme ‘Be the change: unite for a better internet’. There is a range of supporting resources along with resources from previous internet safety days.

<http://www.saferinternet.org.uk/safer-internet-day/2017>

alcohol and other substances - British National Temperance League (BNL Freeway) do a variety of resources for key stage 1 and 2 all fully resourced and illustrated lesson plans to support teaching about alcohol – including using story books to support the learning

<http://www.bntl.org/index.html>

Road safety - Roadwise have developed a range of teaching resources to support curriculum delivery from Foundation up to key stage 4

<http://www.roadwise.co.uk/schools/teachers-resources/>

Road Safety - 'Think' provide 25 lessons to support all Early Years and all key stages teach about road safety <http://think.direct.gov.uk/resource-centre/>

Farm Safety - lesson plans and resources to teach about farm safety <https://www.cornishmutual.co.uk/members/reduce-your-risk/farmsafe-for-schools>

A fire safety programme for foundation and key stage 1-2 pupils with all supporting lesson plan and materials [http://www.glosfire.gov.uk/cd\\_res/site/index.htm](http://www.glosfire.gov.uk/cd_res/site/index.htm)

Railway safety programme for key stages 1-4 from Network Rail with all supporting lesson plans, resources and assembly plans.

<http://www.networkrail.co.uk/safety-education/>

### **My healthy lifestyle (emotional and physical wellbeing)**

Emotional health and wellbeing – The PSHE associations guide to teaching about mental health and supporting lesson plans for key stage 1-2 covering: recognising feelings, understanding feelings, gauging feelings and developing positive coping strategies

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and>

Healthy Lifestyles – a range of supporting information and curriculum resources can be accessed from the School Zone on the Change4life website

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<https://campaignresources.phe.gov.uk/schools/topics/healthy-eating/overview>.

The updated eat well plate can be accessed at <https://www.gov.uk/government/publications/the-eatwell-guide>

Food a Fact for Life – has a range of teaching resources by the different age groups focused on a healthy lifestyle

<http://www.foodafactoflife.org.uk/index.aspx>

Oral health care with resources that cover a range of ages <http://www.colgate.com/en/us/oc/bright-smiles-bright-futures/program-materials/for-teachers>

Manchester Health and Wellbeing team have developed a number of lessons and supporting powerpoints to support teaching about teeth and good oral health care

<http://goodhealth-manchester.nhs.uk/oralHealth/oralHealthResourcePackKS2.html>

### **Me and My future**

Personal Finance Education Group provide a wealth of support for schools to enable them to teach effective financial education and they support 'My Money

Week' which is usually around the middle of June. They also have a quality assurance process for financial education resources <https://www.pfeg.org/>

## Year 4

### **Me and my relationships**

The Expect Respect Educational Toolkit, to support schools teach about domestic violence in an age appropriate way, the lesson for year 4 pupils is - 'Examining violence, excuses and responsibility'

<https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>

Different Families – Same Love a poster by Stonewall showing a range of different families <http://www.stonewall.org.uk/get-involved/education/different-families-same-love>

Education and Celebrate has a range of resources and lesson plans to support teaching about different families

<http://www.educateandcelebrate.org/resources/>

Pop and Olly – Teaching pupils about what 'LGBT' means and two cartoon stories about a gay couple and one about a Trans child

<http://popnolly.com/learn/4592172834>

NUT work on gender stereotypes – a good research paper and a supporting booklet which has suggested story books and lesson ideas that can be used to challenge gender stereotypes <https://www.teachers.org.uk/equality/equality-matters/breaking-mould>

### **Keeping myself safe**

Online safety from Thinkuknow – an adult needs to log in to access the teaching resources – there is a wide number available. pupils can follow the online safety advice from the cybercafe [https://www.thinkuknow.co.uk/8\\_10/](https://www.thinkuknow.co.uk/8_10/)

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Pupils learn the SMART rules about how to keep safe when online with a team of cartoon characters

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<http://www.saferinternet.org.uk/safer-internet-day/2017>

Digital Literacy and Citizenship provide from the South West Grid for Learning provide free materials which are designed to empower pupils to think critically, behave safely, and participate responsibly online. There are resources set out by year group <http://www.digital-literacy.org.uk/Home.aspx>

Alcohol - Drinkaware provide a range of supporting lesson plans, powerpoints and all supporting resources including short films covering: introducing alcohol, understanding risks and harms, handling peer pressure and alcohol and emotional health

<https://resources.drinkaware.co.uk/Education>

Substances - Mentor Adepis have developed a series of lesson plans aim to provide a specific but flexible pathway to enable children to consider ways to

develop resilience, reducing risk-taking and considering safer options focused on substances (alcohol, smoking and drugs) for key stage 2 pupils  
<http://mentor-adepis.org/lesson-plans/>

Road safety - Roadwise have developed a range of teaching resources to support curriculum delivery from Foundation up to key stage 4  
<http://www.roadwise.co.uk/schools/teachers-resources/>

Road safety- 'Think' provide 25 lessons to support all Early Years and all key stages teach about road safety <http://think.direct.gov.uk/resource-centre/>

Farm Safety - lesson plans and resources to teach about farm safety <https://www.cornishmutual.co.uk/members/reduce-your-risk/farmsafe-for-schools>

A fire safety programme for foundation and key stage 1-2 pupils with all supporting lesson plan and materials [http://www.glosfire.gov.uk/cd\\_res/site/index.htm](http://www.glosfire.gov.uk/cd_res/site/index.htm)

Railway safety programme for key stages 1-4 from Network Rail with all supporting lesson plans, resources and assembly plans.  
<http://www.networkrail.co.uk/safety-education/>

### **My healthy lifestyle (emotional and physical wellbeing)**

Emotional health and wellbeing – The PSHE associations guide to teaching about mental health and supporting lesson plans for key stage 1-2 covering: recognising feelings, understanding feelings, gauging feelings and developing positive coping strategies  
<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and>

Healthy Lifestyles – a range of supporting information and curriculum resources can be accessed from the School Zone on the Change4life website  
<https://campaignresources.phe.gov.uk/schools> and links to other resources and supporting websites  
<https://campaignresources.phe.gov.uk/schools/topics/healthy-eating/overview>.

The updated eat well plate can be accessed at <https://www.gov.uk/government/publications/the-eatwell-guide>

Food a Fact for Life – has a range of teaching resources by the different age groups focused on a healthy lifestyle  
<http://www.foodfactoflife.org.uk/index.aspx>

Oral health care with resources that cover a range of ages <http://www.colgate.com/en/us/oc/bright-smiles-bright-futures/program-materials/for-teachers>

Manchester Health and Wellbeing team have developed a number of lessons and supporting powerpoints to support teaching about teeth and good oral health care <http://goodhealth-manchester.nhs.uk/oralHealth/oralHealthResourcePackKS2.html>

### **Me and my future**

Personal Finance Education Group provide a wealth of support for schools to enable them to teach effective financial education and they support 'My Money Week' which is usually around the middle of June. They also have a quality assurance process for financial education resources <https://www.pfeg.org/>

### **Becoming an active citizen**

Show Racism the Red Card - the campaign that uses top footballers to educate against racism.

There are lots of ideas on how to fight racism and homophobia, including holding events with football clubs all over the country, to running competitions for schools, to producing a whole range of educational resources.

<http://www.srtrc.org/educational/teachers-area/home>

Education Pack aimed at tackling racism towards Gypsy, Roma and Travellers.

<http://www.srtrc.org/uploaded/out%20of%20site%20PRINT%20rev2.pdf>

Links to a range of resources exploring the 4 fundamental 'British Values'

<https://www.victvs.co.uk/british-values/>

## **Year 5**

### **Me and my relationships**

Growing up (puberty) - Busy bodies is an online resource to support teaching pupils about puberty. There are five short cartoons that introduce the topic of puberty, how boys develop, how girls develop, how babies are made and a summary cartoon about the importance of them looking after their physical and emotional health. There is a teaching pack and a young person's/ parent information pack which can be downloaded. **Please note this is an Irish resource and refers to the age of consent being 17 in the UK the correct age is 16.** [http://www.healthpromotion.ie/health/inner/busy\\_bodies](http://www.healthpromotion.ie/health/inner/busy_bodies)

Free samples of pads and tampons to support the puberty lesson can be obtained for free from

<http://www.always-info.co.uk/schools/supporting-online-materials.aspx> they also have a range of lesson plans and supporting information.

The Expect Respect Educational Toolkit, to support schools teach about domestic violence in an age appropriate way. The lesson for year 5 pupils is 'Secrets and stories' <https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>

Different Families – Same Love is a poster by Stonewall showing a range of different families <http://www.stonewall.org.uk/get-involved/education/different-families-same-love>

Education and Celebrate has a range of resources and lesson plans to support teaching about different families

<http://www.educateandcelebrate.org/resources/>

Pop and Olly – Teaching pupils about what 'LGBT' means and two cartoon stories about a gay couple and one about a Trans child

<http://popnolly.com/learn/4592172834>

NUT work on gender stereotypes – a good research paper and a supporting booklet which has suggested story books and lesson ideas that can be used to challenge gender stereotypes <https://www.teachers.org.uk/equality/equality-matters/breaking-mould>

### **Keeping myself safe**

NSPCC lesson plans, powerpoint and all supporting resources to teach children about staying safe online using two short cartoons called 'I saw your willy' which focuses on how sending 'fun' pictures can have consequences and 'Lucy and her panda pants' introduces the concept that not everyone on the internet

is who they say they are.

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/>

Online safety from Thinkuknow – an adult needs to log in to access the teaching resources – there is a wide number available. pupils can follow the online safety advice from the cybercafe [https://www.thinkuknow.co.uk/8\\_10/](https://www.thinkuknow.co.uk/8_10/)

There are lesson plans and all supporting resources in the teachers section of the website <https://www.thinkuknow.co.uk/>

Pupils learn the SMART rules about how to keep safe when online with a team of cartoon characters

<http://www.kidsmart.org.uk/teachers/>

7<sup>th</sup> of February 2017 is Safer internet day with the theme 'Be the change: unite for a better internet'. There is a range of supporting resources along with resources from previous internet safety days.

<http://www.saferinternet.org.uk/safer-internet-day/2017>

Digital Literacy and Citizenship provide from the South West Grid for Learning provide free materials which are designed to empower pupils to think critically, behave safely, and participate responsibly online. There are resources set out by year group <http://www.digital-literacy.org.uk/Home.aspx>

Drinkaware provide a range of supporting lesson plans, powerpoints and all supporting resources including short films covering: introducing alcohol, understanding risks and harms, handling peer pressure and alcohol and emotional health

<https://resources.drinkaware.co.uk/Education>

Mentor Adepis have developed a series of lesson plans aim to provide a specific but flexible pathway to enable children to consider ways to develop resilience, reducing risk-taking and considering safer options focused on substances (alcohol, smoking and drugs) for key stage 2 pupils <http://mentor-adepis.org/lesson-plans/>

Road safety - Roadwise have developed a range of teaching resources to support curriculum delivery from Foundation up to key stage 4

<http://www.roadwise.co.uk/schools/teachers-resources/>

Road safety - 'Think' provide 25 lessons to support all Early Years and all key stages teach about road safety <http://think.direct.gov.uk/resource-centre/>

Farm Safety - lesson plans and resources to teach about farm safety <https://www.cornishmutual.co.uk/members/reduce-your-risk/farmsafe-for-schools>

A fire safety programme for foundation and key stage 1-2 pupils with all supporting lesson plan and materials [http://www.glosfire.gov.uk/cd\\_res/site/index.htm](http://www.glosfire.gov.uk/cd_res/site/index.htm)

Railway safety programme for key stages 1-4 from Network Rail with all supporting lesson plans, resources and assembly plans.

<http://www.networkrail.co.uk/safety-education/>

### **My healthy lifestyle (emotional and physical wellbeing)**

Emotional health and wellbeing – The PSHE associations guide to teaching about mental health and supporting lesson plans for key stage 1-2 covering: recognising feelings, understanding feelings, gauging feelings and developing positive coping strategies

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and>

Healthy Lifestyles – a range of supporting information and curriculum resources can be accessed from the School Zone on the Change4life website <https://campaignresources.phe.gov.uk/schools> and links to other resources and supporting websites <https://campaignresources.phe.gov.uk/schools/topics/healthy-eating/overview>.

The updated eat well plate can be accessed at <https://www.gov.uk/government/publications/the-eatwell-guide>

Food a Fact for Life – has a range of teaching resources by the different age groups focused on a healthy lifestyle <http://www.foodafactoflife.org.uk/index.aspx>

Oral health care with resources that cover a range of ages <http://www.colgate.com/en/us/oc/bright-smiles-bright-futures/program-materials/for-teachers>

Manchester Health and Wellbeing team have developed a number of lessons and supporting powerpoints to support teaching about teeth and good oral health care <http://goodhealth-manchester.nhs.uk/oralHealth/oralHealthResourcePackKS2.html>

### **Me and my future**

Personal Finance Education Group provide a wealth of support for schools to enable them to teach effective financial education and they support ‘ My Money Week’ which is usually around the middle of June. They also have a quality assurance process for financial education resources <https://www.pfeg.org/>

### **Becoming an active Citizen**

Message in a book: People forced to flee

In 2015 over 65 million people were forced to leave their homes, fleeing terrifying conflict and violence.

Use this creative resource to stimulate debate and develop learners' knowledge of the crisis. Learners are given the opportunity to write powerful letters in solidarity with refugees and organise a book collection to raise vital funds for Oxfam's work. Free download.

<http://www.oxfam.org.uk/education/resources/refugee-message-in-a-book>

Syria: A Children's Crisis?

Learn about the crisis in Syria, and think critically about who is affected. Oxfam lesson plans and resources. Video clip.

<http://www.oxfam.org.uk/education/resources/syria>

Action Aid KS2 teaching resources on refugees and asylum seekers, including the refugee Rio Olympic team.

[https://www.actionaid.org.uk/school-resources/search/s/key\\_stage/0-2358/topic/0-3091/subject/0-2377--1-2376](https://www.actionaid.org.uk/school-resources/search/s/key_stage/0-2358/topic/0-3091/subject/0-2377--1-2376)

The Great Escape. Downloadable board game from Amnesty International, focusing on the plight of refugees and asylum seekers.

<https://www.amnesty.org.uk/resources/activity-great-escape#.V7cNW7d0xMs>

Where Do We Get Our Ideas From? Resource from Show Racism the Red Card on headlines & facts behind the headlines : The Media and The Media and Minority Groups



<http://theredcard.org/noplaceforhate>

Parliament, laws and you: key stage 2 booklet. This illustrated booklet for key stage 2 pupils sets out what Parliament is and how laws are made. Free download or order 30 copies for free from Parliament UK. Further quizzes and whiteboard resources on the UK parliament also available from this site.

<http://www.parliament.uk/education/teaching-resources-lesson-plans/key-stage-2-booklet-about-parliament/>

Run a mock election Whiteboard resource and downloadable resources.

<http://www.parliament.uk/education/teaching-resources-lesson-plans/going-to-the-polls-class-election/>

## Year 6

### Me and my relationships

Growing up (puberty) - Busy bodies is an online resource to support teaching pupils about puberty. There are five short cartoons that introduce the topic of puberty, how boys develop, how girls develop, how babies are made and a summary cartoon about the importance of them looking after their physical and emotional health. There is a teaching pack and a young person's/ parent information pack which can be downloaded. **Please note this is an Irish resource and refers to the age of consent being 17 in the Uk the correct age is 16.** [http://www.healthpromotion.ie/health/inner/busy\\_bodies](http://www.healthpromotion.ie/health/inner/busy_bodies)

Free samples of pads and tampons to support a lesson on puberty can be obtained for free from

<http://www.always-info.co.uk/schools/supporting-online-materials.aspx> they also have a range of lesson plans and supporting information.

Grooming - Alright Charlie – a resource that aims to teach pupils about grooming in an age appropriate way through the eyes of Charlie. There is a film, teachers resource book and pupil workbook. <http://www.mesmac.co.uk/projects/blast/for-professionals/resources#>

The Expect Respect Educational Toolkit, to support schools teach about domestic violence in an age appropriate way. The lesson for year 6 pupils is the – ‘Court Room Game’

<https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>

Different Families – Same Love poster from Stonewall showing a range of different families <http://www.stonewall.org.uk/get-involved/education/different-families-same-love>

Education and Celebrate has a range of resources and lesson plans to support teaching about different families

<http://www.educateandcelebrate.org/resources/>

Pop and Ollly – Teaching pupils about what ‘LGBT’ means and two cartoon stories about a gay couple and one about a Trans child

<http://popnolly.com/learn/4592172834>

NUT work on gender stereotypes – a good research paper and a supporting booklet which has suggested story books and lesson ideas that can be used to challenge gender stereotypes <https://www.teachers.org.uk/equality/equality-matters/breaking-mould>

Stonewall have produced four 15 minutes films that focus on four different characters and explores gender / gender stereotypes/ different relationships which



can be accessed for free at <http://www.stonewallprimary.org.uk/> along with a teaching pack to support the films [https://www.stonewall.org.uk/sites/default/files/free\\_film\\_-\\_activity\\_pack.pdf](https://www.stonewall.org.uk/sites/default/files/free_film_-_activity_pack.pdf)

I am Leo – is a CBBC documentary about Leo who was born a girl but now lives life as a boy [https://www.youtube.com/watch?v=0x\\_u2cs8DpI](https://www.youtube.com/watch?v=0x_u2cs8DpI)

### **Keeping myself safe**

NSPCC lesson plans, powerpoint and all supporting resources to teach children about staying safe online using two short cartoons called ‘ I saw your willy’ which focuses on how sending ‘ fun’ pictures can have consequences and ‘ Lucy and her panda pants’ introduces the concept that not everyone on the internet is who they say they are.

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/>

Online safety from Thinkuknow – an adult needs to log in to access the teaching resources – there is a wide number available. pupils can follow the online safety advice from the advice pages [https://www.thinkuknow.co.uk/11\\_13/](https://www.thinkuknow.co.uk/11_13/).

They have also produced some films:

- Jigsaw which covers the importance of keeping your information private online and the possible consequences of they don’t  
[https://www.youtube.com/watch?v=\\_o8auwnJtqE](https://www.youtube.com/watch?v=_o8auwnJtqE)

There are lesson plans and all supporting resources in the teachers section of the website <https://www.thinkuknow.co.uk/>

Trust me: Childnet has created a resource which is designed to support teachers in exploring critical thinking online.

The 'Trust Me' resource has been created with teachers in mind after hearing from schools that they wanted a resource which would start the conversations around extremism and extreme online content.

The main aim of this resource is to educate young people around inaccurate and pervasive information that they might come across online. This resource is by no means a solution to the issues that are facing young people online but is intended to stimulate and facilitate discussions around online risk. Primary and secondary pack available. <http://www.childnet.com/resources/trust-me>

Digital Literacy and Citizenship provide from the South West Grid for Learning provide free materials which are designed to empower pupils to think critically, behave safely, and participate responsibly online. There are resources set out by year group <http://www.digital-literacy.org.uk/Home.aspx>

7<sup>th</sup> of February 2017 is Safer internet day with the theme ‘Be the change: unite for a better internet’. There is a range of supporting resources along with resources from previous internet safety days.

<http://www.saferinternet.org.uk/safer-internet-day/2017>

Alcohol - Drinkaware provide a range of supporting lesson plans, powerpoints and all supporting resources including short films covering: introducing alcohol, understanding risks and harms, handling peer pressure and alcohol and emotional health

<https://resources.drinkaware.co.uk/Education>

Substances - Mentor Adepis have developed a series of lesson plans aim to provide a specific but flexible pathway to enable children to consider ways to develop resilience, reducing risk-taking and considering safer options focused on substances (alcohol, smoking and drugs) for key stage 2 pupils

<http://mentor-adepris.org/lesson-plans/>

Road safety - Roadwise have developed a range of teaching resources to support curriculum delivery from Foundation up to key stage 4  
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<http://www.networkrail.co.uk/safety-education/>

### **My healthy lifestyle (emotional and physical wellbeing)**

Emotional health and wellbeing – The PSHE associations guide to teaching about mental health and supporting lesson plans for key stage 1-2 covering: recognising feelings, understanding feelings, gauging feelings and developing positive coping strategies  
<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and>

Body Image lesson plan and all supporting resources and a short film of young people talking focusing on the role of the media and advertising in influencing young people's perception of body image <http://mediasmart.uk.com/resources/teaching-resources/body-image> (they have further resources that challenge advertising / media in general).

Healthy Lifestyles – a range of supporting information and curriculum resources can be accessed from the School Zone on the Change4life website  
<https://campaignresources.phe.gov.uk/schools> and links to other resources and supporting websites  
<https://campaignresources.phe.gov.uk/schools/topics/healthy-eating/overview>.

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### **Me and my future**

Personal Finance Education Group provide a wealth of support for schools to enable them to teach effective financial education and they support 'My Money Week' which is usually around the middle of June. They also have a quality assurance process for financial education resources <https://www.pfeq.org/>

### **Becoming an active citizen**

The Crown Prosecution Service has developed free teaching packs on hate crime. One each on: Disability hate crime - Race and religious hate crime - Sexual Orientation and Transgender.

[http://www.report-it.org.uk/education\\_support](http://www.report-it.org.uk/education_support)

Syria: A Children's Crisis?

Learn about the crisis in Syria, and think critically about who is affected. Oxfam lesson plans and resources. Video clip.

<http://www.oxfam.org.uk/education/resources/syria>

Action Aid KS2 teaching resources on refugees and asylum seekers, including the refugee Rio Olympic team.

[https://www.actionaid.org.uk/school-resources/search/s/key\\_stage/0-2358/topic/0-3091/subject/0-2377--1-2376](https://www.actionaid.org.uk/school-resources/search/s/key_stage/0-2358/topic/0-3091/subject/0-2377--1-2376)

The Great Escape. Downloadable board game from Amnesty International, focusing on the plight of refugees and asylum seekers.

<https://www.amnesty.org.uk/resources/activity-great-escape#.V7cNW7d0xMs>

### **North Yorkshire resources and further guidance:**

A wide range of guidance materials and resources to support with the development of policy related to wellbeing and teaching and learning related to the PSHE and Citizenship curriculum – can be located in the PShE / Health and Wellbeing Room on Fronter – [www.fronter.com/northyorks](http://www.fronter.com/northyorks) . A username and password is required to access the materials.

- The Vision and Policy Room has all the national and local guidance and policy template documents for example North Yorkshire guidances for schools on sex and relationships, substances, developing a smoke free environment and online safety.
- The Policy into practice room has examples of teaching and learning resources for schools, schemes of work and teaching and learning resources on 'risk'.
- Further rooms are available with information on: Prevent, SMSC, Emotional Health and Wellbeing, Sexual Orientation, online safety, Student Voice etc

**Key Documents and websites:** (All websites were correct at time of printing September 2016)

2015 DfE, Personal, social, health and economic (PSHE) education: a review of impact and effective practice

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/412291/Personal\\_Social\\_Health\\_and\\_Economic\\_PSHE\\_Education\\_12\\_3.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/412291/Personal_Social_Health_and_Economic_PSHE_Education_12_3.pdf)

2013 Ofsted report on PSHE 'PSHE Not Yet Good Enough'

<http://www.ofsted.gov.uk/resources/not-yet-good-enough-personal-social-health-and-economic-education-schools>

2013 Ofsted report on Citizenship, 'Citizenship consolidated?'

<http://www.ofsted.gov.uk/resources/citizenship-consolidated-survey-of-citizenship-schools-between-2009-and-2012>

2014 DfE Promoting Fundamental British Values through SMSC

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

March 2016 DfE Protecting children from radicalisation: the prevent duty

<https://www.gov.uk/government/publications/prevent-duty-guidance>

PSHE Association

<https://www.pshe-association.org.uk/>

Association for Citizenship

[www.teachingcitizenship.org.uk/](http://www.teachingcitizenship.org.uk/)

### **Furthering support information for adults who teach the PSHE and Citizenship Curriculum**

These web links provide further information about a range of subjects that could be taught in a well-planned PSHE and Citizenship curriculum. Some are free online e-learning packages and some are for further information and advice to ensure pupils are being given the correct information. All links were correct at time of going to release (September 2016) and there are other organisations providing information available.

#### **Emotional Health and Wellbeing**

The PSHE associations guide to teaching about mental health and supporting lesson plans

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and>

Young Minds provide a range of supporting information on emotional health and wellbeing – including academic resilience

<http://www.youngminds.org.uk/>

[http://www.youngminds.org.uk/training\\_services/academic\\_resilience](http://www.youngminds.org.uk/training_services/academic_resilience)

Boing Boing also provide information about academic resilience <http://www.boingboing.org.uk/>

Mind Ed have a range of free e-learning training modules to support adults who work with children and young people (this includes some modules examining

online safety)

<https://www.minded.org.uk/>

### **Physical wellbeing**

Change for life <https://campaignresources.phe.gov.uk/schools>

### **Sex and Relationships**

Sex Education Forum has range of supporting information <http://www.sexeducationforum.org.uk/>

Family Planning Association has a good section for parents and carers about the type of question children and young people ask by age group which is useful information for an adult teaching this topic <http://www.fpa.org.uk/help-and-advice/advice-for-parents-carers>

NSPCC website has a range of information about safeguarding issues with children and young people <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/>

Female Genital Mutilation (FGM) - the Home Office provide a free e-learning package to support adults learn more about this sensitive topic

<https://www.fgmelearning.co.uk/> and North Yorkshire Local Safeguarding Board has a professional practice guide on FGM

<http://www.safeguardingchildren.co.uk/professionals/fgm>

Child Sexual Exploitation (CSE) – there is a free online training package that can be accessed

<https://www6.northyorks.gov.uk/LZCS/search/SearchCriteriaDetailInformation.aspx?RCID=5473>

and the North Yorkshire Local Safeguarding Board has a professional practice guide on CSE <http://www.safeguardingchildren.co.uk/professionals/cse>

Domestic Violence - [www.idas.org.uk](http://www.idas.org.uk)

The local sexual health service in North Yorkshire is provided by Yorsexual health the website has a range of information about the services they provide

<https://www.yorsexualhealth.org.uk/>

### **Sexuality and Gender**

Stonewall provide a range of supporting information on lesbian, gay, bisexual and Trans issues <https://www.stonewall.org.uk/>

GIRES <http://www.gires.org.uk/> provide a wealth of information about Trans children and young people and provide a free e-learning package focused on

Trans children and young people <http://www.gires.org.uk/caring-for-gender-nonconforming-young-people>

### **Substance Misuse ( drugs, alcohol, tobacco and e-cigarettes)**

Mentor- ADEPIS has a range of information and supporting resources covering all substances <http://mentor-adepis.org/>

Talk to Frank provides a range of information about illegal substances <http://www.talktofrank.com/>

Ash provides a range of information about smoking <http://www.ash.org.uk/>

Compass REACH is the local service that provides free help, advice and practical support for young people aged from 9 to 19 (and up to 25 for those with special educational needs or disabilities) across North Yorkshire affected by substance misuse, poor sexual health and issues relating to emotional wellbeing and mental health. **Tel:** 01609 777662 **Freephone:** 0800 008 7452 **Email:** NYRBS@compass-uk.org

### **Online Safety**

Think u Know has a whole teachers section <https://www.thinkuknow.co.uk/Teachers/>

Safer internet has a whole section for teachers <http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals>

NSPCC website shows the links between online safety and safeguarding issues <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/>

### **Prevent**

An e-learning package from the Home Office on Prevent is available at: <https://www.elearning.prevent.homeoffice.gov.uk/>

The North Yorkshire Safeguarding board has a professional practice guide on Prevent <http://www.safeguardingchildren.co.uk/prevent-practice-guidance?v=preview>

## **Appendix 1 – PSHE and Citizenship education and Ofsted**

**The following section relates only to aspects in connection with a planned PSHE and Citizenship provision the Ofsted documents should be looked at to ensure a school is covering all aspects that are required on a whole school basis.** Information on Ofsted has been taken from the School Inspection handbook and Inspecting safeguarding in early years, education and skills setting from September 2016.

Ofsted will look at the schools website prior to an inspection and will be looking for as well as other aspects, ‘the statutory sharing with parents of curriculum information (so the lead inspector can start to assess the breadth and balance of the school’s curriculum and whether it is likely to promote preparation for and an appreciation of life in modern Britain), the presence and suitability of the safeguarding guidance, and information about the promotion of equality of opportunity and other information for parents.

Inspectors will request the following information at the start of the inspection and will speak to pupils during the inspection:

- records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, sexist, disability and homophobic bullying, use of derogatory language and racist incidents
- During informal conversations with pupils, inspectors must ask them about their experiences of learning and behaviour in the school, including the prevention of bullying and how the school deals with discrimination and prejudiced behaviour, if they happen.

Inspectors will make key judgements on the following areas:

- overall effectiveness
- effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for pupils.

### **Ofsted Overall Effectiveness**

Before making the final judgement on the overall effectiveness, inspectors must evaluate: the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development.

The outstanding grade descriptor for overall effectiveness states:

- 'The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive'

The good grade descriptor for overall effectiveness states:

- 'Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.

### **Ofsted's Definition of spiritual, moral, social and cultural development**

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

**Ofsted Effectiveness of leadership and management - In making this judgement in schools, inspectors will consider:**

- the design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare
- how well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- how well leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics ), through their words, actions and influence within the school and more widely in the community
- the effectiveness of safeguarding
- the effectiveness of leaders' and governors' work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism and what the staff do when they suspect that pupils are vulnerable to these issues.

**Ofsted Quality of teaching, learning and assessment - In making this judgement in schools, inspectors will evaluate the extent to which:**

- teachers and other staff have consistently high expectations of what each pupil can achieve, including most able and disadvantaged pupils



- teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils
- assessment information is gathered from looking at what pupils already know, understand and can do, and is informed by their parents/previous providers as appropriate in the early years
- equality of opportunity and recognition of diversity are promoted through teaching and learning
- English, mathematics and the skills necessary to function as an economically active member of British society are promoted through teaching and learning.

**Ofsted Personal development, behaviour and welfare-** Inspectors must make a clear written judgement about behaviour and a separate clear written judgement about personal development and welfare in the report. Where the judgements differ, the lower of the two will determine the overall judgement for personal development, behaviour and welfare and is recorded in the report.

The Good Grade descriptors for personal development, behaviour and welfare – (in relation to PSHE and Citizenship)

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.
- Pupils show respect for others' ideas and views.
- In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.

**Ofsted Inspectors will judge the effectiveness of the 16 to 19 study programmes, inspectors will consider:**

- learners receive high quality impartial careers guidance that prepares them for their chosen next steps and enables them to make well-informed decisions about their future plans
- learners develop personal, social, employability and independent learning skills and achieve high levels of punctuality, attendance and conduct, including through the contribution of non-qualification or enrichment activities and/or work experience

- learners understand how to keep themselves safe and healthy, both physically and emotionally

### **Ofsted Inspecting safeguarding in early years, education and skills settings**

Ofsted's aim is to ensure safe and secure provision for children and learners across all remits through effective inspection and regulation. Safeguarding the welfare of children and learners is part of Ofsted's core business for all staff, who are expected to be aware of their responsibilities in this regard.

Safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example sexting and accessing pornography
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- other issues not listed here but that pose a risk to children, young people and vulnerable adults.

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including (these are the ones relating to PSHE and Citizenship there are more listed):

- children's and learners' health and safety and well-being, including their mental health
- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context.

### **Ofsted the signs of successful safeguarding arrangements (that PSHE and Citizenship could contribute to):**

- Children and learners are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.
- Adults understand the risks posed by adults or learners who use technology, including the internet, to bully, groom, radicalise or abuse children or learners. They have well-developed strategies in place to keep children and learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe. Leaders oversee the safe use of technology when children and learners are in their care and take action immediately if they are concerned about bullying or children's well-being. Leaders of early years settings implement the required policies with regard to the safe use of mobile phones and cameras in settings.

### **Ofsted Inspectors will want to consider evidence that:**

- action is taken to ensure children are taught about safeguarding risks, including online risks
- there is a clear approach to implementing the Prevent duty and keeping children and learners safe from the dangers of radicalisation and extremism
- the setting takes effective action to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people and homophobic and racist language
- children and learners are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism, and are aware of the support available to them
- staff, leaders and managers understand the risks posed by adults or young people who use the internet to bully, groom or abuse children, young people and vulnerable adults; there are well-developed strategies in place to keep learners safe and to support them in learning how to keep themselves safe
- staff, leaders and managers oversee the safe use of electronic and social media by staff and learners and take action immediately if they are concerned about bullying or risky behaviour

### **Ofsted arriving at judgements about safeguarding arrangements**

- Inspectors will consider the extent to which leaders, managers and those responsible for governance ensure that arrangements to protect children and learners meet statutory requirements, are compliant with guidance, and promote their welfare and prevent radicalisation and extremism. The evidence for this will contribute to the inspectors' evaluation of the effectiveness of safeguarding. Evidence gathered in relation to attendance, behaviour – for example bullying – and how well children and learners understand how to keep themselves safe may also contribute, to a greater or lesser degree, to this judgement. Staff in settings need to be particularly sensitive to signs that may indicate possible safeguarding concerns. These could include, for example, poor or irregular attendance, persistent lateness, children missing from education, forced marriage or female genital mutilation.
- Inspectors will make a judgement on the personal development, behaviour and welfare of children and learners by evaluating, where applicable, the extent to which the provision is successfully promoting and supporting children's and learners' safety. In order to make this judgement, inspectors will consider, among other things, children's and learners' understanding of how to keep themselves safe from relevant risks such as exploitation and extremism, including when using the internet and social media. Inspectors should include online safety in their discussions with pupils and learners

(covering topics such as online bullying and safe use of the internet and social media). Inspectors should investigate what the school or further education and skills provider does to educate pupils in online safety and how the provider or school deals with issues when they arise.

- In relation to early years, inspectors should consider how staff promote young children’s understanding of how to keep themselves safe from relevant risks and how this is monitored across the provision.

Janet Palmer HMI (National lead for PSHE education) has clearly stated in relation to the new Ofsted framework that, ‘there are numerous references to school ethos, promoting equalities, preventing and tackling discrimination and bullying, cultural awareness, preparing pupils positively for life in modern Britain, challenging extremism and radicalisation, helping pupils to keep themselves healthy and safe, and providing effective and impartial careers information, education, advice and guidance. All issues that are central to effective PSHE and Citizenship education and making a strong contribution to pupils’ SMSC development’

## Appendix 2

### Partners in School Agreement Form Supporting the Personal, Social, Health, Citizenship and Economic Education

The aim of this document is to ensure that both the school and the external partners are mutually aware of the other’s expectations and to ensure that a high quality teaching and learning session is the guaranteed outcome. To ensure the pupils benefit fully from the contribution of the partner agency the following form needs to be completed and the planning checklist needs to be considered prior to the session running in the school.

<p><b>School:</b></p> <p><b>Lead contact person:</b></p> <p><b>Second contact person:</b></p> <p><b>Tel:</b></p> <p><b>Email:</b></p>
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**Agency:**

**Lead contact person:**  
**Name of person(s) delivering the session:**

**Tel:**

**Email:**

**What is the aim of the session?**

**What type of session is being delivered? (lesson, assembly, drop down day etc)**

**What are the intended learning outcomes for the students?**

**Is the partner agency delivering the whole session or contributing to part of session?**

**What activities and methods will be used during the session?**

(If possible please send a copy of any session plan and supporting resources to the lead contact person at the school before the session runs to ensure appropriateness of resources for the age group)

<b>Date/Time</b>	<b>Year / Class</b>	<b>Number of students</b>	<b>Any special needs or sensitive issues to be aware of?</b>	<b>Any equipment that needs to be provided by the school?</b>


**Planning checklist**

<b>Aspects to be considered</b>	<b>Any agreed actions</b>
Is it clear how the partner's contribution fits with the planned PSHE and Citizenship scheme of work?	
Is there a good understanding of the values of the partner agency and the reasons for working with schools?	
Is there a Single Central Record (SCR) of recruitment and vetting checks in place for staff and others identified as having regular contact with pupils, including volunteers?	
Are measures in place to ensure the school knows the identity and purpose of all visitors to the school, so that no unknown adults can gain unchallenged access to pupils or to any part of the school site?	
Is a risk assessment required?	
Have the relevant school policies been discussed and if required access been given e.g behaviour, child protection, health and safety, substances and sex and relationships?	

<p>There is a clear understanding about ensuring a safe and secure learning environment is established, managing sensitive and controversial issues and the levels of confidentiality that can be offered?</p>	
<p>Have the relevant professional boundaries been discussed? The school ensures that a teacher will be present throughout the session. They will take responsibility for behaviour management and be supportive and involved in the partner agencies session.</p>	
<p>Is it clear how the pupils learning will be assessed at the end of the session by the partner agency to ensure further work by the school supports the learning i.e. it is clear what the students have achieved/learned/can do.</p>	
<p>Appropriate monitoring and evaluation of the session has been discussed and agreed.</p>	