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

Key Stages 1-2

Updated December 2018 – Incorporates the Dfe Relationships and Sex Education and Health Education learning outcomes (please note they will not be finalised until the spring term) when they will become statutory for all schools in September 2020

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

What is Personal, Social, Health Education (PSHE) and Citizenship?
PSHE education is a planned, developmental programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. 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 2017).

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.

Further Training and Networking Opportunities

Education and Skills service provide a range of training and networking opportunities to support schools deliver an effective and planned approach to PSHE and Citizenship and related issues. To access further information and to book all courses please go to North Yorkshire Education Services www.nyeducationservices.co.uk

We run central training and networks and also provide a range of bespoke training to individual / cluster of schools which include:

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

Further North Yorkshire resources and guidance:

Further guidance documents can be accessed from the cyps information site http://cyps.northyorks.gov.uk/health-wellbeing-phse

- NYCC PSHE and Citizenship Guidance for Schools Key Stage 1-2
- NYCC PSHE and Citizenship Guidance for Schools Key Stage 3-4
- NYCC Relationships and Sex Education Guidance for Schools
- NYCC Substance Misuse Guidance for Schools
- NYCC Guidance for North Yorkshire schools and other settings to implement a smoke free environment for pupils and staff
- NYCC Online Safety Guidance for Schools
- NYCC Lesbian, Gay, Bisexual and Trans Guidance for Professionals Who Work with Children and Young People
- Guidance to support schools deal with and report prejudice based incidents and hate crime in schools and settings is available at http://cyps.northyorks.gov.uk/equalities-and-diversity

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

Content of the guidance document	Page
Position of PSHE and Citizenship including statutory requirements and statutory requirements from 2020	3
Curriculum delivery models for PSHE and Citizenship	6
The relationship between PSHE and Citizenship and a whole school approach to pupil's health and wellbeing	7
The research base for effective PSHE and Citizenship programmes	7
The PSHE and Citizenship Entitlement Framework	9
Effective teaching and learning in PSHE and Citizenship lessons – including active teaching and learning techniques	16
Assessment of PSHE and Citizenship including the North Yorkshire PSHE and Citizenship ladder of progression and an example of assessment from a school	21
Resources to support the teaching of the PSHE and Citizenship Entitlement Framework - set out by year group to support some key aspects of the entitlement framework	26
Links to further key national supporting documents	46
Further supporting information for staff on specific topic areas	47
Appendix 1 – PSHE and Citizenship aspects of the Ofsted Framework September 2016	49
Appendix 2 - Partners in School Agreement Form to ensure visitors provide effective learning for pupils	55

Present position of PSHE and Citizenship in the national curriculum THIS will change in 2020 due to the statutory requirements the government are bringing in. Further information on this is in the next paragraph

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

The Government has announced that Relationships and Sex Education and Health Education will become statutory for all schools in September 2020. The draft Relationships Education, Relationships and Sex Education and Health Education guidance was out for consultation until the 7th November

2018. The draft guidance and information can be accessed at https://consult.education.gov.uk/pshe/relationships-education-rse-health-education/ . It is recommended that schools start to plan for these statutory requirements before September 2020.

Some aspects from the draft guidance include:
- **Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons.** Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.
- **All schools must have in place a written policy for Relationships Education and RSE**. Schools must consult parents in developing and reviewing their policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.
- In this guidance where **topics occur equally on and offline** they are accommodated in the core content under the most applicable theme with the assumption that **teachers will deliver them in a context that reflects that pupils will be negotiating issues and opportunities in these areas on and off line.** Where there are topics with exclusively online content or implications this is drawn out explicitly.
- Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with **special educational needs and disabilities** as they represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.
- Schools are free to determine how they address **Lesbian, Gay, Bisexual and Trans (LGBT)** specific content, but the Department recommends that it is integral throughout the programmes of study.
- **Parents have the right to request that their child be withdrawn** from some or all of sex education delivered as part of statutory RSE
- **Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas**. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Draft topic areas for primary schools – The present learning outcomes have been integrated into the PSHE entitlement framework on page 12	
Relationships Education • Families' and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe • Relationships Education will be compulsory in all primary schools but sex education will not be for primary schools but a primary school can determine whether they need to cover any additional content on sex education to meet the needs of their pupils	Health Education • Mental wellbeing • Internet safety and harms • Physical health and fitness • Healthy eating • Drugs, alcohol and tobacco • Health and prevention • Basic First Aid • Changing adolescent body (puberty)

PSHE Education as a means to fulfilling the statutory duties on schools including Safeguarding
The Education Act 2002 and the Academies Act 2010 sets out the following duties and whole school Ofsted inspections consider the extent to which a school provides such a curriculum:
- which is balanced and broadly based
- promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

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

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

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

The NYCC Safeguarding Audit for Schools, which will be updated in November 2018 references the contribution that PSHE makes to safeguarding. The document and other supporting documents can be accessed at: http://cyps.northyorks.gov.uk/safeguarding

How does PSHE education contribute to Ofsted inspections?
Appendix 1 sets out in further detail the PSHE and Citizenship aspects of the Ofsted Inspection Framework

PSHE education can make a significant contribution to whole-school judgments under the Ofsted Common Inspection Framework, particularly in the areas of safeguarding, personal development, behaviour and welfare, as well as leadership and management. It will be significantly easier for schools to adequately evidence that they are meeting inspection criteria in these areas if they have a planned, developmental PSHE and Citizenship programme in place. Ofsted inspection framework makes clear that 'the responsibilities placed on governing bodies, registered providers, proprietors and management committees include: 'making sure children and learners are taught how to keep themselves safe'.
Before making a final judgement on overall effectiveness, inspectors must also evaluate the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural (SMSC) development, with PSHE education playing a key role in this.

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

The governments present guidance on making RSE and Health Education statutory states, "effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to practice applying and embedding new knowledge so that it can be used skillfully and confidently in real life situations".

A number of other models can be used to supplement discrete lessons with dedicated curriculum time. These include:
- learning opportunities in other curriculum subjects (PSHE education provision integrated within other subjects but pupils being clear when they ae being taught PSHE knowledge, skills and attitudes/values)
- whole school and extended timetable activities that enhance the taught curriculum time
- cross-curricular projects
- one-to-one or small group support and guidance on specific areas of learning and development
- learning through involvement in the life of the school and wider community

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

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

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

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

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

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

The research base for effective PSHE and Citizenship programmes:

- **A taught programme that is part of whole school approach.** A whole school approach should ensure that the curriculum, school policies, pastoral support and school ethos complement each other to create an environment that positively promotes health and wellbeing.

- **Establishing and maintaining a safe and secure learning environment and a school ethos which promotes positive relationships** between peers, and between pupils and staff. PSHE and Citizenship lessons explore pupils' everyday lives and does include potentially sensitive and personal issues. It is crucial that staff establish and maintain a safe teaching and learning environment in the classroom through the following well identified successful methods:
    - Establishing ground rules with pupils so there is shared ownership of them (not imposing them on the pupils)
    - Using 'distancing techniques' e.g case studies so pupils are not been asked to talk about their experiences but talk about what is happening to the characters in the case study. This distancing creates an emotional space between pupils and the issue that is being explored. Pupils may be asked to reflect on their own personal attributes, attitudes and skills but this should be done in safe way and not by putting pupils 'on the spot'
    - Knowing how to deal with unexpected and spontaneous questions from pupils. Pupils will be encouraged to ask questions in PSHE so it is important that staff can handle all questions that may be asked or use methods like the 'question box'.

- **The taught programme is more successful when the learning outcomes are clear to the pupils** and a planned and sequenced set of activities are used to develop and practice the intended skills.

- **Well trained staff and if possible a specialised PSHE teaching team.** Staff who feel confident and comfortable teaching PSHE with access to on-going CPD. A PSHE / Citizenship subject leader who has parity to other subject leaders and equal time, status and resources to other subjects.

7

- **Interactive learning that focuses on skills and attributes developed through the context of subject knowledge.** One of the key aims of PSHE Education is to develop skills, strategies and attributes to enable pupils to make and then enact on a decision. '*Choices are made through a complex combination of previous experiences, knowledge and understanding, filtered through the individual's values, attitudes and beliefs.*' Therefore a didactic approach in which pupils passively listen or watch will not achieve this aim. Active learning strategies are required which enable pupils to practice a range of skills within the safety of the classroom on scenarios that are realistic to them. Research has found the following to be key aspects that require developing for every pupil:
  - Problem solving skills
  - Decision making skills
  - Resilience skills
  - Cognitive skills for resisting peer pressure / media influences
  - Increased self-control/ management and self esteem
  - Opportunities for self -reflection and self-assessment and supported by motivational strategies
  - Coping strategies for stress
  - Social and assertiveness skills
  - Healthy relationships skills

- **A development programme matched to the age, stage and maturity which start 'where pupils are'.** The spiral curriculum is especially important in PSHE and Citizenship and needs to ensure the taught planned programme is progressive with topics taught in a logical order taking into consideration the changing needs of young people as they grow older and develop. To ensure the programme is meeting the needs of the pupils staff must always assess the needs of pupils to understand their current understanding, culture and experiences. The bi-annual Growing up in North Yorkshire survey can provide a wealth of information to support the planning and reviewing of the curriculum to ensure it is meeting the needs of the pupils.

- **A social norms approach.** This evidence based approach uses the influence of peers on behaviour in a positive way. Young people over estimate the behaviours of other young people and this can lead them to engage in risky behaviours as they think that 'everyone else of my age is doing it'. e.g when asked how many year 10 pupils in North Yorkshire are regular smokers pupils will often respond 50-60% when the data from the Growing up in North Yorkshire survey (GuNY) 2017 showed it to be only 3%. '*A social norms approach provides pupils with accurate, realistic and relevant information that reinforces and actively promotes 'positive social norms'.* The data from the GuNY surveys provide schools with a wealth of data to implement this evidence based approach for teaching effective PSHE.

- **Avoiding the use of shock, fear or guilt.** Research has found that attempts to induce shock, fear or guilt are ineffective and for some young people could increase the likelihood of them engaging in the risky behaviour. For some young people the fear felt in the safe environment of a classroom can lead them to wanting to repeat that experience. For some they react by saying ' it won't happen to me'. Some pupils will be traumatised and if a pupil has some personal experience it may re-traumatise. This is not saying that PSHE and Citizenship lessons should not explore the full range of consequences of a behaviour or choice but the lessons should avoid just focusing on the extremes.

- **Assessing learning and evaluating provision.** This is not about assessing a pupils individual character or behaviour but rather, *'the extent to which they are progressing in their learning, their on going learning needs and the impact the programme is having on them and their peers'*
  - Evaluation is about the process- how effective where those activities? What will I change next time I teach this?
  - Assessment refers to activities that gauge an individual's learning and development and identify what still needs to be learned. Assessment in PSHE is essential as it: increases motivation and improves learning, provides feedback about pupil's progress and achievements, helps pupils reflect on and identify what they have learned and what they need to do to continue learning, it allows the leadership team to see the impact PSHE provision is having for pupils and for whole school outcomes.
  - See page 21 for further guidance on assessment in PSHE and Citizenship.

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

The PSHE 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.

The Entitlement Framework Key Stages 1-2 is structured into 5 themes:

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

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

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

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

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

Relationships and Sex Education	Online safety
Drugs, Alcohol and Tobacco and wider risk taking behaviours	Careers education and personal finance
Citizenship	Healthy Lifestyles (Physical and Emotional Wellbeing) Emotional health and wellbeing

School have and are using the entitlement framework in different ways – it is not suggesting that teachers take each individual learning outcome and teach it 'separately' but looking at common themes and concepts and linking them together.
For example a topic area of 'Keeping myself safe?' could include aspects of online safety, household products (including medicines) can be harmful, safety rules – road, water, fire, farm, school etc, difference between good and bad touch, who helps us keep safe and asking for help . This topic would focus on developing a range of skills but explored in different scenarios.

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 January 2017

Essential Skills and Attributes		
Personal Effectiveness	**Interpersonal and social effectiveness**	**Managing risk and decision making**
1.Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses) 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)	1.Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others' right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think') 4. Skills for employability, including - Active listening and communication (including assertiveness skills) - Team working - Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) - Leadership skills - Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships	1. Identification, assessment and management of positive and negative risk to self and others 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information) 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion) 4. Assessing the validity and reliability of information 5. Identify links between values and beliefs, decisions and actions 6. Making decisions

PSHE and Citizenship Entitlement Framework Lower Primary.

The aspects highlighted in yellow are new additions from the last update of this document. All learning outcomes are of equal importance but the changes have been made to ensure all learning outcomes from the draft Dfe RSE and Health Education guidance are incorporated (many outcomes were already present).

Year 1	Year 2	Year 3
Me and my relationships I know that there are different types of relationships including families, friends and others (this includes same sex families) and I respect those differences I know that family and friends should care for each other and families can give love, security and stability I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help I know the names for the main body parts (including external genitalia) and why it is important to keep them private I understand what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy both on and offline and between friends I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention I know what being a good friend means both on and offline and how they should make us feel happy and secure I can play and work cooperatively I can listen to other people and show them respect I can share appropriately I can recognise that my behaviour affects others both on and offline I know the difference between right and wrong, fair and unfair and kind and unkind both on and offline I can recognise there are different types of teasing both on and offline I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends) I know how to be nice to people both on and off line	*Me and my relationships* I know the characteristics of a healthy family life and the importance of caring for each other and spending time together I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help I know about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change I have an understanding of stereotypes and how these can have a negative impact (e.g gender, age) I understand the importance of valuing of one's own body and recognising its uniqueness I know the names for the main body parts (including external genitalia) and the similarities/differences between most boys and girls I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers) I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention I know the 'recipe' for being a good friend both on and offline and that trust is a core ingredient I know that there are different types of negative behaviours, bullying and teasing both on and offline I know that these behaviours are wrong and know how to deal with them including if I experience or witness it, I know how to get help I can listen to others and respect their viewpoints I can identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically)	*Me and my relationships* I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) both on and offline I understand that relationships both on and offline may change over time and how to ask for help if this make me unhappy 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 both on and offline and when to support a friend to tell a trusted adult I know how other families are similar or different to mine (this includes same sex) I understand that it is OK to be different to others I understand about growing and changing and new opportunities and Responsibilities both on and offline that increasing independence may bring I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g not violent I can describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if I am not the target of the behaviour I can still get help (this includes different types of bullying, how to recognise it, how to seek help and coping strategies) I can empathise with other people and understand how people can react differently to the same situation I can listen to and show respect for the views of others both on and offline I know the importance of valuing myself I can recognise and challenge stereotypes (including supporting trans children) 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, the reasons why people use them and the rules on safe use of medicines I know that some substances can help or harm the body including household substances like dishwasher tablets I recognise the need for safety rules –road, fire, water, rail, farm, school environment, playground, online and home and I can follow the rules I can name an adult in school who can help me and I know there are people and services who can help us including how to call 999 in an emergency I know I have a responsibility to keep myself and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets both on and offline I know the internet has many benefits but I know I need to balance my time spent on and offline I know that people you don't know are strangers and this applies online as well as off line I know that when people I don't know ask me for private information I don't share it online or in person I understand that some websites, games and social media sites have age restrictions and I know what to do if I see something I am unhappy with online	*Keeping myself safe* I use simple skills which will help to maintain my personal safety both on and offline I understand that all drugs can be harmful if not used properly I know simple rules about medicines and other substances used in the home, including solvents which can be harmful if not used properly I can recognise and say what is right and wrong both on and offline I understand that pressure to behave in an unsafe way can come from a range of people, including people I know and online I know how to ask for help when I need it and can name a range of people who can help me including how to call 999 in an emergency I know the difference between secrets and surprises both on and offline and understand what is not a good secret to keep I know the internet has many benefits but I know I need to balance my time spent on and offline and I adhere to the age rating of computer games I have an understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure I am safe online I know that people sometimes behave differently online, including friends or by pretending to be someone they are not	*Keeping myself safe* I can identify and explain how to manage risks in different situations including on and offline line I can make judgements and decisions and use basic techniques for resisting negative peer pressure both on and offline I can explain how my behaviour may have consequences for myself and others both on and offline I can demonstrate basic safety procedures when using medicines, sun protection, crossing roads, riding a bike, swimming etc I know school rules for health and safety, basic first-aid procedures and where to get help for myself and others in need including how to call 999 in an emergency I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of computer games I have a growing understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online

My healthy lifestyle
I know the importance of personal hygiene and I am able to wash my hands properly, regularly wash my body and clean my teeth twice a day
I understand what physical and mental health means and that all humans have it
I know how to keep my body healthy through being active, healthy eating, getting enough rest, dental health, sun protection and looking after my emotional wellbeing
I can recognise what I like and dislike, how to make real, informed choices that improves my physical and emotional health and to recognise that choices can have good and not so good consequences
I can talk about my emotions and recognise them in others
I know what makes me happy
I understand what being resilient means to me and I have strategies I can use
I know some of the reasons why change can feel uncomfortable and I know some of the ways of dealing with the feelings that sometimes arise from changes

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 set myself simple goals
I can identify positive things about myself and recognise and celebrate my strengths and say what I enjoy about school and things I do outside of school
I can describe the work that people do in my family, my school and where I live.
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

Becoming an active citizen
I can express a simple opinion, agreement and disagreement
I can respectfully ask questions and listen to the answers
I play a full part in the life of my classroom
I can agree and follow rules for my group and classroom
I understand the role of the school council and I am able to vote for the members and if chosen to be on the school council I can represent the views of others

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I have an understanding of what a healthy online friendship is and awareness of the risks associated with people they have never met

My healthy lifestyle
I know that a healthy lifestyle includes being physically active, rest , healthy eating, dental health, sun protection and emotional health and I can give examples of what I do on a daily and on a regular basis to keep myself healthy
I can make simple choices to improve my physical and emotional health
I know how diseases are spread and how they can be controlled and my responsibilities for my own and others health,
I am able to wash my hands properly
I can recognise and name a range of feelings and understand that we all experience emotions in relation to different experiences and situations
I have simple strategies to manage my feelings
I understand what being resilient means to me and I have strategies I can use
I know that even changes we want to happen can sometimes feel uncomfortable but I have identified ways I manage those feelings

Me and my future
I know that we can pay for things in a range of ways and that even when not using cash, money is being used
I understand that the choices we make can affect ourselves and others
I can explain the difference between needs and wants
I understand individuals and families have to find ways to balance wants and needs
I understand that it may not be possible to have everything you want, straight away, if at all

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 of stereotypes and that everyone does have the same choices and opportunities in learning, careers and work (genders, different ethnicities, different backgrounds, etc)
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

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 positively to the life of the class and the school
I understand the role of the school council, am able to vote for the members and have contributed an idea to the school council
I know that I belong to different groups and communities ie school, family
I know what improves and harms the environment and about some of the ways people look after them
I know some ways to look after my environment

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 both physically and emotionally on a daily and regular basis
I know the benefits of physical exercise and time outdoors
I know how to look after my mental wellbeing through some self-care techniques e.g relaxation, benefits of hobbies and interests etc
I can communicate my feelings to others, recognise how others show feelings and know to respond appropriately
I understand what being resilient means to me and I have strategies I can use
I can understand why other people are behaving as they are when they are finding change difficult

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 understand that money is a finite resource for individuals, institutions and the community
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 stereotypes
I am aware that the learning choices I make will affect my future options.
I can talk positively about what I like to do and what I would like to do in the future
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

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 understand the media can be biased
I can empathise with other people and situations through topical issues, problems and local and global events

PSHE and Citizenship Entitlement Framework Upper Primary

Year 4	Year 5	Year 6
Me and my relationships	*Me and my relationships*	*Me and my relationships*
I feel good about myself and my body and having an understanding of how the media presents 'body image'	I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation	I understand the physical and emotional changes I will go through at puberty
I understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body	I know the ways in which children grow and develop in puberty – physically and emotionally	I can look after my body and health as I go through puberty
I can recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people	I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this	I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this
I know that there are different kinds of families and partnerships (includes same sex) and I understand the importance of stable, loving and caring relationships	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 know about human reproduction including conception
I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out	I am aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and I have the skills to form and maintain a healthy relationship	I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers)
I can name people who look after me, my networks and who to go to	I can name people who look after me, my networks and who to go to	I understand that civil partnerships and marriages are examples of stable,loving relationships freely entered into by both people (include same sex relationships)
if I am worried about anything on or offline and how to attract their attention	if I am worried about anything on or offline and how to attract their attention	I know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships)
I can respond appropriately to other people's feelings	I know where individuals, families and groups can get help and support	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 all of which can happen both on and offline
I can recognise my worth as an individual and the worth of other people	I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g not violent	I can name people who look after me, my networks and who to go to
I understand a range of feelings and how these make me feel both emotionally and physically	I understand what boundaries are appropriate in friendships with peers and others both on and offline	if I am worried about anything on or offline and how to attract their attention
	I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline but if appropriate I feel able to confidentially challenge their view point	I can recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict
Keeping myself safe		I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities
I can describe what risk means to me both on and offline		I can recognise and challenge discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability)
I can take responsibility for my own behaviour and safety and realise that actions have consequences both on and offline	*Keeping myself safe*	I understand the nature, causes and consequences of hate crime which can happen both on and offline and I know I need to tell a trusted adult
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, rail, online, electricity and personal safety) and I know how to call 999 in an emergency	I can identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety, online safety and in the local environment(rail, farm, water and fire) and I know how to call 999 in an emergency	
I have some effective strategies to cope with peer influence and peer pressure both on and offline	I know which commonly available substances (alcohol, tobacco, e-cigarettes, medicines) and drugs are legal and illegal, and their effects and risks	*Keeping myself safe*
I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games	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 both on and offline and the media	I can take responsibility for my own safety and know about health and safety, basic emergency first aid procedures (including head injuries) and where to get help, including how to call 999 in an emergency
I know that not everything on the internet is true and know what to do if I access something that makes me unhappy or uncomfortable	I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games	I recognise the responsibility I have both on and offline due to increased independence and can keep myself and others safe
I understand the need to keep some information private in order to protect myself when communicating online and I can implement strategies to do this	I understand how some people use online technology to bully other people and I know how to seek help if this happens to me or a friend	I can respond to challenges including recognising, managing and assessing risks in different situations both on and offline and can manage them responsibly
I recognise how online communications (including from friends) may be used for manipulation or persuasion and I have ways of managing this.	I know how to present myself safely online and understand the potential risks of providing personal information online	I am able to make informed decisions relating to risk taking behaviours in relation to medicines, alcohol, tobacco, e-cigarettes, drugs and other substances including what is meant by the term, 'habit' and why habits can be hard to change
I know how to recognise and display respectful behaviour online	I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others	I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources both on and offline, including people I know and the media
	I understand that the person that I think I am communicating with on-line may not be who they say they are.	I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games
My healthy lifestyle	I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request	I can select appropriate tools to collaborate and communicate confidently and safely with others, including friends I know in real life
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, online and have started to develop ways of counteracting the negative factors	I recognise that not all information on the internet is accurate or unbiased (advertising) and I have strategies for identifying the origin of a website	I am able to recognise risks, harmful content and contact and now how to
I understand what is meant by a healthy diet (including understanding calories, and nutritional content)		
I can make informed choices about healthy eating and exercising	*My healthy lifestyle*	
I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage	I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors (positive and negative) that affect mental health,	
I understand a range of feelings and how these make me feel both emotionally and physically		
I have a range of strategies for managing and controlling strong feelings and emotions		

I can respond appropriately to other people's feelings
I can recognise my worth as an individual and the worth of other people
I understand what being resilient means to me and I have strategies I can use
I can identify positive things about myself, recognise some of my mistakes and learn from them
I can make some changes quickly and easily but also understand that some changes are hard and can take a long time

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 am aware that the learning choices I make will affect my future options.
I can identify my strengths, areas for improvement and set high aspirations and goals
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

Becoming an active citizen
I can acknowledge that others have different points of view both on and offline
I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school
I can recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers
I can begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism
I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices and viewpoints
I understand how my choices may impact on the environment
I can describe the values of the school and know why they are important
I can describe the 'British Values' and give examples of what they mean in school and in society
I can demonstrate respect and tolerance both on and offline towards people different from my themselves

including having a positive self-image.
I understand the importance of good oral hygiene, including regular visits to the dentist
I know where individuals, families and groups can get help and support both on and offline
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
I can resolve differences, looking at alternatives, making decisions and explaining choices
I know some of the ways of dealing with the feelings that sometimes arise from changes

Me and My future
I am able to make considered decisions about saving, spending and giving
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 know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and I am aware of some of the rights and responsibilities when it comes to treating people fairly
I know and understand how I can develop skills to make a contribution in the future
I am starting to consider what I like , what I am good at and what I enjoy doing and can talk positively about my strengths
I know the importance of making a good impression when going through a selection process and I can demonstrate some of the skills required to do this
I know that there are a range of earnings for different jobs
I understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc)
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

Becoming an active citizen
I know what democracy is and how a democratic government works
I have taken part in democratic events in school (eg: voting for school council, mock election)
I understand the consequences of breaking the law and how the criminal justice system works in the UK
I know how to access local and national support groups both on and offline
I know that circumstances in other countries and cultures may be different from our own
I understand why some people have chosen to leave their country and migrate to the UK
I understand the difference between economic migrant, asylum seeker and refugee
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 (eg: public enquiries, planning decisions for new roads/housing, etc)
I understand that choices we make as individuals, a community and a nation impact internationally

report them
I am aware of online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health so I understand the need to use respectful language and know the legal consequences for sending offensive online communications
I understand how the media (advertising and internet) may influence my opinions and choices
I have an understanding of how my information and data is shared and used online
I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request
I am a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)

My healthy lifestyle
I can manage my time to include regular exercise and self-care techniques to look after my mental and physical health such as relaxation
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, good quality sleep and nutrition needs
I understand the risks associated with an inactive lifestyle, poor diet, unhealthy eating and other behaviours on my physical and mental wellbeing
I understand early signs of physical illness, such as weight loss, or unexplained changes to the body
I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions
I have an understanding of mental ill health and how important it is for people to get early help to support them
I understand that the media can have a positive and negative effect on mental health, e.g.body image
I understand what being resilient means to me and I have strategies I can use
I know how change can impact with our feelings of belonging

Me and My future
I know that people buy things online and have online bank accounts and passwords to keep money safe
I can describe how people's careers are different and how they develop in different ways and I am aware that people feel differently about the different types of work they do
I can reflect on what I have learnt about careers, employability and enterprise activities and experiences and how the learning relates to my choices
I can describe a range of local businesses and how they are run and the products and / or services they provide
I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act
I know how to keep myself safe when working and what the law says to protect workers
I can recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be enterprising
I understand that money we earn also supports the community
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 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 and understand about media bias I can express my views confidently and listen to and show respect for the views of others I can talk and write about my opinions confidently and listen to and show respect for the opinions of others I can resolve differences, looking at alternatives, making decisions and explaining choices	*Becoming an active citizen* I understand how democracy works in the UK at a local, regional and national scale I understand that there are other forms of government that are not democratic and can give some examples of these I understand what being part of a community means and I can take part more fully in school and community activities I understand the mental health benefits of community participation and volunteering I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment 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 and the benefits of being a multi-cultural nation I am aware of how the media present information and that the media can be both a positive and negative influence I can critique how the media present information I can discuss controversial issues in a sensitive manner, such as terrorism, migration and racism.

PSHE and Citizenship entitlement framework for Key stage 3-4 can be accessed at http://cyps.northyorks.gov.uk/health-wellbeing-phse if you would like to be aware of the suggested learning outcomes for the next key stage

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

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

Safe and secure learning environment
The learning environment needs to encourage pupils to express views and opinions, whilst respecting the views of others. Clear ground rules/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. Ground rules should stipulate that personal questions should not be asked of staff or pupils. Pupils should be encouraged to avoid giving personal anecdotes or examples. Case studies and distancing techniques are useful way to achieve this. Teachers should take care not to make personal

disclosures or illustrate the lesson with examples from their own experiences. Ground rules/working agreement should be negotiated with learners and not imposed on them. Staff should be aware of the school policy on confidentiality and make pupils aware of their duty to report any information that indicated that a pupil may be at risk of harm or danger.

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

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. Role play should always take place in small groups and learners should never be forced into situations they are uncomfortable with. It is important to 'de-role' learners by engaging them in conversation about the present. It is also advisable for pupils not to take on the role of the 'persuader'. The scenario could be presented to them for them to work through e.g a friend is offering you a cigarette what could you do?
Case studies (visual and or written)	These can be used to help learners understand the effects and impact of a situation. Books for pupils or soap operas for older pupils often provide a useful platform for the exploration of issues such as relationships, drinking etc 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. In supporting quality reflective discussion, a number of procedural questions prove to be useful for example, • what reasons do you have? • how does that compare with what X was saying? • could there be a different point of view? • why do you think people behave like that?

	• what are the consequence of A compared with B?
	• what / how could there be a different outcome?
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.
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.
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	
Attitude continuum	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. Some good warm up statements could be – 'dogs are better than cats' or 'summer is better than winter'. This supports the learners get use to what is being asked of them and that there isn't a 'right or wrong' answer.
Timeline	A line is drawn across the room (washing line is useful for this). Each end of the line represents the start and finish points eg the start of a new relationship so 'meet somewhere for the first time' to 'live together'. Learners are asked to note down what they think should happen in between and when they think it should happen. This opens up the discussion about the development and expectations of a healthy relationship and also the timeframe.
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 /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.
Question boxes	Learners write down anonymous 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.
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.

Developing Literacy through PSHE and Citizenship

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

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

Developing Numeracy through PSHE and Citizenship

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

Developing ICT through PSHE and Citizenship

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

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

Assessing learning in PSHE and Citizenship

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

The 2013 Ofsted Report *'PSHE Not Yet Good Enough'* reported that:

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

The report recommends that schools should:
- Implement systems to effectively track pupils' progress in PSHE education
- Raise teachers expectations of the quality of pupils work in PSHE to ensure it is commensurate with expectations of pupils work in other subjects

The [2013 Ofsted Report 'Citizenship consolidated'](#) reported that:
- Teacher's use of assessment in lessons was the weakest aspect of teaching
- In primary schools little attention was paid to formal assessment procedures or reporting on pupils' learning and progress in Citizenship(the specific citizenship knowledge, understanding or skills)
- In secondary schools, assessment procedures were insecure and remains a key weakness due to:
  - Teaching of citizenship did not always make formal assessments against citizenship objectives
  - Poor quality of marking and limited range of assessments which were often of minimal value in identifying students' next steps

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

Assessment in PSHE and Citizenship should therefore consider:
- Baseline assessment to determine learners starting points (data from the Growing Up In North Yorkshire Survey is a useful starting point). It is very important for PSHE and Citizenship to establish:
  - What children already know and understand?
  - What they have misunderstood?
  - What gaps they have in their knowledge
  - What preconceptions/prejudices may have to be challenged
- The PSHE association argue that the model of assessment that is most meaningful for PSHE is 'ipsative assessment' when a pupil compares their own results against their previous results in a similar way to an athlete measuring todays performance against their own previous performance.
- Assessment for Learning (formative assessment) - regular assessment of pupils' progress against the intended learning outcomes is important to ensure that learners are making expected progress and to inform planning for subsequent lessons and units of work.
- Providing effective and regular feedback to pupils
- There are three recognised models of assessment: pupil self-assessment, peer/group assessment and teacher assessment. Pupil self-assessment is about learners being able to assess their current knowledge and identify the next steps in their learning, setting their own targets and monitoring their own progress. Peer assessment is about learners providing feedback to each other; assessing other pupils' work can help learners to clarify their own ideas and understanding of both the learning objectives and assessment criteria. Teacher assessment is about teacher observations and reviews of written work and pupils' contributions to discussions and end-of unit tasks.
- Assessment of Learning (summative assessment) - the North Yorkshire progression ladder for PSHE and Citizenship may be used to assess, record and report learners progress.

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

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

		How could the person use the information / skills they have learnt to do something different? How could they resist doing….? How is ……related to….? If appropriate for the topic area: Why do you think…? What evidence can you find to support this?
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, problem solving	What works / worked well? What could the person have changes and / or what would you have changed? Is a risk worth taking? How could the situation be made better? Do you agree with the actions… with the outcomes? What could be an effective strategy to use in this situation and why? What is your opinion of….? What information would you use to support these views?
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	How would you / the character prove / disprove? What / which is the most important and why? Why did they choose? … How would another person do it differently? What changes could be made to solve….? To have a different outcome? How could a person resolve this situation?
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	Can you think of another way? Can you predict what might happen? What do you think it is going to be and why? How could the person adapt…to create a different outcome? How could we pull all your ideas together?

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

Learning out comes for each unit	Working below	Working towards	Working at	Working beyond
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, attitudes to different groups, 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	Pupils can begin to recognise why it is important to look after their health and some ways of doing this Pupils can with help, make some decisions about their own health Pupils can describe the physical and emotionally changes that bodies go through Pupils can list some ways that they do keep healthy Pupils can name some feelings	Pupils can describe the characteristics of being physically and emotionally healthy. Pupils demonstrate increased independence in making decisions about their own health. Pupils with help, can access sources of information about their health. Pupils know what emotional health is and how it impacts on a person's health and wellbeing .	Pupils can explain the characteristics of being physically and emotionally health. They can negotiate with others to make decisions about their own health, recognising what is healthy and unhealthy in different situations. Pupils know where to find sources of information about their health. Pupils can consider how different situations may affect their emotional health and have started to consider ways of minimising the impact on their wellbeing	Pupils can explain fully what is meant by a healthy lifestyle and the factors that contributes to physical and mental well being. Pupils can assess independently information, advice and guidance about a range of health related issues and use this to make informed choices about their own health. Pupils can compare and contrast situations and can assess and manage the different levels of risk safely and have strategies in pace to minimise the risks.

Resources to support the teaching of the Entitlement Framework

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

Overall aspects	Teaching and learning	Content	Curriculum Aspects
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 and Citizenship 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?

Resources to support the teaching of the PSHE and Citizenship entitlement framework up-dated December 2018
All web links were correct at time of release

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

Primary School Resources
General sources of support and information or whole school schemes of work for PSHE   Mentally healthy schools provides a wealth of information and teaching and learning resources to support teaching about emotional health and wellbeing - https://www.mentallyhealthyschools.org.uk/   Wiltshire Healthy Schools Programme has a calendar of National health and wellbeing days/ weeks / events throughout the year which can help with planning activities within school http://www.wiltshirehealthyschools.org/resources/health-events-calendar/   The PSHE association provides a range of information on all PSHE issues and they have a quality assurance process for PSHE resources. For information on further resources that have been quality assured (there may be a cost for some of the resources) please access *https://pshe-co.ccuptest.co.uk/curriculum-and-resources/search-for-resources?field_resource_source_tid[]=58* . The PSHE association have an increasing number of teaching and learning resources as well as a range of planning tools.   The Association for Citizenship also provides further support for schools in teaching this aspect of the curriculum http://www.teachingcitizenship.org.uk/   Personal Finance Education Group provide a wealth of support for schools to enable them to teach effective financial education and they support ' My Money Week' which is usually around the middle of June. They also have a quality assurance process for financial education resources. https://www.pfeg.org/   Careers Guidance- The Career Development Institute have produced a Framework for careers, employability and enterprise education and an auditing tool for key stage two along with a range of other supporting resources.   The Sex Education Forum list of Sex and Relationship curriculum resources for work with primary aged children http://www.sexeducationforum.org.uk/media/4465/resource_list_primary_-_in_new_template.pdf   Lesbian, Gay, Bisexual and Trans guidance for professionals who work children and young people in North Yorkshire lists a range teaching and learning

resources to discuss sexuality and gender from Early Years upwards
http://cyps.northyorks.gov.uk/health-wellbeing-phse

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

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

Early Years

Online Safety Resources
Teaching and learning resource around online safety 'Smartie the penguin' - pupils consider a range of risks when online and how to get help
http://www.childnet.com/resources/smartie-the-penguin

Child Focus 'E-safety' - https://www.youtube.com/watch?v=d5kW4pI_VQw (a short cartoon film about playing games safely)

Education for a connected world has suggested learning outcomes for Early years upwards in relation to online safety
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF

London Grid for Learning has a list of books that can be used to explore online safety http://safeblog.lgfl.net/2017/10/online-safety-books-for-staff-and-pupils/
Kent online safety blog has book titles and some suggested activities https://kentesafety.wordpress.com/2015/06/05/online-safety-storybooks/

5th of February 2019 is Safer internet day. There is a range of supporting resources along with resources from previous internet safety days.
https://www.saferinternetday.org/

Me and my relationships
The NSPCC - PANTS campaign focusing on the message ' what's in our pants is private'   there is a short film called 'pantosaurus' to help children understand the PANTS message along with further information for teachers and parents.
https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/?utm_source=google&utm_medium=ppc&utm_campaign=2016+pants&gclid=CMHjnuCLss4CFRLJGQodx9cFzg&gclsrc=ds

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

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

The Expect Respect Educational Toolkit, to support schools teach about domestic violence in an age appropriate way. The lesson for reception children focuses on - Looking at and challenging gender expectations using toys
https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/

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

Out for our children have developed a teaching and learning activity book which uses a range of stories to introduce pupils to a range of different families.
http://www.outforourchildren.org.uk/resources/
Education and Celebrate has a range of story books, resources and lesson plans to support teaching about different families
http://www.educateandcelebrate.org/resources/

Road Safety
Walk-Wise provides Early Years Practitioners with an effective way to teach young children about road safety. The resources have been developed on behalf of NYCC. They are free for EY settings in Harrogate, Selby and Scarborough but available to purchase in other areas contact
julie.edwards@edrivingsolutions.com

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

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

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

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

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

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

Year 1

Me and My Relationships
NSPCC – Pants Campaign focusing on the message, ' what's in your pants is private' – a lesson plan and all supporting resources including a powerpoint to enable a class to discuss the importance of keeping what's in your pants private. There is also further guidance for parents and a specific leaflet for children

28

with SEND and for parents with autistic children and a film for deaf children. They also suggest further story books that could also be used to discuss these issues with young children
https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/
This could be supported by the short film called ' pantosaurus' to help children understand the PANTS message https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/?utm_source=google&utm_medium=ppc&utm_campaign=2016+pants&gclid=CMHjnuCLss4CFRLJGQodx9cFzg&gclsrc=ds

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

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

The Expect Respect Educational Toolkit, to support schools teach about domestic violence in an age appropriate way – The lesson for year 1 is 'Friends, secrets and people who can help us'
 https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/

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

PSHE association is hosting a range of supporting resources to ensure schools are being LGBT inclusive and challenge homophobic, transphobic and biphobic language and bullying https://www.pshe-association.org.uk/content/government-equalities-office-anti-homophobic

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

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

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

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

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

5th of February 2019 is Safer internet day. There is a range of supporting resources along with resources from previous internet safety days. https://www.saferinternetday.org/

Teaching and learning resource around online safety 'Smartie the penguin' - pupils consider a range of risks when online and how to get help http://www.childnet.com/resources/smartie-the-penguin

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Kent online safety blog has book titles and some suggested activities https://kentesafety.wordpress.com/2015/06/05/online-safety-storybooks/

5th of February 2019 is Safer internet day with the theme 'Create, connect and share respect: A better internet starts with you' There is a range of supporting resources along with resources from previous internet safety days. https://www.saferinternetday.org/

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

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

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

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

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

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

My healthy Lifestyle (emotional and physical wellbeing)

Mentally healthy schools provides a wealth of information and teaching and learning resources to support teaching about emotional health and wellbeing - https://www.mentallyhealthyschools.org.uk/

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

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

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

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

Active Citizen
Global Dimension brings together resources, case studies and background information to help teachers and other educators bring a global dimension to their work https://globaldimension.org.uk/

Year 2

Me and My Relationships

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

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The Expect Respect Educational Toolkit, to support schools teach about domestic violence in an age appropriate way – The year 2 lesson focuses on, 'Gender, careers and assumptions'
https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/

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

Pop and Olly has a range of resources to support teaching about LGBT aspects within the curriculum from a young age https://www.popnolly.com/

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

Becoming an active Citizen
Something Else by Kathryn Cave
This is a very simple story, about a small creature who does his best to join in with the others. But he's different. No matter how he tries, he just doesn't belong.
Good for teaching about tolerance and diversity. £6.99 https://www.penguin.co.uk/ladybird/books/39604/something-else/

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

The stories of children from Ethiopia, Brazil, Russia, and India, allow discussion of themes such as 'myself', 'helping out', and 'caring and sharing'. 10 free downloadable lessons and resources from Oxfam for KS1.
http://www.oxfam.org.uk/education/resources/your-world-my-world

House of Parliament teaching and learning resources https://www.parliament.uk/education/teaching-resources-lesson-plans/

Global Dimension brings together resources, case studies and background information to help teachers and other educators bring a global dimension to their work https://globaldimension.org.uk/

Year 3

My and my relationships

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

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

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

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

PSHE association is hosting a range of supporting resources to ensure schools are being LGBT inclusive and challenge homophobic, transphobic and biphobic language and bullying https://www.pshe-association.org.uk/content/government-equalities-office-anti-homophobic

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

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

NUT work on gender stereotypes – a good research paper and a supporting booklet which has suggested story books and lesson ideas that can be used to

challenge gender stereotypes https://www.teachers.org.uk/equality/equality-matters/breaking-mould

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

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

Keeping myself Safe

Online safety from Thinkuknow – an adult needs to log in to access the teaching resources – there is a wide number available. pupils can follow the online
safety advice from the cybercafe https://www.thinkuknow.co.uk/8_10/
There are lesson plans and all supporting resources in the teachers section of the website https://www.thinkuknow.co.uk/

Education for a connected world has suggested learning outcomes for primary schools in relation to online safety
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF

5th of February 2019 is Safer internet day. There is a range of supporting resources along with resources from previous internet safety days.
https://www.saferinternetday.org/

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

Road safety - Roadwise have developed a range of teaching resources to support curriculum delivery from Foundation up to key stage 4
http://www.roadwise.co.uk/schools/teachers-resources/
Road Safety - 'Think' provide 25 lessons to support all Early Years and all key stages teach about road safety http://think.direct.gov.uk/resource-centre/

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

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

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

My healthy lifestyle (emotional and physical wellbeing)
Mentally healthy schools provides a wealth of information and teaching and learning resources to support teaching about emotional health and wellbeing -

https://www.mentallyhealthyschools.org.uk/

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

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

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

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

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

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

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

Active Citizen
Global Dimension brings together resources, case studies and background information to help teachers and other educators bring a global dimension to their work https://globaldimension.org.uk/

House of Parliament teaching and learning resources https://www.parliament.uk/education/teaching-resources-lesson-plans/

Year 4

Me and my relationships
NSPCC making sense of relationships lesson plans for key stage 2-4 https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships/

The Expect Respect Educational Toolkit, to support schools teach about domestic violence in an age appropriate way, the lesson for year 4 pupils is -
'Examining violence, excuses and responsibility'
https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/

PSHE association is hosting a range of supporting resources to ensure schools are being LGBT inclusive and challenge homophobic, transphobic and biphobic language and bullying https://www.pshe-association.org.uk/content/government-equalities-office-anti-homophobic

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

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

Pop and Olly – Teaching pupils about what 'LGBT' means and two cartoon stories about a gay couple and one about a Trans child
 http://popnolly.com/learn/4592172834

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

Keeping myself safe
Online safety from Thinkuknow – an adult needs to log in to access the teaching resources – there is a wide number available. pupils can follow the online safety advice from the cybercafe https://www.thinkuknow.co.uk/8_10/
There are lesson plans and all supporting resources in the teachers section of the website https://www.thinkuknow.co.uk/

Education for a connected world has suggested learning outcomes for primary schools in relation to online safety
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Pupils learn the SMART rules about how to keep safe when online with a team of cartoon characters
http://www.kidsmart.org.uk/teachers/

5th of February 2019 is Safer internet day. There is a range of supporting resources along with resources from previous internet safety days.
https://www.saferinternetday.org/

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

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

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

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

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

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

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

My healthy lifestyle (emotional and physical wellbeing)
Mentally healthy schools provides a wealth of information and teaching and learning resources to support teaching about emotional health and wellbeing -
https://www.mentallyhealthyschools.org.uk/

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

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

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

Food a Fact for Life – has a range of teaching resources by the different age groups focused on a healthy lifestyle
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Oral health care with resources that cover a range of ages http://www.colgate.com/en/us/oc/bright-smiles-bright-futures/program-materials/for-teachers
Manchester Health and Wellbeing team have developed a number of lessons and supporting powerpoints to support teaching about teeth and good oral health
care http://goodhealth-manchester.nhs.uk/oralHealth/oralHealthResourcePackKS2.html

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

Becoming an active citizen
Show Racism the Red Card - the campaign that uses top footballers to educate against racism.
There are lots of ideas on how to fight racism and homophobia, including holding events with football clubs all over the country, to running competitions for schools, to producing a whole range of educational resources.
http://www.srtrc.org/educational/teachers-area/home

Education Pack aimed at tackling racism towards Gypsy, Roma and Travellers.
http://www.srtrc.org/uploaded/out%20of%20site%20PRINT%20rev2.pdf

House of Parliament teaching and learning resources https://www.parliament.uk/education/teaching-resources-lesson-plans/

Global Dimension brings together resources, case studies and background information to help teachers and other educators bring a global dimension to their work https://globaldimension.org.uk/

Links to a range of resources exploring the 4 fundamental 'British Values'
https://www.victvs.co.uk/british-values/

Year 5

Me and my relationships
Growing up (puberty) - Busy bodies is an online resource to support teaching pupils about puberty. There are five short cartoons that introduce the topic of puberty, how boys develop, how girls develop, how babies are made and a summary cartoon about the importance of them looking after their physical and emotional health. There is a teaching pack and a young person's/ parent information pack which can be downloaded. *Please note this is an Irish resource and refers to the age of consent being 17 in the Uk the correct age is 16.* http://www.healthpromotion.ie/health/inner/busy_bodies
Free samples of pads and tampons to support the puberty lesson can be obtained for free from
http://www.always-info.co.uk/schools/supporting-online-materials.aspx they also have a range of lesson plans and supporting information.

NSPCC making sense of relationships lesson plans for key stage 2-4 https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships/

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

PSHE association is hosting a range of supporting resources to ensure schools are being LGBT inclusive and challenge homophobic, transphobic and biphobic language and bullying https://www.pshe-association.org.uk/content/government-equalities-office-anti-homophobic

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

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

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

Pop and Olly – Teaching pupils about what 'LGBT' means and two cartoon stories about a gay couple and one about a Trans child
http://popnolly.com/learn/4592172834

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

The Alzheimer's Society have created some teaching and learning resources to enable children to learn about Alzheimer's and to support everyone to Create a dementia friendly generation https://www.alzheimers.org.uk/info/20117/creating_a_dementia-friendly_generation

Keeping myself safe
NSPCC lesson plans, powerpoint and all supporting resources to teach children about staying safe online using two short cartoons called ' I saw your willy' which focuses on how sending ' fun' pictures can have consequences and 'Lucy and her panda pants' introduces the concept that not everyone on the internet is who they say they are.
https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/

Online safety from Thinkuknow – an adult needs to log in to access the teaching resources – there is a wide number available. pupils can follow the online safety advice from the cybercafe https://www.thinkuknow.co.uk/8_10/
There are lesson plans and all supporting resources in the teachers section of the website https://www.thinkuknow.co.uk/
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Drinkaware provide a range of supporting lesson plans, powerpoints and all supporting resources including short films covering: introducing alcohol, understanding risks and harms, handling peer pressure and alcohol and emotional health
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Mentor Adepis have developed a series of lesson plans aim to provide a specific but flexible pathway to enable children to consider ways to develop resilience, reducing risk-taking and considering safer options focused on substances (alcohol, smoking and drugs) for key stage 2 pupils http://mentor-adepis.org/lesson-plans/

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

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

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

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

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

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

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

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

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

Becoming an active Citizen

House of Parliament teaching and learning resources https://www.parliament.uk/education/teaching-resources-lesson-plans/

Educate against Hate. Teaching resources to support lessons on hate crime, Prevent, British Values etc
https://educateagainsthate.com/teachers/?filter=classroom-resources

Message in a book: People forced to flee
In 2015 over 65 million people were forced to leave their homes, fleeing terrifying conflict and violence.
Use this creative resource to stimulate debate and develop learners' knowledge of the crisis. Learners are given the opportunity to write powerful letters in solidarity with refugees and organise a book collection to raise vital funds for Oxfam's work. Free download.
http://www.oxfam.org.uk/education/resources/refugee-message-in-a-book

Syria: A Children's Crisis?
Learn about the crisis in Syria, and think critically about who is affected. Oxfam lesson plans and resources. Video clip.
http://www.oxfam.org.uk/education/resources/syria

Action Aid KS2 teaching resources on refugees and asylum seekers, including the refugee Rio Olympic team.
https://www.actionaid.org.uk/school-resources/search/s/key_stage/0-2358/topic/0-3091/subject/0-2377--1-2376

The Great Escape. Downloadable board game from Amnesty International, focusing on the plight of refugees and asylum seekers.
https://www.amnesty.org.uk/resources/activity-great-escape#.V7cNW7d0xMs

Global Dimension brings together resources, case studies and background information to help teachers and other educators bring a global dimension to their work https://globaldimension.org.uk/
Where Do We Get Our Ideas From? Resource from Show Racism the Red Card on headlines & facts behind the headlines : The Media and The Media and Minority Groups
http://theredcard.org/noplaceforhate

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

Run a mock election Whiteboard resource and downloadable resources.
http://www.parliament.uk/education/teaching-resources-lesson-plans/going-to-the-polls-class-election/

Year 6

Me and my relationships

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

Free samples of pads and tampons to support a lesson on puberty can be obtained for free from http://www.always-info.co.uk/schools/supporting-online-materials.aspx they also have a range of lesson plans and supporting information.

'Betty' PSHE Association accredited digital lessons which aim to prepare young people for the onset of menstruation and help young people to manage their bodies and emotions once their periods have started. A mix of film, animation, interactive activities and supporting print materials https://bettyforschools.co.uk/resources

NSPCC making sense of relationships lesson plans for key stage 2 https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships/

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

The Expect Respect Educational Toolkit, to support schools teach about domestic violence in an age appropriate way. The lesson for year 6 pupils is the –
'Court Room Game'
https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/

PSHE association is hosting a range of supporting resources to ensure schools are being LGBT inclusive and challenge homophobic, transphobic and biphobic language and bullying https://www.pshe-association.org.uk/content/government-equalities-office-anti-homophobic

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

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

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

can be accessed for free at http://www.stonewallprimary.org.uk/ along with a teaching pack to support the films
https://www.stonewall.org.uk/sites/default/files/free_film_-_activity_pack.pdf

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

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

Online safety from Thinkuknow – an adult needs to log in to access the teaching resources – there is a wide number available. pupils can follow the online safety advice from the advice pages https://www.thinkuknow.co.uk/11_13/.
They have also produced some films:
- Jigsaw which covers the importance of keeping your information private online and the possible consequences of they don't https://www.youtube.com/watch?v=_o8auwnJtqE
There are lesson plans and all supporting resources in the teachers section of the website https://www.thinkuknow.co.uk/
Trust me: Childnet has created a resource which is designed to support teachers in exploring critical thinking online.
The 'Trust Me' resource has been created with teachers in mind after hearing from schools that they wanted a resource which would start the conversations around extremism and extreme online content.
The main aim of this resource is to educate young people around inaccurate and pervasive information that they might come across online. This resource is by no means a solution to the issues that are facing young people online but is intended to stimulate and facilitate discussions around online risk. Primary and secondary pack available. http://www.childnet.com/resources/trust-me

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

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

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

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

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Becoming an active citizen
House of Parliament teaching and learning resources https://www.parliament.uk/education/teaching-resources-lesson-plans/

The Crown Prosecution Service has developed free teaching packs on hate crime. One each on: Disability hate crime - Race and religious hate crime - Sexual Orientation and Transgender.
http://www.report-it.org.uk/education_support

Educate against Hate. Teaching resources to support lessons on hate crime, Prevent, British Values etc
https://educateagainsthate.com/teachers/?filter=classroom-resources

Syria: A Children's Crisis?
Learn about the crisis in Syria, and think critically about who is affected. Oxfam lesson plans and resources. Video clip.
http://www.oxfam.org.uk/education/resources/syria

Action Aid KS2 teaching resources on refugees and asylum seekers, including the refugee Rio Olympic team.
https://www.actionaid.org.uk/school-resources/search/s/key_stage/0-2358/topic/0-3091/subject/0-2377--1-2376

The Great Escape. Downloadable board game from Amnesty International, focusing on the plight of refugees and asylum seekers.
https://www.amnesty.org.uk/resources/activity-great-escape#.V7cNW7d0xMs

Global Dimension brings together resources, case studies and background information to help teachers and other educators bring a global dimension to their work https://globaldimension.org.uk/

Key Documents and websites: (All websites were correct at time of printing September 2018)
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

2013 Ofsted report on PSHE 'PSHE Not Yet Good Enough'
http://www.ofsted.gov.uk/resources/not-yet-good-enough-personal-social-health-and-economic-education-schools

2013 Ofsted report on Citizenship, 'Citizenship consolidated?'
http://www.ofsted.gov.uk/resources/citizenship-consolidated-survey-of-citizenship-schools-between-2009-and-2012

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

March 2016 DfE Protecting children from radicalisation: the prevent duty
https://www.gov.uk/government/publications/prevent-duty-guidance

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

Association for Citizenship
www.teachingcitizenship.org.uk/

Further supporting information for adults who teach the PSHE and Citizenship Curriculum
These web links provide further information about a range of subjects that could be taught in a well-planned PSHE and Citizenship curriculum. Some are free online e-learning packages and some are for further information and advice to ensure pupils are being given the correct information. All links were correct at time of going to release (September 2018) and there are other organisations providing information available.

Emotional Health and Wellbeing
The PSHE associations guide to teaching about mental health and supporting lesson plans
https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and
Young Minds provide a range of supporting information on emotional health and wellbeing – including academic resilience
http://www.youngminds.org.uk/
http://www.youngminds.org.uk/training_services/academic_resilience
Boing Boing also provide information about academic resilience http://www.boingboing.org.uk/
Mind Ed have a range of free e-learning training modules to support adults who work with children and young people (this includes some modules examining online safety) https://www.minded.org.uk/

Physical wellbeing Change for life https://campaignresources.phe.gov.uk/schools
Relationships and Sex Education Sex Education Forum has range of supporting information http://www.sexeducationforum.org.uk/ Family Planning Association has a good section for parents and carers about the type of question children and young people ask by age group which is useful information for an adult teaching this topic http://www.fpa.org.uk/help-and-advice/advice-for-parents-carers NSPCC website has a range of information about safeguarding issues with children and young people https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/ Female Genital Mutilation (FGM) - the Home Office provide a free e-learning package to support adults learn more about this sensitive topic https://www.fgmelearning.co.uk/ and North Yorkshire Local Safeguarding Board has a professional practice guide on FGM http://www.safeguardingchildren.co.uk/professionals/fgm Child Sexual Exploitation (CSE) – there is a free online training package that can be accessed https://www6.northyorks.gov.uk/LZCS/search/SearchCriteriaDetailInformation.aspx?RCID=5473 and the North Yorkshire Local Safeguarding Board has a professional practice guide on CSE http://www.safeguardingchildren.co.uk/professionals/cse Domestic Violence - www.idas.org.uk The local sexual health service in North Yorkshire is provided by Yorsexual health the website has a range of information about the services they provide https://www.yorsexualhealth.org.uk/
Sexuality and Gender Stonewall provide a range of supporting information on lesbian, gay, bisexual and Trans issues https://www.stonewall.org.uk/ GIRES http://www.gires.org.uk/ provide a wealth of information about Trans children and young people and provide a free e-learning package focused on Trans children and young people http://www.gires.org.uk/caring-for-gender-nonconforming-young-people
Substance Misuse (drugs, alcohol, tobacco and e-cigarettes) Mentor- ADEPIS has a range of information and supporting resources covering all substances http://mentor-adepis.org/ Talk to Frank provides a range of information about illegal substances http://www.talktofrank.com/ Ash provides a range of information about smoking http://www.ash.org.uk/

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

Online Safety

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

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

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

Prevent

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

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

Appendix 1 – PSHE and Citizenship education and Ofsted

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

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

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

Inspectors will make key judgements on the following areas:

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

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

The outstanding grade descriptor for overall effectiveness states:
- 'The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive'

The good grade descriptor for overall effectiveness states:
- 'Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.

Ofsted's Definition of spiritual, moral, social and cultural development
The spiritual development of pupils is shown by their:
- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

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

The social development of pupils is shown by their:

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

The cultural development of pupils is shown by their:

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

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

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

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

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

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

Ofsted Personal development, behaviour and welfare- Inspectors must make a clear written judgement about behaviour and a separate clear written judgement about personal development and welfare in the report. Where the judgements differ, the lower of the two will determine the overall judgement for personal development, behaviour and welfare and is recorded in the report.
The Good Grade descriptors for personal development, behaviour and welfare – (in relation to PSHE and Citizenship)

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

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

- learners receive high quality impartial careers guidance that prepares them for their chosen next steps and enables them to make well-informed decisions about their future plans

- learners develop personal, social, employability and independent learning skills and achieve high levels of punctuality, attendance and conduct, including through the contribution of non-qualification or enrichment activities and/or work experience
- learners understand how to keep themselves safe and healthy, both physically and emotionally

Ofsted Inspecting safeguarding in early years, education and skills settings

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

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

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

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

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

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

Ofsted arriving at judgements about safeguarding arrangements

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

Appendix 2

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

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

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?

56

Planning checklist

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