A PSHE and Wellbeing Framework for Secondary Schools

September 2017

Produced by

HEALTH EDUCATION PARTNERSHIP
A PSHE and Wellbeing Framework for Secondary Schools

The resource was originally developed by Health Education Partnership Limited for the Healthy Schools Partnership, comprising London Borough of Hammersmith and Fulham, Royal Borough of Kensington and Chelsea, and Westminster City Council.

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Acknowledgement and Use

The Healthy Schools Partnership and Health Education Partnership (HEP) are happy for colleagues to use the resource. If you wish to replicate the content we request you acknowledge the original source.

Important news from DfE

Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education


In the light of the proposed changes to the statutory curriculum, we refer to Relationships & Sex Education (RSE) throughout this document.

Development

Schools, partner agencies and young people have informed the development of this resource via:

- Consultation with school staff at local PSHE Coordinators’ Network Meetings and engagement with the local Healthy Schools Programme.
- Healthy Schools Partnership Network meetings and annual summer event.
- The outcomes of consultations with children and young people, including:
  - Tri-borough Health and Wellbeing Survey 2013
  - Save the Children’s Ambassadors Programme, Westminster Peer Research Project 2013
  - HEP Healthy Schools Surveys, September 2016 to March 2017
- North West London Collaborative of CCGs transformation programme to improve mental health services for children and young people living in North West London.

Further information

If you require any additional details regarding this document or have any queries please contact:

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Introduction

The UK education system has, over the past ten years, seen a huge rise in initiatives that prioritise a focus upon students’ personal, social emotional health and wellbeing. For example:

- Mindfulness initiatives, such as the Mindfulness in Schools Project and the Mind Up Curriculum
- Philosophy for Children (P4C)
- Relationship building approaches such as R-Time
- Rights Respecting Schools

The number of programmes and resources available is comprehensive and diverse. Whilst this is encouraging for schools wishing to develop a health and wellbeing curriculum which can appropriately meet the needs of their pupils within their particular circumstance and demographic, it can also be an overwhelming prospect. In fact, if one were to take on board every single suggestion, guidance document and new initiative one wouldn’t have room on the timetable to deliver anything other than PSHE!

With that in mind we have updated this document to enable you to consider the offerings and clarify what should be included in order to meet the needs of your locality and pupils. You should then act pragmatically to choose what is right for your school.

Recent guidance from Public Health England provides a summary of the key evidence that highlights the link between health and wellbeing and educational attainment. It underlines the value for schools of promoting health and wellbeing as an integral part of a school effectiveness strategy, and highlights the important contribution of a whole school approach.

“Social and emotional competencies have been found to be a more significant determinant of academic attainment than IQ.”

Key points from the evidence:

- Pupils with better health and wellbeing are likely to achieve better academically
- Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement
- The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn
- A positive association exists between academic attainment and physical activity levels of pupils

The Department of Education for Schools introduced mandatory timelines for all schools to publish their school curriculum by subject (including their provision of personal, social, health and economic education - PSHE) and year group. This had to be in place by the Spring term 2014.

To support schools in developing their PSHE curriculum, the PSHE Association has published its own guidance on sex and relationship policies and a suggested programme of study for PSHE education; which were updated in January 2017.

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Research evidence – October 2015

According to new YouGov polling, 90% of parents agree that PSHE education should be taught in all schools. This is the first time parental support for statutory PSHE has reached 90% - a major milestone.

At the same time, young people have again expressed a need for lessons to help them negotiate life’s challenges and opportunities. 967,000 young people voted in this year’s UK Youth Parliament (UKYP) campaign to choose UKYP’s priorities for the year ahead.²

PSHE and Wellbeing Framework Update

This framework includes the newly updated suggestions with further emphasis on the importance of including the following issues:

- British laws
- British values
- Consent/Coercion
- Cultural and religious tensions
- Extremism
- Female Genital Mutilation (FGM)
- Freedom of choice over marriage and other relationships
- Mental health
- Responsibility for gaining consent
- Shame and “honour” based violence
- The destructive influence of gender double standards and of victim blaming

This document aims to provide a flexible framework from which schools can teach lesson by lesson, or from which to inspire and develop their own curriculum. This is supported by an extensive resource section, including template policies, directories of agencies and books.

We hope that this framework will provide an additional breadth of support for schools in meeting and maintaining the DfE mandatory guidelines, together with delivering a health and wellbeing curriculum to meet the needs of their pupils.

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² Joe Hayman, PSHE Association Chief Executive 2015
Ofsted

In addition, the school’s PSHE curriculum is crucial in showing that the school is sufficiently meeting two key requirements of the Ofsted framework:

1. the new judgement on Personal Development, behaviour and welfare (PSHE is particularly relevant to personal development and welfare)
2. Safeguarding (throughout this document SG indicates where learning objectives contribute to safeguarding)

What does Personal development, behaviour and welfare cover?

This new judgement encompasses how well the school promotes and supports pupils’

- employability skills so that they are well prepared for the next stage of education, employment, self-employment or training
- understanding of how to keep themselves safe from risks such as abuse, sexual exploitation, domestic violence, extremism and radicalisation, and all forms of bullying, including when using the internet and social media
- knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating
- personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.

The judgement also covers pupil’s behaviour, their attendance and punctuality.

How can PSHE meet the Safeguarding requirement? (Inspected as part of leadership and management)

Inspectors will consider evidence that pupils understand, respond to and calculate risk effectively, e.g. risks associated with:

- child sexual exploitation*
- domestic violence
- female genital mutilation
- forced marriage
- substance misuse
- knives and gang activity
- radicalisation and extremism
- e-safety
- relationships (including sexual relationships)
- water, fire, roads and railways

and are aware of the support available to them.

* Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

1. in exchange for something the victim needs or wants, and/or
2. for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.

Key role for PSHE

Taking account of all of the above, a school’s PSHE curriculum is evidence that there is a planned curriculum to enable pupils to learn to:

- Be physically and emotionally healthy including healthy eating, fitness and mental health awareness
- Stay safe from abuse and exploitation and to develop healthy relationships
- Stay safe online, recognise the dangers of inappropriate use of mobile technology and social networking sites
- Stay safe from all forms of bullying including on line and prejudice based bullying
- Keep themselves and others safe in different situations and settings

Spiritual, Moral, Social and Cultural Development

PSHE (and citizenship) also provides an ideal curriculum context to focus specifically on learning related to SMSC development so that pupils can become thoughtful, caring and active citizens in school and wider society

How will Ofsted grade personal, development, behaviour and wellbeing?


How will this judgement be reported?

Inspectors will make two written judgements; one about behaviour and one about personal development and welfare. If the judgements differ, the lower of the two will determine the overall judgement for personal development, behaviour and welfare.

What are the links between PSHE and the Ofsted judgement on Leadership and Management?

Inspectors will make a judgement on how well leaders, managers and governors provide a curriculum that:

- has breadth, depth and relevance and meets the needs and interests of children, learners and employers
- actively promotes equality and diversity, tackles bullying and discrimination
- actively promotes British values
- makes sure that safeguarding arrangements …promote pupils’ welfare and prevent radicalisation and extremism.
- raises awareness and keeps pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism
- ensures that pupils know how to keep themselves emotionally and physically healthy (both through exercise and healthy eating)
General information about the Ofsted changes

- Emphasis on impact across all key judgements
- Impact of the culture of the school
- Importance of safeguarding as a golden thread throughout all judgements, including how well the schools meets the new Prevent Duty
- The importance of a broad and balanced curriculum
- A new judgement – personal development, behaviour and welfare
- Alignment of the judgements on early years study programmes

Short inspections (one day) for maintained schools, academies judged good at their last full inspection will take place approximately every three years.

Two judgements only:

- Is the school still good?
- Is safeguarding effective?

(If the answer to either question is not clear, the inspection immediately converts to a full inspection).

Four key judgements

1. Effectiveness of leadership and management (including the curriculum and safeguarding)
2. Outcomes for pupils
3. Quality of teaching, learning and assessment
4. Personal development, behaviour and welfare

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

All 4 judgements must be outstanding to be judged ‘outstanding’ for Overall Effectiveness.
The national context of health and wellbeing in schools

In addition to the recently introduced mandatory curriculum timelines, as educators we assume both a statutory and ethical responsibility to provide opportunities within which a child’s wellbeing can flourish. Part 2, section 10 of The Children Act 2004 places wellbeing within five categories. A positive school experience contributes significantly to each of these.

- physical and mental health and emotional well-being;
- protection from harm and neglect;
- education, training and recreation;
- the contribution made by them to society;
- social and economic well-being.

The Children Act 2004 also provides Her Majesty’s Chief Inspector (HMCI) the statutory responsibility to inspect the contribution of schools to pupil health and wellbeing. The recently updated Ofsted Framework for School Inspection (2014) requires school inspections to identify:

- the achievement of students at the school
- the quality of teaching in the school
- the behaviour and safety of students at the school
- the quality of leadership in, and management of, the school.
- the spiritual, moral, social and cultural development of students at the school
- the extent to which the education provided by the school meets the needs of the range of students at the school, and in particular the needs of disabled students and those who have special educational needs.

Mental health

Poor mental health is the key emerging risk for children and young people according to recent research (SHEU, 2015; Cabinet Office, 2015) and a number of recent reports, including:

- The ‘Mental health and behaviour in schools’ advice published by the Department for Education (DfE) in March 2016 highlights that one in ten children and young people have a clinically diagnosed mental health disorder and that around one in seven has less severe mental health problems.
- A report by the Chief Medical Officer found that 50 per cent of adult mental health problems start before the age of 15 and 75 per cent before the age of 18.
- The Chief Medical Officer’s 2012 report suggested long-term costs associated with childhood mental health problems are estimated to be £2.35 billion and the short-term costs £1.58 billion.
- The Prince’s Trust Macquarie Youth Index for 2017 revealed that young people’s happiness and wellbeing is at its lowest level since the first edition of the index in 2009.

3 PSHE Association, How statutory PSHE could support children and young people’s mental health provides links to all referenced reports, https://www.pshe-association.org.uk/sites/default/files/u18202/Mental health and PSHE education briefing 2017.pdf
The following documents provide further guidance for schools.

2017 Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education (Department for Education)\(^4\)

A policy statement to explain the government amendment to the Children and Social Work Bill to introduce statutory:

- relationships education in primary schools
- relationships and sex education in secondary schools
- PSHE in all schools


2016 Counselling in schools a blueprint for the future (Department for Education))

Departmental advice for schools about setting up and improving counselling services for pupils.


2016 Mental Health and Behaviour in Schools (Department for Education)

This guidance clarifies the responsibilities of the school, outlines what schools can do and how they can support a child or young person whose behaviour – whether it is disruptive, withdrawn, anxious, depressed or otherwise – may be related to an unmet mental health need.

The advice helps schools to promote positive mental health in their pupils and identify and address those with less severe problems at an early stage and build their resilience. It also helps schools to identify and support pupils with more severe needs and help them make appropriate referrals to specialist agencies such as Child and Adolescent Mental Health Services (CAMHS) where necessary.

https://www.gov.uk/government/publications

2015 Improving young people’s health and wellbeing: a framework for public health (Public Health England)

The age period of 10-24 years of age is an exciting one. It is also a period of increased risks which, if left unchecked, can worsen in adulthood with life-long consequences. The framework highlights the importance of ensuring that every young person has the right level of support to help them to maximise their full potential.

https://www.gov.uk/government/publications

2015 Future in mind - Promoting, protecting and improving our children and young people's mental health and wellbeing (Department of Health)

This report sets out a clear national ambition in the form of key proposals to transform the design and delivery of a local offer of services for children and young people with mental health needs.

https://www.gov.uk/government/publications/improving-mental-health-services-for-young-people

\(^4\) In the light of the proposed changes to the statutory curriculum, we refer to Relationships & Sex Education (RSE) throughout this document.
2015 Promoting the health and wellbeing of looked after children (Department for Education and Department of Health)
Statutory guidance on the planning, commissioning and delivery of health services for looked-after children.

2015 Keeping children safe in education (Department for Education)
Statutory guidance for schools and colleges on safeguarding children and safer recruitment.

2015 Preventing pays: Our children deserve better. Chapter 7 (Chief Medical Officer)
This chapter examines the protective health factors or assets that operate as key drivers for the school age population to enhance and sustain health and wellbeing. It illustrates how promoting physical and mental health simultaneously can for a virtuous circle that reinforces overall health, wellbeing and achievement for children.
https://www.gov.uk/government/publications

2013 NICE Guidance: Social and emotional wellbeing for children and young people
This briefing summarises NICE’s recommendations for local authorities and partner organisations on social and emotional wellbeing for children and young people, specifically vulnerable children aged under 5 years and all children in primary and secondary education.
http://www.nice.org.uk/advice/lgb12

Recommendations include:
- Secondary education establishments should have access to the specialist skills, advice and support they require
- Practitioners should have the knowledge, understanding and skills they need to develop young people’s social and emotional wellbeing
- Secondary education establishments should provide a safe environment which nurtures and encourages young people’s sense of self-worth, reduces the threat of bullying and violence and promotes positive behaviour
- Social and emotional skills education should be tailored to the developmental needs of young people.
http://www.nice.org.uk/guidance/ph20
A whole school approach

A whole school approach is essential in terms of enriching the total experience of wellbeing in school. This might include: staff health and wellbeing; feeling welcomed; nurturing and supportive relationships; excitement for learning; staff modelling positive behaviours to students; feeling safe; having a sense of belonging and celebrating staff and pupils achievements and successes.

While all curriculum subjects are required to provide opportunities to promote students’ spiritual, moral, social and cultural (SMSC) development, schools must demonstrate how this is achieved and embedded within the whole school ethos, including staff and student relationships and extra-curricular activities. A PSHE curriculum provides an ideal starting point for supporting SMSC development and developing the health and wellbeing of students. Curriculum delivery within a school where every single person is supported to inspire and make a significant contribution to students’ self-development and wellbeing creates a powerful, positive energy for growing and learning.

References


Assessment

As assessment is carried out for all other curriculum subjects, it should also be carried out for PSHE. Assessment can be thought of as a continuum ranging from assessment for learning (AfL) to assessment of learning (AoL).

The assessment undertaken can be used in a variety of ways. This may be to feedback progress to students and parents/carers, identification of the need for additional support, perhaps to individuals or to the whole group so as to assist with future planning.

Some techniques are suggested here:

- Reflective diaries
- Group work activities
- Self assessment
- Peer assessment
- Ongoing observations
- Questioning
- Feedback to students
- Quizzes
- Questionnaire and surveys
- Internal tests.
- “Before and after” activities

Appendix 3: Assessment, recording and reporting of PSHE
Monitoring

One of the key roles of a subject coordinator is to monitor the work that is being undertaken in that subject across the school. Whatever method of monitoring is selected, it needs to be effective, user-friendly, not over burdening and quick and easy for both the provider of the information and the user of the information. The way this is done will vary from school to school depending on structure, delivery models and recording systems in use in the school.

- This can be undertaken by looking at teachers’ planning (relatively straight forward if the planning is electronic and accessible).
- A way of monitoring that the planned work is being carried out is to look at outcomes e.g. written work, pictures, displays, assessment activities, photographs, evaluation activities etc.
- The students themselves are a great source of information. Some schools have class blogs where the students themselves report on what they are learning and how. This could of course include some input on the PSHE teaching and learning.
- Some schools use a School Council meeting to discuss PSHE teaching and learning. This is especially useful when the School Council lead is the same as the PSHE coordinator.
- As important as the monitoring, is what is done with the information the monitoring provides. It may form part of a report to SLT, the whole staff or to The Governing Body.

Evaluation

Students - should be encouraged to evaluate their learning and how the resources that they have been given are used, so that their views can be incorporated for future delivery. This can be undertaken in a number of ways. For example: A paper questionnaire; a focus group from a class; an on-line questionnaire; via the class council; a hands up survey. Some of the students’ feedback may also help inform the review of specific whole school policies too e.g. Drug Education Policy; RSE Policy; Anti-bullying Policy.

Staff - It is important to remember to ensure that there is an expectation that all staff who are involved in delivery will reflect on the programme that they are expected to deliver, the materials offered and the resources identified. It may be that they realise that the work is not sufficiently stretching the students (perhaps because it repeats, too closely, areas already studied), that it is not age appropriate (for example, menstruation at the end of Year Five to girls who have already experienced their first period) or that the resources suggested are dated (clothing, hair styles, cultural references) and do not engage the students’ imagination. If this information is sought at the end of each module, a thorough annual review of the programme can be undertaken by the Lead, fairly speedily and effectively.

Some of the staff feedback may also help inform the review of specific whole school policies too e.g. Drug Education Policy; RSE Policy; Anti-bullying Policy.
Within the curriculum
A PSHE and Wellbeing Framework for Secondary Schools - by Year Group and Key Stage

Overview
The framework is based upon the PSHE Programme of Study which was produced by the PSHE Association (© PSHE Association 2013) and its most recent update (January 2017).

There are three core themes within which there will be broad overlap and flexibility:

1. Health and wellbeing
2. Relationships
3. Living in the Wider World

Spiral curriculum
The development and practice of Knowledge, Skills, Values and Attitudes based within a spiral curriculum\(^5\) is another feature of the framework.

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\(^5\) Spiral Curriculum – Topics are revisited and built on developmentally.

National Curriculum Target Links
The National Curriculum is divided into four Key Stages that children are taken through during their school life. Targets defined in the National Curriculum are assessed at the end of each Key Stage.

- **Key Stage 1**  Ages 5-7  Years 1 and 2
- **Key Stage 2**  Ages 7-11  Years 3, 4, 5 and 6
- **Key Stage 3**  Ages 11-14  Years 7, 8 and 9
- **Key Stage 4**  Ages 14-16  Years 10 and 11

The National Curriculum target links are:

- Healthy and safe
- Emotional Health
- Anti-bullying
- Citizenship
- Values – inc. diversity and equal opportunities

Further resources and support
There are two online organisations in particular that schools may want to consider joining in order to access a range of practical support and free resources:

- [PSHE Association](#) (£100.00 per annum)
- [The SEAL Community](#) (£75.00 per annum)
Overarching concepts developed through the Programme of Study

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)

2. **Relationships** (including different types and in different settings, including online)

3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)

4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)

5. **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the *Equality Act 2010*)

6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)

7. **Change** (as something to be managed) and **resilience** (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)

8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and ‘win-win’ outcomes)

9. **Career** (including enterprise, employability and economic understanding)

**Quality not quantity – why ‘less’ may be ‘more’**

Whilst the framework below identifies a broad range of important issues, it is essential that pupils’ experience of PSHE education is not simply a series of ‘one-off’, disconnected sessions each on a different topic and focussing only on factual content.

While factual knowledge is essential, schools have limited curriculum time and we therefore recommend prioritising the topic areas that are most relevant to their pupils using local data (for example see Public Health England CHIMAT data sets and your local authority’s joint strategic needs assessment (JSNA)) and their knowledge of their own pupils’ needs, for example by engaging with pupils in discussion; in-house research such as the use of pupil questionnaires, or ‘draw and write’; and data provided by the school’s pastoral staff. These will provide a relevant context for pupils to both broaden and deepen their understanding of the key concepts and to develop the essential skills and attributes. It is important that pupils recognise their PSHE education as relevant and can see how the skills acquired through looking at one issue can be transferrable to other contexts.
Essential Skills and Attributes developed through the Programme of Study

<table>
<thead>
<tr>
<th>Personal effectiveness</th>
<th>Interpersonal and social effectiveness</th>
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<tbody>
<tr>
<td>1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)</td>
<td>1. Empathy and compassion (including impact on decision-making and behaviour)</td>
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<tr>
<td>2. Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping)</td>
<td>2. Respect for others’ right to their own beliefs, values and opinions</td>
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<tr>
<td>3. Resilience (including self-motivation, perseverance and adaptability)</td>
<td>3. Discernment in evaluating the arguments and opinions of others (including challenging ‘group think’)</td>
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<td>4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)</td>
<td>4. Skills for employability, including</td>
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<td>5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms</td>
<td>• Active listening and communication (including assertiveness skills)</td>
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<td>6. Self-organisation (including time management)</td>
<td>• Team working</td>
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<td>7. Strategies for identifying and accessing appropriate help and support</td>
<td>• Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)</td>
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<td>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</td>
<td>• Leadership skills</td>
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<td>9. Recalling and applying knowledge creatively and in new situations</td>
<td>• Presentation skills</td>
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<td>10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</td>
<td>5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)</td>
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Managing risk and decision-making (integral to all of the above)

1. Identification, assessment (including prediction) 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

The Programme of Study is a guide to help you build your scheme of PSHE in your context with these essential skills in mind.

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6 PSHE Association, PSHE Education Programme of Study Key stages 1-5, 2017

7 A growth mind-set refers to the work of Carol Dweck. In a growth mind-set, people believe that their most basic abilities can be developed through dedication and hard work — brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.
### Key Stages 3 and 4: Suggested Programme of Study from The PSHE Association

<table>
<thead>
<tr>
<th>Core Theme 1: Health and wellbeing</th>
<th>Core Theme 2: Relationships</th>
<th>Core Theme 3: Living in the wider world – including, Economic wellbeing and being a responsible citizen</th>
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<tbody>
<tr>
<td>Students should be taught:</td>
<td>Students should be taught:</td>
<td>Students should be taught:</td>
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<td>11. How to manage transition.</td>
<td>9. How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills.</td>
<td>1. About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy. About the notion of universal human rights.</td>
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<td>12. How to maintain physical, mental and emotional health and wellbeing including sexual health.</td>
<td>10. How to recognise and manage emotions within a range of relationships.</td>
<td>2. How to make informed choices and be enterprising and ambitious.</td>
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<td>13. About parenthood and the consequences of teenage pregnancy.</td>
<td>11. How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters.</td>
<td>3. How to develop employability, team working and leadership skills and develop flexibility and resilience.</td>
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<td>14. How to identify, assess and manage risks to health and to stay, and keep others, safe (including behaviours and strategies to employ in different situations).</td>
<td>12. About the concept of consent in a variety of contexts (including in sexual relationships).</td>
<td>4. About the economic and business environment.</td>
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<td>15. How to identify and access help, advice and support.</td>
<td>13. About managing loss including bereavement, separation and divorce.</td>
<td>5. How personal financial choices can affect oneself and others and about rights and responsibilities as consumers.</td>
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<td>16. How to make informed choices about health &amp; wellbeing matters including drugs, alcohol &amp; tobacco; maintaining a balanced diet; physical activity; emotional health &amp; wellbeing &amp; sexual health.</td>
<td>14. To respect equality and be a productive member of a diverse community.</td>
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<td>17. How to respond in an emergency including administering first aid.</td>
<td>15. How to identify and access appropriate advice and support.</td>
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<td>18. The role and influence of the media on lifestyle.</td>
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What follows is a term by term, year by year, Key Stage by Key Stage Secondary PSHE and Wellbeing Framework.

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8 Strong links with aspects of the ‘Relationships’ theme should be recognised during planning. Similarly links with citizenship education will require joint planning and liaison.

9 Sexual health is included within this core theme; however it is important that sexual health is considered within the context of healthy relationships. There will be similar broad overlap and flexibility between topics and areas in all three core themes.
<table>
<thead>
<tr>
<th>Core Theme</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
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<tr>
<td><strong>Health and Wellbeing</strong></td>
<td><strong>My identity and skills</strong></td>
<td><strong>Healthy Lifestyle</strong></td>
<td><strong>Healthy Eating</strong></td>
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<td>Emotional Health</td>
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<td>Students will learn:</td>
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<td>Students will learn:</td>
<td>• the benefits of physical activity and</td>
<td>• what constitutes a balanced diet and its</td>
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<td>exercise and the importance of sleep</td>
<td>benefits (including the risks associated</td>
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<td>• to recognise and manage what influences</td>
<td>with both obesity and dieting)</td>
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<td>their choices about exercise</td>
<td>Students should:</td>
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<td>• the importance of balance between work,</td>
<td>• consider what might influence their</td>
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<td></td>
<td>leisure and exercise</td>
<td>decisions about eating a balanced diet</td>
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<td>Students should:</td>
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<td></td>
<td></td>
<td>• be able to plan for a “healthy week”</td>
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<td><strong>Healthy Eating</strong></td>
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<td><strong>Healthy Eating</strong></td>
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<td><strong>Risk Taking</strong></td>
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<td><strong>Relationships</strong></td>
<td><strong>Changing relationships</strong></td>
<td><strong>Working with others</strong></td>
<td><strong>Different types of relationships</strong></td>
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<tr>
<td><strong>Healthy and safe</strong></td>
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<td><strong>Values</strong></td>
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<td>Students will learn:</td>
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<td>• the skills and develop</td>
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<td>the knowledge required to</td>
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<td>manage the transition to,</td>
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<td><strong>Working with others</strong></td>
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<td><strong>Emotional Health</strong></td>
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<td><strong>Values</strong></td>
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<tr>
<td>Students will learn:</td>
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<td>• that relationships can</td>
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<td>cause strong</td>
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<td>**Different types of</td>
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<td>relationships**</td>
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<td><strong>Emotional Health</strong></td>
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<td><strong>Values</strong></td>
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<td>Students will learn:</td>
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<tr>
<td>• about different types of</td>
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<td>relationships, including</td>
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<tr>
<td>those within families,</td>
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</tbody>
</table>

**National Curriculum target links:**

- Healthy and safe
- Anti-bullying
- Citizenship / British Values

**Values – inc. diversity and equal opportunities**

**SG** = contributes to safeguarding
# Key Stage 3: Year 7

<table>
<thead>
<tr>
<th>Core Theme</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
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</thead>
<tbody>
<tr>
<td><strong>the expectations of, secondary education</strong></td>
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<tr>
<td>• to recognise, clarify and if necessary challenge their own core values and how their values influence their choices</td>
<td>feelings and emotions (including sexual attraction)</td>
<td>friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)</td>
<td></td>
</tr>
<tr>
<td>• to understand the feelings and pressure that the need for peer approval, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours, can generate</td>
<td>the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships</td>
<td>• the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children</td>
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<tr>
<td>Students should:</td>
<td>Students should:</td>
<td>Students should:</td>
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<tr>
<td>• consider the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)</td>
<td>• further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise</td>
<td>• prepare a set of partnership/wedding vows</td>
<td></td>
</tr>
<tr>
<td>• recognise peer pressure and have strategies to manage both</td>
<td>• further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness</td>
<td><strong>Fact or fantasy?</strong>&lt;br&gt;<strong>Emotional Health</strong>&lt;br&gt;<strong>Values</strong>&lt;br&gt;Students will learn:</td>
<td></td>
</tr>
<tr>
<td><strong>ICT Safety</strong>&lt;br&gt;<strong>Healthy and safe</strong>&lt;br&gt;<strong>Values</strong>&lt;br&gt;Students will learn:</td>
<td><strong>Healthy and safe</strong>&lt;br&gt;<strong>Anti-bullying</strong>&lt;br&gt;<strong>Citizenship / British Values</strong>&lt;br&gt;Values – inc. diversity and equal opportunities&lt;br&gt;<strong>Healthy and safe</strong>&lt;br&gt;<strong>Values</strong>&lt;br&gt;Students should:</td>
<td><strong>Emotional Health</strong>&lt;br&gt;<strong>Values</strong>&lt;br&gt;Students should:</td>
<td></td>
</tr>
<tr>
<td>• the safe and responsible use of information communication technology (including safe management of own and others’ personal data including images)</td>
<td>• be able to explain how they could work towards being safe online</td>
<td>• that different people have different relationships by critiquing for example television soap operas</td>
<td></td>
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<tr>
<td>Students should:</td>
<td></td>
<td>Students should:</td>
<td></td>
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<tr>
<td>• be able to explain how they could work towards being safe online</td>
<td><strong>operators</strong></td>
<td>• begin to understand that the media portrayal of relationships may not reflect real life</td>
<td></td>
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<tr>
<td></td>
<td><strong>students</strong></td>
<td>• begin to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising, ‘sexting’)</td>
<td></td>
</tr>
</tbody>
</table>
## Key Stage 3: Year 7

<table>
<thead>
<tr>
<th>Core Theme</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Living in the Wider World</strong></td>
<td>Being the best I can be</td>
<td>Enterprise and Me</td>
<td>Me and my Aspirations</td>
</tr>
<tr>
<td><strong>Emotional Health</strong></td>
<td><strong>Citizenship/British Values – rights and responsibilities</strong></td>
<td><strong>Citizenship/British Values – participation</strong></td>
<td><strong>Citizenship/British Values – participation</strong></td>
</tr>
<tr>
<td><strong>Values</strong></td>
<td>Students will learn:</td>
<td>Students will learn:</td>
<td>Students will learn:</td>
</tr>
<tr>
<td></td>
<td>• about the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3)</td>
<td>• the benefits of being ambitious and enterprising in all aspects of life</td>
<td>• about their own identity as a learner, preferred style of learning and to develop study, research and personal presentation and organisation skill</td>
</tr>
<tr>
<td></td>
<td>• the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities</td>
<td>• about the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit</td>
<td>• be able to describe their preferred learning style</td>
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<td></td>
<td>• about discrimination, how to respond when being discriminated against and their responsibilities towards others who are experiencing discrimination</td>
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<td></td>
<td>• recognise that they have the same rights to opportunities in learning and work as other people and to recognize and challenge stereotypes</td>
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</table>

### National Curriculum target links:

<table>
<thead>
<tr>
<th>Healthy and safe</th>
<th>Emotional Health</th>
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<tbody>
<tr>
<td>• Healthy and safe</td>
<td>• Citizenship/British Values</td>
</tr>
<tr>
<td>• Anti-bullying</td>
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<tr>
<td>• Values – inc. diversity and equal opportunities</td>
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<tr>
<td>Core Theme</td>
<td>Autumn Term</td>
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<tr>
<td><strong>Health and Wellbeing</strong></td>
<td></td>
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<tr>
<td>My identity and skills</td>
<td>Emotional Health</td>
</tr>
<tr>
<td>Students will learn:</td>
<td>about where they live and belong and</td>
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<td>what they can do</td>
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<tr>
<td>Students should:</td>
<td>recognise that the way in which personal</td>
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<td>qualities, attitudes, skills and</td>
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<td></td>
<td>achievements are evaluated by others,</td>
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<td></td>
<td>affects confidence and self-esteem</td>
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<tr>
<td><strong>Personal Protection</strong></td>
<td>Healthy and safe</td>
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<tr>
<td>Students will learn:</td>
<td>the purpose and importance of</td>
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<tr>
<td></td>
<td>immunisation and vaccination</td>
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<td>about cancer prevention, including</td>
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<td>healthy lifestyles, acknowledging that</td>
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<td>childhood cancer are rarely caused by</td>
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<td>lifestyle choices</td>
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<td>that certain infections can be spread</td>
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<td>through sexual activity and that barrier</td>
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<td></td>
<td>contraceptives offer some protection</td>
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<td>against certain sexually transmitted</td>
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<td>infections (STIs)</td>
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<td>about contraception, including the</td>
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<td>condom and pill (see also Relationships)</td>
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<td>Students should:</td>
<td>be able to name local services where</td>
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<tr>
<td></td>
<td>contraceptive advice is available</td>
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<tr>
<td><strong>Drug education</strong></td>
<td>Healthy and safe</td>
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<tr>
<td>Students will learn:</td>
<td>actual information about legal and illegal</td>
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<td></td>
<td>substances, including alcohol, volatile</td>
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<td>substances, tobacco and cannabis and the</td>
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<td>law relating to their supply, use and</td>
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<td>misuse</td>
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<td>to recognise and manage different</td>
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<td>influences on their decisions about the</td>
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<td>use of substances, (including clarifying</td>
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<td>and challenging their own perceptions</td>
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<td>values and beliefs) including managing</td>
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<td>peer influence</td>
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<td>Students should:</td>
<td>begin to understand the personal and</td>
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<td>social risks and consequences for</td>
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<td>themselves and others of making</td>
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<td>different decisions regarding substances,</td>
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<td>including the benefits of not drinking</td>
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<td>alcohol (or delaying the age at which to</td>
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<td>start) and the benefits of not smoking</td>
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<td></td>
<td>including not harming others with</td>
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<td></td>
<td>second-hand smoke</td>
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<td>begin to understand the terms ‘habit’,</td>
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<td></td>
<td>‘dependence’ and ‘addiction’ in relation</td>
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<td>to substance use and to whom to talk if</td>
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<td>they have concerns</td>
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### Key Stage 3: Year 8

<table>
<thead>
<tr>
<th>Core Theme</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
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</thead>
<tbody>
<tr>
<td>Relationships</td>
<td><strong>Emotional Health</strong>&lt;br&gt;Students will learn:</td>
<td><strong>Emotional Health</strong>&lt;br&gt;Students will learn:</td>
<td><strong>Emotional Health</strong>&lt;br&gt;Students will learn:</td>
</tr>
<tr>
<td></td>
<td>• about the roles and responsibilities of parents, carers and children in families</td>
<td>• about the difference between sex, gender identity and sexual orientation</td>
<td>• what laws exist to protect their right to withhold their consent (including the legal age of consent for sexual activity)</td>
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<td></td>
<td>• how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement</td>
<td>• about the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology</td>
<td>• that consent is freely given and that being pressurised, persuaded or coerced to agree to something is not ‘consent’</td>
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<tr>
<td></td>
<td>• understand the importance of friendship and to begin to consider love and sexual relationships in this context</td>
<td>• begin to recognise that there is diversity in sexual attraction and developing sexuality</td>
<td>• that there are sources of support for themselves and their peers who they believe may be at risk or who may have already been subject to FGM (including the legal age of consent for sexual activity)</td>
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<td>• know that they have rights over their bodies and other people have no right to touch them in intimate places without their express consent</td>
<td>• begin to understand what expectations might be of having a girl/boyfriend</td>
<td>• how to cope/deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement</td>
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<td></td>
<td>• begin to consider different levels of intimacy and their consequences</td>
<td>• begin to understand the unacceptability of sexist, homophobic, transphobic and disablism language and behaviour, the need to challenge it and how to do so</td>
<td>• recognise when others are using inappropriate persuasion, and coercion and how to respond</td>
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<td></td>
<td>• acknowledge the right not to have intimate relationships until ready</td>
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<td>• begin to understand about readiness for sex and the benefits of delaying sex (or any level of sexual contact)</td>
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### Living in the Wider

<table>
<thead>
<tr>
<th>Core Theme</th>
<th>Opportunities and Me</th>
<th>Money and Me</th>
<th>Me, Money and Choices</th>
</tr>
</thead>
</table>

### National Curriculum target links:

- **Healthy and safe**
- **Emotional Health**
- **Anti-bullying**
- **Citizenship / British Values**

- SG = contributes to safeguarding

- Values – inc. diversity and equal opportunities
# Key Stage 3: Year 8

<table>
<thead>
<tr>
<th>Core Theme</th>
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<th>Summer Term</th>
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</thead>
<tbody>
<tr>
<td><strong>World</strong></td>
<td><strong>Emotional Health</strong></td>
<td><strong>Citizenship – participation, making a contribution</strong></td>
<td><strong>Citizenship/British Values</strong></td>
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<tr>
<td></td>
<td>Students will learn:</td>
<td>Students will learn:</td>
<td>Students should:</td>
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<tr>
<td></td>
<td>• to identify own strengths, interests, skills and qualities as part of the</td>
<td>• about different types of business, how they are organised and financed</td>
<td>• about ethical consumerism/investments</td>
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<td></td>
<td>personal review and planning process, including their value to future</td>
<td>Students should:</td>
<td>Students should:</td>
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<td>employability</td>
<td>• begin to assess and manage risk in relation to financial decisions that</td>
<td>• explore social and moral dilemmas about the use of money, (including</td>
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<td>Students should:</td>
<td>young people might make</td>
<td>how the choices students make as consumers affect other people’s economies</td>
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<td>• about different types of work, including employment, self-employment and</td>
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<td>and environments)</td>
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<td>voluntary work; that everyone has a ‘career’; their pathway through</td>
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<td>education and work</td>
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|                       | **Healthy and safe**                                                         | **Emotional Health**                                                       | **Citizenship / British Values**                                           |
|                       |                                                                              | Values                                                                      |                                                                              |
|                       |                                                                              | Healthy and safe                                                           |                                                                              |
|                       |                                                                              | Values – inc. diversity and equal opportunities |                                                                              |
### Key Stage 3: Year 9

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<tr>
<th>Core Theme</th>
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<th>Spring Term</th>
<th>Summer Term</th>
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<tbody>
<tr>
<td><strong>Health and Wellbeing</strong></td>
<td><strong>My identity and skills</strong>&lt;br&gt;Healthy and safe&lt;br&gt;Emotional Health&lt;br&gt;Students will learn:&lt;br&gt;• that not everything they see is a true reflection e.g. media treatment of photographs (Photoshop)&lt;br&gt;Students should:&lt;br&gt;• consider how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self&lt;br&gt;• begin to understand about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it</td>
<td><strong>Drug education</strong>&lt;br&gt;Healthy and safe&lt;br&gt;Students will learn:&lt;br&gt;• about the safe use of prescribed and over the counter medicines&lt;br&gt;• the risks and consequences of ‘experimental’ and ‘occasional’ substance use and the terms ‘dependence’ and ‘addiction’&lt;br&gt;Students should:&lt;br&gt;• be able to give some reasons about how illegal drug use may affect peoples lives e.g. physically, emotionally, legally, financially etc.</td>
<td><strong>Accessing help</strong>&lt;br&gt;Healthy and safe&lt;br&gt;Citizenship/British Values&lt;br&gt;Students will learn:&lt;br&gt;• about how to access local health services&lt;br&gt;Students should:&lt;br&gt;• plan &amp; produce a guide to local support services for Years 7 and 8</td>
</tr>
<tr>
<td><strong>Relationships</strong></td>
<td><strong>Variety of Relationships</strong>&lt;br&gt;Healthy and safe&lt;br&gt;Students will learn:&lt;br&gt;• to understand the importance of friendship and to begin to consider love and sexual relationships in this context&lt;br&gt;Students should:&lt;br&gt;• consider different levels of intimacy and their consequences&lt;br&gt;• acknowledge the right not to have intimate relationships until ready&lt;br&gt;• that marriage is a commitment entered</td>
<td><strong>Pressure, Persuasion, and Coercion</strong>&lt;br&gt;Healthy and safe&lt;br&gt;Emotional Health&lt;br&gt;Citizenship/British Values&lt;br&gt;Values&lt;br&gt;Students will learn:&lt;br&gt;• that consent is freely given and that being pressurised, persuaded or coerced to agree to something is not ‘consent’&lt;br&gt;• what laws exist to protect their right to withhold their consent (including the legal age of consent for sexual activity)</td>
<td><strong>Contraception, Communication, Unintended Pregnancy</strong>&lt;br&gt;Healthy and safe&lt;br&gt;Emotional Health&lt;br&gt;Values&lt;br&gt;Students will learn:&lt;br&gt;• consent is something that should only be given freely; that the seeker of consent is responsible for ensuring that consent has been given freely. They should also learn that if consent is not given or it is withdrawn, that decision should always be respected.</td>
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</table>
### Key Stage 3: Year 9

<table>
<thead>
<tr>
<th>Core Theme</th>
<th>Autumn Term</th>
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<th>Summer Term</th>
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<tbody>
<tr>
<td><strong>Living in the Wider World</strong></td>
<td>The Law, Me and Work</td>
<td>Employment, Money and Me</td>
<td>The Law, Me and my community</td>
</tr>
<tr>
<td>Healthy and safe</td>
<td>Citizenship/British Values – rights and responsibilities</td>
<td>Citizenship/British Values</td>
<td>Healthy and safe</td>
</tr>
<tr>
<td>Citizenship/British Values</td>
<td>Students will learn:</td>
<td>Students will learn:</td>
<td>Citizenship/British Values</td>
</tr>
<tr>
<td>- about the laws and by-laws relating to young people’s permitted hours and types of employment and how to minimise health and safety risks</td>
<td>- about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable)</td>
<td>- about the labour market (including the diversity of local and national employment opportunities), about learning options, skills, occupations and progression routes and about self-employment</td>
<td>- about laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences)</td>
</tr>
<tr>
<td>Students should:</td>
<td>Students should:</td>
<td>Students should:</td>
<td>Students should:</td>
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<tr>
<td>- begin to consider different work roles and career pathways, including clarifying their own early aspirations</td>
<td>- begin to understand about the emotional aspects of relationships</td>
<td>- recognise when issues linked to money may become problematic</td>
<td>- about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities)</td>
</tr>
<tr>
<td>- understand what expectations might be of having a girl/boyfriend</td>
<td>- recognise when others are using inappropriate persuasion, and coercion and how to respond</td>
<td>- about gambling and its consequences (including on-line gambling), why people might choose to gamble, how the gambling industry encourages gambling</td>
<td>- about the potential tensions between human rights, British Law and cultural and religious expectations and practices</td>
</tr>
<tr>
<td>- begin to recognise that there is diversity in sexual attraction and developing sexuality</td>
<td>- about contraception, including the condom and pill (see also ‘Health’) and the importance of communication and negotiation in condom use</td>
<td>- about the choices and risks related to unprotected sex, which could include exploring the options available in the event of unintended pregnancy and sources of accurate, impartial advice</td>
<td>- about the support services available should they feel or believe others feel they are being abused and how to access them</td>
</tr>
</tbody>
</table>

**National Curriculum target links:**

- SG = contributes to safeguarding

**Healthy and safe**

- Anti-bullying
- Citizenship / British Values

**Emotional Health**

- Values – inc. diversity and equal opportunities
### Key Stage 3: Year 9

<table>
<thead>
<tr>
<th>Core Theme</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
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</thead>
</table>

- **National Curriculum target links:**
  - Healthy and safe
  - Anti-bullying
  - Emotional Health
  - Citizenship / British Values
  - Values – inc. diversity and equal opportunities
  - SG = contributes to safeguarding

#### Me and the future

**Students will learn:**
- to recognise and maximise their achievements

**Students should:**
- be aware of the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process

- **about the law in relation to consent** (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)

- Students should:
  - recognise bullying and abuse in all its forms (including prejudice-based bullying both in school and online, exploitation, trafficking, female genital mutilation and forced marriage) and to have the skills and strategies to manage being targeted or witnessing others being targeted

- **Core Theme**
  - Autumn Term
  - Spring Term
  - Summer Term

- **SG** = contributes to safeguarding

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### Key Stage 4: Year 10

**Core Theme**: Health and Wellbeing

<table>
<thead>
<tr>
<th>Autumn Term</th>
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<th>Summer Term</th>
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</thead>
<tbody>
<tr>
<td><strong>Health and Wellbeing</strong></td>
<td><strong>Emotional and Mental Health</strong></td>
<td><strong>Healthy Lifestyle</strong></td>
</tr>
<tr>
<td><strong>My identity and skills</strong></td>
<td><strong>Healthy and safe</strong></td>
<td><strong>Healthy and safe</strong></td>
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<tr>
<td><strong>Emotional Health</strong></td>
<td><strong>Emotional Health</strong></td>
<td><strong>Emotional Health</strong></td>
</tr>
<tr>
<td>Students will learn:</td>
<td>Students will learn:</td>
<td>Students will learn:</td>
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<tr>
<td>• to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others</td>
<td>• about the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)</td>
<td>• about sexually transmitted infections (STIs), including HIV/AIDS</td>
</tr>
<tr>
<td>Students should:</td>
<td>Students should:</td>
<td>Students should:</td>
</tr>
<tr>
<td>• make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism</td>
<td>• begin to develop strategies for managing mental health including stress, anxiety, depression, self harm and suicide, and sources of help and support</td>
<td>• take increased responsibility for monitoring their own health (including testicular and breast self-examination)</td>
</tr>
<tr>
<td><strong>Healthy Lifestyle</strong></td>
<td><strong>Healthy and safe</strong></td>
<td><strong>Healthy and safe</strong></td>
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<tr>
<td><strong>Healthy and safe</strong></td>
<td><strong>Emotional Health</strong></td>
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<td><strong>Emotional Health</strong></td>
<td><strong>Citizenship / British Values</strong></td>
<td><strong>Emotional Health</strong></td>
</tr>
<tr>
<td><strong>Values</strong></td>
<td><strong>Healthy and safe</strong></td>
<td><strong>Emotional Health</strong></td>
</tr>
<tr>
<td><strong>Safety in Relationships</strong></td>
<td><strong>Healthy and safe</strong></td>
<td><strong>Values</strong></td>
</tr>
<tr>
<td><strong>Anti-bullying</strong></td>
<td><strong>Emotional Health</strong></td>
<td><strong>Consent, Respect and Sex</strong></td>
</tr>
<tr>
<td>Healthy and safe</td>
<td><strong>Citizenship/British Values</strong></td>
<td><strong>Healthy and safe</strong></td>
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<tr>
<td><strong>Emotional Health</strong></td>
<td><strong>Healthy and safe</strong></td>
<td><strong>Emotional Health</strong></td>
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<tr>
<td><strong>Values</strong></td>
<td><strong>Healthy and safe</strong></td>
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<tr>
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<tr>
<td><strong>Citizenship/British Values</strong></td>
<td><strong>Healthy and safe</strong></td>
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<td><strong>Values</strong></td>
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*National Curriculum target links:
SG = contributes to safeguarding
Healthy and safe
Emotional Health
Anti-bullying
Citizenship / British Values
Values – inc. diversity and equal opportunities

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## Key Stage 4: Year 10

<table>
<thead>
<tr>
<th>Core Theme</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
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</thead>
</table>
| feelings  | • about parenting skills and qualities and their central importance to family life (including the implications of young parenthood)  
• about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3  
• about accessing and the correct use of contraception, negotiating condom use, reinforcing and building on learning in Key Stage 3  
Students should:  
• understand the characteristics and benefits of positive, strong, supportive, equal relationships  
• understand that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other  
• recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including rape) and strategies to manage this or get help managing changes in personal relationships including the ending of relationships  
• develop an awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by and bereavement on families and the need to adapt to changing circumstances  
• about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement  
Students should:  
• be able to access such organisations and other sources of information, advice and support  |  
| National Curriculum target links: |  
Healthy and safe  
Anti-bullying  
Emotional Health  
SG = contributes to safeguarding  
Values – inc. diversity and equal opportunities  |  
access them  
• how to negotiate the agreement, or withholding of consent, to engage in different degrees of sexual activity  
Students should:  
• consider how to seek consent to engage in different degrees of sexual activity  
• ascertain and respect others’ right to agree or withhold consent to engage in different degrees of sexual activity  
• recognise when others are using manipulation, persuasion or coercion and how to respond  
• understand and respect others’ faith and cultural expectations concerning relationships and sexual activity  
• be able to assess readiness for sex  |  

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### Key Stage 4: Year 10

<table>
<thead>
<tr>
<th>Core Theme</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Living in the Wider World</strong></td>
<td>online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs, and how to respond (^{56})</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The World of Work</strong></td>
<td><strong>Citizenship/British Values – rights and responsibilities, aspirations</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Emotional Health</strong></td>
<td>Students will learn:</td>
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<tr>
<td></td>
<td>- about the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace</td>
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<tr>
<td></td>
<td>- about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions) (^{56})</td>
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<td></td>
<td>Students should:</td>
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<td></td>
<td>- evaluate their own personal strengths and areas for development and to use this to inform goal setting</td>
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<td></td>
<td>- take full advantage of any opportunities for work experience that are available</td>
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</tbody>
</table>

**National Curriculum target links:**

- [56] contributes to safeguarding
- [56] Anti-bullying
- Values – inc. diversity and equal opportunities

**Healthy and safe**

- Citizenship / British Values

**Emotional Health**

- Values
<table>
<thead>
<tr>
<th>Core Theme</th>
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<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health and Wellbeing</strong></td>
<td>My identity and skills&lt;br&gt;Emotional Health&lt;br&gt;Healthy and safe&lt;br&gt;Students will learn:&lt;br&gt;• to recognize and manage feelings about, and influences on, their body image including the media’s portrayal of idealized and artificial body shapes&lt;br&gt;• about checking themselves for cancer and other illnesses, including knowing what to do if you’re feeling unwell and checking for signs of illness&lt;br&gt;Students should:&lt;br&gt;• be aware of health risks and issues related to this, including cosmetic procedures</td>
<td>Personal Safety&lt;br&gt;Emotional Health&lt;br&gt;Healthy and safe&lt;br&gt;Students will learn:&lt;br&gt;• about personal safety and protection, reducing risk and minimising harm in different settings (including social settings, the street, on roads and during travel)&lt;br&gt;• the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke&lt;br&gt;Students should:&lt;br&gt;• understand the terms ‘habit’, ‘dependence’ and ‘addiction’ in relation to substance use and to whom to talk if they have concerns&lt;br&gt;• consider the wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle</td>
<td>Safety Procedures; Help and Support&lt;br&gt;Emotional Health&lt;br&gt;Healthy and safe&lt;br&gt;Students will learn:&lt;br&gt;• how to recognise and follow health and safety procedures&lt;br&gt;Students should:&lt;br&gt;• know how to find sources of emergency help and how to give basic and emergency first aid in appropriate contexts&lt;br&gt;• know how to overcome worries about seeking help and being an assertive user of the NHS</td>
</tr>
</tbody>
</table>

| Relationships | Unintended pregnancy and teenage | Media Pressure, Sex and Peer Support | Me and Other people |

**National Curriculum target links:**<br>Healthy and safe<br>Anti-bullying<br>Emotional Health<br>Citizenship / British Values<br>Values – inc. diversity and equal opportunities<br>$^G$ = contributes to safeguarding
### Key Stage 4: Year 11

<table>
<thead>
<tr>
<th>Core Theme</th>
<th>Autumn Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>parenthood</strong></td>
<td>Healthy and safe</td>
</tr>
<tr>
<td>Healthy and safe</td>
<td>Emotional Health</td>
</tr>
<tr>
<td>Citizenship/British Values</td>
<td>Values</td>
</tr>
<tr>
<td>Students will learn:</td>
<td>• the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life) S9</td>
</tr>
<tr>
<td></td>
<td>• the reasons why parents choose to adopt or to place children for adoption</td>
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<td></td>
<td>• about abortion, including the current legal position and the range of beliefs, opinions and myths about it</td>
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<td></td>
<td>• that fertility decreases with age</td>
</tr>
<tr>
<td>Students should:</td>
<td>• consider the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support S9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>National Curriculum target links:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy and safe</td>
</tr>
<tr>
<td>Anti-bullying</td>
</tr>
<tr>
<td>Citizenship / British Values</td>
</tr>
<tr>
<td>Values – inc. diversity and equal opportunities S9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Term</th>
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</thead>
<tbody>
<tr>
<td>Healthy and safe</td>
</tr>
<tr>
<td>Emotional Health</td>
</tr>
<tr>
<td>Values</td>
</tr>
<tr>
<td>Students will learn:</td>
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<tr>
<td>• to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism, feminism) S9</td>
</tr>
<tr>
<td>• to recognise the impact of drugs and alcohol on choices and sexual behaviour S9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Term</th>
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</thead>
<tbody>
<tr>
<td>Healthy and safe</td>
</tr>
<tr>
<td>Emotional Health</td>
</tr>
<tr>
<td>Students will learn:</td>
</tr>
<tr>
<td>• about the value of assertive behaviours and practice the skills needed</td>
</tr>
<tr>
<td>Students should:</td>
</tr>
<tr>
<td>• further develop the skills needed to manage unwanted attention in a variety of contexts (including harassment and stalking) S9</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Living in the Wider</th>
<th>Keeping safe</th>
<th>Me and My Future</th>
<th>Me as a Consumer</th>
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</thead>
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### Key Stage 4: Year 11

<table>
<thead>
<tr>
<th>Core Theme</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
</table>
| **World**  | Healthy and safe  
Emotional Health  
Citizenship/British Values  
Values  

Students will learn:
- about harassment and how to manage this (including the workplace) \(^{SG}\)  
- think critically about extremism and intolerance in whatever forms they take (including the concept of “shame” and honour based violence) \(^{SG}\)  
- recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern \(^{SG}\)  
| Emotional Health  
Citizenship/British Values  
Values  

Students will learn:
- about the range of opportunities available to them for career progression, including in education, training and employment  
Students should:
- be provided with opportunities to develop their CVs; practice completing application forms; practice interview skills.  
- consider changing patterns of employment (local, national, European and global)  
| Citizenship/British Values – rights and responsibilities  
Values  

Students will learn:
- to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms)  
- their consumer rights and how to seek redress  
Students should:
- be critical consumers of goods and services (including financial services) and recognise the wider impact of their purchasing choices  

\(^{SG}\) = contributes to safeguarding
PSHE and Wellbeing outside the curriculum

School Ethos

A school’s ethos underpins the total experience of being in school. It encompasses the physical, spiritual, moral and emotional environment that cannot be achieved or experienced through the curriculum delivery alone and has an impact on students, staff and families. It includes being welcomed, positive relationships, excitement for learning, positive modelling of behaviours from staff to students, feeling safe, having a sense of belonging and celebrating staff and student achievements. The types of interactions the children and young people will experience while at school, from their relationships with each other to those with all members of staff have a significant contribution to their maturation and state of wellbeing.

Key components of a positive school ethos include:

- Strong leadership with high expectations of students and staff
- Staff modelling good practice to peers and students
- A commitment to equality and tackling discrimination and promoting inclusion
- An environment where staff and students feel safe
- Family involvement
- Opportunities to develop social and emotional competencies
- The views of staff, students and families inform school developments
- Community cohesion
- Celebrating successes and aspirations
- Participation in healthy activities
- A clear relationship between ‘taught’ and ‘non-taught’ aspects of learning

In this section we have provided additional information and example ideas to support a positive school environment and ethos.
Leadership
School leadership provides the whole school community with direction and motivation, sets a vision for the school and can create an environment in which staff, students and parents are able to flourish and contribute to the achievements of the school and development of its culture.

Ideas
- Create a vision and ethos for wellbeing
- Agree core values with the staff, students and community
- Embed the values and make them live by threading them through all school activities - the curriculum, assemblies, behaviour management, reward systems, liaison with families
- Find out the signature strengths of the students and teachers in the school and work towards having a strength based school

School Environment
The school environment consists of the physical, aesthetic and psychosocial elements of the school. The physical and aesthetic environment includes the school building, contents, surrounding grounds and how they look and appeal to the senses, such as proportions, scale, rhythm, light, materials, noise, temperature, odours and colours. The psychosocial environment comprises the feelings, attitudes and values of students, staff and parents/carers, together with the school’s procedures for developing and implementing polices, and making decisions.

Local factors can also affect the school environment, including: social, cultural and religious influences of the nearby communities, geography, socioeconomic status of families and the political make up of the local authority.

Ideas
- When visiting other schools notice how easy it is to get in, and how welcoming it is. Bring back your experience to your own school and see what improvements, if any, could be made.
- Independent research on behalf of the School Food Trust into the impact of dining spaces on pupils has suggested that lunchtime is the key period during the school day which governs whether a child feels “happy” in school or not. Do pupils have to wait a long time to get food? Does the queuing system work? Is it properly managed? Do students have sufficient time to eat? Simple things such as changing the layout of the dining room furniture can help create a pleasant and relaxing environment.
- Teaching outdoors can provide a stimulating and enriched learning experience for students. For example: measuring and shapes in mathematics, light and temperature in science, and investigating environmental change in geography.
- Create active play areas - colour coded zoned areas for a range of different team and individual activities e.g. football, basketball skipping, hoops etc.
- Encourage rest and relaxation by creating a quiet seating area, with some shade, within the school grounds.
- Run regular surveys with both students and staff to identify issues and then set up focus groups to assist in identifying solutions.
- Designate an area to set up a growing club. With good planning even a small space can be transformed using containers, grow bags and hanging baskets.
Staff wellbeing

Staff wellbeing is a complex concept involving emotional, physical and spiritual resilience within the adult. It is important in maintaining motivation and overcoming other challenges involved when working with young people both within and beyond the classroom. Staff wellbeing is essential to student wellbeing.

Ideas

- Ensure all current support systems are promoted to all staff (for example via a staff notice board, mail out, staff newsletter or in the staff handbook, confidential helpline numbers on the Union Notice Board).
- Encourage healthy lifestyles for staff by organising physical activities for them, after school, one afternoon a week.
- Provide space for teachers to think about their own values and wellbeing, and to consider their relationship to the values of the school, in a safe and secure environment. The Philosophy for Children method of enquiry is also an excellent process to generate thoughts from adults - consider using it in a staff meeting to talk through a particular issue or topic.
- Make a space in the staff room, or another area, which is a quiet, comfortable ‘work free’ space where staff can unwind, without interruption if required.
- Consider a staff Continuing Professional Development session on relaxation activities, which can be applied to enhancing both personal and school life, for example, mindfulness.
- Allocate a regular time slot to celebrate staff work and success in staff meetings.
- Write thank you notes or send postcards to staff to acknowledge a particular piece of work, detailing its strengths and the positive impact it has had.

Student Voice

This is a process of actively involving all children and young people in their education. It is not a prescriptive methodology, but allows schools the opportunity to develop creative and engaging ways of encouraging students’ participation in accordance with their strengths and unique characteristics. An effective student voice seeks to include the voices of all children and young people and develop their strengths, skills and interests and is much more than just a school council body. It is an inclusive process and ethos which values and responds to pupil opinions and enhances the life of the school.

Ideas

- Give a group of students some cameras with which to photograph and highlight areas in the school that may need improving.
- From the student body develop a team of Health Ambassadors who promote healthy messages to staff and students. Give them responsibility for leading on assemblies, managing an eye catching health notice board and seeking views of staff, students and parents.
- Give your School’s Council elections a higher profile. Try running them like a general election, either based on this country or use this as an opportunity to learn about election processes in other countries. This enables more students to be involved than just those standing for election.
- Go beyond simple surveys. Offer to train a group of children and young people on creative methods for consulting with their peers.
- Remember that such resources as “Worry” or “Suggestion” boxes are simple and effective ways of gathering student feelings and ideas.
Family Involvement and Support

This refers to a child’s/student’s parents or carers taking responsibility for their role in their child’s education, working in collaboration with the school to achieve what is best for their child and having the opportunity to share their views and wishes with the school. This includes supporting their child’s education at home and providing them with a stable, caring environment in which to grow and develop. It can also include family members being actively involved in the life of the school, for example, as a school governor, reading support or helping at school events. Schools are able to provide a range of opportunities and initiatives that support and enable family involvement.

Ideas

- Does your school have a proportion of parents whose second language is English? Set up a language group for parents to attend where they will develop their language skills, encourage peer support and identify needs.

- Consulting with parents doesn’t always have to be a big event. Communicate via the schools website or notice board. Something as simple as inviting comments on a particular issue or policy by jotting ideas on post it notes and sticking them on the board can be helpful.

- If you want to encourage a group of parents to come into the school for a consultation or information sharing event plan a student presentation or small music event to happen beforehand to encourage them to attend.

- Be patient. Building the confidence and trust of working with some parents takes time. Try first an initial home visit, then some follow up support visits, then an invitation to a coffee morning at the school. Take some of their child’s work or certificates with you to show them what they are achieving.

- Have a stack of cards in reception and invite parents to write down any skills or interests they have that they may be interested in using within the school.

- Are you able to organise a crèche for parent events? Looking after small children is sometimes a key reason why parents are unable to attend school events.

- A regular “coffee morning” for parents/carers can be a vehicle for engagement with families. Some schools then invite a guest (often a professional) to each session e.g. school nurse to talk about whatever issue is current.
Anti-Bullying

Bullying is a subjective experience and can take many forms. However for the purpose of a shared definition, the Anti-Bullying Alliance Statement of Purpose explains bullying as, “the intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have harmful effect on the victim.”

Ideas

- Use Anti Bullying week not only to raise awareness of bullying and to promote positive messages but also to celebrate the positive relationships and inclusive initiatives students and staff have engaged in over the past year.
- Ensure all staff fully understand the school’s Anti-Bullying policy. Deliver a group staff activity where staff discuss bullying scenarios and find responses to them within the policy. This is also a good way to consult with staff on the content of the document and check in with how confident staff actually feel in responding to bullying.
- Issue students with cameras and ask them to photograph areas of the school they may not feel safe in. Work with students to develop these as safe areas.

Community Cohesion and British Values

A school’s contribution to engaging with community cohesion and British values can be grouped under the three following headings:

1. Teaching and learning: teaching students to understand others, debate and promotion of common values and diversity, challenging prejudice and stereotyping.
2. Equity and excellence: removing barriers to access and participation, offering equal opportunities to all students to succeed at the highest level possible.
3. Engagement and ethos: providing opportunities for all students and families to interact with each other.

Appendix 2: British Values

Ideas

- Ask the students in your class to map what cultural events are important to them throughout the year and mark them on a large yearly calendar. Invite students to talk about them to the class as they occur.
- Have story telling in assemblies and in lessons that focus on stories about British values and those from different cultures. Reflect and focus on the strengths that each story demonstrates.
- Enrich the curriculum programme through fieldwork, visits and meetings with members of different communities.
- Work with key members of the community, or local voluntary and community groups to develop the range of activities they could offer to your students, such as mentoring schemes.
Consider a student-led research project into the types of differences they celebrate, tolerate or find difficult. The findings could be presented at local and/or national events or conferences.

A school twinning project to another town, either in the UK or abroad (or both), which encourages interaction of students of different backgrounds through emails, letters, visits, sports, arts and celebrating religious festivals.

Healthy activities: physical activity, healthy eating and emotional health

Healthy activities are the regular exercise and nourishment of both body and mind. They encompass physical activity, healthy eating and emotional health and wellbeing. All three are interrelated and directly impact on each other.

Ideas

- When planning a school menu, start by carrying out a survey with the students to get their views and ideas. You could also devise a competition to design a healthy school lunch. Giving the students ownership of a school menu will generate interest in the school meal and have a positive effect on school meal uptake.
- When you introduce new menu ideas hold a tasting event for the students to sample the different flavours and textures. Tasting can take place in the dining room, either by giving students a small taster of the day’s new dish in the queue, setting up a table on the way into the dining room where students can taste the daily special, or at parent/carer events.

Organise a taste-a-thon in a healthy eating week, when students can taste a variety of different foods. Parents can also be involved especially if the event is arranged at the start or end of the school day.

Involve your students in growing activities and give them the chance to experience the rewards of growing first-hand. This can also help to develop an understanding of healthy diets, raise awareness of where food comes from and how we rely on plants for food. This can include windowsill herbs started at school and then taken home.

Provide extracurricular classes that promote physical activity and also appeal to students who are not interested in the regular team sports e.g. hiking, yoga, dance or cycling.
The Arts

The arts include theatre, dance, music, visual arts, literature and culinary arts. All are an important part of culture and provide a means for people to creatively express their ideas, emotions, and beliefs, together with celebrating their achievements.

Ideas

- Work creatively with themes, stories and literature. For example, ask the students to visually create the landscape or the street in which the story is set in. Get them to role play key characters in the story and hot seat them (remember to get them to de-role afterwards).
- Start school choirs, one for students, and another for parents and teachers.
- Work with an artist or group of artists to create an area or celebrate an event within the school grounds i.e. relaxation corner, mural depicting achievements within the school community.

Spirituality and Mindfulness

Ofsted has offered guidance for schools on encouraging students’ spiritual development and provided the following definition:

“Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil’s ‘spirit’. Some people may call it the development of a pupil’s ‘soul’; others as the development of ‘personality’ or ‘character’.”


Ideas

- Play calm, beautiful music and give the Pupils/Students drawing materials to draw whatever comes into their minds.
- Make time at the beginning of lessons to allow the students to settle and centre themselves and allow time at the end of the lesson for quiet reflection.
- Use a lesson for your students to go on a silent walk in the school grounds. Give them space and time to really notice their surroundings. This could lead to an interesting piece of reflective homework.
- Allocate a silent space/room in school, which allows strong silence and deliberate stillness. This must not be the same room that is used for discipline/‘cooling off’ purposes.
- Free dancing or free running is a great example to use for discussion and experience with your students to explore how being totally absorbed in an activity can produce spiritual awareness.
- Create a calm, reflective environment through ritual. For example, by lighting a candle at the beginning of a session, and using sound from a Tibetan bowl to signal the beginning and end of an activity.
Directory of organisations that support teaching and learning in PSHE & Wellbeing

We have sorted the organisations under the following headings:

- Anti-Bullying
- Bereavement
- Citizenship
- Domestic Violence and Abuse
- Drug and Alcohol Education
- Eating Disorders
- Female Genital Mutilation (FGM)
- LGBT (Lesbian, Gay, Bi-sexual & Trans sexual)
- Mental Health
- Mindfulness
- Personal, Social, Health and Economic (PSHE) and Wellbeing
- Philosophy
- Pornography
- Resilience
- Safety
- Social and Emotional Aspects of Learning (SEAL)
- Spirituality
- Sustainability and Environment
- The Arts

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Anti-Bullying

Anti-bullying Alliance
The stated objectives of the Anti-bullying Alliance are:

- To raise the profile of bullying and the effect it has on the lives of children and young people
- To create a climate in which everyone agrees that bullying is unacceptable
- To make sure that teachers, youth practitioners, parents, carers, children and young people have the skills and knowledge to address bullying effectively.

www.anti-bullyingalliance.org.uk

Beatbullying
This site contains lots of teaching resources for schools, including lesson and assembly plans, activities and information.

www.beatbullying.org.uk

BullyingUK
Lots if information and resources on bullying.

www.bullying.co.uk

Kidscape
Kidscape is a UK charity established to prevent bullying and child sex abuse. A number of resources, including posters, information booklets and research on the long-term effects on bullying are available to download.

www.kidscape.org.uk

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10 Citizenship education remains a compulsory National Curriculum subject for Key Stages 3 and 4.

11 From September 2014 Financial Literacy became statutory for Key Stages 3 and 4. Maths is strengthened to give pupils the mathematical skills needed for financial literacy.
Bereavement

Bereavement
Up to 70% of schools have a bereaved pupil on their role at any given time. One study found that 92% of young people will experience a “significant” bereavement before the age of 16 years. With the right help and support, most of these children will not need professional help. What they do need is the understanding of familiar and trusted adults. Schools are well placed to provide this but with some training, the ability to do so will be greatly enhanced.

www.childbereavement.org.uk
www.rd4u.org.uk

Child Bereavement UK
Child Bereavement UK believes that all families should have access to the support and information they need when a child grieves or when a child dies. Through understanding their grieving process and receiving help in dealing with bereavement from appropriately trained professionals, families can learn to live with their grief and begin rebuilding their lives.

www.childbereavement.org.uk

Childhood Bereavement Network
The Childhood Bereavement Network is a national federation or organisations offering support and information to bereaved children. Their website includes a section for teachers on how to support children after experiencing a death, including some resources available to purchase.

www.childhoodbereavementnetwork.org.uk

Cruse Bereavement Care
Cruse is a national organisation dedicated to offering support to bereavement families, adults and children. Their comprehensive website provides detailed information bereavement, downloadable booklets and information leaflets. Cruse also publishes the international Bereavement Care Journal.

www.cruse.org.uk

Grief Encounter
This website contains lots of helpful online resources for bereaved children and young people, including dedicated ‘kid zones’ and ‘teen zones’.

www.griefencounter.org.uk

Winston's Wish
Winston's Wish is the leading childhood bereavement charity in the UK. Its website has a dedicated section for schools, providing comprehensive information and resources in supporting bereavement in schools, including reading materials and guidance on how to develop a school bereavement policy.

www.winstonswish.org.uk
Citizenship & Community

**Association for Citizenship Teaching (ACT)**
ACT is the subject association for Citizenship representing teachers and others involved in Citizenship education. They offer:
membership services and education programmes that develop and promote Citizenship education; professional development, training and networking opportunities; advocacy for the subject, research and strategic policy advice; and high quality teaching materials including their journal 'Teaching Citizenship'.

www.teachingcitizenship.org.uk

**Biography Online**
Information on inspirational people.
www.biographyonline.net/people/inspirational

**Heroic Imagination Project**
Inspired by Plutarch’s philosophy, the Heroic Imagination Project provides resources and information to support us learn from our heroes and role models.
www.heroicimagination.org

**Moral Heroes**
An online archive of inspirational men and women.
www.moralheroes.org

**Think Global**
Think Global is a membership based charity that works to educate the public on global issues. The site has a section devoted to schools which includes information on curriculum development.
www.think-global.org.uk

Rights Respecting Schools
A good source on information and inspiration for possible citizenship projects. It links schools to the UN rights of the child.
www.unicef.org.uk/rrsa

**Seal and the Global Dimension**
Seal and the Global Dimension provides pathways and appropriate resources for embedding the Global Dimension within the SEAL programme, engaging school students in global and development issues. There are a number of resources to download to support teaching about the global community and our role within it.
www.sealgd.org.uk
Domestic Violence and Abuse

Action Against Violence (AVA)
AVA (Action Against Violence) has created the Prevention Platform Toolkit, which is the first comprehensive teaching resource on violence against women and girls (VAWG) that covers the following issues:

- domestic violence
- teenage relationship abuse
- sexual violence
- sexual harassment and bullying
- sexual exploitation
- forced marriage (FM)
- female genital mutilation (FGM)
- honour based violence (HBV)
- sex trafficking prostitution

The toolkit is designed to support education practitioners across the UK to develop and deliver a programme to prevent violence against women and girls. It includes resources for understanding each VAWG issue including e-learning, support for teachers to develop a programme of learning based on prevention which is underpinned by Safeguarding policies and duties.

The toolkit also includes lesson plans appropriate for each school year.

www.preventionplatform.co.uk

Kidscape
Kidscape is committed to keeping children safe from abuse. Kidscape is the first charity in the UK established specifically to prevent bullying and child sexual abuse. Kidscape believes that protecting children from harm is key. Kidscape works UK-wide to provide individuals and organisations with practical skills and resources necessary to keep children safe from harm. Kidscape staff and trainers equip vulnerable children with practical non-threatening knowledge and skills in how to keep themselves safe and reduce the likelihood of future harm. Kidscape works with children and young people under the age of 16, their parents/carers, and those who work with them. Kidscape provides:

- A Helpline offering support and advice to parents of bullied children.
- Confidence building sessions for children who are bullied.
- Advice for Parents & Carers, Professionals and Young People themselves.
- A national comprehensive training programme on child safety and behaviour management issues.
- Booklets, literature, posters, training guides and educational videos on bullying, child protection, and parenting.

www.kidscape.org.uk/

The Hideout (Domestic Violence)
“Women’s Aid have created this space to help children and young people to understand domestic abuse, and how to take positive action if it’s happening to you.”

www.thehideout.org.uk
Safer Futures
Safer Futures is a national project that aims to build networks between local schools, specialist domestic violence services and Local Authorities to ensure that healthy relationships education is delivered responsibly and effectively.

The project will train a nationwide network of domestic violence professionals to work as Women’s Aid Schools Advocates to provide in-school support for teachers to deliver lessons using the Expect Respect Education Toolkit. The aims of the Safer Futures Project are to:

- Provide professionals working in local domestic violence services with the tools and training to become Women’s Aid Schools Advocates and support schools in their area to teach about domestic violence.
- Help teachers to feel confident in delivering lessons about domestic violence using the Expect Respect Educational Toolkit.
- Encourage young people to build healthy, respectful relationships, and identify abusive behaviours in themselves and others.
- Enable local domestic violence services to raise awareness and become further embedded in local communities.

www.womensaid.org.uk/

Victim Support
Victim Support has produced an Education Resource Pack: Key Stage 2 Personal Safety (including bullying, healthy relationships, street crime and hate crimes)

www.victimsupport.org.uk/are-you-ok

Drug and Alcohol Education

Alcohol Education Trust – Talkaboutalcohol programme
This fully evaluated and PSHE Association accredited early intervention education programme for 11-18 year olds, talkaboutalcohol focuses on what pupils can do to be healthy and stay safe. Using ‘bottom up’ activities pupils categorise risk, act out ‘real life’ scenarios and engage in decision-making games to build knowledge, confidence, resilience and life skills. A 100 page teacher workbook, fully supported on line and with email and phone support can be ordered free of charge. In house training can be provided in proved techniques and in supporting pupils in a discreet and appropriate manner.

www.alcoholeducationtrust.org
www.talkaboutalcohol.com

Mentor ADEPIS – Alcohol and Drug Education and prevention Information Service
If you are looking at improving your delivery of alcohol and drug education within PSHE a useful guidance document that will support you can be found at:

mentor-adepis.org
Eating Disorders

The notes/resources provided deliberately do not spell out details of “eating disorders.” An eating disorder is usually a symptom of an underlying psychological problem. You are teachers, not psychologist, psychotherapists or psychiatrists. It is therefore suggested that ‘eating disorders’ should be mentioned as part of an appropriate PSHE lesson – but that you do NOT deliver a lesson about them per se.

The three commonest disorders are:

- Anorexia - an obsessive desire to lose weight or stay thin by not eating.
- Bulimia - eating a large quantity of food and then inducing vomiting or using large numbers of laxatives to get rid of it.
- Binge (or Compulsive) eating is Bulimia without the purging and vomiting - which results in rapid weight gain.

It’s hard to understand what happens but people develop these disorders when they have deep emotional issues, together with very low self-esteem and a loss of sense of control. People can be very secretive about these disorders– but they affect boys and girls from all social classes and ethnic groups. You can’t fix their problems but you can empower people by being there for them, by listening to them tell you how they feel. Some young people have reported feeling judged by their teachers and therefore discounted them as a source of help.

Eating disorders may become life threatening, the sooner the person gets some professional help, the sooner he/she will recover. Suggest the person concerned speaks to someone like the school nurse or counsellor.

Sources of help

- www.rcpsych.ac.uk/healthadvice/parentsandyouthinfo/parentscarers/eatingdisorders.aspx
- www.b-eat.co.uk/

Key standards in teaching about body image – April 2015.
The PSHE Association has produced guidance on teaching about body image as part of the PSHE curriculum. Suitable for Key Stages 1-5.

https://www.pshe-association.org.uk/curriculum-and-resources/resources/key-standards-teaching-about-body-image
Female Genital Mutilation (FGM)
It is essential that schools raise awareness of the facts and issues, around FGM. Including providing information on how and where to get help. In order to inform and facilitate the exploration of attitudes around FGM, it is important for young men as well as young women to take part in these lessons. A lesson plan covering this topic for Key Stage 3 may be found at:


Multi-Agency Practice Guidelines are available from:

Forward UK
FORWARD’s Schools Programme offers a comprehensive and wide range of services for schools. All of their schools services are delivered in a sensitive and age appropriate way by experienced FORWARD facilitators. Their schools services are flexible and tailored to meet the needs of each school and target audience. FORWARD believes that schools play a vital role in protecting and supporting girls at risk of or affected by FGM. They also believe that young people should be engaged and empowered to know about issues that affect them, their peers and their communities. Work with schools is focused not only on awareness but also the role that everyone can play in supporting girls and ending the practice. Pupils are equipped to be able to support themselves, their peers and their siblings who may be at risk of or affected by FGM.

http://www.forwarduk.org.uk/what-we-do/uk-programmes/schools-programme/

Human Rights
A two minute video which beautifully explains what you need to know about human rights – and, why they matter.

https://www.youtube.com/watch?v=pRGhrYmUjU4 (from Rights Info)

UN Human Rights video (just under 2 mins):
https://www.youtube.com/watch?v=JpY9s1Agbsw

LGBT (Lesbian, Gay, Bi-sexual and Trans sexual)

Depend
A voluntary organisation which aims to provide advice, support & information for anyone who knows or is related to a Trans person in the UK

www.depend.org.uk
email.info@depend.org.uk

The Gender Trust National Helpline
Dedicated to helping anyone affected by gender identity issues.
Phone: 0845 231 0505

www.gendertrust.org.uk
info@gendertrust.org.uk

IMAAN
A national group supporting LGBT Muslim people, their families and friends
Phone: 020 3393 5188

www.imman.org.uk
National LGBT Domestic Abuse Helpline
Providing support and information on domestic violence and abuse
Phone: 0800 999 5428 (FREEPHONE)

GIRES
Purpose is to improve the lives of trans and gender non-conforming people, including those who are non-binary and non-gender.
http://gires.org.uk/

Regard
A group aiming to raise awareness of disability issues within LGBT communities and to raise awareness of sexual issues within the disabled communities
www.regard.org.uk

Trans Support
Aims to provide practical support to all trans people, their families and friends. It is a source for information and guidance.
www.trans-support.org

Mermaids
Supporting young people who feel at odds with their birth gender to achieve a happier life in the face of great adversity. And/or parent(s) with a child who feels this way.
Phone: 0344 334 0550
email: info@mermaidsuk.org.uk
http://www.mermaidsuk.org.uk/

Stonewall
Help, guidance, information, resources (suitable for classroom use) and support for LGBT communities and their allies.
Phone: 020 7593 1850
Information service: 08000 50 20 20
www.stonewall.org.uk

Diversity Role Models
Actively seeks to prevent homophobic and transphobic bullying in UK schools. Stopping bullying before it happens by educating young people about difference, challenging stereotypes and addressing the misuse of language.
Phone: 020 3795 920
http://www.diversityrolemodels.org/

Young Women's Peer Health Project
Working to improve young lesbian and bisexual women's health.
http://www.likt.org.uk/

With thanks to Lee Gale for contributing to this list
Mental Health

Anna Freud, National Centre for Children and Families
Have produced a range of resources for schools, including a Mental health toolkit for schools which aims to raise awareness amongst school and college staff of the range of validated tools that are available to help measure subjective mental wellbeing amongst the student population.
http://www.annafreud.org/services-schools/schools-in-mind/resources-for-schools/

National Children’s Bureau (NCB)
Advice covering two overlapping areas of school practice is provided by NCB: promoting positive social and emotional wellbeing for all in schools, and tackling the mental health problems of pupils in more serious difficulty. It is designed to support schools, in particular school leaders, in the delivery of their work on these two areas.
http://www.ncb.org.uk/media/1197143/ncb_framework_for_promoting_well-being_and_responding_to_mental_health_in_schools.pdf

PSHE Association
The PSHE Association has prepared a briefing and launched new guidance and primary and secondary lesson plans for schools on preparing to teach about mental health and emotional wellbeing.
https://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=570&Keyword=&SubjectID=0&LevelID=0&ResourceTypeID=3&SuggestedUseID=0

Samaritans
DEAL (Developing Emotional Awareness and Listening) teaching resources
Samaritans' teaching resources help schools develop the skills that young people need to cope with life's challenges. DEAL (Developing Emotional Awareness and Listening) aims to:
- raise awareness of emotional health and the importance of recognising when you need help
- develop positive coping strategies
- reduce stigma and break down barriers around talking about emotional health.
- developing communication skills
- developing supportive and help-seeking behaviour in young people
http://www.samaritans.org/your-community/supporting-schools/deal-teaching-resources

Young Minds
850,000 children and young people in the UK have a mental health problem - and that's just the ones who have been diagnosed. The Young Minds website offers information to young people and children about mental health and emotional wellbeing.
Resources include The Resilient Classroom, bite size 20 minute activities for promoting resilience in PSHE or tutor groups.
http://www.youngminds.org.uk/
http://www.youngminds.org.uk/training_services/academic_resilience/what_is_academic_resilience
Mindfulness

The Mindfulness in Schools Project (MISP)
Includes research on the benefits of mindfulness for children and young people. Offers a teachers’ training programme to enable teachers to teach an eight-week mindfulness curriculum called .b (stop, breath and be). Teachers’ own established mindfulness practice and completion of an eight-week course is a pre-requisite for the training. Has now launched a primary schools project called paws .b.

www.mindfulnessinschools.org

Mindful
Mindful is an initiative that celebrates being mindful in all aspects of daily living - through a magazine, website and social media.
Lots of background articles, the latest research on how mindfulness works and links to helpful resources.

www.mindful.org/

Mindful Schools
Based in the US, Mindful Schools provides online courses to learn mindfulness and to move onto learning to teach children. They also offer regular training courses in the UK. It has a very informative website in mindfulness for children. Currently there is also a link to a 40 minute film called Healthy Habits of Mind, looking at how mindfulness has been integrated into a primary schools in California which is really worth a watch.

www.mindfulschools.org

MindUP™ (The Hawn Foundation UK)
The Hawn Foundation UK, established by the actress Goldie Hawn well known for her advocacy of mindfulness in schools, provides a whole school SEL programme (4-13yrs) with a 1yr implementation model of training and support, including a parent workshop. The evidenced based MindUP™ Curriculum provides a framework for teaching SEL based in neuroscience, positive psychology and mindful awareness training.

http://www.thehawnfoundation.co.uk/

Susan Kaiser Greenland
Again, based in the US, but full of inspiration and relevant information, author of The Mindful Child, Susan Kaiser Greenland has established the Inner Kids Foundation which teacher mindfulness skills to children in deprived schools and neighbourhoods in Los Angeles. Her website is full of information on recent research on mindfulness with children.

www.susankaisergreenland.com

Stressed Teens
Great website introducing the rationale of mindfulness practice for teens.

www.stressedteens.com
Personal, Social, Health and Economic education (PSHE) and Wellbeing

To support the host of initiatives and recent inclusions to the PSHE curriculum the Department for Education have published the following documents:

A review of impact and effective practice – 13th March 2015

Relationships education, RSE and PSHE: policy paper – 1st March 2017

AcSEED
AcSEED is an initiative set up to support emotional wellbeing in schools. It is a concept founded by young people with direct personal experience of mental illness at a young age. Their combined experiences have been used to identify and recommend a range of best practices that could have helped significantly in identifying and supporting their emerging emotional difficulties during school years

Whilst the implementation of support will be tailored to the specific needs of each school, the framework of best practices provides the baseline criteria used for accrediting schools with The AcSEED Award.

http://www.acseed.org/

Health Education Partnership Ltd.
Advice available for emotional wellbeing and PSHE, healthy eating and physical activity. Can also assist schools wishing to renew Healthy School Status. Website has various free resources available to download.

www.healtheducationpartnership.com

Image in Action
Image in Action believes that people with disabilities or additional learning needs have a right to information and understand about sexuality.

They have developed a respected methodology that uses practical activities, drama, storytelling and visual resources to deliver effective RSE through group work. Image in Action use a range of available RSE resources for work with young people with learning disabilities and have written and published a number of books and leaflets. They can lead staff training/INSET and advise about RSE policy development or consultation on specific RSE related issues for young people with learning disabilities.

http://www.imageinaction.org/
**Metropolitan Police**
This site provides information about subjects that matter to young people in London. Targeted at 11 to 16 year olds, it is designed to sit alongside the main Metropolitan Police Service website.

It includes links to:
- Your Justice Your World
- Dot Com
- Gang and Group Offenders (A practitioners handbook of ideas and interventions)
- PSHE lessons mapped against the National Curriculum
- London Criminal Justice Partnership
- UK Youth Parliament....and more!

[safe.met.police.uk/utilities/teachers_resource.html](http://safe.met.police.uk/utilities/teachers_resource.html)

**National Children’s Bureau**
The National Children’s Bureau website has a variety of useful free resources relation to PSHE delivery.

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

**Personal Finance Education Group (pfeg)**
pfeg is the UK’s leading financial education charity. It provides resources and lesson plans, help and advice to anyone teaching children and young people about money. pfeg organizes training (often free to schools) and events such as “My money week”. For full details visit their website.

[www.pfeg.org](http://www.pfeg.org)

**The PSHE Association**
The subject association for this area of work, the PSHE association is a membership organisation which supports many aspects of PSHE. Membership fees and all other details are available on their website.

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

**TES Connect**
Hundreds of downloadable PSHE lesson plans for primary schools.

[www.tes.co.uk/teaching-resources/](http://www.tes.co.uk/teaching-resources/)

**Teaching Ideas**
This is a web site that informs readers of significant dates/events across the Year. It is a mix of religious, social, cultural and special interest events. It is fairly thorough and is a good place to look for ideas to link school events to.

[www.teachingideas.co.uk/events/](http://www.teachingideas.co.uk/events/)

**Upgrade 7**
Transport for London have worked in partnership with a number of London boroughs and created a variety or transition resources, including lesson plans and travel guides.

[www.upgrade7.com](http://www.upgrade7.com)
Philosophy

**Epicurus**
Both sites are a good source of information on Epicurus and Epicurean philosophy.

www.epicurus.net
www.epicurus.info

**Mark Vernon**
The site of writer and journalist Mark Vernon containing various sources of information on ancient philosophy, including a number of useful articles and interactive quizzes which could be used in the classroom.

www.markvernon.com

**Philosophy Bites**
A wide range of philosophical podcasts

www.philosophybites.com

**Philosophy for Life**
Jules Evans’ excellent website which clearly outlines and contemporary relevance of ancient philosophy.

www.philosophyforlife.org

**Society for Advancing Philosophical Enquiry and Reflection in Education**
There are currently three levels of P4C courses validated by the Society for Advancing Philosophical Enquiry and Reflection in Education (SAPERE) with analogous handbooks published as a guide for each level. For more information on P4C and SAPERE courses visit either of these websites

www.sapere.org.uk

**Socratic Cafes**
A good source of information to inspire you to set up a Socrates Café in your classroom or school.

www.philosopher.org

**The Philosophy Man**
Sign up to this site to receive great free resources and ideas to support your classroom enquiries.

www.thephilosophyman.com

**The Stoic Life**
Information on Epictetus and other Stoic philosophers.

www.thestoiclife.org
Pornography

In a survey carried out by independent market research organisation Research Now, on behalf of NAHT (National Association of Head Teachers), the vast majority of parents (88 per cent) said sex education and lessons on adult and peer relationships should be mandatory in schools.

More than four in five parents want schools to include issues surrounding the dangers of pornography as part of sex education. 83 per cent had sufficient confidence in schools’ ability to help their children understand the dangers specifically associated with pornography that they believed teachers were as important as parents in handling the issue.

The Sex Education Forum who represent a group of organisations and individuals committed to improving relationships and sex education (RSE) for children and young people have produced a magazine information to help teachers work with this issue:

www.sexeducationforum.org.uk/resources/sex-educational-supplement.aspx

Resilience

Action for Happiness
A good website for resources and information to support lesson planning.

http://www.actionfornhappiness.org/

Anxiety BC
Good website introducing anxiety and suggesting ways to talk about it with young people. It has an informative interactive zone for young people.

http://www.anxietybc.com/

Bounceback
An Australian based programme, a number of UK schools are now implementing its Wellbeing and Resilience Programme. All details are available of the website.

www.bounceback.com.au

Dove Self Esteem Project
The Dove Self Esteem Project aims to improve the self-esteem of more than 15 million young people by 2015. The website (from Dove soap, part of Unilever) has sections in the areas of:

- friendships and relationships
- teasing and bullying
- growing up and body image
- boosting self esteem
- the role of the media

http://www.selfesteem.dove.co.uk/
The Flow Genome Project
This is an organisation dedicated to researching and cultivating flow – or peak – experiences, to help us maximise our engagement with and experience of life. The website contains a lot of inspirational video, which would be good for classroom life.

http://www.flowgenomproject.com/

GET Self Help
Numerous free and downloadable cognitive behaviour therapy-based worksheets and resources.

http://www.getselfhelp.co.uk/

Hands on Scotland
An excellent site full of information on EHWB and flourishing.

http://www.handsonscotland.co.uk/

Kidspace - separation
Kidspace focuses on helping children and young people understand their feelings and learn how to manage them as well as help children cope, and adjust to the changes in their family. They conditionally offer a confidential space for the child/young person to work through their feelings and express the impact the separation of their family is having on them.

akidspace.co.uk/

Mind with Heart
Mind with Heart is a charity dedicated to equipping young people with the social and emotional skills necessary to their well-being and to a sustainable society. It offers a secondary school curriculum consisting of three modules: mindfulness & awareness, empathy and compassion and universal responsibility & sustainability.

www.mind-with-heart.blogspot.co.uk

Penn Resiliency Project
Overview and structure of the Penn Resilience Programme Curriculum.

http://www.ppc.sas.upenn.edu/prpsum.htm

Relate - Divorce
Children and young people will need to adjust to many changes if their other parent separate. Some of that adjustment can be difficult and painful. It may leave the child/young person feeling many things, including angry or sad or confused. They may even blame themselves for what’s happened to their family. This can make the child/young person behave in many ways.


whatnext.relate.org.uk

Resilience Training
Resilience Training has been introduced to US troops, which teaches Stoic principles and Positive Psychology to US soldiers.

http://www.resilience.army.mil/
Strengths Gym
Strengths Gym provides an educational course that enables students and teachers to work together to learn about, recognise, build upon, and use their strengths more in the classroom, at home, and in life.

http://www.strengthsgym.co.uk/

Wellington College
Visit Wellington College’s intranet wellbeing pages for an overview of their wellbeing lessons and a multitude of valuable ideas and resources.

http://intranet.wellingttoncollege.org.uk/well-being

Young Minds - The Resilient Classroom
There are many school resilience programmes which aim to narrow the gap between pupils who do well academically and those who don't. A lot of them are very useful, so why have we put this information together? Resilience programmes can be expensive - we wanted to offer something everyone could access for free. We have been working on resilience for years, and have developed an approach which many schools find really helpful. People keep asking us to put something together specifically for schools to use - that is practical, realistic and easy to follow, and something that inspires people. Pupils who experience multiple disadvantages face greater challenges in school than most so we need a programme that really helps them. Academic Resilience supports schools to step up the things they do so there is greater impact on the achievements of their most vulnerable or disadvantaged pupils.

http://www.youngminds.org.uk/training_services/academic_resilience/what_is_academic_resilience

Safety
The Department for Education and Home Office have published the following related documents:

Dealing with child sexual exploitation – Home Office - 3rd March 2015

Keeping Children Safe in Education

Protecting Children from Radicalisation: The Prevent Duty – (updated 17th August 2015)

The Use of Social Media for Online Radicalisation – DfE updated 1st July 2015

Working together to Safeguard Children
Child Exploitation & Online Protection Agency - CEOP
CEOP works with child protection partners across the UK and overseas to identify the main threats to children and coordinates activity against these threats to bring offenders to account. We protect children from harm online and offline, directly through NCA led operations and in partnership with local and international agencies.

CEOP’s ThinkuKnow programme provides a range of free educational resources - films, lesson plans, presentations, practitioner guidance, games and posters - to professionals working with children and young people. Through the use of our educational materials you can help to empower and protect young people from the harm of sexual abuse and exploitation, both online and off.

www.ceop.police.uk
www.thinkuknow.co.uk

Saving Londoners Lives
Saving Londoners’ Lives (SLL) is a partnership project aiming to increase the number of people in the capital with emergency life support (ELS) skills. ELS is the set of actions needed to keep someone alive until professional help arrives. Whether someone has had a heart attack, is choking or bleeding, the prompt action of a bystander can make the difference between life and death.

It is never too early to start learning ELS. School is an ideal environment in which to learn ELS within the existing curriculum. The ELS programme can be carefully tailored to the individual requirements of each school, and enables schools to establish flexible delivery of ELS skills to their students.

Teachers and other school staff receive free instructor training in ELS from St John Ambulance equipping them to deliver the British Heart Foundation’s (BHF) Heartstart UK programme to their students. They are supported by medical students from the 5 London medical schools who are specially trained by the London Ambulance Service NHS Trust.

www.savinglondonerslives.org.uk
Social and Emotional Aspects of Learning (SEAL)

**SEAL**
This is a body of work that was first published in 2005, with a range of materials for primary schools. It was available free of charge to all primary schools. It consists of booklets for each year group on each of the seven themes, as well as sets of photographs, booklets for family work and small group work. Most schools have a copy of this, either as the CD ROM, Box File or both. If not, it can found at:

http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/87009

**The SEAL Community**
Set up and supported by leading experts in the field, the SEAL Community is a not-for-profit organisation offering education professionals with an interest in SEAL the opportunity to join a network of like-minded individuals, schools and organisations.

The SEAL Community aims to promote, share and develop the excellent SEAL work that so many schools and settings have been engaged in over the past few years. Joining is quick and easy, and you can pay a yearly subscription by cheque or online. Currently it costs £30 for individuals and £50 for schools.

www.sealcommunity.org

Spirituality

**The Association for Children’s Spirituality**
The Association for Children’s Spirituality seeks to promote and support research and practice in relation to children’s spirituality within education and wider contexts of children’s care and wellbeing. A good source of information, including a poems & quotes page.

www.childrenspirituality.org
Sustainability and Environment

**Action Renewables**
This site is packed with information and activity sheets for all key stages, although there is more available for primary schools - a great resource.

[www.actionrenewables.co.uk/services/education/educational-resources/](http://www.actionrenewables.co.uk/services/education/educational-resources/)

**Eco Schools**
Eco Schools is an international award programme that supports schools develop a framework to help embed sustainable principles and practice in school life. The website has lots of information for schools, including how to get involved, competition and case studies of inspiring practice.

[www.keepbritaintidy.org/ecoschools](http://www.keepbritaintidy.org/ecoschools)

**Sustainable Schools Alliance**
The Sustainable Schools Alliance aims to provide support to all schools in the UK to enable them to put sustainability at the heart of what they do. The site has a wealth of information and useful links.

[www.sustainable-schools-alliance.org.uk](http://www.sustainable-schools-alliance.org.uk)

**NCB/One Step One World Challenge**
The National Children’s Bureau has developed the One Step One World Challenge that aims to engage children and young people in learning about talking action in sustainable living. This document is an engaging Leader Pack for the Challenge, which provides information and practical ideas for staff.


The Arts

**Creative Partnerships**
This is an organisation, which brings together artists of different genres and backgrounds to work in schools and inspire students through the arts.

[www.creative-partnerships.com](http://www.creative-partnerships.com)

**Sing up**
Sing Up’s mission is for every school in England to become a singing school, which puts singing at the heart of school life. Visit their website to find out about their award scheme for schools, teacher training and download free songs and resources.

[www.singup.org](http://www.singup.org)

**Random Acts of Kindness**
This website has some inspiring arts and crafts lesson plans to develop acts of kindness through creativity.

[www.randomactsofkindness.org](http://www.randomactsofkindness.org)
Directory of books that support Secondary teaching and learning in PSHE and Wellbeing

We have listed the books under the following two main categories:

- Factual books – to support lesson planning
- Fiction – story books that can be used to support PSHE within the classroom.

Factual books to support lesson planning

**PSHE Association Quality Assurance Mark**

The following two publications have been the “Awarded the Quality Assurance Mark “by the PSHE Association.

**PSHE for Key Stage 3**
Hodder Education.

This new course for Key Stage 3 will help you develop your students' skills and understanding of personal, social, health and economic education through an active learning approach. It covers the current PSHE KS3 Framework and the revised Programme of Study developed by the PSHE Association. It contains up-to-date information on new issues such as the safe use of personal data on the internet, the impact of sex in the media and social media (including 'sexting'), and the risks of gang culture.

**PSHE for Key Stage 4**
Hodder Education.

Supports students to develop the knowledge, skills and attributes identified in the PSHE Education Programmes of Study which are intended to equip them for future personal and economic wellbeing. It does this by covering the key concepts, processes and content in the Programmes of Study through a series of topics which provide a wide range of activities - flexibly designed to be combined into a complete lesson or used individually within tutor-group time.

The Teacher's Resource Book supports: the non-specialist teacher through in-depth guidance on each activity in the Student Book - including suggestions on how to carry out and manage activities, as well as examples of responses that should be elicited from the student.

https://www.hoddereducation.co.uk/PSHE-Education#&se=1224&limit=true&type=3
Thinkuknow Toolkit (online safety)
Child Exploitation & Online Protection Agency - CEOP

A brand new resource with fifteen learning KS 3 + activities. The Toolkit helps you transform the Thinkuknow website from a reference tool into an interactive resource. With clear practitioner guidance and photocopiable learning materials, each activity aims to get young people thinking and talking about key issues related to sex, relationships and the internet, delivers safety messages, and encourages them to return to the website in their own time.

Topics include sexting, webcam, using social networks, inappropriate content and chatting with strangers online. Young people 'speed friend' fictional characters before finding out who they have really contacted online; debate the rights and wrongs of a media story about a celebrity whose nude selfies were leaked online; and design their own apps to help their peers stay safe.

www.thinkuknow.co.uk/teachers/resources

A number of factual texts that could be used to support RSE in the classroom or at home

CONSENT: - Guidance on teaching about consent in PSHE at key stages 3 and 4
The Home Office Action Plan, A Call to End Violence against Women and Girls, calls for more to be done to “promote the teaching of sexual consent and the importance of healthy relationships in schools”. In response, the PSHE Association, has produced guidance for teachers working with pupils at key stages 3 and 4.

https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key

Cool and Celibate? Sex or No Sex
Dr Bull, David. Element Children's Books.

In which Bradley, aged 16, says: "I can't think about anything else. I love her so much. I really, really want to have sex with her...What if I can't get it up? How will I not die of embarrassment if I can't get the condom on? ..."

Sex - How? Why? What?

Tough Choices: Young Women Talk about Pregnancy
Hadley, Alison. Livewire Books from the Women's Press.

Twenty-four young women aged from 14 upward tell their stories. The book is all at once riveting, depressing, compelling and heart warming. It is honest and helpful in giving an insight into teenage pregnancy.
Contraception Card Game
Published by HIT.
http://hit.org.uk/Publications

Let's Talk about Sex
Harris, Robie H. and Emberley, Michael. Walker Books.

Living with a Willy
Fisher, Nick. Macmillan.

Safe and Sound - 11-16: Sex & Relationships Education Pack.
Published by HIT.
http://hit.org.uk/Publications

Sex Matters
Cohen, Julian. Published by Evans Brothers Ltd in their Life Files series.

Sexplanations
National Youth Agency.
An updated version of the successful Grapevine Game – an exploration of attitudes and values as well as up-dating factual information.
www.nya.org.uk

The Right to Life and Death?
Boyd, Kenneth. Published by Evans Brothers Ltd in their Moral Dilemmas series.
This covers abortion, fertility treatment etc. Set this in place alongside lessons on sexually transmitted infections (Chlamydia is an STI responsible for causing sterility in large numbers of young women) and the position of the National Health Service and you could have the beginnings of a really useful PSHE link into to your Citizenship curriculum.

Brook
Brook is the UK’s leading provider of sexual health services and advice for young people under 25. They produce a number of resources that can be found at:
www.brook.org.uk/index.php/resources/resource-categories
They are listed under the following categories:
- Boys and Young Men
- Condom Use
- Confidentiality and Good Practice
- Contraception and STIs
- For People with Disabilities
- Growing Up
- Outreach
- Pregnancy Choices
- Relationships and sex
- Talking to Doctors
- The Law and Public Policy

Family Planning Association (FPA) – (Talking sense about sex)
The FPA educates and informs thousands of people about sexual health each year and campaign to improve sexual health services.
They produce a large variety of resources, including teaching packs, leaflets and 3D products.
www.fpa.org.uk/shop/78/product-list
The Sex Education Forum (SEF)
SEF represent a group of organisations and individuals committed to improving relationships and sex education (RSE) for children and young people.

Their members include national organisations and RSE practitioners. They have representatives from health, education, faith, disability and children's organisations.

www.sexeducationforum.org.uk/members/list-of-members.aspx

SEF publish their own resources including factsheets that are free to download and books and practical toolkits available to purchase from the NCB web-shop. All are listed via their website in A-Z order.

www.sexeducationforum.org.uk/resources/resources-a-z.aspx

Centre for HIV & Sexual Health Excellence in sexual health promotion
The Centre for HIV & Sexual Health works to a holistic model of sexual health which acknowledges political, social and cultural factors and health inequalities which affect and determine people’s sexual health. They produce an excellent range of resources, including a number specifically produced for those working with children and young people with Learning Difficulties and Disabilities (LDD)

This includes SHARE Special - An RSE curriculum for young people aged 11 upwards with moderate or severe learning difficulties and those with autistic spectrum disorder for use as a standalone programme in special schools and units or in mainstream secondary schools to support young people with special needs.

www.sexualhealthsheffield.nhs.uk/publications/publications-list/

Fiction
There are a number of “story” books which could be used to support PSHE, notably about Relationships.

Literature that might appeal to boys and young men

Bumface
Gleitzman, Morris. Puffin.

Tells the story of 12 year old Angus, who lives with his Mum (who is more of a "Mum" on television than she is at home) and looks after his younger brother and sister - Leo and Imogen. Angus sees a succession of men pass through his mother’s life "They can’t help having hopeless dads and a busy mum, he thought. None of us can."

But when Angus meets Rindi his problems seem minor. The story is both funny and sad and deals with the problems of being a child pushed into adulthood too early.

Flour Babies
Fine, Anne. Puffin.

The most delightful story of Simon Martin, in Year 4 at secondary school. "...sprawled over three chairs outside the staff room door...was bored halfway out of his skull..." Simon is a committed hooligan until he takes on the responsibility of looking after a baby.

During the days that follow Simon learns what it is to be a parent and realises just how amazing his mum is, "When had she realised how much trouble he was going to be?"
Shadows
Bowler, Tim. Oxford University Press.

Tells a story of threat, violence, danger and escape. Jamie is 16 and under considerable pressure. He meets a young woman who needs help. They both have burdensome problems but how will they deal with them? Here is competitive sport, mystery, abuse, love, tenderness and death. This adventurous tale had me turning pages at a rate of knots. It is exciting and sensational. It is moving and caring. "You've made me believe in myself again," he said finally.

Just Sixteen
Ure, Jean. Orchard Books.

This will definitely capture the imagination of young men. Sam tells the story.

Sam Virgo, whose nickname is Ginny or Virginia, is one of the lads and a virgin. He and his mates enjoy boasting about their exploits and talking about Tits and Bums until he meets Priya. Suddenly he cares. In fact he is in love. "Guys aren't meant to do that sort of thing. Lee and Baz and the rest, they'd think I'd gone soft And don't get me wrong. No way did I want to become a dad at sixteen. No way!"

For both genders

Megan and Megan 2
Hooper, Mary. Bloomsbury.

The first book begins with a PSHE lesson - how apt - where the students try to embarrass their teacher with questions like, "Miss Springer, what's oral sex? or Miss Springer, what's an orgasm?" until one particular point made by the teacher makes Megan Warrell take notice. Megan is fifteen and pregnant. What will she do? How will her friends and family react? What should she do?

In the sequel we join Megan as she wonders whether she is should tell her mother she wants to keep her baby. Is she up to coping with the responsibility? How will her relationship with Luke progress?

Nowhere to Run
Welford, Sue. Oxford University Press.

A school bag becomes a football and a Jackie Collins’ paperback, a make-up bag and tampons spill across the school corridor. Here is the hassle of dealing with a charging crowd of boys. Here too is a story with characters that students will know. Cass and Mel are friends. But only James seems to understand what she is going through. Can they both work through their crises and survive? Pregnancy, termination, alcoholism, and running away from home are all here. Not in a ridiculous way but, in the ordinary way of the lives of young people everywhere.

"I know it's happened. I'm pregnant. Up the duff. In the club. One in the oven. And I'm scared. Dead scared. Not ready for all this...

I can't tell anyone. Can't get me head around it. And if I tell someone, it'll make it real. Definite. Everything will start rolling and I won't be able to stop it..."
How many young women in similar situations have held the same thoughts? Here we are inside the head of sixteen-year-old Lisa Brunt and we know life is not going to be easy.

**Don't Look Back**
Chick, Sandra. Published by Livewire from The Women's Press.

Lisa tells us her story. We meet the adults who look down on her for being a pregnant teenager, her boyfriend who isn't ready for a full time relationship and her best friend who thinks she's mad.

**Make Lemonade**
Set in America and written in short sharp bursts of dialogue. It paints a vivid picture of the life of 14 year old LaVaughn, her mother and Jeremy and Jilly the children of seventeen year-old Jolly. LaVaughn wants to escape from poverty. She wants to get good grades and go to college. Will she achieve her ambitions or become caught up in caring for the children of another teenager? Something about this is reminiscent of the type of talk shows hosted by Jerry Springer and Jeremy Kyle. It is a colourful, brilliant inner city tale, which pulls no punches and could appeal to any number of young women from minority ethnic groups.

**15+ age group**
Two books from the Confessions series, published by Scholastic Children's Books are:

**I abandoned my baby**
Dando, Sue.

**They think I'm too easy**
Read, Lorna.

Both books are written in a way, which will appeal to the titillating, sensational and gossipy, side of young women. The side that says..."Go on...tell me...I won't tell anyone." These two books contain young love, passion, sex, pregnancy and babies. They also introduce us to Social Workers, police officer, parents who care, morals and ethics.

**The Best Thing**
Lanagan, Margo. Published by Ark Fiction at Allen and Unwin.

A story of first love and first baby. Melanie's life was in turmoil. Melanie had been sure that Brenner was the sort of guy she should have aimed for. People at school turned against her. No one asked. No one listened. "You did have an abortion! You're just a slut! ... It's no wonder no-one talks to you. No-one likes a slut!" Without discussion they just judged her.

Pug's room was a pigsty. He came from, "the wrong side of the tracks". What then, made Pug so special? He tells Mel she's "beaudifuw...like a princess or sumptink".

This beautifully crafted story has energy, and tenderness, brawn and brains. It is full of love, trust and understanding and hope.
Dear Nobody
Doherty, Berlie. Published as a novel by Collins and as a play (with learning resource material by Rachel O'Neill) by Collins Educational.

The story of 18 year olds Chris, Helen and their unborn child. We learn from both of them how it feels to be preparing to enter higher education, the difficulties of their relationships with families. And as Helen writes letters to her unborn baby, "Dear Nobody" at first wishing it away, we learn about the overwhelming emotion and turmoil that an unplanned pregnancy can bring. All this and the love element too combine to deliver a tremendously moving story, which captures beautifully (from a male point of view) the exquisite pain of first love. "I didn't want to go way from her for a second...Helen and I touched each other where we had never touched before and made love.
Appendix 1: Teaching and learning in PSHE

PSHE Association Guidelines

PSHE education – definitions for the new curriculum

What is PSHE education?

Personal, social & health education (PSHE) is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities. It equips them with knowledge and practical skills to live healthy, safe, fulfilled and responsible lives. PSHE encourages young people to be enterprising and supports them in making positive education and career choice. PSHE also enables 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.

What should be taught in PSHE education?

The key stages 3 and 4 programmes of study themselves are not statutory but they include some statutory requirements for example, sex education, careers education and those elements of drug, alcohol and tobacco education that are also include in the programmes of study for science.

The PSHE programmes of study are designed to be flexible so that schools can develop a curriculum relevant to their students. PSHE education programmes should be appropriate to students’ abilities and backgrounds. They should provide opportunities to address real life and topical issues and show students that they can make a difference to their own and others’ lives.

How is PSHE education provided in schools?

PSHE education programmes can include:

- learning opportunities across the curriculum
- specific lessons with separate curriculum time
- explicit opportunities in other curriculum subjects
- whole school and suspended timetable activities
- specific projects
- learning through involvement in the life of the school and wider community.

These opportunities, wherever they occur, should be planned, coordinated, monitored and evaluated.
How should PSHE education be taught?

PSHE is most effective when it uses a wide variety of active learning approaches and provides frequent opportunities for children and young people to reflect on their own and other people’s experiences so they can use and apply their learning in their own lives. Active involvement in the life of the school and wider community should help young people recognise and manage risk and take increasing responsibility for themselves and their choices.

- A supportive school ethos is important in providing an appropriate context for the delivery of PSHE. It is one where:
- there are effective relationships between all members of the school community
- students play an active part in decision making
- school policies are compatible with what is taught in PSHE

Personal and social development and PSHE education

The promotion of young people’s personal and social development is a fundamental aspect of education. It underpins other learning. Personal and social development is enhanced as children and young people develop the skills they need to grow and develop as individuals and members of society. All aspects of a child and young person’s experience at home, in school and out of school contribute to personal and social development. It is a function of all subjects.

PSHE education is important in promoting personal and social development because it helps children and young people to build their personal identities, confidence and self-esteem, make career choices and understand what influences their decisions including financial ones. 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 and empathy and the ability to work with others will help them to form and maintain good relationships, and better enjoy and manage their lives.

The PSHE subject Association will work with its members to define, interpret and implement the new curriculum for PSHE education in the context of the whole curriculum.

To contribute to this, and benefit from a PSHE education community of practice join the PSHE Subject Association via its website:

www.pshe-association.org.uk

Email info@pshe-association.org.uk
PSHE Teaching Guidelines for Key Stages Three & Four

The following are non-statutory guidelines

In the DfE “PSHE Guidance” published in September 2013 it was stated:

“Personal, social, health and economic (PSHE) education is an important and necessary part of all students’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

We provide grant funding to the PSHE Association to work with schools to advise them in developing their own PSHE curriculums and improve the quality of teaching.”

Statutory guidance - National curriculum in England:

2.1 Every state-funded school must offer a curriculum which is balanced and broadly based\(^\text{12}\) and which:

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

2.5 All schools should make provision for personal, social, and health education (PSHE), drawing on good practice.

3.2 The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of students’ knowledge, understanding and skills as part of the wider school curriculum.

4.2 Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

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\(^{12}\) See Section 78 of the 2002 Education Act which applies to all maintained schools. Academies are also required to offer a broad and balanced curriculum in accordance with Section 1 of the 2010 Academies Act.
Establishing Ground Rules /Group Agreement

In order to involve and empower students in making health-related decisions about their behavior and lifestyles, it is important first to discuss, negotiate and establish ground rules. It is no use imposing them. If the rules are to be owned, they need to be devised and developed by those to whom they will apply.

A list of Ground Rules/Group Agreement could include the following:

- Listen to what other people say.
- Be kind to each other and give support.
- Everyone’s contribution is valuable
- If people don’t want to say anything they don’t have to.
- Everyone in the group has a right to privacy

Discourtesy and disruption may be more effectively outlawed if students participate in banishing them. Embarrassment, belittling and other discomforts will be reduced as a consequence. Students who feel secure and not threatened will be more ready to speak openly, to express minority views and to explore and challenge ideas constructively. Beware relying too heavily on a blanket confidentiality clause. A teacher’s sensitivity and judgement may be needed to ensure family privacy is protected from potentially damaging student disclosure.

Starting where the students are

This means determining the stage of development and understanding students have reached, together with their experience and perceptions and using this information to decide upon teaching contents. It can be a more reliable guide than general published guidance, which is produced without reference to your students or your school. First, create a classroom climate that encourages honest discussion (see ‘establishing Ground Rules/Group Agreement’).

Then find out:

- What facts students do and do not know and understand.
- Where knowledge they have is incomplete.
- What they feel.
- What they are able to say and not able to say.
- The language they use.
- What they are able to do and not able to do.
- Responsibilities they can and cannot manage.
- What their anxieties and questions are.
Using appropriate teaching methods

Teaching strategies are required which address and provide for all three main constituents of PSHE. These are 'Knowledge and Understanding', 'Skills' and 'Attitudes'. Students need accurate, credible, up to date information to develop and extend their knowledge and understanding. However, giving the facts about drugs is not enough. Students also need a range of skills, and they need to consider the attitudes and values which underpin their decisions, behaviours and responses. To acquire a sound understanding of themselves and their lives, and to develop competence which puts them in control of their behaviour and welfare, students also need:

- To develop and practise a range of relevant personal and social skills
- To explore their own and each other’s feelings, views, experiences, attitudes and values

It is attitudes, perhaps above all, which are determinants of action. Teaching should provide students with the impetus for exploring attitudes, their own and others’, as a means of exploring the very building blocks of later behaviours. The students’ active and interactive participation is therefore vital. Methods should provide opportunities for information to be explored as well as received and for attitudes to be considered in the light of new information and experience.

Therefore teaching methods should:

- Include a rich variety of opportunities for active learning
- Consider the attitudes and values for students and a range of other significant groups in society towards drugs
- Ensure access to comprehensive, unbiased and accurate drug information.
- Specify availability of relevant and appropriate advice and support
- Develop and maintain self-esteem
- Develop the personal and social skills needed for making decisions in a range of social situations and settings.
- Value the feelings, views and experiences of the participating children (or young people).
- Use didactic input sparingly for impact or to respond to expressed need.
- Ensure continuity and progression by visiting and revisiting issues as the students develop and their needs change
Some methods for delivery

- Advertising
- Brainstorming
- Cards in correct order 1-10...
- Carousel of questions
- Case Study/scenarios
- Charts, diagrams, photos
- Continuums
- Creative writing
- Debate
- Designing questionnaires
- Discussions: Whole group; Small group; Pairs
- Statement cards (e.g. Diamond 9s)
- Display following presentation
- DVD/Video clip
- Games
- Graffiti sheets
- Interviewing
- Literature
- Media (Film/TV/Newspapers)
- Presentation
- Problem page answers
- Quiz / questionnaire
- Research
- Resource development (e.g. leaflet)
- Risk Ladders
- Role Play
- Script writing
- Statement Cards
- Story Board
- Visitors

Key Concepts and Processes in Key Stage 3

Concepts

- Personal identities
- Healthy lifestyles
- Risk
- Relationships
- Diversity
- Career
- Capability
- Risk
- Economic understanding

Processes

- Critical reflection
- Decision-making and managing risk
- Developing relationships and working with others
- Self-development
- Exploration
- Enterprise
- Financial capability
### Year 7: PSHE Programme Ideas

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$^\text{SG}$ - Socially Guided
## Year 8: PSHE Programme Ideas

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<tr>
<td>3. Breaking down Barriers</td>
<td>- Recognise that the way you see your personal qualities, attitudes, skills and achievements affects your confidence and self esteem.</td>
<td></td>
</tr>
<tr>
<td>4. Understanding Disability</td>
<td>- Reflect on your own personal strengths and achievements</td>
<td></td>
</tr>
<tr>
<td>5. Diversity</td>
<td>- Look at how the way you see and feel about yourself is affected by a range of factors</td>
<td></td>
</tr>
<tr>
<td>6. Vaccinations and Immunisation</td>
<td>- Look at differences between people and explore what “empathy” means</td>
<td></td>
</tr>
<tr>
<td>7. Self Respect/Esteeem</td>
<td>- Look at similarities and differences between the genders</td>
<td></td>
</tr>
<tr>
<td>- Smoking and Alcohol (^*)</td>
<td>- Think about the influences on boys and girls as they grow up</td>
<td></td>
</tr>
<tr>
<td>8. Local support services (^*)</td>
<td>- Consider how you feel about being a girl/boy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Learn how the body becomes sexually mature (^*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Think about what people should consider before starting to have a sexual relationship (^*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Consider how to help parents talk to their children about sexual relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Learn about the meanings of “HIV” and “AIDS” (^*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Research some facts about HIV and AIDS</td>
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<tr>
<td></td>
<td>- Discuss how people can be affected by prejudice and how this might be challenged</td>
<td></td>
</tr>
</tbody>
</table>

11. End of Year Review

\(^*\) - SG indicates significant guidelines
## Year 9: PSHE Programme Ideas

<table>
<thead>
<tr>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Introduction to Year 9 PSHE: Healthy Lifestyles</td>
<td><strong>4.</strong> Options</td>
<td><strong>7.</strong> Drug Education&lt;sup&gt;SG&lt;/sup&gt;</td>
</tr>
<tr>
<td>• what ‘being healthy’ can mean</td>
<td>• Explore future options by obtaining information about further of higher education, training and employment possibilities that interest you.</td>
<td>• Alcohol</td>
</tr>
<tr>
<td>• the importance of healthy routines in life.</td>
<td>• Find out qualifications for entry</td>
<td>• Drugs CD ROM</td>
</tr>
<tr>
<td><strong>2.</strong> Keep a record of food intake over a week. Do detailed nutrients check on each meal and snack, and assess healthiness of diet.</td>
<td>• how to make decisions that affect your health</td>
<td>• Drugs Quiz</td>
</tr>
<tr>
<td>• how to make decisions that affect your health</td>
<td>• about choices you can make to keep healthy</td>
<td>• Drugs debate</td>
</tr>
<tr>
<td>• about choices you can make to keep healthy</td>
<td><strong>5.</strong> Discuss the possible advantages and disadvantages of particular options with friends, parents, guardians, tutors etc. Exams and Revision Skills</td>
<td>• Laws and young people</td>
</tr>
<tr>
<td><strong>3.</strong> Who can I talk to about my health?</td>
<td><strong>6.</strong> Sex &amp; Relationships education</td>
<td><strong>8.</strong> End of Year Review</td>
</tr>
<tr>
<td>• identify some rights and ages of responsibility&lt;sup&gt;SG&lt;/sup&gt;</td>
<td>• RSE - Conception and pregnancy, Contraception (abortion), STI’s&lt;sup&gt;SG&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>• think about the importance of ‘confidentiality’&lt;sup&gt;SG&lt;/sup&gt;</td>
<td>• RSE - Differences in Gender</td>
<td></td>
</tr>
<tr>
<td>• Rights to health and treatment.&lt;sup&gt;SG&lt;/sup&gt;</td>
<td>• RSE – Choices (inc. sexual orientation)</td>
<td></td>
</tr>
</tbody>
</table>

<sup>SG</sup> - Someone to go to about sexual health questions
# Year 10: PSHE Programme Ideas

<table>
<thead>
<tr>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Planning and writing a CV</td>
<td>5. Media and Young People</td>
<td>1. Values: Individual, family and community</td>
</tr>
<tr>
<td>2. Planning and writing a letter of application</td>
<td>6. Cult of celebrity / Body Image</td>
<td>2. Social and moral dilemmas around money</td>
</tr>
<tr>
<td>3. Interviews – practicing skills</td>
<td>7. Young People in Trouble</td>
<td>3. Attitudes towards work and enterprise</td>
</tr>
<tr>
<td>4. Safety over the Christmas period</td>
<td>8. Personal support networks</td>
<td>4. Diverse and conflicting values</td>
</tr>
<tr>
<td></td>
<td>9. Exam stresses and pressures</td>
<td>5. Diversity</td>
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</tbody>
</table>
### Year 11: PSHE Programme Ideas

<table>
<thead>
<tr>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
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</thead>
<tbody>
<tr>
<td>1. Revision Skills / planning for mocks</td>
<td>11. Assertiveness skills to resist unhelpful pressure SG</td>
<td>21. Revision skills</td>
</tr>
<tr>
<td>2. Careers choices at Year 11</td>
<td>12. Causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management SG</td>
<td>22. Financial tools and services, including budgeting and saving, in managing personal money</td>
</tr>
<tr>
<td>4. Skills/qualities needed for employment e.g. enterprise skills</td>
<td>14. Positive relationships</td>
<td>24. Financial terms and products</td>
</tr>
<tr>
<td>5. Employment/self-employment/ voluntary work</td>
<td>15. Nurse visit – Contraception and STI’s SG</td>
<td>25. Money stresses and pressures (credit cards, finance and borrowing) SG</td>
</tr>
<tr>
<td>6. Range and opportunities: local, national, European and global</td>
<td>16. Exploitation - Personal Safety SG</td>
<td>26. Right and responsibilities that come with age SG</td>
</tr>
<tr>
<td>7. Roles, identities, rights, responsibilities at work SG</td>
<td>17. Organisations offering relationship support SG</td>
<td></td>
</tr>
<tr>
<td>8. Leaving school and moving on</td>
<td>18. Roles and responsibilities of parents/carers and children SG</td>
<td></td>
</tr>
<tr>
<td>9. Study or Employment - What’s out there? SG</td>
<td>19. Parenting skills and family life SG</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2: British Values

British society is founded on fundamental values and principles which all those living in the UK should respect and support. These values are reflected in the responsibilities, rights and privileges of being a British citizen or permanent resident of the UK. They are based on history and traditions and are protected by law, customs and expectations. There is no place in British society for extremism or intolerance.

Set out, in general terms, these are the non-negotiable components of our identity - the qualities of the citizenship.

Ten core values of the British identity

I. **The rule of law.** Our society is based on the idea that we all abide by the same rules, whatever our wealth or status. No one is above the law - not even the government.

II. **The sovereignty of the Crown in Parliament.** The Lords, the Commons and the monarch constitute the supreme authority in the land. There is no appeal to any higher jurisdiction, spiritual or temporal.

III. **The pluralist state.** Equality before the law implies that no one should be treated differently on the basis of belonging to a particular group. Conversely, all parties, sects, faiths and ideologies must tolerate the existence of their rivals.

IV. **Personal freedom.** There should be a presumption, always and everywhere, against state coercion. We should tolerate eccentricity in others, almost to the point of lunacy, provided no one else is harmed.

V. **Private property.** Freedom must include the freedom to buy and sell without fear of confiscation, to transfer ownership, to sign contracts and have them enforced. Britain was quicker than most countries to recognise this and became, in consequence, one of the happiest and most prosperous nations on Earth.

VI. **Institutions.** British freedom and British character are immanent in British institutions. These are not, mostly, statutory bodies, but spring from the way free individuals regulate each other’s conduct, and provide for their needs, without recourse to coercion.

VII. **The family.** Civic society depends on values being passed from generation to generation. Stable families are the essential ingredient of a stable society.

VIII. **History.** British children inherit a political culture, a set of specific legal rights and obligations, and a stupendous series of national achievements. They should be taught about these things.

IX. **The English-speaking world.** The atrocities of September 11, 2001, were not simply an attack on a foreign nation; they were an attack on the anglosphere - on all of us who believe in freedom, justice and the rule of law.

X. **The British character.** Shaped by and in turn shaping our national institutions is our character as a people: stubborn, stoical, indignant at injustice.
The fundamental principles of British life include:

- democracy
- the rule of law
- individual liberty
- tolerance of those with different faiths and beliefs
- participation in community life

As part of the citizenship ceremony, new citizens pledge to uphold these values. The pledge is:

'I will give my loyalty to the United Kingdom and respect its rights and freedoms. I will uphold its democratic values. I will observe its laws faithfully and fulfil my duties and obligations as a British citizen.'

Flowing from the fundamental principles are responsibilities and freedoms which are shared by all those living in the UK and which we expect all residents to respect.

If you wish to be a permanent resident or citizen of the UK, you should:

- respect and obey the law
- respect the rights of others, including their right to their own opinions
- treat others with fairness
- look after yourself and your family
- look after the area in which you live and the environment

In return, the UK offers:

- freedom of speech
- freedom from unfair discrimination
- a right to a fair trial
- a right to join in the election of a government

This text is taken from Life in the United Kingdom, a Guide for New Residents, 3rd edition, Page 7
© Crown Copyright 2013 and (The Telegraph 2005)

GRAYSON PERRY’S TAPESTRY – from the – WHO AM I? series
A portrait of Britishness.

The following is a link to the tapestry which, when opened, may be enlarged.
http://www.theguardian.com/artanddesign/2014/oct/21/grayson-perry-tapestry-portrait-gallery#img-1
Appendix 3: Guidance on assessment, recording and reporting PSHE

Why is assessment important?

Assessment should be a planned part of teaching and learning. Assessment helps to set clear expectations for standards and achievement. It ensures progression in teaching and learning and motivates pupils because they become partners in the assessment process. It allows pupils to be clear about strengths and weaknesses in their learning, and enables teachers to be clear about the achievements of their pupils and how their learning might be improved.

Improving learning through assessment depends on five key factors:

1. The provision of effective feedback to pupils.
2. The active involvement of pupils in their own learning.
3. Adjusting teaching to take account of the results of assessment.
4. A recognition of the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning.
5. The need for students to be able to assess themselves and understand how to improve.

There are clear links between these key factors and the principles – both explicit and underlying – of PSHE. Effective assessment in PSHE is therefore fundamental to enabling achievement of many of the aims of the non-statutory framework.

What is needed for assessment, recording and reporting in PSHE?

- **Recording:** schools are required to keep records for every pupil, including information on academic achievements, other skills and abilities and progress made in school.
- **Reporting:** schools must give brief comments to parents on the pupil’s progress in each subject and activity studied. This means that where PSHE is included in the curriculum, schools need to decide the best way to provide a PSHE report. This may be a brief, separate commentary on progress, or as part of the school’s report on other activities in the school curriculum.

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13 The guidance in Appendix 3 is based on: “PSHE at key stages 1–4 Guidance on assessment, recording and reporting” © Qualifications and Curriculum Authority 2005

14 Assessment Reform Group (1999), Assessment for learning: beyond the black box
What kind of assessment is required?

It would be inappropriate for assessment in PSHE education to be about levels or grades, passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today’s performance against their own previous performance. So the benchmark against which progress is measured is the pupil’s own starting point, not the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing any learning in PSHE education:

Assessment can be formative, summative, diagnostic and evaluative. PSHE offers many opportunities for pupils to get involved in their own learning and progression.

Assessment in PSHE should:

- raise standards and achievement
- be planned from the beginning as part of teaching and learning
- be inclusive: reflect the learning and achievements of all pupils, and take account of their range of learning styles and intelligences
- measure what we value about PSHE (for example showing the ability to make informed choices), not just those aspects that are easy to measure (for example knowledge of facts)
- not judge the worth, personality or value of an individual pupil or their family
- be planned from the beginning as part of teaching and learning
- support the way PSHE is delivered in the school.

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Diagram above taken from page 4, PSHE Association’s PSHE Education Programme of Study, Key stages 1-5
Including pupils

One of the five principles of effective assessment outlined above is the active involvement of pupils in their own learning. Pupils should be involved in discussions about how their work is assessed, so that they know and can recognise the standards to aim for. Teachers and pupils need to communicate their expectations, progress and attainment. This will enable pupils to set their own targets and plan how they will achieve their learning goals. Assessing their own work and collecting evidence of their progress and achievement related to these learning goals will enable them to:

- recognise, demonstrate and celebrate their achievements
- know and understand what they have achieved and what they need to develop
- feel confident about their progress
- be rewarded for active participation in school and community life.

In summary, assessment in PSHE should therefore:

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

As outlined above, assessment complements the learning and teaching progress in PSHE, as done well, it will contribute to the motivation and self-esteem of pupils. This will enhance their understanding and internalisation of some of the values, skills and attitudes at the heart of the PSHE framework.

It is important to note that not all aspects of PSHE should be assessed. Pupils may share their own views and ideas or reflect on aspects of their own behaviour or relationships that, although integral to teaching and learning, would not be appropriate for formal assessment. For example, during or following discussion of a topic, pupils may reflect on how issues relate to their own family or relationships.
Managing assessment, recording and reporting for PSHE

Managing assessment

Assessment in PSHE should be manageable and meaningful. To achieve this teachers and pupils need to decide:

- what to assess
- who should be involved in assessment
- what and how much evidence to gather
- how often to gather evidence
- how to record evidence
- how to feedback, for example oral, comment-only, marking etc.

Who can contribute to assessment?

- **Pupils:** through self-assessment and peer-assessment and in partnership with teachers and other adults, including individual, out-of-school activities.

- **Specialist PSHE teachers:** both with and without pupils, assessing progress and achievement in dedicated PSHE lessons or activities.

- **Subject teachers:** where PSHE is included explicitly in other subjects, these teachers can support pupils in assessing their knowledge, skills and understanding in those aspects of PSHE.

- **Other adults:** people from other organisations who have worked with individuals or group of pupils as part of PSHE provision, including health professionals, adults from the world of work and community members. Methods of assessment used or types of evidence needed should be agreed in advance with those involved. For example, pupil self-assessment sheets may need to be endorsed or witness statements recorded.

- **Form tutors:** for example by helping pupils to reflect on their experiences and form a view of their overall achievement.

Keeping track of progress

By planning regular opportunities for assessment within the PSHE programme, it is possible for teachers and pupils to keep track of progress and to reflect on and record achievement.

Schools may already have processes and materials in place that incorporate (or could incorporate) PSHE, for example log books, progress files, records of achievement or electronic portfolios.

The responsibility for collating assessments of PSHE for recording purposes depends on how the provision is organised. For example:

- annual (and end of key stage) statements may be produced by each pupil and endorsed by a relevant teacher

- teachers of timetabled PSHE provision may take the lead in consultation with pupils and other adults

- where PSHE has been taught through another subject, for example science, that teacher may give a summary report about the aspects of PSHE they have covered

- form tutors, if they have played a significant role in provision, may support the coordination of PSHE assessment. For example, they may help pupils to reflect overall on their PSHE experiences and produce a summary statement.
Reporting progress and achievement

Schools need to decide how to include PSHE in reports to parents and who contributes to the report. There are no specific requirements about what to include in a PSHE report however it would be helpful to include comments on strengths and development needs as well as focusing on what pupils have achieved and what they hope to achieve in the future.

Different schools may develop different methods of reporting to parents that reflect the way PSHE is provided in the school. These might involve contributions from the class teacher/tutor, different subject teachers, other adults and the pupils themselves.

Recognising and celebrating achievement in PSHE

Achievement in PSHE can be recognised and celebrated through, for example, school and community awards and certificates, progress files, qualifications, PSHE assemblies and events.

Questions: helping teachers and pupils plan assessment, recording and reporting

What are the learning objectives of the session?
For example:

- pupils can identify some of the risks associated with smoking. They can demonstrate this by taking part in a debate for or against smoking
- pupils can explain the effects of bullying on an individual and name three ways of seeking help.

What do we want to achieve?

Set goals/targets, clearly referencing the success criteria. For example:

- we/I will know and understand more about ...
- we/I will have developed skills to ...
- we/I will have participated in ...
- we/I will have taken action on ...
- we/I will evaluate what I have learnt by ...

How will we know what to aim for?

Pupils, teachers and others involved in assessment need to agree assessment criteria based on the learning outcomes and expectations of the activities.

How will we know what we have achieved?

It is important to establish and agree clear targets and goals with pupils and to ensure there are regular opportunities for feedback on progress and achievement. Feedback may be teacher-pupil, pupil-pupil or pupil-teacher.

Who will help us to achieve our goals and measure our success?

Identify assessment partners, for example:

- ourselves
- our peers
- our teachers
- other adults
- a combination of any or all of the above.
What evidence can we collect to show what we have learnt/achieved?

For example:
- a recording of a talk or presentation
- a display or website
- a reflections diary, logbook or portfolio
- observation of taking part and contributing to discussions and debate
- resources produced for younger pupils
- a video of participation in role-play, simulations or a health forum meeting
- a quiz, board game or card game that we have produced
- articles for school or local newspapers
- a recording of an interview with school or wider community members
- evidence of planning a visit or arranging for a visiting speaker
- photographs of an event
- written work
- self-assessment sheets.

Evidence must clearly link to purpose, and be collected in keeping with the school's general approach to and policies on evidence and recording.

How will we report progress and achievements to parents?

For example:
- through each pupil developing a personal statement, endorsed by a teacher
- through formal reports produced by specialist teachers, as a distinct part of a subject report
- as part of an overall report from form tutors
- through regular meetings (formal and informal) with parents.
Flow chart: how PSHE coordinators can manage assessment, recording and reporting

Why?
Agree the purpose of assessment, recording and reporting in PSHE.

What?
Identify activities that lead to effective learning and provide evidence of pupils’ progress and achievement.
Identify what feedback will be given to pupils to improve future learning.

How?
Plan how achievement will be evaluated, recorded, summarised, reported to parents, celebrated and rewarded.
Plan how the assessment processes will be monitored and evaluated.
Appendix 4: Secondary Drug Education

ADEPIS, the Alcohol and Drug Education, Prevention & Information Service, have worked with colleagues in DrugScope and Adfam, and through the Drug Education Practitioners Forum, and many organisations, teachers and practitioners around the country. They are producing “Quality Standards for Effective Drug and Alcohol Education” resources which focus on best practice in drug education.

Each set of standards has been produced for a specific target group.

1. Delivering drug education in the classroom as part of a planned PSHE programme
2. School context for effective drug education
3. Staff policies and safeguarding

Mentor-ADEPIS have also produced:

Reviewing your drug and alcohol policy: a toolkit for schools

In September 2012 the DfE published Departmental advice for school leaders and staff on managing drugs, drug-related incidents within schools and pastoral support for students. This departmental advice was produced jointly with the Association of Chief Police Officers (ACPO) This advice is non-statutory and has been produced to help answer some of the most common questions raised by school staff in this area, as well as promoting understanding of the relevant powers and duties in relation to powers to search for and confiscate drugs, liaison with the police and with parents. It does not focus on drug education, covering broader behaviour and pastoral support, as well as managing drugs and drug-related incidents within schools.

It applies to:

- maintained schools
- academies and free schools
- pupil referral units
- non-maintained special schools
- independent schools
- sixth-form colleges

It replaces existing guidance published in 2004.

16 http://mentor-adepis.org/
## Drug Education: Ideas for possible content of programme for Key Stages Three & Four

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Drugs</td>
<td>Drugs from then to now</td>
<td>More student concerns</td>
<td>Drugs &amp; the World</td>
<td>Success &amp; Drugs</td>
</tr>
<tr>
<td><strong>What are drugs</strong></td>
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<tr>
<td>Classification of drugs as per A,</td>
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<tr>
<td>B, C + over the counter,</td>
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<tr>
<td>prescribed, illegal/street</td>
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<tr>
<td><em>TEACHER</em></td>
<td></td>
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<tr>
<td><strong>Legal Issues</strong></td>
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<tr>
<td>Which are legal in this country &amp;</td>
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<tr>
<td>in Europe - which are not.</td>
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<td><em>TEACHER</em></td>
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<tr>
<td><strong>Health Issues</strong></td>
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<tr>
<td>What is addiction?</td>
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<tr>
<td>Which drugs are addictive:</td>
<td></td>
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<td>• physically</td>
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<td>• mentally</td>
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<tr>
<td><em>TEACHER</em></td>
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<tr>
<td><strong>Social Issues</strong></td>
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<tr>
<td>Who takes drugs?</td>
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<tr>
<td>What sort of drugs?</td>
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<tr>
<td>Where do ‘users’ get the drugs?</td>
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<tr>
<td>How much do they cost?</td>
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<tr>
<td><em>TEACHER</em></td>
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<tr>
<td><strong>Infectious diseases</strong></td>
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<tr>
<td>Commonly found in drug users,</td>
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<tr>
<td>symptoms, prognosis, treatment</td>
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<td><em>NURSE/DOC</em></td>
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<tr>
<td><strong>Effects of drugs</strong></td>
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<tr>
<td>Implications on school work</td>
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<tr>
<td>attendance, punctuality.</td>
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<tr>
<td><em>STUDENTS/TEACHERS</em></td>
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</tr>
<tr>
<td><strong>Coping</strong></td>
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<tr>
<td>With friends/family using drugs</td>
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Appendix 5: Relationships and Sex Education

Important news from DfE
Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education


Note
Relationships and Sex Education (secondary) and Relationships Education (primary) will be mandatory in all schools by September 2019.


- Amendment NC15 introduces statutory ‘relationships and sex education’ across all secondary schools, including academies and independent schools; and statutory ‘relationships education’ across all primary schools.

- Amendment NC16 gives the government the right to introduce statutory PSHE at a later date without passing new legislation.

From the DfE

What does the new subject of ‘relationships education’ mean for primary schools?

- There is no detail about topics in the primary legislation, but the DfE Policy Statement broadly references healthy relationships.

- Schools will be mandated to address some topics (relationships) but may cover other topics in accordance with the needs of the school community. In the event that primary schools ‘choose to teach sex education in an age-appropriate way, as they can now, they will be able to do so, but the right to withdraw from that will still apply, as it does in secondary schools’

- The consultation on the regulations and guidance will present an opportunity to influence the content of the topic in line with best practice

Will parents retain the right to withdraw their child?

- Parents will not be able to withdraw their child from Relationships Education in primary school.

- Parents will only be able to withdraw their child from primary school classes which address sex education - i.e. those that do not sit within the Relationships Education curriculum.

- Parents will be able to withdraw their child from sex education within RSE (other than the sex education which sits in the National Curriculum as part of science)

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19 All parts marked with *= Edward Timpson MP, Hansard, March 7th 2017
Schools will continue to be required to publish policies on these subjects for parents, and statutory guidance will continue to set out that schools should consult parents on those policies to ensure they are feeding in their views*.

The Secretary of State intends to consult further in order to ‘clarify the age at which a young person may have the right to make their own decisions. The outcome will be set out in the regulations and guidance’

**What are the implications for faith schools?**

- The legislation will retain the right of faith schools to teach ‘according to the tenets of their faith’ whilst still being consistent with requirements of the Equality Act. The scope and limitation of this right will be clarified in the regulations and guidance

- Schools will be able to exercise flexibility over how to teach a topic, not whether to teach it

- The Church of England and Catholic Education Service have expressed support for the introduction of statutory RSE in advance of the debate in Parliament

**What is going to happen next?**

- The Department for Education will consult widely with the education and young people’s sectors in order to determine the content of the regulations and statutory guidance; and on whether to introduce PSHE as the framework within which SRE is delivered

- The Secretary of State will bring the regulations and guidance back to the House of Commons for its approval

**What is the timeframe for these changes?**

1. The Department for Education will draft regulations and guidance in Spring 2017 and put them out for consultation in Autumn 2017

2. Regulations and final draft guidance will be presented in Parliament, and final statutory guidance will be published early in 2018

3. **Schools will be expected to deliver ‘RSE’ in secondary schools and ‘RE’ in Primary schools, in the academic year 2019/2020**

**What are the implications for SRE in schools in the meantime?**

- Until the legislation is passed and regulations and guidance are finalised, schools’ current legal obligations remain in place

- Schools do not need to wait for the publication of the regulations and statutory guidance in order to make changes that will increase the quality of SRE provision. A range of resources can support this process including: SRE key values and principles; supplementary advice for schools ‘SRE for the 21stCentury’; and SEF’s curriculum design tool

Many schools and teachers are already delivering great SRE which is much more comprehensive than the minimal legal requirements. Please keep up the good work!
How will Relationships and Sex Education be inspected?

- Relationships and sex education falls within the scope of school inspection. Inspections will check to see that a school is providing the full statutory curriculum, and these issues can also be considered within the context of assessing the school’s leadership, the quality of teaching, pupil safety and pupils’ spiritual, moral, social and cultural development. Key elements are already covered in Ofsted’s school inspection handbook, and Her Majesty’s chief inspector will take full account of the new requirements in determining future school inspection arrangements.*

- Ofsted is already seeking to appoint an HMI lead for citizenship and PSHE, whose role will be to keep abreast of developments in this area and oversee the training of inspectors in light of the new expectations on schools*.

- Independent schools will be held to account through inspectors reporting against the independent school standards*.

How will the Government ensure that the statutory guidance remains up to date?

- The Government will commit to reviewing the statutory guidance on RSE within three years of its publication, and to a regular timetable after that, that will balance continuity for schools with ensuring content is up to date.*
Supplementary Advice

The Department for Education and Ofsted expect all schools to deliver good quality Relationships and sex Education.

Brook, the PSHE Association and the Sex Education Forum have collaborated on the production of new Supplementary Advice will help you deliver RSE fit for the 21st Century\(^\text{20}\). The advice, provides information on topics that are missing from current Guidance published in 2000\(^\text{21}\), including issues about pornography, the safe use of technology, sexual consent, violence and exploitation.

The Advice was informed by teachers and students, which makes it practical and relevant to education today, it does not replace statutory RSE but it does provide teachers with vital support in the short term. This Supplementary Advice is supported by the Department for Education (DfE) and a range of other government, education and voluntary sector stakeholders.

Why is relationships and sex education in schools important?

High quality RSE helps create safe school communities in which students can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- **Children and young people have a right to good quality education**, as set out in the United Nations Convention on the Rights of the Child.

- **Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships**. Older students frequently say that relationships and sex education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 *Not Yet Good Enough* report.

- **RSE plays a vital part in meeting schools’ safeguarding obligations.** Ofsted is clear that schools must have a preventative programme that enables students to learn about safety and risks in relationships.

- **Schools maintain a statutory obligation under the Children Act (2004) to promote their students’ wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on students’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.**


The Department of Health set out its ambition for all children and young people to receive high quality relationships and sex education in the Sexual Health Improvement Framework (2013), while the Department for Education’s paper *The Importance of Teaching* (2010) highlighted that: “Children need high quality relationships and sex education so they can make wise and informed choices.”

Further information about the evidence base for relationships and sex education can be found in “Does SRE work?” along with other Sex Education Forum documents.

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## RSE: ideas for possible content of Schemes of Work for Key Stages Three & Four

### Key Stage Three

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| **Relationships and Sex: Facts**<br>What happens at puberty?  
- physical changes as they grow up  
- ways to manage these changes. | **Relationships and Sex: Facts**<br>What contraception is  
- facts and myths about contraception  
- types of contraception  
- what advice could you give to young people wanting to learn about contraception. | **Relationships and Sex: Facts**<br>Sexually Transmitted Infections  
- find out about sexually transmitted infections  
- facts about condoms. |
| **Human Reproduction**  
- how the body develops sexual feelings (here include FGM; Masturbation; appropriate behaviours)  
- how these feelings lead to sexual reproduction  
- how fertilisation leads to pregnancy and birth | **HIV & AIDS**  
- the meanings of HIV and AIDS  
- facts about HIV and AIDS  
- how can people be affected by prejudice and how might this be challenged? | **Sex and the Law**  
- the age of consent  
- legal facts about sex (including FGM)  
- sexting and the law |
| **Relationships and Sex: Feelings**<br>Why I feel like this  
- how feelings change as we grow and mature  
- ways to build confidence to be able to cope with these changes. | **Relationships and Sex: Feelings**<br>Why friends are important  
- friendships affect everything we do  
- positive friendships are important in our lives  
- friendships can cause strong feelings and emotions | **Relationships and Sex: Feelings**<br>What we see about sex in the media  
- some of the ways the media uses sex  
- care needed in using social media  
- how pornography affects our lives |
| **Boys and girls: what’s the difference?**  
- think about whether boys and girls receive equal respect  
- consider a range of situations related to gender and stereotypes | **Different types of relationships**  
- qualities needed to maintain good relationships  
- relationships go through positive and negative phases and need to be maintained. | **What if I don’t want to?**  
- practice a strategy to help you make choices & use the strategy to help advise others  
- issues surrounding ‘early sex’.  
- learn what “abuse” is  
- consider strategies for dealing with potentially dangerous situations (inc. FGM – again) |

### Key Stage Four

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*Produced by [Health Education Partnership Ltd](http://www.hepbooks.co.uk)*

Page 93
### Key Stage Four - a scheme to run in Years 10 and 11

#### RELATING TO OTHERS
- Different types and levels of relationships
- The factors that make relationships successful or difficult
- The varied roles within your relationships
- The place of rights, responsibilities and respect in relationships

#### CHALLENGING DISCRIMINATION
- The different forms that prejudice can take
- Examples of people who have challenged discrimination
- Ways to build empathy and understanding
- How to take the initiative in challenging and combating discrimination and prejudice.

#### WHEN RELATIONSHIPS GO WRONG
**Including: Domestic Violence, Exploitation; FGM; Forced Marriage, Grooming etc.**
- Things that can make relationships unhealthy or damaging.
- Laws that support people in unhealthy relationship situations (include here forced marriage; FGM etc.)
- How respect can be an important part of a relationship
- Whether the PSHE curriculum should teach about current social problems

#### RELATIONSHIPS AND SEX (RSE)
- The age of consent
- Sexually Transmitted Infections (STIs)
- Contraception
- The need to think about relationships
- Factors that contribute to ‘safer sex’
- The choices faced by young people when they have an unplanned pregnancy

#### WHERE TO TURN FOR HELP AND SUPPORT
**In this topic you will learn about:**
- Exploitation in relationships
- Agencies that offer help and support

#### VALUES: Individual, Family and Community
- Different values
- Ways of describing society
- Your own and other people’s values
- The effect of different or conflicting values
- Different ways of making a decision
- Examples of current issues on which people hold different values

#### MEDIA AND YOUNG PEOPLE: Body Image
- How issues of “body image” in the media affect people’s health
- Whether males and females feel differently about body image
- How the ‘deficit model’ is used to sell things to us.

#### THE FAMILY: Responsibilities of parents and children in family life
- Different ways that families operate
- How different people interpret the word ‘family’
Appendix 6: Drop down or off-timetable days

PSHE Association Guidance

PSHE Education and the use of ‘drop down or off-timetable days’

In respect of Healthy Schools status ‘drop down days’, ‘off-timetable’ days should be considered as PSHE enhancement days and not a substitute for timetabled PSHE sessions. Such themed days are usually well received by the students, but students do not always remember much of their learning from the day; very few of these days have clear learning objectives and outcomes identified.

Further confusion can be caused by combining PSHE and Citizenship on such days where different objectives and outcomes are required (HMCIP Para 328). By their nature they do not allow follow up of issues, they do not enable effective progression or appropriate opportunities for assessment. Additionally where students can choose between activities not all students will receive the same experiences and if a student is absent then it is likely that an important part of their curriculum will be missed completely.

Many Secondary Schools who use this model, as opposed to adequate discrete curriculum time for PSHE Education, have difficulty achieving the criteria required to achieve Healthy School Status. Therefore schools need to consider how they will be able to evidence the following:

- That the programme of study for PSHE and supporting schemes of work clearly reflects advice from OfSTED and the DfE, and that this includes a progressive programme that does not rely on de-timetabled days.
- Assessment requires that the school has a clear plan on how student progress and achievement in PSHE is assessed, recorded and reported, and that both staff and students can identify and are aware of this.
- Assessment should be against clear learning outcomes. A programme of short tutor times and the use of external agencies can present its difficulties for assessment.

The PSHE Association fully endorses the view that schools should endeavour to provide a full PSHE programme for all of its students, and that this should be co-ordinated and delivered by trained teachers in discrete curriculum time as opposed to ‘drop down, off-timetable days’ or through inadequate ‘tutorial time’.

Dr. John Lloyd
Policy Adviser
PSHE Association
Appendix 7: Specific and Sensitive Issues

Abortion

Teaching about abortion is probably most appropriate at Key Stage 4. Teaching should reflect the moral and values framework of the school and take into account cultural and religious backgrounds of the students. Where outside visitors are invited care must be taken to ensure that a balanced input is achieved.

Body Image

When delivering PSHE Education and RSE there is a need to alleviate unrealistic expectations (sometimes created by the media). Teaching about body image is not just thinking about being fat or thin.

Teaching materials and styles, as well as the ethos of the school can go some way towards balancing this. There should be celebration of diversity and difference, which reflects statements made in equal opportunities policies. This can be reflected in hidden curriculum messages, e.g. the posters around school, the paintings on the walls, the accessibility of the building, language which includes rather than excludes, etc. Whatever a person’s shape, size, ability or disability they will be a sexual being and entitled to the individual expression of their sexuality. This also extends to how that sexuality is expressed in choices about relationships, celibacy etc.

Confidentiality

Detail on what this means. E.g. No teacher should promise total confidentiality - although RSE is not about personal disclosures.

Procedures need to be listed e.g. if a teacher is concerned that a child is at risk (Safeguarding Children Procedures), or about disclosures of under age sex or pregnancy.

An example statement that could be used to form part of this paragraph is given below:

“Teaching staff within this school are employed as professionals. They are trusted to use their professional judgement and deal with situations appropriately. Accordingly, as a general rule the teacher or member of staff concerned will maintain a child’s confidentiality. If however the person concerned believes that a child is at risk or in danger s/he will talk to the Head Teacher before any decision is made. The child concerned will be informed that the confidentiality is being breached and the reasons why. The teacher or member of staff concerned throughout the process will support the child.”

Providing that a school’s policy does not preclude it, all health professionals (i.e. nurses, doctors etc.) work within their own professional code of conduct. This provides a set of criteria against which they can assess each individual situation and if appropriate maintain confidentiality. In order to ensure that any health professional working in school is covered by their own professional code of conduct it would be useful to include the following statement: "This school upholds the right of any health professional to work within their professional code of conduct."
Contraceptive Advice

There is a clear distinction between providing general education about contraception and specific advice to an individual regarding contraception. The general rule is that it would transcend a teacher’s professional responsibility to offer an individual pupil advice on contraception. Schools should be aware that they should encourage individual students to seek advice from their parents/carers and also ensure that students are aware of appropriate health service professionals who can provide such confidential advice.

Culture, Ethnicity and Religion

RSE needs to be culturally sensitive. Statutory obligations will have to be met but it is important to consult with students, families and the local community about what is acceptable and appropriate. The policy must address explicitly the relevant values and ethos gathered from the consultation.

Cyberbullying

Cyberbullying is the use of technology to bully a person or group. Bullying is repeated behaviour by an individual or group with the intent to harm another person or group. It can involve social, psychological and even, in extreme cases, physical harm. Because children and young people are often online it can be hard for them to escape cyberbullying. Nasty messages, videos and gossip can spread fast online and are hard to delete. Sometimes the attackers can be anonymous and hard to stop. This can make it harder for adults to see and manage.

The following websites have useful information and ideas for including this as a PSHE topic.

http://www.childline.org.uk

http://www.kidscape.org.uk/parents-carers/cyber-bullying-online-safety/

https://www.thinkuknow.co.uk/Teachers/blog/Dates/2013/11/Anti-Bullying-Week-School-film-highlights-consequences-of-cyberbullying/

Domestic Violence

Domestic violence may occur behind closed doors but everyone has a part to play in its eradication. A document produced by the NUT gives guidance on how the curriculum can be used to raise the importance of the issue and demonstrate to young people that violence should not be tolerated.

Female Genital Mutilation (FGM)

There is not yet universal understanding that this is child abuse and a child protection issue, so school is a good place to start. Each school has child protection procedures for reporting concerns and concerns about girls at risk of FGM must be reported. FGM should never be excused, minimised or ignored. It is not however appropriate for teachers to take on a role of screening for FGM. Teachers should report concerns where they arise. Teachers can also contribute to attitudinal change to reduce the incidence of FGM for future generations, where provided with the right support and resources. PSHE is a golden opportunity to challenge attitudes which lead to violence against young women, exploitation or abuse.

Multi-disciplinary guidance on FGM can be found at:

Forced Marriage/Exploitation

Students who fear they may be forced to marry often come to the attention of, or turn to, an education professional before seeking help from the police or social services. Often the student’s friends report it to the education professional. Education professionals are in an ideal position to identify and respond to a victim’s needs at an early stage. Schools, colleges and universities can introduce forced marriage into the curriculum by: Discussing different types of marriage (love matches, arranged and forced marriages) within PSHE.

The DfES; Foreign and Common Wealth and the Home Office produced guidance for Education professionals:
http://www.forcedmarriage.net/media/images/FMU-FM-Guidance-EducationProfessionals_70.pdf
Gang Culture

Whilst it may seem that ‘gang culture’ is not an issue relevant to primary school children, it could be. From the child member’s viewpoint it may be that their inclusion/membership gives them a sense of peer acceptance (by bigger, older children). A recent Government report looks at the issue from Foundation Stage through to early adulthood\(^23\). The strongest predictors of both joining and staying in a gang were pre-existing problems and anti-social behaviour. Having a sibling who is also a gang member and previous violent victimisation could be significant factors for persistent gang membership. Parents who know their children’s peers are less likely to have children who joined and remained in a gang\(^24\).

Gender

RSE is ideally taught in mixed groups to encourage boys and girls to work together, however, consideration should be given to teaching specific issues such as the management of periods and puberty, or what is good or bad about being a boy or girl, in single sex groups.

A growing body of evidence indicates that boys and young men do not always find RSE relevant to their needs. Issues to consider here include stereotypes such as “boys don’t cry” and teenage fatherhood as well as motherhood.

Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed online, or by someone they have met - for example a family member, friend or professional. Groomers may be male, female or another young person. Many children and young people don’t understand that they have been groomed, or that what has happened is abuse. You can help your students stay safe by talking to them about the risks, and being aware of the signs and what to do if any child is affected. The NSPCC website offers excellent information and support:

http://www.nspcc.org.uk/


HIV

Young people living with and/or affected by HIV are often isolated. They can be in institutions where people do not know what is going on for them, let alone their HIV status. It is vital that these young people feel safe.

There are children, young people and adults attending or working in schools and in the wider community who are HIV positive. They present no risk to others through day-to-day contact. There is absolutely no necessity for anyone to know the HIV status of any individual within the school community.

HIV should be treated in the same way as any other potential health hazard. Every school should have proper hygiene and first aid policies and procedures to cover all circumstances, not just HIV.

Staff can ensure that the school provides a secure environment and maintain a safe health regime for all.

Schools have shown that they can develop a policy of teaching about HIV that is both effective and sympathetic in meeting the needs of students and their parents.

Safeguarding Children (Child Protection)/ Sexual Activity

All schools should refer to Safeguarding Children advice and procedures provided by the Local Authority Children, Schools and Families department and the local Safeguarding Children Committee.

* Becoming aware that an under 16 year old is having sex*
  (Extracted from Annex 4, Teenage Pregnancy - A report by the Social Exclusion Unit, June 1999).

Wherever possible a teacher should:

- persuade the young person to talk to their parents or carers, address any child protection issues
- ensure that the child has been adequately counselled and informed about contraception

The teacher who receives the information should refer the case to the designated teacher for Child Protection/Safeguarding. The designated teacher should, with the Head Teacher, address child protection concerns (if any), encourage the young person to talk to their parent/carer and refer on to a health professional as necessary.

It is only in the most exceptional cases that schools should be in a position of having to handle such information without parental knowledge, and where younger students were involved this would be grounds for serious concern.

Head Teachers and governors should monitor the frequency of such cases. If they are frequent, this points to deficiencies in young people’s awareness of, or confidence in, sources of confidential medical advice and this should be addressed.
With or without consent?

Determining whether or not the sexual activity was with consent, or non-consensual is important. Where the sexual activity is non-consensual it is essential that this is immediately referred to the designated Safeguarding Children teacher, or if they are not available, the Safeguarding Children Unit of the local police force. Undertaking questioning or attempting to collect details from the student may jeopardise any potential legal action.

Sexting

When we were in Primary school we had no idea what selfies, apps and sexting were. Now, however, those items are very much related to the world of children and young people. Even if you’re certain that children in your school would never dream of sharing explicit photos and messages, it is still important to talk to them about what sexting is and how they should deal with it if they receive an inappropriate message. It may be that children in your school do not have smart phones however, teachers and parents still need to discuss the issue of sexting with them. With internet access, children could receive a sext via app, or just be looking at a friend’s phone. Have that discussion before it ever happens so that they know they can come to you or another trusted adult. CEOP’s Thinkuknow programme provides a range of free educational resource:

https://www.thinkuknow.co.uk/Teachers/Registration-Policy/
Sexuality and Sexual Orientation

Everyone has sexuality; it is made up of our personality, sensitivities and preferences. Our gender and sexual orientation are part of our sexuality. Sexual orientation denotes whom a person is attracted to. “The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.” (Sex and Relationship Education Guidance, DfEE, July 2000)25.

It is important that this RSE policy equates to the school’s equal opportunities policy and recognises the entitlement of all students to appropriate sex education.

Key points to include:

- Curriculum entitlement is the same for young people whatever their sexual orientation (lesbian, gay, bi-sexual, heterosexual etc.)
- The duty of confidentiality is the same for all young people regardless of their sexual orientation.
- There is no legal restriction on teaching about lesbian and gay issues in the classroom.
- Homophobic bullying is now identified as extremely common in British Schools and likely to be more severe than general bullying. These issues should be integral to the school’s anti-bullying policy and all other policies relating to the security and safety of children.

It would be useful here to include a quotation from the Guidance document. The Guidance states: “It is up to schools to make sure that the needs of all students are met in their programmes. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs.” The Secretary of State for Education and Employment is clear that “teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.”

We have a duty to be honest with students/students about sexual orientation and to acknowledge it in our day-to-day dealings in school. There are many opportunities within the school curriculum to raise, respond to and discuss homophobia. It is important that the policy requires all staff and students to avoid homophobic references and challenge homophobic actions.

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25 Section 28 of the 1988 Local Government Act, which made it an offence for a local authority to 'promote homosexuality as a pretended family relationship' NEVER applied to schools. The issue is neither one of pro- or anti-homosexuality nor of pro- or anti-heterosexuality. It is rather one of developing understanding and supporting all young people’s sexuality.
Special Educational Needs

The Education Act 1996 ensures that children and young people with special educational needs have the same entitlement to sex education as their main stream peers. Timing, methods and learning process will differ according to students' needs.

All young people, whether their special educational needs are physical or related to learning ability, are sexual beings. In the past this simple fact has been "brushed under the carpet" by many. Parents of children with special educational needs often find it difficult to acknowledge that their child(ren) will develop sexually as well as in other ways.

It is important to acknowledge the physical and emotional development of these young people and their entitlement to the same high quality RSE as all other students. Where children with special educational needs are integrated in main stream schooling the topic being covered in the lesson should, if necessary, be differentiated to meet their needs.

Young People Looked After by the Local Authority

The Children Act 1989, states that these young people should be given compensatory sex education but in practice the lack of training and guidelines for carers and social workers means that the majority do not receive this.
Appendix 8: Responding to Critical Incidents

Following the tragic and sad event at Grenfell Tower, advisers from Health Education Partnership were asked by various schools and partners if we knew of any resources and organisations that might provide support with issues such as bereavement and loss.

In addition, the terrorist incidents, both at home and abroad, raised further requests for advice regarding extremism, radicalisation and attacks.

On the following pages we have listed contact details of some agencies and, in addition, gathered guidance for schools on responding to these unforeseen events.

Guidance, training and resources

Managing Bereavement in the workplace: a good practice guide

Winston’s Wish Schools Information Pack

Child Bereavement UK: Supporting children after a frightening event

Education Support Partnership Helpline Poster: for school staff

Emotional support for children affected by a traumatic event and Post Traumatic Stress Disorder (PTSD)
http://www.huffingtonpost.co.uk/david-trickey/traumatic-events-how-chil_b_14330466.html (a blog provided by the Anna Freud Centre, by David Trickey, Clinical Psychologist specialising in children who have experienced trauma).
Some Useful Helplines

- Childline – 0800 1111 (free, 24 hours a day every day, for children under 18)
- Young Minds Parents’ Helpline - 0808 802 5544 (free, Mon – Fri 9.30 – 4.00pm)
- Samaritans – 116 123 (free, 24 hours a day every day)
- Education Support Partnership - 08000 562 561 (free, confidential helpline for school staff)
- SANEline: 0845 767 8000 (SANE works to improve the lives of everyone affected by mental illness. The helpline offers support and information to callers throughout the UK. Website www.sane.org.uk offers extensive literature on mental health subjects.)

Bereavement Organisations

Child Bereavement UK
Child Bereavement UK believes that all families should have access to the support and information they need when a child grieves or when a child dies. Through understanding their grieving process and receiving help in dealing with bereavement from appropriately trained professionals, families can learn to live with their grief and begin rebuilding their lives.

www.childbereavement.org.uk

Childhood Bereavement Network
The Childhood Bereavement Network is a national federation of organisations offering support and information to bereaved children. Their website includes a section for teachers on how to support children after experiencing a death, including some resources available to purchase.

www.childhoodbereavementnetwork.org.uk

Cruse Bereavement Care
Cruse is a national organisation dedicated to offering support to bereavement families, adults and children. Their comprehensive website provides detailed information bereavement, downloadable booklets and information leaflets. Cruse also publishes the international Bereavement Care Journal.

www.cruse.org.uk
Grief Encounter
This website contains lots of helpful online resources for bereaved children and young people, including dedicated 'kid zones' and ‘teen zones’.
www.griefencounter.org.uk

Winston’s Wish
Winston’s Wish is the leading childhood bereavement charity in the UK. Its website has has a dedicated section for schools, providing comprehensive information and resources in supporting bereavement in schools, including reading materials and guidance on how to develop a school bereavement policy.
www.winstonswish.org.uk

Further guidance and resources

The Anna Freud Centre

Primary Schools: PSHE Association’s guidance discussing a terrorist attack with children in the primary phases

Secondary Schools: PSHE Association’s framework for discussing terrorist attacks is more suited to secondary aged pupils

How to talk to children – for schools and parents
Provided by Anna Freud Centre, by two psychologists – includes examples of words to use when discussing terrorism with children of different ages and developmental stages
https://krisepsyk.no/in-english/articles/terror-media-and-children/

Winston’s Wish, a charity for bereaved children
A blog for those wanting to talk with children and young people about the recent attacks
https://www.winstonswish.org.uk/london-terror-attack-talking-tragic-events/
Critical and Terrorist Incidents - what can teachers do to help?

The following advice has been adapted from information on the National Association of School Psychologists’ website - www.nasponline.org

For most children, adults can provide adequate support through the following actions:

- Remain calm and reassuring – children will take their cues from the key adults in their lives.
- Acknowledge and normalise their feelings – allow children to discuss their feelings and concerns and encourage any questions they may have about events. Listen and empathise. Let them know that others are feeling the same way and that their reactions are normal and expected.
- Maintain normal routines and expectations – these help to provide a sense of stability and security. Some immature, aggressive, oppositional behaviours are normal reactions to stress and uncertainty. It is important to maintain consistent expectations for behaviour, children need to know that the same rules still apply.
- Emphasise people’s resilience – focus on children’s competencies in terms of their daily life and at other difficult times. Help them identify what they have done in the past that helped them cope when they were frightened, worried or upset.
- Be a good listener and observer – let children guide you as to how concerned they are or how much information they need. If they are not anxious or focused on current events, do not dwell on them, but be available to answer questions to the best of your ability and in age-appropriate terms. Young children,
however, may not be able to express themselves verbally so pay attention to changes in their behaviour, play or social interactions.

- Stop bullying or harassment immediately – remind children not to pass judgment on groups of people or other people’s ideas just because they seem different. Finding ways to address the intolerance that leads to conflict and aggression can be one way to help children regain a sense of control over events.

- Encourage children to talk to you or another caring adult – emphasise that you are there to help and that they should let an adult know if they or a friend feels overwhelmed for any reason.

- Do something positive to help others in need – making a positive contribution to the community or others more closely affected by events can help people feel more in control.

- Communicate with school/home – teachers and parents should share any concerns they may have about a child, especially if a family member is on active duty.

- Take care of your own needs – talk to colleagues, friends and family, take time to deal with your own feelings, everyone feels stressed at times of crisis and uncertainty.