

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

## **Key Stages 1-2**

**September 2019 – Incorporates the Dfe Relationships and Sex Education and Health Education learning outcomes that will become statutory for all schools in September 2020**

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

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

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

PSHE education is a planned, developmental programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives (PSHE association 2017).

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

### **Further Training and Networking Opportunities**

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

[www.nyeducationservices.co.uk](http://www.nyeducationservices.co.uk)

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

- Termly PSHE, Citizenship, Equalities and Health and Wellbeing networks
- Relationships and Sex Education training
- PSHE subject leadership training course
- PSHE CPD qualification
- Online safety training
- Drugs, alcohol and tobacco training
- Challenging homophobic, biphobic and transphobic bullying, celebrating difference and supporting LGBT young people
- Prevent Training including training on extreme ideologies
- Delivering effective Personal Development
- Student voice and school council training
- Broad and Balanced Curriculum
- Equalities Training

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

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

- NYCC PSHE and Citizenship Guidance for Schools Key Stage 1-2
- NYCC PSHE and Citizenship Guidance for Schools Key Stage 3-4
- NYCC Relationships and Sex Education Guidance for Schools
- NYCC Substance Misuse Guidance for Schools
- NYCC Online Safety Guidance for Schools
- NYCC Lesbian, Gay, Bisexual and Trans Guidance for Professionals Who Work with Children and Young People
- Guidance to support schools deal with and report prejudice based incidents and hate crime in schools and settings is available at <http://cyps.northyorks.gov.uk/equalities-and-diversity>
- [SMSC and British Values Toolkit](#)
- [NYCC Practice Guidance: Working with individuals vulnerable to extremism in education settings](#)

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

<b>Content of the guidance document</b>	<b>Page</b>
Position of PSHE and Citizenship including statutory requirements from 2020 and links to Ofsted September 2019	3
Curriculum delivery models for PSHE and Citizenship	7
The research base for effective PSHE and Citizenship programmes	8
The PSHE and Citizenship Entitlement Framework for Years 1- 6	10
Effective teaching and learning in PSHE and Citizenship lessons	16
Assessment of PSHE and Citizenship including the North Yorkshire PSHE and Citizenship ladder of progression	17
Resources to support the teaching of the PSHE and Citizenship Entitlement Framework - set out by year group to support some key aspects of the entitlement framework	20
Further supporting information for staff on specific topic areas	43
Appendix 1 – Partners in School Agreement Form to ensure visitors provide effective learning for pupils	45

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

- PSHE education is presently a non-statutory subject on the school curriculum. However, section 2.5 of the national curriculum states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The Department for Education allows schools to design their own PSHE curriculum, to reflect the needs of pupils.
- Citizenship education is not a statutory subject at key stage 1-2 but it remains a statutory entitlement at [Key Stages 3 and 4](#) and from September 2014 it incorporated Financial Capability.
- Maintained schools are required to publish details of the curriculum by year group for all subjects, including PSHE education on their school website. This should be with the same level of detail as for all other subjects.
- Academies, free schools and independent schools are not bound by the national curriculum, however all schools share the statutory duties outlined in the sections below.

**The Government has announced that Relationships and Sex Education and Health Education will become statutory for all schools in September 2020 but they are encouraging schools to adopt the new curriculum early from September 2019.** The final Relationships Education, Relationships and Sex Education and Health Education guidance can be accessed at <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

**Some key aspects from the guidance include:**

- **Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons.** Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.

- **All schools must have in place a written policy for Relationships Education and RSE.** Schools must consult parents in developing and reviewing their policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve. Schools should publish the policy on the school website.
- Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with **special educational needs and disabilities** as they represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.
- In teaching Relationships and RSE, schools should ensure that they needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. At the point at which schools consider it appropriate to teach pupils about **Lesbian, Gay, Bisexual and Trans (LGBT)** they should ensure that this content is fully integrated into their programmes of study rather than delivered as a stand-alone unit or lesson.
- **Parents have the right to request that their child be withdrawn** from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with the parents / carers/
- **Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement** for teaching by those staff.

Topic areas for primary schools – Under each topic heading there are learning outcomes that have been integrated into the PSHE entitlement framework on page 9	
<p>Relationships Education</p> <ul style="list-style-type: none"> <li>• Families' and people who care for me</li> <li>• Caring friendships</li> <li>• Respectful relationships</li> <li>• Online relationships</li> <li>• Being safe</li> </ul> <p>Relationships Education will be compulsory in all primary schools but sex education will not be compulsory for primary schools. It will be for primary schools to determine whether they should cover any additional content on sex education to meet the needs of their pupils.</p>	<p>Health Education</p> <ul style="list-style-type: none"> <li>• Mental wellbeing</li> <li>• Internet safety and harms</li> <li>• Physical health and fitness</li> <li>• Healthy eating</li> <li>• Drugs, alcohol and tobacco</li> <li>• Health and prevention</li> <li>• Basic First Aid</li> <li>• Changing adolescent body (puberty)</li> </ul>

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

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

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

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

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

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

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

PSHE education can make a significant contribution to whole-school judgments under the Ofsted Common Inspection Framework, particularly in the areas of personal development, safeguarding and leadership and management. It will be significantly easier for schools to adequately evidence that they are meeting inspection criteria in these areas if they have a planned, developmental PSHE and Citizenship programme in place.

The [new ofsted framework \(September 2019\)](#) has a personal development judgement and the guidance states, “The personal development judgement evaluates the school’s intent to provide for the personal development of all pupils, and the quality with which the school implements this work”. This judgement will focus on the following dimensions of the personal development of pupils:

- developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- developing and deepening pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- developing pupils’ character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society
- developing pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy
- enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media
- developing pupils’ understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- developing pupils’ age-appropriate understanding of healthy relationships through appropriate relationship and sex education
- supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

Ofsted inspection guidance does refer to the incoming statutory requirements for Relationships, Relationships and Sex Education and Health Education

- From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level.
- **If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.**

**Ofsted, Inspecting safeguarding in early years, education and skills settings, September 2019 has a number of aspects that could relate to a well taught PSHE and Citizenship curriculum for example :**

- Action is taken to ensure that children are taught about safeguarding risks, including online risks
- There is a clear approach to implementing the Prevent duty and keeping children and learners safe from the dangers of radicalisation and extremism
- As part of the curriculum, children and learners are supported to understand what constitutes a healthy relationship both online and offline, and to recognise risk, for example risks associated with criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism, and are aware of the support available to them
- Staff, leaders and managers understand the risks posed by adults or young people who use the internet to bully, groom or abuse children, learners and vulnerable adults; there are well-developed strategies in place to keep learners safe and to support them in learning how to recognise when they are at risk and how to get help when they need it
- Children and learners are protected and know how to get support if they experience bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.
- Adults understand the risks associated with using technology, including social media, of bullying, grooming, exploiting, radicalising or abusing children or learners. They have well-developed strategies in place to keep children and learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe.
- Inspectors will evaluate, where applicable, the extent to which the provision is successfully promoting and supporting children's and learners' safety. Inspectors will consider, among other things, children's and learners' understanding of healthy and unhealthy relationships and how they are supported to keep themselves safe from relevant risks such as exploitation and extremism, including when using the internet and social media. Inspectors should include online safety in their discussions with children and learners (covering topics such as online bullying and safe use of the internet and social media). Inspectors should investigate what the school or further education and skills provider does to educate pupils in online safety and how the provider or school deals with issues when they arise.
- In relation to early years, inspectors should consider how staff promote young children's understanding of how to keep themselves safe from relevant risks and how this is monitored across the provision.

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

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

### **Curriculum delivery models for PSHE and Citizenship**

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

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

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

- learning opportunities in other curriculum subjects (PSHE education provision integrated within other subjects but pupils being clear when they are being taught PSHE knowledge, skills and attitudes/values)
- whole school and extended timetable activities that enhance the taught curriculum time
- cross-curricular projects
- one-to-one or small group support and guidance on specific areas of learning and development
- learning through involvement in the life of the school and wider community

These opportunities, wherever they occur, should be planned, coordinated, assessed, monitored and evaluated..

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

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

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

## Careers Guidance

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

**The research base for effective PSHE and Citizenship programmes** (Based on the Key principles of effective prevention education, PSHE Association):

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

- Resilience skills
  - Cognitive skills for resisting peer pressure / media influences
  - Increased self-control/ management and self esteem
  - Opportunities for self -reflection and self-assessment and supported by motivational strategies
  - Coping strategies for stress
  - Social and assertiveness skills
  - Healthy relationships skills
- 
- **A development programme matched to the age, stage and maturity which start ‘where pupils are’.** The spiral curriculum is especially important in PSHE and Citizenship and needs to ensure the taught planned programme is progressive with topics taught in a logical order taking into consideration the changing needs of young people as they grow older and develop. To ensure the programme is meeting the needs of the pupils staff must always assess the needs of pupils to understand their current understanding, culture and experiences. The bi-annual Growing up in North Yorkshire survey can provide a wealth of information to support the planning and reviewing of the curriculum to ensure it is meeting the needs of the pupils.
  - **A social norms approach.** This evidence based approach uses the influence of peers on behaviour in a positive way. Young people over estimate the behaviours of other young people and this can lead them to engage in risky behaviours as they think that ‘everyone else of my age is doing it’. e.g when asked how many year 10 pupils in North Yorkshire are regular smokers pupils will often respond 50-60% when the data from the Growing up in North Yorkshire survey (GuNY) 2018 showed it to be only 3%. *‘A social norms approach provides pupils with accurate, realistic and relevant information that reinforces and actively promotes ‘positive social norms’.* The data from the GuNY surveys provide schools with a wealth of data to implement this evidence based approach for teaching effective PSHE.
  - **Avoiding the use of shock, fear or guilt.** Research has found that attempts to induce shock, fear or guilt are ineffective and for some young people could increase the likelihood of them engaging in the risky behaviour. For some young people the fear felt in the safe environment of a classroom can lead them to wanting to repeat that experience. For some they react by saying ‘ it won’t happen to me’. Some pupils will be traumatised and if a pupil has some personal experience it may re-traumatise. This is not saying that PSHE and Citizenship lessons should not explore the full range of consequences of a behaviour or choice but the lessons should avoid just focusing on the extremes.
  - **Assessing learning and evaluating provision.** This is not about assessing a pupils individual character or behaviour but rather, *‘the extent to which they are progressing in their learning, their on going learning needs and the impact the programme is having on them and their peers’*
    - Evaluation is about the process- how effective were those activities? What will I change next time I teach this?
    - Assessment refers to activities that gauge an individual’s learning and development and identify what still needs to be learned. Assessment in PSHE is essential as it: increases motivation and improves learning, provides feedback about pupil’s progress and achievements, helps pupils reflect on and identify what they have learned and what they need to do to continue learning, it allows the leadership team to see the impact PSHE provision is having for pupils and for whole school outcomes..

### The PSHE Entitlement Framework

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

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

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

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

Schools may use the Entitlement Framework to:

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

Links with Statutory National Curriculum requirements

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

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

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

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

PSHE education makes a significant contribution to the development of a wide range of essential skills. These need to be an integral part of the planning for an effective curriculum. These have been taken from the PSHE Association Education programme of study January 2017

<b>Essential Skills and Attributes</b>		
<b>Personal Effectiveness</b>	<b>Interpersonal and social effectiveness</b>	<b>Managing risk and decision making</b>
<ol style="list-style-type: none"> <li>1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)</li> <li>3. Resilience (including self-motivation, perseverance and adaptability)</li> <li>4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)</li> <li>5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms</li> <li>6. Self-organisation (including time management)</li> <li>7. Strategies for identifying and accessing appropriate help and support</li> <li>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</li> <li>9. Recalling and applying knowledge creatively and in new situations</li> <li>10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</li> </ol>	<ol style="list-style-type: none"> <li>1. Empathy and compassion (including impact on decision-making and behaviour)</li> <li>2. Respect for others’ right to their own beliefs, values and opinions</li> <li>3. Discernment in evaluating the arguments and opinions of others (including challenging ‘group think’)</li> <li>4. Skills for employability, including                             <ul style="list-style-type: none"> <li>• Active listening and communication (including assertiveness skills)</li> <li>• Team working</li> <li>• Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)</li> <li>• Leadership skills</li> <li>• Presentation skills</li> </ul> </li> <li>5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)</li> <li>6. Recognising, evaluating and utilising strategies for managing influence</li> <li>7. Valuing and respecting diversity</li> <li>8. Using these skills and attributes to build and maintain healthy relationships</li> </ol>	<ol style="list-style-type: none"> <li>1. Identification, assessment and management of positive and negative risk to self and others</li> <li>2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)</li> <li>3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)</li> <li>4. Assessing the validity and reliability of information</li> <li>5. Identify links between values and beliefs, decisions and actions</li> <li>6. Making decisions</li> </ol>

PSHE and Citizenship Entitlement Framework Lower Primary.

The aspects highlighted in yellow are new additions from the last update of this document in September 2018. All learning outcomes are of equal importance but the changes have been made to ensure all learning outcomes from the draft DfE RSE and Health Education guidance (many outcomes were already integrated into the framework).

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

<p>restrictions and I know what to get help if I see something I am unhappy with online</p> <p><i>My healthy lifestyle</i>          I know the importance of personal hygiene and I am able to wash my hands properly, regularly wash my body and clean my teeth twice a day          I understand what physical and mental health means and that all humans have it          I know how to keep my body healthy through being active, healthy eating, getting enough rest, dental health, sun protection and looking after my emotional wellbeing          I can recognise what I like and dislike, how to make real, informed choices that improves my physical and emotional health and to recognise that choices can have good and not so good consequences          I can talk about my emotions and recognise them in others          I know what makes me happy          I understand what being resilient means to me and I have strategies I can use          I know some of the reasons why change can feel uncomfortable and I know some of the ways of dealing with the feelings that sometimes arise from changes</p> <p><i>Me and my future</i>          I can recognise the coins and notes we use          I can choose the correct value of coins and calculate change          I know that we have to pay for what we buy          I know how to keep money safe          I know that I don't have to spend my money but can save it to use later</p> <p>I can set myself simple goals          I can identify positive things about myself and recognise and celebrate my strengths and say what I enjoy about school and things I do outside of school          I can describe the work that people do in my family, my school and where I live.          I can identify positive achievements during my time in Year 1          I can identify my strengths, areas for improvement and set myself some goals for Year 2</p> <p><i>Becoming an active citizen</i>          I can express a simple opinion, agreement and disagreement          I can respectfully ask questions and listen to the answers          I play a full part in the life of my classroom          I can agree and follow rules for my group and classroom          I understand the role of the school council and I am able to vote for the members and if chosen to be on the school council I can represent the views of others</p>	<p>I know that people sometimes behave differently online, including friends or by pretending to be someone they are not          I have an understanding of what a healthy online friendship is and awareness of the risks associated with people I have never met</p> <p><i>My healthy lifestyle</i>          I know that a healthy lifestyle includes being physically active, rest, healthy eating, dental health, sun protection and emotional health and I can give examples of what I do on a daily and on a regular basis to keep myself healthy          I can make simple choices to improve my physical and emotional health          I know how diseases are spread and how they can be controlled and my responsibilities for my own and others health,          I am able to wash my hands properly          I can recognise and name a range of feelings and understand that we all experience emotions in relation to different experiences and situations          I have simple strategies to manage my feelings          I understand what being resilient means to me and I have strategies I can use          I know that even changes we want to happen can sometimes feel uncomfortable but I have identified ways I manage those feelings</p> <p><i>Me and my future</i>          I know that we can pay for things in a range of ways and that even when not using cash, money is being used          I understand that the choices we make affect ourselves and others          I can explain the difference between needs and wants          I understand individuals and families have to find ways to balance wants and needs          I understand that it may not be possible to have everything you want, straight away, if at all</p> <p>I can describe why learning is important          I am positive about who I am, what I have achieved and take into account what other people say about me          I am aware of stereotypes and that everyone does have the same choices and opportunities in learning, careers and work (genders, different ethnicities, different backgrounds, etc)          I can identify positive achievements during my time in Year 2          I can identify my strengths, areas for improvement and set myself some goals for Year 3</p> <p><i>Becoming an active citizen</i>          I can take part in discussions/simple debate with others about topical issues          I know that people and other living things have needs and recognise my own responsibility to meet those needs          I can contribute positively to the life of the class and the school          I understand the role of the school council, am able to vote for the members and have contributed an idea to the school council          I know that I belong to different groups and communities ie school, family          I know what improves and harms the environment and about some of the ways people look after them          I know some ways to look after my environment</p>	<p>I know how to report concerns and get support with issues online</p> <p><i>My healthy lifestyle</i>          I can make choices about my lifestyle to improve my health and well-being and recognise that choices can have good and not so good consequences          I know what are the good habits for looking after my growing body both physically and emotionally on a daily and regular basis          I know the benefits of physical exercise and time outdoors          I know how to look after my mental wellbeing through some self-care techniques e.g relaxation, benefits of hobbies and interests etc          I can communicate my feelings to others, recognise how others show feelings and know to respond appropriately          I understand what being resilient means to me and I have strategies I can use          I can understand why other people are behaving as they are when they are finding change difficult</p> <p><i>Me and my future</i>          I know how to look after and handle money in everyday situations          I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity          I know there are different ways to gain money, including earning it through work          I understand that money is a finite resource for individuals, institutions and the community          I begin to understand why we have charities</p> <p>I can explain why people work and the different jobs that people do and can challenge some of the work stereotypes          I am aware that the learning choices I make will affect my future options.          I can talk positively about what I like to do and what I would like to do in the future          I can identify positive achievements during my time in Year 3          I can identify my strengths, areas for improvement and set myself some goals for Year 4</p> <p><i>Becoming an active citizen</i>          I can participate in making and changing rules          I know why different rules are needed in different situations          I know that choices we make can impact on the local, national and global communities          I know where to find impartial advice to inform my decision making          I understand the media can be biased          I can empathise with other people and situations through topical issues, problems and local and global events</p>
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PSHE and Citizenship Entitlement Framework Upper Primary

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

<p>I can respond appropriately to other people's feelings  I can recognise my worth as an individual and the worth of other people  I understand what being resilient means to me and I have strategies I can use  I can identify positive things about myself, recognise some of my mistakes and learn from them  I can make some changes quickly and easily but also understand that some changes are hard and can take a long time</p> <p><i>Me and My future</i>  I can demonstrate how to look after and save money  I can begin to develop an understanding that people have different financial circumstances  I can begin to understand the different values and attitudes that people have with regard to money  I can recognise the range of jobs carried out by people they know  I can explain how I will develop skills for work in the future  I am aware that the learning choices I make will affect my future options.  I can identify my strengths, areas for improvement and set high aspirations and goals  I can identify positive achievements during my time in Year 4  I can identify my strengths, areas for improvement and set myself some goals for Year 5</p> <p><i>Becoming an active citizen</i>  I can acknowledge that others have different points of view both on and offline  I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school  I can recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers  I can begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism  I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices and viewpoints  I understand how my choices may impact on the environment  I can describe the values of the school and know why they are important  I can describe the 'British Values' and give examples of what they mean in school and in society  I can demonstrate respect and tolerance both on and offline towards people different from my themselves</p>	<p><i>My healthy lifestyle</i>  I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors (positive and negative) that affect mental health, including having a positive self-image.  I understand the importance of good oral hygiene, including regular visits to the dentist  I know where individuals, families and groups can get help and support both on and offline  I can deal positively with my feelings and recognise a range of emotions in others and can explain the intensity of my feelings to others  I understand what resilience is and have strategies I can use to build my own resilience  I can resolve differences, looking at alternatives, making decisions and explaining choices  I know some of the ways of dealing with the feelings that sometimes arise from changes</p> <p><i>Me and My future</i>  I am able to make considered decisions about saving, spending and giving  I can differentiate between essentials and desires – needs and wants  I understand 'value for money' and can make informed choices to get 'value for money'  I am able to assess 'best buys' in a range of circumstances  I am able to understand and manage feelings about money, my own and others  I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and I am aware of some of the rights and responsibilities when it comes to treating people fairly  I know and understand how I can develop skills to make a contribution in the future  I am starting to consider what I like, what I am good at and what I enjoy doing and can talk positively about my strengths  I know the importance of making a good impression when going through a selection process and I can demonstrate some of the skills required to do this  I know that there are a range of earnings for different jobs  I understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc)  I can identify positive achievements during my time in Year 5  I can identify my strengths, areas for improvement and set myself some goals for Year 6</p> <p><i>Becoming an active citizen</i>  I know what democracy is and how a democratic government works  I have taken part in democratic events in school (eg: voting for school council, mock election)  I understand the consequences of breaking the law and how the criminal justice system works in the UK  I know how to access local and national support groups both on and offline  I know that circumstances in other countries and cultures may be different from our own  I understand why some people have chosen to leave their country and migrate to the UK  I understand the difference between economic migrant, asylum seeker and refugee  I know about Fair Trade and what it means  I know that individual and community rights and responsibilities need to be</p>	<p>I am able to recognise risks, harmful content and contact and now how to report them  I am aware of online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health so I understand the need to use respectful language and know the legal consequences for sending offensive online communications  I understand how the media (advertising and internet) may influence my opinions and choices  I have an understanding of how my information and data is shared and used online  I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request  I am a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)  I know how to report concerns and get support with issues online</p> <p><i>My healthy lifestyle</i>  I can manage my time to include regular exercise and self-care techniques to look after my mental and physical health such as relaxation  I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet  I understand the impact of growth and adolescence on my hygiene, good quality sleep and nutrition needs  I understand the risks associated with an inactive lifestyle, poor diet, unhealthy eating and other behaviours on my physical and mental wellbeing  I understand early signs of physical illness, such as weight loss, or unexplained changes to the body  I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer  I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions  I have an understanding of mental ill health and how important it is for people to get early help to support them  I understand that the media can have a positive and negative effect on mental health, e.g. body image  I understand what being resilient means to me and I have strategies I can use  I know how change can impact with our feelings of belonging</p> <p><i>Me and My future</i>  I know that people buy things online and have online bank accounts and passwords to keep money safe  I can describe how people's careers are different and how they develop in different ways and I am aware that people feel differently about the different types of work they do  I can reflect on what I have learnt about careers, employability and enterprise activities and experiences and how the learning relates to my choices  I can describe a range of local businesses and how they are run and the products and / or services they provide  I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act  I know how to keep myself safe when working and what the law says to protect workers  I can recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be enterprising  I understand that money we earn also supports the community  I can identify positive achievements during my time in Primary School</p>
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	<p>taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc)                      I understand that choices we make as individuals, a community and a nation impact internationally                      I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances                      I can recognise and challenge stereotypes                      I know where to find impartial advice to inform my decision making and understand about media bias                      I can express my views confidently and listen to and show respect for the views of others                      I can talk and write about my opinions confidently and listen to and show respect for the opinions of others                      I can resolve differences, looking at alternatives, making decisions and explaining choices</p>	<p>I can explain what I am worried about and what I am looking forward to in Year 7</p> <p><i>Becoming an active citizen</i>                      I understand how democracy works in the UK at a local, regional and national scale                      I understand that there are other forms of government that are not democratic and can give some examples of these                      I understand what being part of a community means and I can take part more fully in school and community activities                      I understand the mental health benefits of community participation and volunteering                      I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment                      I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child                      I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment                      I can research, discuss and debate topical issues, problems and events                      I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation                      I am aware of how the media present information and that the media can be both a positive and negative influence                      I can critique how the media present information                      I can discuss controversial issues in a sensitive manner, such as terrorism, migration and racism.</p>
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**PSHE and Citizenship entitlement framework for Key stage 3-4** can be accessed at <http://cyps.northyorks.gov.uk/health-wellbeing-phse> if you would like to be aware of the suggested learning outcomes for the next key stage

### Effective teaching and learning in PSHE and Citizenship lessons

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

Key features of good teaching in PSHE and Citizenship include:

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

### Safe and secure learning environment

The learning environment needs to encourage pupils to express views and opinions, whilst respecting the views of others. Clear ground rules/working agreement should be established to provide a framework for lessons and discussions. They also minimise the risk of ill-considered and unintended personal

disclosures. Ground rules should stipulate that personal questions should not be asked of staff or pupils. Pupils should be encouraged to avoid giving personal anecdotes or examples. Case studies and distancing techniques are useful way to achieve this. Teachers should take care not to make personal disclosures or illustrate the lesson with examples from their own experiences. Ground rules/working agreement should be negotiated with learners and not imposed on them. Staff should be aware of the school policy on confidentiality and make pupils aware of their duty to report any information that indicated that a pupil may be at risk of harm or danger.

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

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

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

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

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

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

their own ideas and understanding of both the learning objectives and assessment criteria. Teacher assessment is about teacher observations and reviews of written work and pupils' contributions to discussions and end-of unit tasks.

- Assessment of Learning (summative assessment) - the North Yorkshire progression ladder for PSHE and Citizenship may be used to assess, record and report learners progress.

### North Yorkshire PSHE and Citizenship ladder of progression

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

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

		What would happen if.....?
Explain, begin to assess, apply, can consider what would happen if .....	Negotiate with others, know where to find sources of information, discuss sensitive and controversial issues giving reasons for opinions	What do you think the person in the situation could do next? What motivates the person to ....? How could the person use the information / skills they have learnt to do something different? How could they resist doing.....? How is .....related to....? If appropriate for the topic area: Why do you think...? What evidence can you find to support this?
Explain fully, compare and contrast, awareness of, demonstrate how ..., can suggest alternatives	Access information independently, demonstrate, research and present an persuasive argument, can apply what they have learnt, problem solving	What works / worked well? What could the person have changes and / or what would you have changed? Is a risk worth taking? How could the situation be made better? Do you agree with the actions... with the outcomes? What could be an effective strategy to use in this situation and why? What is your opinion of....? What information would you use to support these views?
Recognise complexities, analyse, detailed understanding	Weigh up, argue persuasively, present alternative views. Identify a range of solutions to a problem, Try out different courses of action, evaluate their impact	How would you / the character prove / disprove? What / which is the most important and why? Why did they choose? ... How would another person do it differently? What changes could be made to solve....? To have a different outcome? How could a person resolve this situation?
Draw conclusions, inter-connections	Critically evaluate sources of information for reliability and utility, make reasoned informed judgements and choices. Hypothesise alternative courses of action, ask challenging questions	Can you think of another way? Can you predict what might happen? What do you think it is going to be and why? How could the person adapt...to create a different outcome? How could we pull all your ideas together?

### Resources to support the teaching of the Entitlement Framework

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

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

## Resources to support the teaching of the PSHE and Citizenship entitlement framework up-dated September 2019

### All web links were correct at time of release

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

### Primary School Resources

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

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

Anti-bullying Alliance has a range of CPD modules for professionals who work in schools as well as supporting resources <https://www.anti-bullyingalliance.org.uk/>

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

The PSHE association provides a range of information on all PSHE issues and they have a quality assurance process for PSHE resources. For information on further resources that have been quality assured (there may be a cost for some of the resources) please access <https://www.pshe-association.org.uk/curriculum-and-resources> . The PSHE association have an increasing number of teaching and learning resources as well as a range of planning tools.

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

Young Money (formally Personal Finance Education Group, PFEG) provide support for schools to enable them to teach effective financial education. They also have a quality assurance process for financial education resources. <https://www.young-enterprise.org.uk/teachers-hub/>

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

The Sex Education Forum provides a range of supporting information and resources <https://www.sexeducationforum.org.uk/>

Lesbian, Gay, Bisexual and Trans guidance for professionals who work children and young people in North Yorkshire lists a range teaching and learning resources to discuss sexuality and gender from Early Years upwards

<http://cyps.northyorks.gov.uk/health-wellbeing-phse>

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

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

Mentor – ADEPIS provides information to support the teaching of drug and alcohol education <http://mentor-adepis.org/>

#### **Whole school schemes to support the delivery of relationships and sex education (RSE) in a primary school**

There are a number of resources referred to in each of the year groups throughout this resource section which can be used to support the delivery of RSE but due to requests from schools this is a list of whole school schemes of work that can be bought to support the RSE curriculum. Schools should ensure that the schemes support the ethos and values of the school.

**Christopher Winters project** – teaching SRE with confidence in primary schools <https://cwpresources.co.uk/resources/>

Each CD contains everything a school needs to deliver a comprehensive programme of SRE or Drug and Alcohol Education, including schemes of work, lessons plans and supporting materials.

All CDs have been tried and tested in a variety of settings and are suitable for use in special and mainstream schools.

Cost = £125 + VAT

#### **Shropshire Respect Yourself – Relationships and sex education**

The programme provides a comprehensive, spiral, cross phase scheme of work containing lesson plans, resources, assessment and teacher's guidance for year 1-11 <http://www.healthyshropshire.co.uk/topics/sexual-health/relationships-and-sex-education/relationships-and-sex-education-resources/>

£78.00

#### **Teaching SRE in the primary school**

A whole school primary curriculum for SRE The whole school curriculum for SRE includes detailed lesson plans, along with teaching materials and resources that link both the science and PSHE curriculum. Schools are able to choose 'when' and 'what' to teach in SRE across the school. This resource is available in booklets or CD ROM. Included in this pack is an overview of suggested learning for each year group along with sample lessons and teaching resources from individual lessons from Y2, Y3/4, Y4/5 and Y6.

For further information, please contact: Hayley Harkins, [hayley.harkins@islington.gov.uk](mailto:hayley.harkins@islington.gov.uk)

<https://www.islingtoncs.org/node/605>

### **Sense has resources for key stage 1 and 2**

Children say they want parents and carers and schools to help them learn about growing up and keeping safe. This CD has been designed to respond to all of this. 'Growing Up and Keeping Safe' follows a group of characters through different situations and scenarios.

Cost= £123 + VAT

[http://www.sensecds.com/SENSE/2\\_sensegrow.htm#](http://www.sensecds.com/SENSE/2_sensegrow.htm#)

**Yasmine and Tom** (FPA was recently dissolved but McCorquodale (Midlands) Ltd have taken on selling this resources and some other aspects of FPA)

<https://www.fpa.org.uk/relationships-and-sex-education/growing-up-with-yasmine-and-tom>

Packed with 50 flexible, age-appropriate lesson plans and activities for Key Stages 1 and 2 (ages 5–11).

Animation, sound and touch-screen activities bring Yasmine and Tom to life, as they guide your pupils through real-life situations and topics, including the body, feelings, relationships, family life and online safety.

A lively, interactive online sex and relationships education (SRE) resource to use as part of personal, social, health and economic (PSHE) education.

The subscription price is £299 per individual school for the first year. Renewal is then £99 per year or £175 for 2 years. If you'd like to subscribe on behalf of multiple schools please contact them for pricing.

**The Cambridgeshire Primary Personal Development Programme** provides primary schools with all the resources needed to deliver a comprehensive PSHE curriculum from EYFS to year 6. Wellbeing Frameworks that give a detailed, progressive overview of the entitlement for children's personal development from 4 through to 11, consistent with all national guidance. A complete Unit of Work for each cell in the Wellbeing Frameworks - 56 units and 12 enrichment units. Each unit contains all that teachers need to deliver high quality, progressive learning. The units are fully interactive with hyperlinks that immediately access teaching resources and extensive guidance on appropriate classroom techniques and approaches.

The PDP costs £650

**Jigsaw** <https://www.jigsawpshe.com/jigsaw-primary-pshe-programme-england/>

Jigsaw consists of six Puzzles (half-term units of work) containing six Pieces (lessons) for each academic year. Every Piece has two Learning Intentions, one specific to PSHE outcomes and the other designed to develop emotional literacy and social skills.

Jigsaw equips children to thrive in today's world, building resilience and self-esteem and helping them understand real issues e.g. body image, cyber and homophobic bullying, and online safety.

Every Puzzle is launched with a whole-school assembly and an original song. Each year group studies the same Puzzle at the same time, at their own level, (sequentially building through the school year), facilitating whole-school learning themes.

All year groups participate in an end-of-Puzzle outcome, e.g. a display or exhibition (like the Garden of Dreams and Goals) shared and celebrated by the whole-school community. The teaching and learning activities are varied and mindful of different learning styles and the need for differentiation.

Jigsaw, the mindful approach to PSHE, has a unique lesson structure through the Primary Phase, designed to maximise the learning process.

The Early Years (EYFS) planning is aligned to the National Early Years Framework (England).

A single puzzle (they do a specific relationships and changing me puzzle aimed at key stage 2) = £450, full school set £2925

**Coram Life Education** <https://www.coramlifeeducation.org.uk/scarf/>

270 easy to use PSHE including relationships education lesson plans, supporting materials and assessment

SCARF On-line	Large (301+ pupils / up to 30 subscription users)	£555.00
SCARF On-line	Medium (201-300 pupils / up to 20 subscription users)	£445.00
SCARF On-line	Small (up to 200 pupils / up to 10 subscription users)	£335.00
SCARF On-line	Additional subscription above and beyond the allocated subscriptions per school details £30.00	

**Wiltshire Healthy Schools programme** does have some PSHE lesson plans for year 1- 6 which are free to access but they were developed in 2011 so they will need updating in line with the RSE statutory requirements but they could provide a starting point for some lessons  
<https://www.wiltshirehealthyschools.org/resources/schemes-of-work/learn-for-life/>

### Early Years

#### Online Safety Resources

Safer internet has a range of resources to support all key stages in primary school <https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s> including Smartie the penguin

Internet Matters has a range of resources to support all key stages in primary school <https://www.internetmatters.org/schools-esafety/pre-school/teaching-resources/>

Child Focus 'E-safety' - [https://www.youtube.com/watch?v=d5kW4pl\\_VQw](https://www.youtube.com/watch?v=d5kW4pl_VQw) ( a short cartoon film about playing games safely)

Education for a connected world has suggested learning outcomes for Early years upwards in relation to online safety  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683895/Education\\_for\\_a\\_connected\\_world\\_PDF.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF)

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

11<sup>th</sup> February 2020 is Safer internet day. There is a range of supporting resources along with resources from previous internet safety days.  
<https://www.saferinternetday.org/>

#### Me and my relationships

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

<https://learning.nspcc.org.uk/safeguarding-child-protection-schools/teaching-resources-lesson-plans/>

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

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

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

The Expect Respect Educational Toolkit, to support schools teach about domestic violence in an age appropriate way. The lesson for reception children

focuses on - Looking at and challenging gender expectations using toys

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

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

<http://www.stonewall.org.uk/get-involved/education/different-families-same-love> Stonewall provide a range of education resources to support LGBT including a book list for primary schools <https://www.stonewall.org.uk/resources/primary-school-book-list>

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

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

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

<https://www.educateandcelebrate.org/classroom-resources/>

### **Road Safety**

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

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

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

### **Healthy Lifestyles**

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

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

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

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

Oral health care with resources that cover a range of ages <https://www.nhs.uk/live-well/healthy-body/taking-care-of-childrens-teeth/>

<https://campaignresources.phe.gov.uk/schools/resources/keeping-our-teeth-healthy-lesson-plans>

### **Active and Global Citizen**

Oxfam has a range of supporting resources for all key stages <https://www.oxfam.org.uk/education>

## **Year 1**

### **Me and My Relationships**

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

<https://learning.nspcc.org.uk/safeguarding-child-protection-schools/teaching-resources-lesson-plans/>

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

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

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

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

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

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

<http://www.stonewall.org.uk/get-involved/education/different-families-same-love> Stonewall provide a range of education resources to support LGBT  
<https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0> including a book list for primary schools <https://www.stonewall.org.uk/resources/primary-school-book-list>

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

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

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

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

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

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

### **Keeping myself safe**

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

<https://www.thinkuknow.co.uk/>

11th of February 2020 is Safer internet day. There is a range of supporting resources along with resources from previous internet safety days.

<https://www.saferinternetday.org/>

Safer internet has a range of resources to support all key stages in primary school <https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s>

Internet Matters has a range of resources to support all key stages in primary school <https://www.internetmatters.org/schools-esafety/primary/>

Child Focus 'E-safety' - [https://www.youtube.com/watch?v=d5kW4pl\\_VQw](https://www.youtube.com/watch?v=d5kW4pl_VQw) ( a short cartoon film about playing games safely)

Education for a connected world has suggested learning outcomes for primary schools in relation to online safety  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683895/Education\\_for\\_a\\_connected\\_world\\_PDF.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF)

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

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

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

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

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

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

Railway safety programme for key stages 1-4 from Network Rail with all supporting lesson plans, resources and assembly plans.  
<https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/primary-school-resources/>

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

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

Emotional health and wellbeing – The PSHE associations guide to teaching about mental health and supporting lesson plans for key stage 1-2 covering: recognising feelings, understanding feelings, gauging feelings and developing positive coping strategies (updated in July 2019 to meet the new statutory requirements)  
<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and>

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

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

Oral health care with resources that cover a range of ages <http://www.colgate.com/en/us/oc/bright-smiles-bright-futures/program-materials/for-teachers>  
<https://www.nhs.uk/live-well/healthy-body/taking-care-of-childrens-teeth/>  
<https://campaignresources.phe.gov.uk/schools/resources/keeping-our-teeth-healthy-lesson-plans>

### **Me and my future**

Young Money (previously PFEG) provide support for schools to enable them to teach effective financial education and they support 'My Money Week' which is usually around the middle of June. They also have a quality assurance process for financial education resources <https://www.young-enterprise.org.uk/what-we-do/>

### **Active and Global Citizen**

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

Unicef has a number of resources <https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/primary-school-assemblies/>

Oxfam has a range of supporting resources for all key stages <https://www.oxfam.org.uk/education>

## **Year 2**

### **Me and My Relationships**

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

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

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

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

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

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

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

<http://www.stonewall.org.uk/get-involved/education/different-families-same-love> Stonewall provide a range of education resources to support LGBT

<https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0> including a book list for primary schools <https://www.stonewall.org.uk/resources/primary-school-book-list>

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

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

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

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

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

### **Keeping myself Safe**

Online safety from Thinkuknow – an adult needs to log in to access the teaching resources – there is a wide number available. <https://www.thinkuknow.co.uk/>

Safer internet has a range of resources to support all year groups at primary school <https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s>

11th of February 2020 is Safer internet day. There is a range of supporting resources along with resources from previous internet safety days.

<https://www.saferinternetday.org/>

Internet matters has a range of resources to support all key stages in primary school <https://www.internetmatters.org/schools-esafety/primary/>

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

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

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

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

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

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

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

<https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/primary-school-resources/>

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

Mentally healthy schools provides a wealth of information and teaching and learning resources to support teaching about emotional health and wellbeing -

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

Emotional health and wellbeing – The PSHE associations guide to teaching about mental health and supporting lesson plans for key stage 1-2 covering: recognising feelings, understanding feelings, gauging feelings and developing positive coping strategies (updated July 2019 in line with the statutory requirements)

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

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

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

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

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

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

<https://campaignresources.phe.gov.uk/schools/resources/keeping-our-teeth-healthy-lesson-plans>

### **Me and my future**

Young Money (previously PFEG) provide support for schools to enable them to teach effective financial education and they support 'My Money Week' which is usually around the middle of June. They also have a quality assurance process for financial education resources <https://www.young-enterprise.org.uk/>

### **Becoming an active Citizen**

A range of books can support a number of PSHE topics and citizenship themes.

<https://www.thebookpeople.co.uk/webapp/wcs/stores/servlet/CategoryDisplay?categoryId=148210&catalogId=47002>

Your world, my world

Children love learning from other children! This resource helps pupils to explore their own lives - and the world around them - by looking at the lives of four children from around the world. The stories of children from Ethiopia, Brazil, Russia, and India, allow discussion of themes such as 'myself', 'helping out', and 'caring and sharing'. 10 free downloadable lessons and resources from Oxfam for KS1.

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

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

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

### Year 3

#### My and my relationships

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

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

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

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

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

Different Families – Same Love is a poster from Stonewall showing a range of different families <http://www.stonewall.org.uk/get-involved/education/different-families-same-love> Stonewall provide a range of education resources to support LGBT <https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0> including a book list for primary schools <https://www.stonewall.org.uk/resources/primary-school-book-list>

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

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

Knowing about bereavement – lesson plans from child bereavement – ‘ the language of death and grief’

<http://www.childbereavementuk.org/support/schools/lesson-plans-and-ideas/>

### **Keeping myself Safe**

Online safety from Thinkuknow – an adult needs to log in to access the teaching resources – there is a wide number available. <https://www.thinkuknow.co.uk/>

Saferinternet has a range of resources to support all year groups at primary school <https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s>

11th of February 2020 is Safer internet day. There is a range of supporting resources along with resources from previous internet safety days. <https://www.saferinternetday.org/>

Internet matters has a range of resources to support all key stages in primary school <https://www.internetmatters.org/schools-esafety/primary/>

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

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

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

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

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

Railway safety programme for key stages 1-4 from Network Rail with all supporting lesson plans, resources and assembly plans. <https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/primary-school-resources/>

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

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

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

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

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

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

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

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

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

### **Me and My future**

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

### **Active Citizen**

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

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

Children love learning from other children! This resource helps pupils to explore their own lives - and the world around them - by looking at the lives of four children from around the world. The stories of children from Ethiopia, Brazil, Russia, and India, allow discussion of themes such as 'myself', 'helping out', and 'caring and sharing'. <https://www.oxfam.org.uk/education/resources/your-world-my-world>

## **Year 4**

### **Me and my relationships**

NSPCC lesson and teaching resources to support a range of safeguarding issues <https://learning.nspcc.org.uk/safeguarding-child-protection-schools/teaching-resources-lesson-plans/> (including on line safety)

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

PSHE association is hosting a range of supporting resources to ensure schools are being LGBT inclusive and challenge homophobic, transphobic and biphobic

language and bullying <https://www.pshe-association.org.uk/content/government-equalities-office-anti-homophobic>

Stonewall provide a range of education resources to support LGBT <https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0> including a book list for primary schools <https://www.stonewall.org.uk/resources/primary-school-book-list>

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

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

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

### **Keeping myself safe**

Online safety from Thinkuknow – an adult needs to log in to access the teaching resources – there is a wide number available. <https://www.thinkuknow.co.uk/>

Safer internet has a range of resources to support all year groups at primary school <https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s>

11th of February 2020 is Safer internet day. There is a range of supporting resources along with resources from previous internet safety days. <https://www.saferinternetday.org/>

Internet matters has a range of resources to support all key stages in primary school <https://www.internetmatters.org/schools-esafety/primary/>

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

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

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

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

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

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

Railway safety programme for key stages 1-4 from Network Rail with all supporting lesson plans, resources and assembly plans.  
<https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/primary-school-resources/>

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

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

Emotional health and wellbeing – The PSHE associations guide to teaching about mental health and supporting lesson plans for key stage 1-2 covering: recognising feelings, understanding feelings, gauging feelings and developing positive coping strategies (updated in July 2019)  
<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and>

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

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

Oral health care with resources that cover a range of ages <http://www.colgate.com/en/us/oc/bright-smiles-bright-futures/program-materials/for-teachers>  
Manchester Health and Wellbeing team have developed a number of lessons and supporting powerpoints to support teaching about teeth and good oral health care <http://goodhealth-manchester.nhs.uk/oralHealth/oralHealthResourcePackKS2.html>

### **Me and my future**

Young Money (was PFEG) provide support for schools to enable them to teach effective financial education and they support ‘ My Money Week’ which is usually around the middle of June. They also have a quality assurance process for financial education resources <https://www.young-enterprise.org.uk/>

### **Becoming an active citizen**

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

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

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

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

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

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

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

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

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

## Year 5

### Me and my relationships

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

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

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

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

Stonewall provide a range of education resources to support LGBT <https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0> including a book list for primary schools <https://www.stonewall.org.uk/resources/primary-school-book-list>

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

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

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

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

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

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

### **Keeping myself safe**

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

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

### **Online safety**

Thinkuknow – an adult needs to log in to access the teaching resources – there is a wide number available. <https://www.thinkuknow.co.uk/>

Safer internet has a range of resources to support all year groups at primary school <https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s>

11th of February 2020 is Safer internet day. There is a range of supporting resources along with resources from previous internet safety days. <https://www.saferinternetday.org/>

Internet matters has a range of resources to support all key stages in primary school <https://www.internetmatters.org/schools-esafety/primary/>

Education for a connected world has suggested learning outcomes for primary schools in relation to online safety [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683895/Education\\_for\\_a\\_connected\\_world\\_PDF.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF)

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

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

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

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

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

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

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

<https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/primary-school-resources/>

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

Mentally healthy schools provides a wealth of information and teaching and learning resources to support teaching about emotional health and wellbeing -

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

Anna Freud talking mental health toolkit for primary schools <https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/talking-mental-health-animation-teacher-toolkit/>

Emotional health and wellbeing – The PSHE associations guide to teaching about mental health and supporting lesson plans for key stage 1-2 covering: recognising feelings, understanding feelings, gauging feelings and developing positive coping strategies (updated July 2019)

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

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

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

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

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

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

### **Me and my future**

Young Money (PFEG) provides support for schools to enable them to teach effective financial education and they support 'My Money Week' which is usually around the middle of June. They also have a quality assurance process for financial education resources <https://www.young-enterprise.org.uk/>

### **Becoming an active Citizen**

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

Educate against Hate. Teaching resources to support lessons on hate crime, Prevent, British Values etc

<https://educateagainsthate.com/teachers/?filter=classroom-resources>

Message in a book: People forced to flee

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

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

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

Syria: A Children's Crisis?

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

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

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

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

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

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

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

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

<http://theredcard.org/noplaceforhate>

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

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

Run a mock election Whiteboard resource and downloadable resources.

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

## Year 6

### Me and my relationships

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

Rise Above Resources from public health England have a number of resources that may be suitable for Year 6 pupils – puberty and transition to secondary school. [https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc\\_id=RiseAboveforSchools\\_PSHEA\\_EdComs\\_Resource\\_listing\\_Sep17](https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17)

'Betty' PSHE Association accredited digital lessons which aim to prepare young people for the onset of menstruation and help young people to manage their

bodies and emotions once their periods have started. A mix of film, animation, interactive activities and supporting print materials

<https://bettyforschools.co.uk/resources>

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

Grooming - Alright Charlie – a resource that aims to teach pupils about grooming in an age appropriate way through the eyes of Charlie. There is a film

<https://www.youtube.com/watch?v=OQllhqQea1g> teachers resource book <http://assets.mesmac.co.uk/images/Professional-Guidance-22Feb2016.pdf?mtime=20160331135613> and pupil workbook <http://assets.mesmac.co.uk/images/Alright-Charlie-YP-Workbook-21Jan2016.pdf?mtime=20160331135435>

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

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

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

Stonewall provide a range of education resources to support LGBT <https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0> including a book list for primary schools <https://www.stonewall.org.uk/resources/primary-school-book-list>

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

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

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

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

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

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

### **Keeping myself safe**

NSPCC lesson plans and teaching resources focused on healthy relationships and online safety <https://learning.nspcc.org.uk/safeguarding-child-protection-schools/teaching-resources-lesson-plans/>

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

The 'Trust Me' resource has been created with teachers in mind after hearing from schools that they wanted a resource which would start the conversations

around extremism and extreme online content.

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

### **Online Safety**

Thinkuknow – an adult needs to log in to access the teaching resources – there is a wide number available. <https://www.thinkuknow.co.uk/>

Safer internet has a range of resources to support all year groups at primary school <https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s> .

11th of February 2020 is Safer internet day. There is a range of supporting resources along with resources from previous internet safety days. <https://www.saferinternetday.org/> The 2019 focus was understanding consent in a digital world. The teaching and learning resources are still available to access and could be used as a very useful lesson for Year 6 pupils <https://www.saferinternet.org.uk/safer-internet-day/safer-internet-day-2019/education-packs>

Internet matters has a range of resources to support all key stages in primary school <https://www.internetmatters.org/schools-esafety/primary/>

Education for a connected world has suggested learning outcomes for primary schools in relation to online safety [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683895/Education\\_for\\_a\\_connected\\_world\\_PDF.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF)

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

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

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

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

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

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

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

<https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/primary-school-resources/>

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

Mentally healthy schools provides a wealth of information and teaching and learning resources to support teaching about emotional health and wellbeing -

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

Anna Freud talking mental health toolkit for primary schools <https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/talking-mental-health-animation-teacher-toolkit/>

Emotional health and wellbeing – The PSHE associations guide to teaching about mental health and supporting lesson plans for key stage 1-2 covering: recognising feelings, understanding feelings, gauging feelings and developing positive coping strategies (updated in July 2019)

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

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

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

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

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

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

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

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

### **Me and my future**

Young Money (PFEg) provide support for schools to enable them to teach effective financial education and they support ' My Money Week' which is usually around the middle of June. They also have a quality assurance process for financial education resources

<https://www.young-enterprise.org.uk/>

### **Becoming an active citizen**

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

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

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

Educate against Hate. Teaching resources to support lessons on hate crime, Prevent, British Values etc

<https://educateagainsthate.com/teachers/?filter=classroom-resources>

Syria: A Children's Crisis?

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

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

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

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

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

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

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

### **Further supporting information for adults who teach the PSHE and Citizenship Curriculum**

These web links provide further information about a range of subjects that could be taught in a well-planned PSHE and Citizenship curriculum. Some are free online e-learning packages and some are for further information and advice to ensure pupils are being given the correct information. All links were correct at time of going to release (September 2019) and there are other organisations providing information available.

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

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

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

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

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

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

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

Mind Ed have a range of free e-learning training modules to support adults who work with children and young people (this includes some modules examining online safety) <https://www.minded.org.uk/>

#### **Physical wellbeing**

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

### **Relationships and Sex Education**

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

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

Female Genital Mutilation (FGM) - the Home Office provide a free e-learning package to support adults learn more about this sensitive topic <https://www.fgmelearning.co.uk/> and North Yorkshire Local Safeguarding Board has a professional practice guide on FGM <http://www.safeguardingchildren.co.uk/professionals/fgm>

Child Sexual Exploitation (CSE) – there is a free online training package that can be accessed <https://www6.northyorks.gov.uk/LZCS/search/SearchCriteriaDetailInformation.aspx?RCID=5473> and the North Yorkshire Local Safeguarding Board has a professional practice guide on CSE <http://www.safeguardingchildren.co.uk/professionals/cse>

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

The local sexual health service in North Yorkshire is provided by Yorsexual health the website has a range of information about the services they provide <https://www.yorsexualhealth.org.uk/>.

### **Sexuality and Gender**

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

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

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

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

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

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

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

### **Online Safety**

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

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

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

**Prevent**

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

The North Yorkshire Safeguarding board has a professional practice guide on Prevent <http://www.safeguardingchildren.co.uk/admin//uploads/practice-guidance/working-with-individuals-vulnerable-to-extremism-in-education-settings.pdf>

**Appendix 1**

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

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

<p><b>School:</b></p> <p><b>Lead contact person:</b> <b>Second contact person:</b></p> <p><b>Tel:</b></p> <p><b>Email:</b></p>
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<p><b>Agency:</b></p> <p><b>Lead contact person:</b> <b>Name of person(s) delivering the session:</b></p> <p><b>Tel:</b></p> <p><b>Email:</b></p>
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**What is the aim of the session?**

  

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

  

**What are the intended learning outcomes for the students?  
 How does the session contribute to the pre and post learning for the pupils that are within the taught planned PSHE curriculum?  
 Is the partner agency delivering the whole session or contributing to part of session?**

  

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

  

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

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

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**Planning checklist**

<b>Aspects to be considered</b>	<b>Any agreed actions</b>
Is it clear how the partner's contribution fits with and enhances the planned PSHE and Citizenship scheme of work?	
Is there a good understanding of the values and beliefs of the partner agency and the reasons for working with schools? (an internet search, feedback from other schools etc)	
Is there a Single Central Record (SCR) of recruitment and vetting checks in place for staff and others identified as having regular contact with pupils, including volunteers?	
Have identified members of staff been identified who will remain with the pupils and be responsible for behaviour management whilst the partner agency is providing their input?	
Are measures in place to ensure the school knows the identity and purpose of all visitors to the school, so that no unknown adults can gain unchallenged access to pupils or to any part of the school site?	
Is a risk assessment required?	
Have the relevant school policies been discussed and if required access been given e.g behaviour, child protection, health and safety, substances and relationships and sex ?	
Does the partner agency understand confidentiality, safeguarding procedures and who to signpost pupils to if an issue arises?	