North Yorkshire Personal Social Health Education (PSHE) and Citizenship planning and assessment tool

Key Stages 1-2

September 2015

Introduction

What is the purpose of the planning and assessment tool?
The planning and assessment tool has been designed to support schools in the development of a planned progressive programme for PSHE and Citizenship. The planning and assessment tool provides 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 is a planned programme of learning through which pupils acquire the knowledge, understanding, skills and strategies they need to manage their lives now and in the future. As part of the whole school approach, 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.

Curriculum delivery and design- A PSHE and Citizenship curriculum should be **planned, coordinated, assessed, monitored and evaluated**.
Curriculum opportunities may include:
- Discrete time within the timetable.
- Learning across the curriculum where there are explicit PSHE and Citizenship learning outcomes.
- Whole school and extended timetable activities.
- Specific projects.
- Learning through involvement in the life of the school and wider community.

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. The planned PSHE and Citizenship provision is the taught curriculum. For example if a school is considering their provision to support the issue of bullying the following would be some of the key aspects:
- PSHE curriculum – pupils learn about all the different types of bullying, including bystander behaviours, why bullying is not an acceptable behaviour and how to report bullying.
- Personal individual support for pupils– individual support for pupils who may have experienced bullying
- Behaviour management / keeping pupils safe – the development and implementation of an effective anti-bullying policy, training for all staff, peer / anti-bullying mentors and recording and analysing of incidents. If there are specific issues that keep arising this could feed into the content of taught PSHE curriculum.

PSHE

Keeping pupils healthy

Personal support

for individual pupils
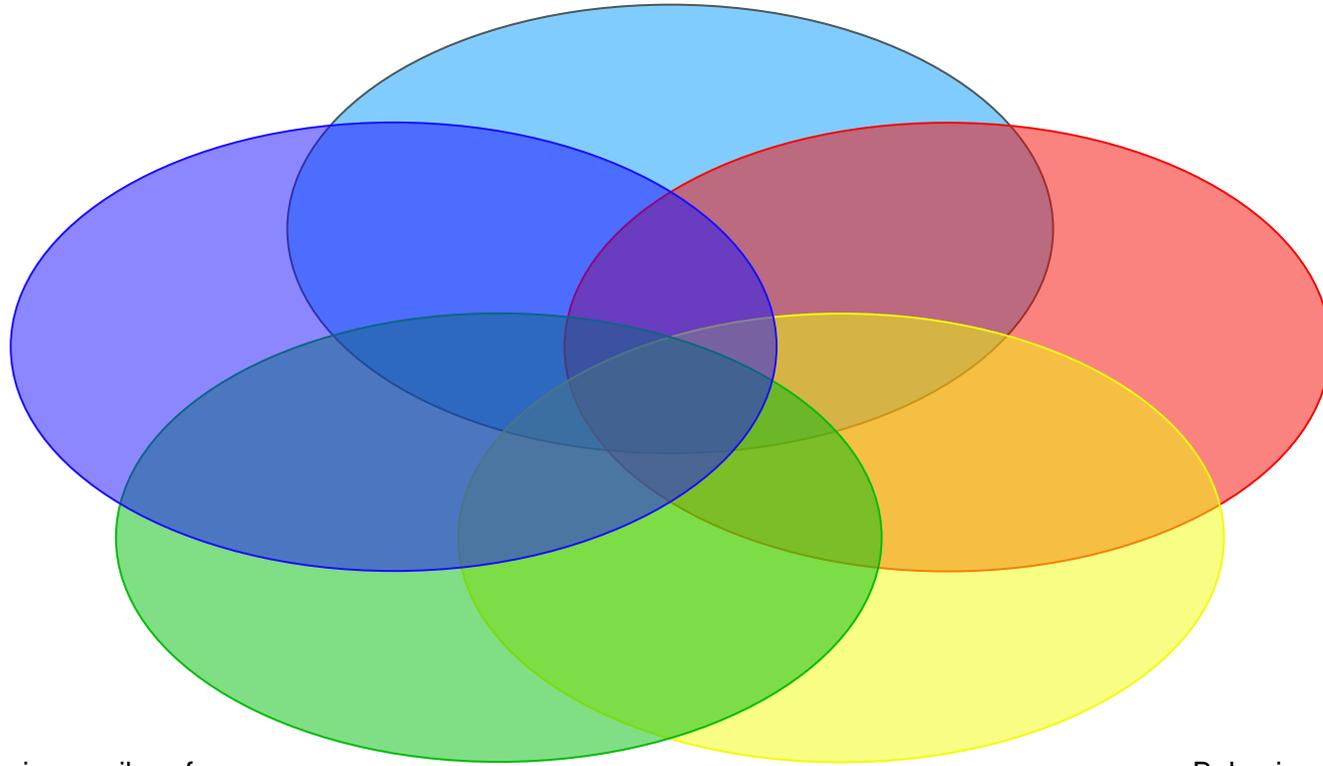
Keeping pupils safe

Behaviour management

School ethos and culture

SMSC

Position of PSHE and Citizenship in the national curriculum
- All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.
- The DfE further guidance document on PSHE education states, "'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 remains a statutory entitlement at Key Stages 3 and 4 and from September 2014 incorporates Financial Capability.

PSHE Education as a means to fulfilling the statutory duties on schools
The 2002 Education Act and the 2010 Academies Act 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

The DfE updated its timeline of mandatory information for schools in January 2014 and there is now a requirement for schools to publish their PSHE curriculum on their website. The Dfe also continues to require schools to publish their sex and relationships policy.

PSHE and Safeguarding
In July 2015 the DfE published the updated ' Keeping children safe in education – statutory guidance for schools and colleges' which states that governing bodies and proprietors should include making sure that children are taught about how to keep themselves safe, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE, and /or for maintained school through SRE. Specific issues referred to in the document include child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, bullying including cyber bullying, sexting, teenage relationship abuse and radicalisation and extremism.
PSHE is a fundamental component in a curriculum that safeguards pupils. It helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action.
The NYCC Safeguarding Audit for Schools, updated in November 2014 references the contribution that PSHE makes to safeguarding. The document can be accessed at: http://cyps.northyorks.gov.uk/index.aspx?articleid=21016

PSHE 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. Inspectors will use this new guidance for the inspection of maintained schools and academies from September 2015.

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 **(a new judgement)**
- outcomes for pupils.

Aspects that relate to PSHE and Citizenship:
- Information that will be asked for at the start of the inspection: 'records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, 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.

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.

Inspecting the effectiveness of the early years provision: quality and standards- Inspectors will consider:

- children's enjoyment of learning, including their participation and willingness to make choices and decisions, and the extent to which children are active and inquisitive learners who are creative and think critically

- how well children behave, cooperate and share with each other, make friends, respect each other's differences and build their understanding and respect for different families, people and communities beyond their immediate experience
- the extent to which children behave in ways that are safe, understand how to stay safe and show that they feel safe

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
- 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
- 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 raise awareness of children and learners in relation to a range of safeguarding matters, including domestic abuse or sexual exploitation
- 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 also consider the extent to which leaders, managers and governors ensure that arrangements to protect children and learners meet statutory requirements, 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'.

Economic wellbeing - Careers and Enterprise education – PSHE and Citizenship provides a vehicle for the delivery of Careers and Enterprise education and the development of key enterprise and employability skills. Education for economic wellbeing helps pupils to have high aspirations, set challenging goals and become motivated to achieve their very best. At its best, it contextualises learning in the classroom with life beyond school, helping pupils to see the relevance of their learning. Pupils develop key skills for learning and life such as resilience, the ability to respond positively to change and how to react to uncertainty. The Entitlement Frameworks include learning outcomes for Careers and Enterprise education and allows the development of key Enterprise skills including:

- Decision making,
- Leadership
- Risk management
- Self-reliance
- Self-confidence
- Determination

Planning for provision?

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

Strong leadership and management:

- SLT
- PSHE/ Citizenship Coordinator
- Careers Guidance Lead
- Governors
- Policies
- Funding
- Resources
- Time
- Parity of roles
- Engagement with CPD
- Self-evaluation
- Contributes to Wellbeing Indicators

Assessment:

- Planned part of teaching and learning
- Clear learning objectives and outcomes
- Success criteria
- AFL
- Accreditation routes
- Measurable progress (Growing up in North Yorkshire Survey /Wellbeing indicators)
- Pupils and parents know what progress they are making and how to improve

Based on needs analysis:

- Context/profile of school
- National, local and school data (Growing up in North Yorkshire survey, vulnerable pupils, employment)
- Student voice
- Current curriculum opportunities

Effective PSHE and Citizenship provision…..

Teaching and learning:

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

CPD:
- develops the skills and confidence of those who deliver PSHE/ Citizenship
- adequate meeting time to discuss the improvement of PSHE/ Citizenship

Curriculum:

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

Uses external partners to enhance provision:

- Planned and managed – uses partners in education form
- Police
- Fire
- Community partners
- Signposting to external services

Involves consultation:

- Pupils-especially the most vulnerable
- Parents
- Feeder schools
- Partners

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 ACEG framework for careers and work related 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 and SEAL are covered within the themes:

Sex and Relationships	E-safety
Drugs, Alcohol and Tobacco	Careers education and personal finance
Citizenship	Emotional wellbeing
SEAL	

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

Essential Skills		
The intrapersonal skills required for self-management	**The interpersonal skills required for positive relationships in a wide variety of settings**	**Skills of enquiry**
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) **2.** Learning from experience to seek out and make use of constructive feedback **3.** Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them) **4.** Making decisions (including knowing when to be flexible) **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) **6.** Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress) **7.** Self-regulation (including managing strong emotions e.g. negativity and impulse) **8.** Recognising and managing the need for peer approval 9. Self-organisation (including time management)	1. Active listening 2. Empathy 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) **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) **5.** Negotiation (including flexibility, self-advocacy and compromise) **6.** Recognising and utilising strategies for managing pressure, persuasion and coercion **7.** Responding to the need for positive affirmation for self and others	**1.** Formulating questions **2.** Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources) **3.** Analysis (including separating fact from opinion) **4.** Planning and deciding **5.** Recalling and applying knowledge creatively and in novel situations **6.** Drawing and defending conclusions using evidence and not just assertion **7.** Identification, assessment (including prediction) and management of risk **8.** Evaluating social norms **9.** Reviewing progress against objectives

PSHE and Citizenship Entitlement Framework Lower Primary

Year 1	Year 2	Year 3
Me and my relationships I know that there are different types of relationships – family, friends and others I know that family and friends should care for each other 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**	*Me and my relationships* I know about the changes that have happened to my body since birth I can question whether boys and girls should behave differently I know the names for the main body parts (including external genitalia) and the similarities/differences between boys and girls I understanding the importance of valuing of one's own body and recognising it's uniqueness 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 something I know about the process of growing from young to old and how people's needs change 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 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	*Me and my relationships* I can identify different types of relationships and show ways to maintain positive and healthy 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 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 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
Keeping myself safe I know the role of medicines in promoting health and the reasons why people use them I know the school rules about personal hygiene and medicines I know that some substances can help or harm the body 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 understand that some websites may not be age-appropriate I know what to do if I find something inappropriate online	*Keeping myself safe* 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 and can be harmful if not used properly I can demonstrate an understanding of E-safety when communicating online or using the internet 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	*Keeping myself safe* I can identify and explain how to manage the risks in different familiar situations. I know how to ask for help and about the people who are responsible for keeping me health and safe I can make judgements and decisions and use basic techniques for resisting negative peer pressure I can demonstrate basic safety procedures when using medicines I know how to keep myself and others safe in a variety of situations I know school rules for health and safety, basic emergency procedures and where to get help for myself and others in need I know rules for and ways of keeping physically and emotionally safe, including road safety and safety in the environment I can demonstrate an understanding of E-safety when communicating online I can explain how my behaviour may have consequences for myself and others I can communicate my feelings to others, recognise how others show feelings and know to respond appropriately
My healthy lifestyle I know the importance of personal hygiene- regular washing, bathing, showering, cleaning my teeth I know how to look after my body I can recognise and name my feelings and those of others I can make healthy eating choices and prepare simple healthy foods	*My healthy lifestyle* I know that a healthy lifestyle includes being physically active, rest, healthy eating and dental health I can make simple choices to improve my physical and emotional I know how diseases are spread and how they can be controlled and my responsibilities for my own and others health I have developed my vocabulary to describe my feelings to others I have simple strategies to manage my feelings	*My healthy lifestyle* 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 I can recognise the range of human emotions and how they change in different situations I have developed some simple strategies for managing my feelings
Me and my future 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 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 I can set myself simple goals I can identify positive things about myself and recognize and celebrate my strengths and say what I enjoy about school I can describe the work that people do in my family, my school and where I live.	*Me and my future* I know some of the essentials that have to be paid for 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 am able to keep simple financial records I begin to understand that money is a finite resource and needs to be managed I understand that the choices we make affect ourselves and others 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 girls and boys have the same choices and opportunities in learning, careers and work	

Becoming an active citizen
I can express a simple opinion, agreement and disagreement
I can ask questions
I play a full part in the life of my classroom
I can agree and follow rules for my group and classroom

Moving on
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 and scary.
I know some of the ways of dealing with the feelings that sometimes
 arise from changes

Becoming an active citizen
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 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

Moving on
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.
I can tell you how I would feel if a change that I didn't want to
happen was imposed on me.

Me and my future
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 know that it is possible to keep money safe by putting it into an 'account' in
the bank, building society
I know that you can plan for future spending and how to save
I understand that money is a finite resource for individuals, institutions and
the community
I am able to make comparisons between prices when deciding what is the best
'value for money'
I begin to understand why we have charities
I can explain why people work and the different jobs that people do and can
challenge some of the work sterotypes
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

Becoming an active citizen
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 can empathise with other people and situations through topical issues,
problems and events

Moving on
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 sometimes understand why other people are behaving as they are
when they are finding change difficult.

PSHE and Citizenship Entitlement Framework Upper Primary

Year 4	Year 5	Year 6
Me and my relationships I feel good about myself and my body I understand the language used to describe changes and feelings I understand that my body and emotions will change as I grow older I can recognise what love is I know that there are different kinds of families and partnerships I can respond appropriately to other people's feelings I can acknowledge that others have different points of view I can recognise the worth of other people I can recognise my worth as an individual I can identify positive things about myself and recognise my mistakes I can set personal goals I can demonstrate the features of good friendship *Keeping myself safe* 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 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 I begin to recognise how electronic communications may be used for manipulation or persuasion 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) *My healthy lifestyle* 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 I can make informed choices about healthy eating and exercising I know the importance of taking care of my own body, whilst respecting cultural differences I have a range of strategies for managing and controlling strong feelings and emotions *Me and My future* 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 understand and use larger sums of money in calculations I know a range of different ways to pay for things, some may involve debt or credit ('borrowing') I know that if you 'borrow' you have to pay back more (Muslim Sharia tradition is different) I am able to keep track of spending, keeping accurate records I am able to make informed choices about how to pay for something I am aware that the learning choices I make will affect my future options.	*Me and my relationships* I understand simple, safe routines to prevent the spread of bacteria and viruses I can name and explain male and female body parts, relating to Sex and Relationship Education I know the ways in which boys and girls grow and develop in puberty – physically 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 *Keeping myself safe* I can identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety, 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 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 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 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 *My healthy lifestyle* 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 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 *Me and My future* I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices I know and understand how I can develop skills to make a contribution in the future I know that there are a range of earnings for different jobs	*Me and my relationships* I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia and racism on individuals and communities I can recognise and challenge discrimination and stereotyping (including cultural, ethnic, religious diversity, sexuality, gender and disability) 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 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 recognise the difference between aggressive and assertive behaviour and developed some strategies to resolve disputes and conflict *Keeping myself safe* 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 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 I understand the need to use respectful language and know the legal consequences for sending offensive e-communications I understand how the media (advertising and internet) may influence my opinions and choices *My healthy lifestyle* I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions I can manage my time to include regular exercise I understand that the media can have a positive and negative effect on Emotional Health and Wellbeing, e.g.body image, managing finances etc I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a **balanced diet** I understand the impact of growth and adolescence on my hygiene, physical activity and nutrition needs I can look after my body as I go through puberty I can manage my periods (menstruation) *Me and My future*

I can identify my strengths, areas for improvement and set high aspirations and goals

Becoming an active citizen
I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
I can recognise aggressive and anti-social behaviours such as bullying and discrimination and their effects on individuals and communities
I understand that there is great diversity locally and across the world which affects peoples' choices
I can begin to respond to, or challenge, negative behaviours such as stereotyping and homophobia
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
I understand how my choices may impact on the environment
I can describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from themselves

Moving on
I can identify positive achievements during my time in Year 4
I can identify my strengths, areas for improvement and set myself some goals for Year 5
I can explain what I am worried about and what I am looking forward to in Year 5
I know what to expect when I start Year 5
I can tell you about the changes I can make happen
I can make some changes quickly and easily, and some changes are hard and can take a long time

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I am able to plan for future spending
I understand how and why people save
I can differentiate between essentials and desires – needs and wants
I understand 'value for money' and can make informed choices to get 'value for money'
I am able to assess 'best buys' in a range of circumstances
I am able to understand and manage feelings about money, my own and others
I can discuss wider issues such as 'does money make you happy?'

Becoming an active citizen
I know how to access local and national support groups
I can talk and write about my opinions
I know that circumstances in other countries and cultures may be different from our own
I know about Fair Trade and what it means
I know that individual and community rights and responsibilities need to be taken into account when making decisions
I understand that choices we make as individuals, a community and a nation impact internationally
I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances
I can recognise and challenge stereotypes
I know where to find impartial advice to inform my decision making
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

Moving on
I can identify positive achievements during my time in Year 5
I can identify my strengths, areas for improvement and set myself some goals for Year 6
I can explain what I am worried about and what I am looking forward to in Year 6
I know what to expect when I start Year 6
I can understand why other people are behaving as they are when they are finding change difficult.
I know some of the ways of dealing with the feelings that sometimes arise from changes

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I can describe the different ways of looking at people's careers and how they develop and I am aware of the main types of employment in my area now and in the past
I know that I have the same rights and opportunities in learning and work the same as other people.
I recognise and use the qualities and skills to be enterprising
I can describe and start to demonstrate some of the key qualities and skills that employers are looking for
I know what is deducted from earnings and why
I can differentiate between manageable and unmanageable debt
I am able to use cheques, credit and debit cards etc
I understand that money we earn also supports the community
I understand different ways of keeping track of my money and can manage a budget
I understand simple risk and return
I am able to 'read', bank statements etc
I understand that managing money is complex but there are people who can help

Becoming an active citizen
I can describe some of the different beliefs and values in British society and demonstrate respect and tolerance towards people who are different from myself
I understand what being part of a community means and I can take part more fully in school and community activities
I can demonstrate a sense of social justice and moral responsibility
I understand that 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
I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment
I can research, discuss and debate topical issues, problems and events
I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
I am aware of how the media present information and that the media can be both a positive and negative influence
I know about the basic institutions that support democracy locally and nationally
I can act upon the different kind of responsibilities, rights and duties at home, at school, in the community and towards the environment
I can critique how the media present information
I can discuss controversial issues in a mature manner

Moving on
I can identify positive achievements during my time in Primary School
I can explain what I am worried about and what I am looking forward to in Year 7
I can identify my strengths, areas for improvement and set myself some goals for Year 7
I know what to expect when I start Year 7
I can take part and reflect on a planned programme of transition to KS3
I know how change can interfere with our feelings of belonging

PSHE and Citizenship Entitlement Framework Key Stage 3

Year 7	Year 8	Year 9
Personal, Social, Health education (including relationships, staying safe and healthy lifestyles)	**Personal, Social, Health education (including relationships, staying safe and healthy lifestyles)**	**Personal, Social, Health education (including relationships, staying safe and healthy lifestyles)**

I can recognise my personal strengths and know how this affects my self confidence and self esteem
I have the skills and knowledge required to manage transition to and expectations of secondary education
I recognise the qualities and behaviours I should expect and demonstrate in a wide variety of positive relationships (e.g class, friendships etc)
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 know where to get help if I or someone I know is being bullied(in any form)
I know the unacceptability of sexist, homophobic, transphobic and disablist language and behaviours, the need to challenge it and how to do so
I understand that my body and emotions are going through changes and how I can manage those changes
I can take responsibility for my own personal hygiene
I understand why it is important to make positive choices about my physical and emotional health (physical activity, sleep and healthy eating)
I recognise how the media portrays young people and body image and how this can affect how I feel about myself
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 can recognise and manage different influences on my decision when others do something I don't want to do or put pressure on me to join in, including the use of a range of substances
I have considered strategies to avoid negative pressures and influences
I can keep myself safe and responsibly use information communication technology
I know about a range of support services that can help me or others with a range of issues but particularly if I feel someone is abusing another person
 	
SEAL: Social Skills, Self Awareness, Managing Feelings, Empathy, Managing Change
PLTS: Reflective Learners, Self Managers
	I understand how my self confidence and self esteem can be affected by 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
	I understand the difference between assertive, aggressive and submissive
	  behaviour
	I know how to actively listen, negotiate and be assertive
	I can recognise the qualities and features of a positive and stable relationship and recognise the signs when a relationship is not healthy
	I have considered and discussed media influences on image and behaviours and understand that media portrayal of relationships may not reflect real life
	I can challenge media assumptions about the behaviours of young people using social norms
	I understand the expectations that having a boy/girlfriend might bring
	I understand the terms associated with sex, gender identify and sexual orientation (lesbian, gay, bisexual or trans) and are aware of accepted terminology
	I understand what is meant by sexual intercourse and what I need to think about before starting a sexual relationship
	I know the importance of protecting against infection and disease including by immunisation and vaccination
	I know about the risks associated with female genital mutilation, its status as a criminal act and sources of support
	I have considered why some people choose to smoke (including e-cigarettes), use alcohol or experiment with substances both, legal and illegal
	I am aware of how many people of my age actually use these substances and have considered the personal, social and health consequences alongside the benefits of not smoking, drinking or using substances
	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
	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
	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 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 am able to take steps to protect myself
	
	SEAL: Social Skills, Self Awareness, Managing Feelings, Empathy, Managing
	  Change
	PLTS: Reflective Learners, Self Managers
		I know what constitutes a balanced diet and its benefits and can assess the risks of obesity and dieting
		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 can recognise when I am putting myself or others are putting me under pressure to obey 'unwritten rules' or social norms
		I know that relationships can cause strong feelings and emotions including sexual attraction
		I am aware of a range of different relationships, including those within families, friendships and romantic and the factors that can affect these (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 recognise my own core values and beliefs and can use these to influence my decisions and choices
		I can recognise and respond appropriately to difference and diversity in my community
		I can show empathy and understanding towards those who choose to live their lives in different way
		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 understand how to use prescribed and over the counter medicines safely
		I have considered the impact on myself and others when making different decisions regarding substances
		I have considered how I can make my own choices without losing friends or credibility
		 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 radicalisation on-line and know how to identify and report such risks
		I can recognise the signs of someone being radicalised and know what to do if I spot the signs
		
		SEAL: Social Skills, Self Awareness, Managing Feelings, Empathy, Managing
		  Change
		PLTS: Reflective Learners, Self Managers

Economic wellbeing—careers education and enterprise I can describe myself, my strengths and preferences and use this information to set goals to raise my 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 I can identify different kinds of jobs, careers and ways of working and 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	**Economic Wellbeing—careers education and enterprise** I understand the laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks I understand the link between qualifications and earnings I understand what is meant by the concept 'job satisfaction' and why this is important to emotional and financial wellbeing 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	**Economic Wellbeing—careers education and enterprise** I can describe how I have benefited from career and work related learning 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 understand the pathways and qualifications available for the next stage of my

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

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

Economic wellbeing—personal finance
I understand the function and uses of money
I know some of the financial products that are available to me including bank accounts, insurance and warranties
I can recognise the ways in which 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 that credit has two meanings and that on a credit card it refers to 'debt'
I can use financial information from bank statements, pay slips and utility bills to prepare budgets and financial plans

SEAL: Self Awareness
PLTS: Reflective Learners, Self Manager, Creative Thinker

Citizenship
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 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
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 to make an improvement in my school or community

SEAL: Social Skills, Empathy, Managing Change
PLTS: Team workers, Creative Thinkers, Independent Enquirers, Effective Participators, Reflective Learners

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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 can take part in an 'Apprentice' style enterprise activity to:
 - plan a marketing and advertising strategy for a new product
 - calculate unit costs and profit margins for a new product
 I understand key vocabulary associated with business and enterprise: profit, loss, cash flow, marketing

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

Economic wellbeing—personal finance
I can explain the difference between gross income and take home pay and some of the deductions made from salaries and wages
I know the current UK minimum wage, income tax and VAT rates
I can analyse information to work out take home pay for typical jobs and the consequences for my aspirational future lifestyle
I know the importance of protecting myself when buying products on-line

SEAL: Self Awareness
PLTS: Reflective Learners, Self Manager, Creative Thinker, Independent Enquirer

Citizenship
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 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

SEAL: Social Skills, Empathy, Managing Feelings
PLTS: Team workers, Creative Thinkers, Independent Enquirers, Effective Participators, Reflective Learners

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education
I can describe my plans for Key Stage 4 and understand the impact of my choices on my future goals and aspirations
I know where to access the impartial information, advice and guidance I may need 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 am aware of the laws and by-laws related to employment under the age of 16 and know how to minimise health and safety risks in the workplace
I know about different types of business and how they are organised and structured
I can demonstrate a range of enterprise skills attitudes and qualities

SEAL: Self Awareness, Motivation
PLTS: Team workers, Reflective Learners, Self Managers, Independent Enquirers, Creative Thinkers

Economic wellbeing—personal finance
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 know that some forms of insurance are a legal requirement and that premiums are based on probability and risk
I have begun to consider the importance of financial planning to provide for my longer term aspirations and wants

SEAL: Self Awareness
PLTS: Reflective Learners, Self Manager, Creative Thinker, Independent Enquirer

Citizenship
I understand Britain's relationship with the European Union and the influence that the EU has on my life
I know how MEPs are elected and what they do
I have considered topical issues related to the EU
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

SEAL: Social Skills, Empathy, Managing Feelings
PLTS: Team workers, Creative Thinkers, Independent Enquirers, Effective Participators, Reflective Learners

Effective teaching and learning in PSHE and Citizenship

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 learners 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 learners. Learners 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 learners aware of their duty to report any information that indicated that a child may be at risk of harm or danger.

Active teaching and learning methods for PSHE and Citizenship

Teaching and learning methods should ensure that learners 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. Those best suited to PSHE rather than Citizenship have been identified:

Distancing techniques:	
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 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.
Discussion	
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. A discussion is only a Citizenship discussion if it has a Citizenship focus i.e. it relates to a topical political, social or cultural issue. There are two main purposes to group discussions:
	• Adversarial – participants try to win an argument or vote by advocating their case as firmly as possible
	• Exploratory – participants try to reach an agreement or solution to an issue
	In supporting quality reflective discussion, a number of procedural questions prove to be useful for example,
	    • why do you say that?
	    • how does that compare with what X was saying?
	    • what could you say to persuade someone they were wrong about that?
	    • why do you think people behave like that?
	    • who do you feel (most) sympathy for in this situation?
	    • what are the consequence of A compared with B?
	    • is that fair, in your opinion?

Reporting back	Each group share with the whole class what they have done/discussed.
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 and 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 3rd 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.
Paired and group work	
Envoys	Organise learners into groups, with each group researching a different issue or working on a different task. After a given period of time, one member of each group visits the other groups to relate key points and findings to them.
Cards sorts	
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.
Other	
Line of conscience	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.
Continuum 1	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 meet somewhere for the first time, get married. Learners are asked to note down what they think should happen in between and when they think it should happen.
Corridor of conscience/ Conscience Alley	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')

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.
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
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. |
| Draw and write | Learners are asked to draw their response to an issue or a question. Underneath the picture, learners explain what they have drawn and why. |
| Graffiti boards | Learners write comments/opinions/facts on the issue onto card/large piece of paper that can be displayed on the |

	wall.
Question boxes	Learners write down questions and post them in the box. The teacher can respond to the questions in the next lesson.
Question display	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.
Graphic organisers	Learners use graphic organisers to organise and structure their learning. These are useful techniques for preparing learners for extended writing tasks.
Photographs	Photographs can be used as a stimulus for discussion or as a way of recording learners learning.
Philosophy for Children method' For information on training in the Philosophy for Children method go to www.sapere.org.uk.	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. The standard pattern or procedure of a community of philosophical enquiry is something like this: 1. Preparation - sometimes to still minds, e.g. by meditation, sometimes to stir, e.g. by games 2. Presentation - of a story, picture, or other rich stimulus for enquiry 3. Thinking time - private reflection upon the stimulus 4. Conversation - sharing of private reflections, in twos or threes 5. Formulation - of questions that might be 'good for discussion', individually or in small groups 6. Airing - publication of questions, and clarification of the interest/thinking behind them 7. Selection - of which question(s) to focus on, by whole group consensus or voting 8. 'First words' - initial responses to the chosen question, perhaps identifying assumptions 9. Building - creative and critical thinking towards one or more answers to the question 10. 'Last words' - final reflections on own or others' thinking
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.
Graffiti wall	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.

Partnership Working	
Partners and outside agencies	Partners and outside agencies can enrich PSHEe and Citizenship programmes. Delivery should be planned carefully in advance with a focus on agreed learning outcomes, using the partners in education agreement form. Partner agencies should complement and not replace teaching provided by the school.

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 e-safety messages

Assessing learning in PSHE and Citizenship

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.
- In schools where assessment of pupils learning was an identified area of weakness:
    - Teachers failed to formally identify attainment and progress
    - Rarely provided feedback on how to improve
    - Did not plan lessons that accounted for pupils' current levels of knowledge and understanding

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

Effective PSHE takes into account children's starting points. Noreen Wetton, author of Health for Life stressed the importance of finding out:

- 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 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 include opportunities for:

- Baseline assessment to determine learners starting points (data from the Growing Up In North Yorkshire Survey is a useful starting point)
- 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. Refer to Appendix 1 for support on assessment from the PSHE Association and the Association for Citizenship teaching
- Providing effective and regular feedback to pupils
- Recognising the profound influence assessment has on the motivation and self-esteem of pupils, both of which are crucial influences on learning
- Pupils being able to assess themselves and understand how to improve.
- Assessment of Learning (summative assessment) - the North Yorkshire progression ladder for PSHE and Citizenship may be used to assess, record and report learners progress.

Appendices:

1. Assessment guidance from the PSHE Association
2. DfE Citizenship programme of Study and guidance on assessment from the Association of Citizenship
3. North Yorkshire progression ladder for PSHE and Citizenship and a school example of an assessment grid for PSHE
4. Resources to support the Entitlement Frameworks Key Stages 1-2
5. Partners in School Agreement Form

Appendix 1- Assessing learning in PSHE from the PSHE association

Why is assessment important in PSHE education?

Assessment for learning is central to effective teaching and learning in PSHE, setting clear expectations for standards and achievement and helping to ensure progression in understanding and skills. As such it needs to be a planned component of teaching and learning. Improving learning through assessment is dependent on five key factors (from *Assessment for learning: beyond the blackbox*, Assessment Reform Group, 1999):

- the provision of effective feedback to pupils
- the active involvement of learners in their own learning
- adjusting teaching to take account of the results of assessment
- a recognition of the profound influence assessment has on the motivation and self esteem of pupils, both of which are crucial influences on learning
- the need for learners to be able to assess themselves and understand how to improve.

How do we go about assessing for learning in PSHE education?

There are three recognised models of assessment for use in PSHE education: 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. Here are a handful of tried and tested AfL strategies for use in PSHE education.

- **Draw and write:** This involves the children drawing and writing in response to a question; in the example below children were asked to draw a healthy person and draw and write around the picture all the things they could think of that this person would need in order to stay healthy. This is an excellent strategy for finding out what children already know and understand that we can build upon, what they have misunderstood, what is missing and what we might need to gently challenge. (The 'Draw and Write' technique is an action research tool pioneered by the late Noreen Wetton. For more information see p.230 in *Health for Life Ages 4–7* published by Nelson Thornes.)
- **Graffiti wall:** a large sheet of paper is displayed; at the end of each session in a unit of work children draw and write responses to their learning so far and identify next steps in learning. Questions can be provided to help focus their thinking, for example, what are the three most important things you have learned today? What questions do you still have after today? Graffiti walls can be used as a before and after record of learning which can be reviewed at the end of a topic to help children to assess their learning from an identified starting point.
- **Alien:** this gives the children an opportunity to give information to an alien on a fact-finding mission. For example, an alien has come to find out about what earthlings call money. The alien has never seen or heard of money and has a lot of questions to ask. Questions could include: What is money? Where does it come from? Does everyone have it? The children work in groups to answer the alien's questions. Can they think of any other questions the alien might want to ask? Have they any questions that they would like to ask? This activity could be used to assess children's existing knowledge before embarking on a unit of work on financial capability.

- **Treasure chest:** each child is given a sheet with a treasure chest on. As a class the teacher gets the children to identify the skills they have been learning. They can then choose which skills they feel confident about their ability to use and put these in the treasure chest. Skills that they feel less confident about/are still developing can be placed outside the treasure chest. This is a useful strategy for identifying future learning needs and setting targets.
- **Presentations** are a useful strategy for peer assessment. These can range from formal (presenting a researched piece of work) to informal (for example, a one minute presentation on something I have learned today). Peers listen to the presentation and provide constructive feedback. Did the presentation teach them the main points/answer their questions about a given theme? Feedback and key points for development should be recorded to give to the 'presenters' for their own records.
- **The story so far:** The teacher stops at relevant points in the lesson and asks children in groups to tell each other what they have learnt so far. For example, we have been thinking about ways of keeping ourselves safe, what are the two most important things you have learnt so far?
- **Advising others:** Giving advice to others is a useful way of assessing understanding. For example, what advice would you give to X about keeping healthy? This advice could then be peer assessed.
- **Reflection and action:** this is a useful strategy to use at the end of a lesson, giving the children an opportunity to assess what they have learned and how to apply it in real life situations. For example: how can we practise the skills we have been learning today? Who can help us?

What do we need to do to use assessment for learning effectively in PSHE education?
In order to ensure that assessment for learning is effective teachers will need to:
- find out what learners already know and understand before embarking on a theme
- share learning objectives and outcomes with learners which will help them to understand the standard of knowledge and skills to aim for
- provide feedback that helps learners to identify how to improve
- teach learners self-assessment techniques and strategies so that they are able to assess their knowledge, understanding and skills differentiate activities
- include time for reflection and action at the end of each session.

How can we tell if our assessment for learning in PSHE education is effective?
Assessment for learning is effective when pupils:
- ask relevant questions
- are actively involved in formative assessment process, for example, setting targets, peer or self-assessment, recognising progress in their work, skills, knowledge and understanding
- show changes in their responses to questions, in contributions to plenary sessions, and in explanations and descriptions
- show changes in their attitudes to learning and in their motivation, self esteem, independence, initiative and confidence
- improve their attainment.

To use assessment for learning effectively teachers need to:
- know their student learners well, know why learners make mistakes, and be able to make judgements about next steps or interventions
- share learning intentions with learners and use them to mark work or give feedback or rewards
- build in review time for themselves and their pupils
- encourage learners to take responsibility for their learning by providing opportunities for learners to describe their response to learning intentions or targets
- give learners examples of a variety of skills, attitudes, standards and qualities to aim for
- analyse pupils' performance in tests and use the information for future learning plans
- feel confident and secure in classroom practice.

Teachers need to produce plans with:
- emphasis on learning intentions and on sharing them with learners and other adults in the classroom
- assessment criteria for feedback and marking, peer and self-assessment
- differentiated classroom groups
- built-in review time and flexibility
- notes of learners who need additional or consolidation work
- time for guided group sessions for explicit formative assessment opportunities
- adjustments highlighted or crossed out: what did or did not work and why?

What do we need to be doing now to embed assessment for learning into PSHE?
The first step for classroom teachers is to ensure there are clear learning objectives (what the lesson is setting out to achieve) and learning outcomes (how pupils will demonstrate to us that they have achieved the learning objectives). This could be an increase in:
- Knowledge (before I only knew ….now I also know…..)
- A change in or a reconfirmation of a belief (I used to feel … but now that I understand … I now feel …..)
- Increased competence in a skill (before I knew how to do ….but now I know how to do …..)

Pupils can then begin to collect evidence of their achievements linked to the learning outcomes, for example in a PSHE portfolio progress file.

Appendix 2 - The Citizenship programmes of study and supporting information from the Association of Citizenship on assessment

National curriculum in England -Citizenship programmes of study: key stages 3 - 4

Purpose of study

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils 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.

Aims of the national curriculum for citizenship at key stage 3 -4 aims to ensure that all pupils:
- 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.

Assessing Citizenship- guidance from the Association of Citizenship (information correct in October 2014 from http://www.teachingcitizenship.org.uk/about-citizenship/assessing-citizenship)

Assessment should be a planned part of Citizenship teaching and learning. Assessment helps to set clear expectations of the standards of pupil attainment in the subject. It ensures progression in teaching and learning and helps to motivate pupils as they become partners in the assessment process. It allows pupils to be clear about strengths and weaknesses in their learning, and enables teachers to be clear about the achievements of their pupils and how their learning might be improved. The skills that pupils need to be developing need to be identified along with concepts.

Planning for assessment in citizenship

All assessment, whether focusing on a particular aspect of learning or synthesising a view of pupils' overall progress and should be planned from the beginning as part of teaching and learning, reflect the learning and achievements of all pupils, and take account of their range of learning styles and intelligences. Assessment should measure what we value in Citizenship (for example, showing the ability to participate in group discussions) not just those aspects that are easy to measure (for example, knowledge of facts). It should not judge the worth, personality or value of an individual pupil or their family. Assessment should support the way Citizenship is delivered in the school or setting and above all involve pupils in improving their own learning. Effective assessment should lead to an improvement in the progress and attainment of pupils and help teachers improve the quality of their teaching and provision for the subject.

Pupils as partners in assessment

Actively involving pupils is one of the key principles of effective assessment. Pupils should be involved in discussions about how their work is assessed, so that they know and can recognise the standards to aim for. Teachers and pupils need to communicate their expectations, progress and attainment. This will enable pupils to set their own targets and plan how they will achieve their learning goals. Assessing their own work and collecting evidence of their progress and achievement related to these learning goals will enable pupils to recognise, demonstrate and celebrate their achievements, know and understand what they have achieved and what they need to develop, feel confident about their progress and be rewarded for active participation in school or setting and the wider community. In summary, assessment should:

- Actively involve pupils as partners
- Involve discussions with pupils about learning objectives and desired outcomes
- Give pupils opportunities to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Give pupils opportunities to collect evidence of their achievements that are linked to the learning objectives and outcomes of the relevant activities, for example in a citizenship portfolio or in a wider record of their achievements in and beyond the school, showing evidence of progress in skills as well as knowledge and understanding
- Be ongoing and inform future learning and teaching

Appendix 3 - North Yorkshire PSHE and Citizenship ladder of progression

Acquisition of knowledge	Skill development
Recall, name, list,	Talk about, think of questions to ask
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
Describe, begin to recognise,	Find ways of answering questions using sources provided, can start to solve problems
Show understanding, describe actions,	With help, access sources of information, contribute to discussions, work as part of a team, respect the opinions of others
Explain, begin to assess, apply, can consider what would happen if …..	Negotiate with others, know where to find sources of information, discuss sensitive and controversial issues giving reasons for opinions
Explain fully, compare and contrast, awareness of, demonstrate how …, can suggest alternatives	Access information independently, demonstrate, research and present an persuasive argument, can apply what they have learnt
Recognise complexities, analyse, detailed understanding	Weigh up, argue persuasively, present alternative views.Identify a range of solutions to a problem, Try out different courses of action, evaluate their impact
Draw conclusions, inter-connections	Critically evaluate sources of information for reliability and utility, make reasoned informed judgements and choices. Hypothesise alternative courses of action, ask challenging questions

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

Learning out comes for each unit	Working below Level 2/3	Working towards Level 4	Working at Level 5	Working beyond Level 6
Healthy Lifestyle **PSHE -** I know what factors make up a healthy profile I can make informed choices about health I can recognise what influences decisions about my health including the media I can make positive choices about my health with confidence I am able to use personal coping strategies **SEAL-** • Reflective learners • Effective participants • Self managers	Students can begin to recognise why it is important to look after their health and some ways of doing this Students can with help, make some decisions about their own health Students can with help identify risky situations in day to day and new situations.	Students can describe the characteristics of being physically and emotionally healthy. Students demonstrate increased independence in making decisions about their own health. Students will help, can access sources of information about their health. Students know what risks are and are beginning to understand how they can affect their health and wellbeing Students can recognise the connection between risks and the choices they make. Students can recognise the connection between risks and choices.	Students can explain the characteristics of being physically and emotionally health. They can negotiate with others to make decisions about their own health, recognizing what is healthy and unhealthy in different situations. Students know where to find sources of information about their health. Students can consider different aspects of risk taking behaviour, including positive risk taking Students can assess and manage the different risks in their life, trying out new things safely	Students can explain fully what is meant by a healthy lifestyle and the factors that contributes to physical and mental well being. Students 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. Students can compare and contrast situations and can assess and manage the different levels of risk safely.

Appendix 4 – Suggested resources to support PSHE and Citizenship

Please ensure when purchasing and using resources the following good practice principles for selecting appropriate resources are used (guidance from the PSHE Association)

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

Key Documents and websites: (All websites were correct at time of printing September 2015)

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

2014 DfE Promoting Fundamental British Values through SMSC
https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc

2015 DfE Protecting children from radicalisation: the prevent duty
https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

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

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

Association for Citizenship
www.teachingcitizenship.org.uk/

The PSE / Health and Wellbeing room and SMSC rooms in Fronter (Education and Skills virtual learning platform)
www.fronter.com/northyorks

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 – including a teaching and learning resource on 'risk taking' can be located in the PSE / Health and Wellbeing Room on Fronter – www.fronter.com/northyorks . A username and password is required to access the materials which is available free of charge to all schools in the E and S Service Level agreement.

This room has all the national and local guidance and policy template documents e.g sex and relationships policy and drugs and alcohol policy etc.

This room has the teaching and learning resources for both primary and secondary schools and the teaching and learning resources on 'risk'.

North Yorkshire County Council
NYCC Homepage

Health and Wellbeing

CYPSinfo Homepage

Welcome
Health and Wellbeing provision ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need now and in the future. There are strong links between health, wellbeing and achievement. It is particularly important that children and young people's health and wellbeing is enhanced at key transition points in their lives.
This site will support schools in working with our young people, especially our most vulnerable, to promote their health and well-being through and beyond the curriculum. This forms part of schools' duty to promote well-being. This information and guidance also supports North Yorkshire schools in promoting inclusive practice.
Aspects of a broad and balanced curriculum that promote health and well-being include:

• Personal, Social Health, Economic education,
• Citizenship,
• Physical Activity,
• Information, Advice and Guidance, including Careers Education and Guidance,
• Risk taking,
• Sex and Relationship Education; and
• Drugs Education.

Vision and Policy
Gives access to Q and I Strategic Vision for Personal Development and Wellbeing and all related health and wellbeing statutory and non-statutory policy guidance.

Policy into Practice
Gives access to all information and guidance for the North Yorkshire Health and Wellbeing Award, and further guidance and resources to support middle leaders and teachers in delivering high quality health and wellbeing provision.

Where else to look...
Links to other rooms in Fronter that offer further information and support to complement the content of the 'Health and Wellbeing' room: 'Behaviour & Attendance', 'Vulnerable Learners', 'E-Safety' and 'Physical Education' rooms

Newsletters	Networks and Training	Contacts and Support

Further rooms can be found under 'other resources' on the front page of Fronter: Emotional Health and Wellbeing, Sexual Orientation, E-safety, Student Voice etc

North Yorkshire County Council
NYCC Homepage

Curriculum Subjects

CYPSinf
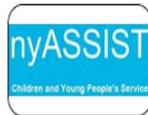
nyASSIST
Children and Young People's Service
Request bespoke advice and support

OfSTED and SEF

Headteacher Resources

Curriculum Subjects

Other Resources

Services and Groups

LEARNINGzone
Register for NYCC training & courses

B&A	EHE	EHW	e-Saf	G&T	Gov	H&W
Behaviour & Attendance	Elective Home Education	Emotional Health & Wellbeing	eSafeguarding	Gifted & Talented	Governors	Health & Wellbeing
GUpNY	Mod	PriAs	RI	SeO	Smsc	SPM
Growing up in North Yorkshire	Moderation	0-11 Assessment	Reading Intervention	Sexual Orientation	Spiritual, Moral, Social & Cultural Development	Sensory, Physical & Medical Teaching
SuSc	SV	VL	PPrac			
Sustainable Schools	Student Voice	Vulnerable Learners	Peer Practitoner			

Key stage 1 – 2 Suggested resources (all links were correct in September 2015). The majority of resources are free to access.

Resources that support a whole scheme of PSHE	
• Health for Life series by Noreen Wetton and Trefor Williams, Nelson (ages 4-7 ISBN 0-17-423386-8, ages 8-11 ISBN 0-17-423387-6, ages 10-11 ISBN 0-7487-6717-7). There is a cost.	
E-Safety – there is an e-safety room on Fronter with a range of supporting information	
www.thinkuknow.co.uk	A range of supporting information for pupils, teachers and professional , parents and carers staff and parents for all key stages and a range of teaching actives and supporting videos for (KS 1-5). Including Kim and Lee's adventures and a cyber café. A good website as a first starting point you do need a log in to access the materials which can take 24 hours to be authorised.
www.childnet.com	E-safety resources for pupils (KS 1-5), teachers and professional , parents and carers including the story 'Digiducks Big Decision'
http://kidsmart.org.uk	Adventures of Smartie the penguin for EYFS and KS1 and Smart rules with Kara, Winston and the Smart Crew for KS2
http://www.360safe.org.uk/	360 Degree Safe – an eSafety audit and planning tool
http://www.bigtalkeducation.co.uk/resources-for-primaries.html	The BigTalk Cards "Growing Up Safe" .A set of 23 cards include topics such as: inappropriate touching, inappropriate language, unlawful behaviour (such as exposing the genitals) exposure to inappropriate images/TV/films, being photographed inappropriately aimed at primary school children (there is a cost).
E-Safety curriculum - http://www.digital-literacy.org.uk/Home.aspx	E-safety curriculum with full lesson plans and all supporting materials
http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/	NSPCC website aimed at parents of 8-12 years old but contains some good videos which could be used with key stage 2 pupils to explore some of the issues of sexting, responding to people you don't know on-line and information about a range of social network sites including a 'safety rating'
Road Safety	
www.roadwise.co.uk	The website of 95 Alive, the York and North Yorkshire Road Safety Partnership. Has resources aimed at children aged 0-11 with seat belt sheriff
http://www.rospa.com/roadsafety/resources/teachers/default.aspx	Resources that are designed to help schools and teachers incorporate road safety education into lessons and school activities. They are, where appropriate, linked to curriculum areas and are tailored to different age groups.
http://think.direct.gov.uk/resource-centre/?dm_i=HSS,1TQWQ,4OFDMY,6J6UZ,1	25 lesson packs from the Department for Transport's road safety campaign that will help you teach a range of road safety topics to children and teenagers of all ages. The lesson packs are colour coded by key stage and age range, from early years to key stage 4. Each lesson pack contains a lesson plan, links to road safety teaching resources, and activities; everything you need to plan and deliver effective road safety education.
Sustainability/waste	
www.eco-schoolsni.org/.../TIDY_NI_RUBBISH_MONS	'Eco Schools' has a series of lesson plans for Key Stage 1 and 2 focusing on all the issues connected to waste and recycling

TER_KS12(finaljuly)-2.pdf .	
www.youtube.com/watch?v=uRNsAXRgsxE	The Rubbish Monster is a short clip on 'youtube' by Braam Jordaan which illustrates the increasing issue of waste in our world. The book - The Rubbish Monster by Braam Jordon, Cambridge University Press, ISBN-13:9780521759168
http://www.litteraction.org.uk/infocentre/schools	The 'litter action' website has a resource that can be downloaded to support a school to run a 'Whole School Litter Campaign' with a range of supporting information, lesson plans, assembly ideas and a 'King Wastealot' Story for EYFS and KS1
Healthy eating	
http://www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx .	Has a picture of the 'Eat Well Plate'
http://www.nhs.uk/Change4Life/Pages/why-change-for-life.aspx	The Change for Life website has a range of information and resources to support a healthy lifestyle at.
http://www.foodafactoflife.org.uk/	Food- a fact of life provides a wealth of free resources about healthy eating, cooking, food and farming for pupils aged 3 to 18 years
Oral health / hygiene	
http://www.schoolsnet.com/pls/hot_school/sn_primary.page_pls_unit_detail?x=16180339&p_unit_id=325 .	Work in this unit should reinforce and develop children's knowledge of their personal health and how this relates to diet. They should learn about how teeth are related to diet and the importance of dental care. Work also offers opportunities for children to relate understanding of science to their personal health. This work is likely to be undertaken in relation to the school's programme for personal, social and health education
www.brightsmilesbrightfutures.co.uk	Colgate Bright Smiles, Bright Futures oral health education programme is designed to be used with Key Stage 2 primary school children. The resources are based around Dr. Rabbit and the Legend of Tooth Kingdom-
Emotional Health and Wellbeing including Body Image - there is an emotional health and wellbeing room on Fronter with a range of supporting resources and in the PSE room in the Vision and Policy room there is an eating disorder guidance and self-harm guidance for schools.	
https://pshe-association.org.uk/resources_search_details.aspx?ResourceId=570&Keyword=&SubjectID=0&LevelID=0&ResourceTypeID=3&SuggestedUseID=0	PSHE association have developed some guidance for schools on teaching when teaching about mental health and some lesson plans for all key stages
https://www.mediasmart.org.uk/	The Body Image lesson and parent pack have been developed to align with the Government's campaign on Body Confidence. The aim of the one hour lesson is to provide an introduction into the role of the media and advertising in influencing young people's perception of body image for 10-11 year olds.
www.b-eat.co.uk	Beat provides helplines, online support and a network of UK-wide self-help groups to help adults and young people in the UK beat their eating disorders

www.eatingdisordersadvice.co.uk	Provides eating disorders support and advice aimed at teachers. The site also contains a model eating disorders policy that can be adapted for use in your school
www.youngminds.org.uk	Young Minds, a national UK charity committed to improving the mental health and wellbeing of children and young people in the UK. Provides a range of resources and supporting videos
http://www.cornwallhealthyschools.org/stop-stigma/	Lesson plans and all supporting materials to raise awareness of mental health problems and to tackle stigma
www.mccmedia.co.uk	Some schools were provided with a copy of a DVD called 'Getting the Lowdown', DVD a resource on emotional health and wellbeing (there is a cost for the DVD).
http://www.meditationinschools.org/resources/ http://www.mindspace.org.uk/	Meditation in Schools They have a range of resources for schools and teachers to use to help to bring Calm into the Classroom. The resources give teachers what they need to get started to bring mindfulness, meditation and calm into the classroom (they have supporting videos that take you through the meditation) • 5 Minutes to a Calmer Classroom • Mindfulness Meditation Script • 15 Minute Mindfulness Relaxation Exercise • Mindfulness and the Art of Chocolate Eating • Mind Space tips for Dealing with Exam Stress
http://www.childbereavementuk.org/	Child bereavement UK has a range of teaching plans, further support and information and e-learning training on how to support a young person who has experienced bereavement.
http://dyingmatters.org/page/SchoolLessonPlan	The charity 'dying matters' have developed a lesson plan and supporting materials to support schools teach about this sensitive issue.
Story Books	Badger parting gifts by Susan Varley is a story about death The huge bag of worries by Virginia Ironside Always and forever by Andy Durant Not now Bernard by David McKee
Resilience	
https://www.riskandresilience.org.uk/	Risk and Resilience framework developed by Wakefield The resource provides a framework with identified competencies in 8 main aspects: • A consistent, evidence-based and practical approach to promoting resilience and reducing risk of adverse outcomes • The means to provide good quality interventions to promote resilience and reduce risk to all children and young people • A programme that is cohesive and developmental from 0-19 years • An approach that puts the child or young person at the centre and focuses on their competences.
www.boingboing.org.uk	The Boing Boing website (i.e. 'bouncebackability'), has useful and interesting information and resources on it,

	including a 'Resilience Toolkit' for schools to use as an audit and promotion tool and a range of teaching resources.
http://www.youngminds.org.uk/training_services/young_minds_in_schools/wellbeing/risk_and_resilience.	Young minds – risk and resilience work This section of the website explores how a risk and resilience model can provide a solid foundation for improving the emotional wellbeing of the whole school community. An understanding of risk and resilience can help schools identify early those pupils who are vulnerable to mental health problems and develop practical strategies to support them. It provides information on further organisations / the evidence base for resilience work in schools.
https://fronter.com/northyorks/	For North Yorkshire schools a resilience workbook for teachers and pupils have been developed by the North Yorkshire Educational Psychologist Service. They can be downloaded from the Emotional and Health and wellbeing room on Fronter (a school log in is required).
Relationships (domestic abuse, abuse, different families, growing up)	
Primary school sex and relationships pack (look under PSHE resources) www.hit.org.uk	A comprehensive resources that covers a range of SRE topics for KS1-2 (there is a cost)
The Busy Bodies resource can be accessed at https://www.healthpromotion.ie/health/inner/busy_bodies	Busy bodies is an online resource to support teach pupils about puberty and how babies are made in different sections so not all need to be used. There is a supporting teacher pack. It is free to access
http://www.nspcc.org.uk	The NSPCC pants – underwear rule can be used with EY and both key stages. It also has a section for parents and teachers. There is a lesson plan to support the PANTS work in the primary PSE room on Fronter The key message is what's in your pants is private and your body belongs to you.
www.northyorks.gov.uk/index.aspx?articleid=16579	NYCC Domestic Abuse School Reference pack 2013
www.womensaid.org.uk http://www.womensaid.org.uk/page.asp?section=0001000100140010&sectionTitle=Children%27s+Resources	Women's Aid - The Expect Respect Educational Toolkit (free to download) consists of one easy to use 'Core' lesson for each year group from reception to year 13 and is based on themes that have been found to be effective in tackling domestic abuse e.g challenging gender stereotypes, keeping 'secrets', recognising abuse etc in an age appropriate way
www.thehideout.org.uk	A website to help children and young people understand domestic abuse (KS2-5)
www.idas.org.uk	Independent domestic abuse service provides a range of information for staff and young people
http://www.nspcc.org.uk/	Sexual abuse - NSPCC pants- the underwear rule (EYFS and KS1-2) (also has a section for parents/carers)
http://www.bigtalkeducation.co.uk/resources-for-primaries.html	The BigTalk Cards "Growing Up Safe" .A set of 23 cards include topics such as: inappropriate touching, inappropriate language, unlawful behaviour (such as exposing the genitals) exposure to inappropriate images/TV/films, being photographed inappropriately aimed at primary school children (there is a cost).
SRE resources for Catholic schools http://all-that-i-am.co.uk/	All that I am – for primary and secondary schools Journey in Love for primary and secondary schools This programme is published and available from McCrimmon Publishing Co Ltd. Tel: 01702 218956.

Further websites to support questions about growing up • www.tampax.co.uk • www.lil-lets.co.uk • www.dove.co.uk	There are also a range of books for children entitled, ' where do babies come from? That could be used to support the curriculum. These can be found through an internet search (amazon etc). Please check before using with pupils to ensure they meet the needs of the children and support the schools sex and relationships policy.
http://www.mediasmart.org.uk/	Body Image - lesson plans and all supporting materials for key stage 2 pupils on body image and the media. They also provide a parents information pack
www.stonewall.org.uk http://www.stonewallprimary.org.uk/ http://www.lgbtqyouthcornwall.co.uk/	Stonewall is the national charity that supports the lesbian, gay and bisexual community. They have produced a number of resources to support primary schools, based on 'different families same love' message. FREE is a ground-breaking film for primary school pupils that conveys a powerful message about difference, diversity and respect. The film follows the stories of four children as they explore family, friendship and what it means to be yourself. FREE directly challenges homophobic bullying and language and shows the importance of celebrating difference. The film is aimed at key stage 2 children and can be accessed for free. Cornwall Schools Transgender Guidance, 2012. Appendix 3 contains a useful book list for primary and secondary schools. Some can be borrowed from the North Yorkshire Library Service. Appendix 4 contains a useful DVD list for all age groups.
http://www.ellybarnes.com/	The primary school 'different families/ challenging homophobic language' resource can be downloaded for free from Elly Barnes website go to resources and then CHIPS challenging homophobia in primary schools and scroll down the page to find the download button. The resource uses a range of story books and lesson plans to introduce different families from reception to year 6
Carers Trust website: www.carers.org Carers UK: www.carersuk.org North Yorkshire website: find your local carers centre http://www.northyorks.gov.uk/article/23951/Local-carers-support-services http://professionals.carers.org/young-carers/articles/schools-resource-pack,6282,PR.html	Young Carers- a vulnerable group of pupils in every school. A range of websites with supporting information A resource pack to support lessons on this issue.
Supporting parents / carers	The family planning association has a parents/carers section to support them in talking to their children about a range of growing up, sex and relationship and keeping safe issues www.fpa.org.uk They also provide a range of leaflets aimed at young people (there is a cost for the leaflets)

	The PSHE association has a number of parent factsheets including one to support SRE www.pshe-association.org.uk
	A website to support parents in preventing sexual abuse www.parentsprotect.co.uk
Drugs, Alcohol and Tobacco Education	
Mentor – ADEPIS http://mentor-adepis.org/	Alcohol and Drug Education and Prevention Information Service Provides a range of guidance documents including quality standards for drug education, a toolkit for reviewing the schools drugs policy and they have just updated their evidence base on effective drug and alcohol eductaion
www.lionslifeskills.co.uk	Lions Lifeskills (previously Tacade) produce a range of resources: Key to alcohol and smoking, I am, I know , I can and more (all have a cost)
http://www.earlyinterventionresources.co.uk/item.php?id=3	Jed and Ted Explore Medicines, Alcohol, Smoking and Other Drugs - Whole Primary Pack (KS1-2). There is a cost

Using the characters of Jed, Ted and Amy and their different families, it explores substance use in the context of the children's age and experiences. Each year it provides between 3-5 lessons that build knowledge, skills, attitudes and positive health aspirations, as they grow with the characters. It includes everything you need to implement a full and effective drug education programme from household substances and medicines to alcohol and illegal drugs. Exploring why people use drugs and how to stay safe in a drug-using world. |
http://www.bntl.org/index.html	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 – including using story books to support the learning
http://www.drinkaware.co.uk/	Provides up to date information on drinking and some useful activities to explain units of alcohol
http://www.intuitionkit.com/	In:tuition is a free teaching resource for primary and secondary schools developed by alcohol education charity Drinkaware. It is life skill programme based on 12 lessons
www.smokefree.nhs.uk	A range of information on smoking and support for quitting
www.ash.org.uk	Information that young people can access about smoking
www.gasp.org.uk	Provide a range of smoking resources at a cost
www.comiccompany.co.uk	Resources to support smoking education at a cost
www.talktofrank.com	Provides up to date information on a range of legal and illegal drugs
https://www.hit.org.uk/	Provide a range of drug education lesson plans and sex and relationship lesson plans at a cost
Careers and Enterprise Education	
http://www.thecdi.net/write/CWRE_User_Gui	The ACEG framework for careers and work related education – a practical guide including Key stage 2

de.pdf	
http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/primary-education-resources	Equalities and human rights commission - Free downloadable lesson plans and multi media materials to help teachers provide careers advice that challenges stereotypes.

Economic Wellbeing – Personal Finance

Reference websites: https://www.moneyadviceservice.org.uk http://www.moneymatterstome.co.uk/ http://www.moneysavingexpert.com/ http://www.debtadvicefoundation.org/ http://www.adviceguide.org.uk/england.htm https://www.citizensadvice.org.uk/ http://www.thisismoney.co.uk/money/index.html http://www.dummies.com/how-to/personal-finance.html	
www.pfeg.org.uk	Personal Finance education group that has teaching resources to cover all aspects of the topic and produces resources to support money week each year
http://moneysense.natwest.com/schools/resources/	Nat West money sense free resources
http://www.barclaysmoneyskills.com/en/Information/Resource-centre/School-Children.aspx	Barlcays Bank money skills – free resources

Citizenship

http://www.teachingcitizenship.org.uk/	The Association of Teaching Citizenship has a range of supporting materials and links on their website
http://www.citizenshipfoundation.org.uk/lib_res_pdf/1271.pdf	You, Me and Us! Social and Moral Responsibility for Primary Schools, D Rowe and J Newton, available to download free from the Citizenship Foundation
http://www.parliament.uk/education	website provides lots of information which can be downloaded as factsheets as well as on-line games
http://www.royal.gov.uk/	Information about the role of the Queen
http://www.mockelections.co.uk/	website to support school's with organising mock elections
http://createmyuk.org/	web-based game that allows students to decide what decisions that would make if they were Prime Minister
www.europa.eu	interactive exercises and activities on the origin/functions of the EU (including film clips on the work of MEPs)
http://www.youngcommonwealth.org/ and www.thecommonwealth.org	Information about the Commonwealth
http://www.unicef.org.uk/	Unicef – human right issues
http://www.cafod.org.uk/	Cafod- human right issues
http://www.oxfam.org.uk/	Oxfam
http://www.amnesty.org.uk/content.asp?CategoryID=10679	Amnesty International education resources

www.teachingmigration.com and www.equalityhumanrights.com/equalrightsequalrespect	Useful website with activities to support teaching of migration and immigration to the UK
http://www.citizenshipfoundation.org.uk/main/resource.php?s100	Resource to support the Legal system
http://www.citizenshipfoundation.org.uk/lib_comp_pdf/1568.pdf	Citizenship Foundation have mock trial and magistrates trail with video clips and resources to enact a court case
http://www.foe.co.uk/learning/educators/shout_about_index.html	Friends of the Earth Shout campaign – how to make a difference in your community.
http://www.teachingcitizenship.org.uk/resource/social-action-toolkit	Association for Citizenship teaching has a range of tools to support like the social interaction toolkit
http://www3.hants.gov.uk/campaign-toolkit.pdf	Citizenship campaign toolkit - goes through the steps that need to be considered and provides the tools to enable pupils to campaign for change.
http://www.schoolcouncils.org/	School Council Uk website with a range of ideas and supporting materials to run an effective school council
Disability	
http://www.kidscape.org.uk/advice/advice-for-professionals/teaching-resources/ http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/primary-education-resources http://www.ambitiousaboutautism.org.uk/page/who_we_are/news/article/index.cfm?articleId=204 http://www.disabilityaction.org/services-and-projects/schools-and-youth-resource/	Teaching about disability resources
Prevent – radicalisation and extremism	
http://www.preventforschools.org/ Free	Prevent for schools resources including ACT Now Produced by Lancashire Constabulary, includes lesson plans and resources for primary and secondary schools

Appendix 5

Partners in School Agreement Form
Supporting the Personal, Social, Health, Citizenship and Economic Education (PSHEe/C)

A full version of the document can be accessed from the Health and Wellbeing room on Fronter

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 students 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.

School: **Lead contact person:** **Second contact person:** **Tel:** **Email:**

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)

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

Planning checklist

Aspects to be considered	Any agreed actions
Is it clear how the partner's contribution fits with the planned PSHEe/C 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 polices been discussed and if required access been given e.g behaviour, child protection, health and safety, substances and sex and relationships?	
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?	
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.	
Is it clear how the students 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.	
Appropriate monitoring and evaluation of the session has been discussed and agreed .	