

The Michael Syddall CofE (Aided) Primary School

PSHE Planning Outlines and Guidance

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

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

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

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

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

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

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

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. Pupils should be involved in this process, influencing provision from the start as well as having a say in how learning develops’.

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

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

The Association of Citizenship Teaching states that “for a school 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”.

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

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

The research base for effective PSHE and Citizenship programmes:

- **A taught programme that is part of whole school approach.** A whole school approach should ensure that the curriculum, school policies, pastoral support and school ethos complement each other to create an environment that positively promotes health and wellbeing.
- **Establishing and maintaining a safe and secure learning environment and a school ethos which promotes positive relationships** between peers, and between pupils and staff. PSHE and Citizenship lessons explore pupils' everyday lives and does include potentially sensitive and personal issues. It is crucial that staff establish and maintain a safe teaching and learning environment in the classroom through the following well identified successful methods:
 - Establishing ground rules with pupils so there is shared ownership of them (not imposing them on the pupils)
 - Using 'distancing techniques' e.g case studies so pupils are not been asked to talk about their experiences but talk about what is happening to the characters in the case study. This distancing creates an emotional space between pupils and the issue that is being explored. Pupils may be asked to reflect on their own personal attributes, attitudes and skills but this should be done in safe way and not by putting pupils 'on the spot'
 - Knowing how to deal with unexpected and spontaneous questions from pupils. Pupils will be encouraged to ask questions in PSHE so it is important that staff can handle all questions that may be asked or use methods like the 'question box'.
- **The taught programme is more successful when the learning outcomes are clear to the pupils** and a planned and sequenced set of activities are used to develop and practice the intended skills.
- **Well trained staff and if possible a specialised PSHE teaching team.** Staff who feel confident and comfortable teaching PSHE with access to on-going CPD. A PSHE / Citizenship subject leader who has parity to other subject leaders and equal time, status and resources to other subjects.
- **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
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- **A development programme matched to the age, stage and maturity which start 'where pupils are'.** The spiral curriculum is especially important in PSHE and Citizenship and needs to ensure the taught planned programme is progressive with topics taught in a logical order taking into consideration the changing needs of young people as they grow older and develop. To ensure the programme is meeting the needs of the pupils staff must always assess the needs of pupils to understand their current understanding, culture and experiences. The bi-annual Growing up in North Yorkshire survey can provide a wealth of information to support the planning and reviewing of the curriculum to ensure it is meeting the needs of the pupils.
 - **A social norms approach.** This evidence based approach uses the influence of peers on behaviour in a positive way. Young people over estimate the behaviours of other young people and this can lead them to engage in risky behaviours as they think that 'everyone else of my age is doing it'. e.g when asked how many year 10 pupils in North Yorkshire are regular smokers pupils will often respond 50-60% when the data from the Growing up in North Yorkshire survey (GuNY) 2017 showed it to be only 3%. *'A social norms approach provides pupils with accurate, realistic and relevant information that reinforces and actively promotes 'positive social norms'.* The data from the GuNY surveys provide schools with a wealth of data to implement this evidence based approach for teaching effective PSHE.
 - **Avoiding the use of shock, fear or guilt.** Research has found that attempts to induce shock, fear or guilt are ineffective and for some young people could increase the likelihood of them engaging in the risky behaviour. For some young people the fear felt in the safe environment of a classroom can lead them to wanting to repeat that experience. For some they react by saying 'it won't happen to me'. Some pupils will be traumatised and if a pupil has some personal experience it may re-traumatise. This is not saying that PSHE and Citizenship lessons should not explore the full range of consequences of a behaviour or choice but the lessons should avoid just focusing on the extremes.
 - **Assessing learning and evaluating provision.** This is not about assessing a pupils individual character or behaviour but rather, *'the extent to which they are progressing in their learning, their on going learning needs and the impact the programme is having on them and their peers'*

- Evaluation is about the process- how effective were those activities? What will I change next time I teach this?
- Assessment refers to activities that gauge an individual's learning and development and identify what still needs to be learned. Assessment in PSHE is essential as it: increases motivation and improves learning, provides feedback about pupil's progress and achievements, helps pupils reflect on and identify what they have learned and what they need to do to continue learning, it allows the leadership team to see the impact PSHE provision is having for pupils and for whole school outcomes.
- See page 21 for further guidance on assessment in PSHE and Citizenship.

The PSHE Entitlement Framework

The school uses the North Yorkshire Entitlement Framework for PSHE.

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.

The aim of The Michael Syddall CofE (Aided) Primary School is that the 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.

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	

Teachers are encouraged to use the content from the themes to build a series of lessons which is relevant and appropriate to the children in their class at that moment in time, taking into account their interests and previous knowledge and experiences.

The themes are set out into an overview across the year. It is recognised that some of the content from some of the themes may transfer into other themes. Where this happens, staff and children are encouraged to try and see the link and how the learning they are experiencing helps to form their overall knowledge.

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	

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

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

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

Year 1 Overview

Me and My Relationships	Keeping Myself Safe	My Healthy Lifestyle
<p>I know that there are different types of relationships including families, friends and others (this includes same sex families) and I respect those differences</p> <p>I know that family and friends should care for each other and families can give love, security and stability</p> <p>I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help</p> <p>I know the names for the main body parts (including external genitalia) and why it is important to keep them private</p> <p>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</p> <p>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</p> <p>I know what being a good friend means both on and offline and how they should make us feel happy and secure</p> <p>I can play and work cooperatively</p> <p>I can listen to other people and show them respect</p> <p>I can share appropriately</p> <p>I can recognise that my behaviour affects others both on and offline</p> <p>I know the difference between right and wrong, fair and unfair and kind and unkind both on and offline</p> <p>I can recognise there are different types of teasing both on and offline</p> <p>I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>I know how to be nice to people both on and off line</p>	<p>I know the role of medicines in promoting health, the reasons why people use them and the rules on safe use of medicines</p> <p>I know that some substances can help or harm the body including household substances like dishwasher tablets</p> <p>I recognise the need for safety rules –road, fire, water, rail, farm, school environment, playground, online and home and I can follow the rules</p> <p>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</p> <p>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</p> <p>I know the internet has many benefits but I know I need to balance my time spent on and offline</p> <p>I know that people you don't know are strangers and this applies online as well as well as off line</p> <p>I know that when people I don't know ask me for private information I don't share it online or in person</p> <p>I understand that some websites, games and social media sites have age restrictions and I know what to do if I see something I am unhappy with online</p>	<p>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</p> <p>I understand what physical and mental health means and that all humans have it</p> <p>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</p> <p>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</p> <p>I can talk about my emotions and recognise them in others</p> <p>I know what makes me happy</p> <p>I understand what being resilient means to me and I have strategies I can use</p> <p>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>
Me and My Future	Becoming An Active Citizen	
<p>I can recognise the coins and notes we use</p> <p>I can choose the correct value of coins and calculate change</p> <p>I know that we have to pay for what we buy</p> <p>I know how to keep money safe</p> <p>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</p> <p>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</p> <p>I can describe the work that people do in my family, my school and where I live.</p> <p>I can identify positive achievements during my time in Year 1</p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 2</p>	<p>I can express a simple opinion, agreement and disagreement</p> <p>I can respectfully ask questions and listen to the answers</p> <p>I play a full part in the life of my classroom</p> <p>I can agree and follow rules for my group and classroom</p> <p>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>	

Year 2 Overview

Me and My Relationships	Keeping Myself Safe	My Healthy Lifestyle
<p>I know the characteristics of a healthy family life and the importance of caring for each other and spending time together</p> <p>I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help</p> <p>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</p> <p>I have an understanding of stereotypes and how these can have a negative impact (e.g gender, age)</p> <p>I understand the importance of valuing of one's own body and recognising its uniqueness</p> <p>I know the names for the main body parts (including external genitalia) and the similarities/differences between most boys and girls</p> <p>I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers)</p> <p>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</p> <p>I know the 'recipe' for being a good friend both on and offline and that trust is a core ingredient</p> <p>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</p> <p>I can listen to others and respect their viewpoints</p> <p>I can identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically)</p>	<p>I use simple skills which will help to maintain my personal safety both on and offline</p> <p>I understand that all drugs can be harmful if not used properly</p> <p>I know simple rules about medicines and other substances used in the home, including solvents which can be harmful if not used properly</p> <p>I can recognise and say what is right and wrong both on and offline</p> <p>I understand that pressure to behave in an unsafe way can come from a range of people, including people I know and online</p> <p>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</p> <p>I know the difference between secrets and surprises both on and offline and understand what is not a good secret to keep</p> <p>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</p> <p>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 know that people sometimes behave differently online, including friends or by pretending to be someone they are not</p> <p>I have an understanding of what a healthy online friendship is and awareness of the risks associated with people they have never met</p>	<p>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</p> <p>I can make simple choices to improve my physical and emotional health</p> <p>I know how diseases are spread and how they can be controlled and my responsibilities for my own and others health,</p> <p>I am able to wash my hands properly</p> <p>I can recognise and name a range of feelings and understand that we all experience emotions in relation to different experiences and situations</p> <p>I have simple strategies to manage my feelings</p> <p>I understand what being resilient means to me and I have strategies I can use</p> <p>I know that even changes we want to happen can sometimes feel uncomfortable but I have identified ways I manage those feelings</p>
Me and My Future	Becoming An Active Citizen	
<p>I know that we can pay for things in a range of ways and that even when not using cash, money is being used</p> <p>I understand that the choices we make affect ourselves and others</p> <p>I can explain the difference between needs and wants</p> <p>I understand individuals and families have to find ways to balance wants and needs</p> <p>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</p> <p>I am positive about who I am, what I have achieved and take into account what other people say about me</p> <p>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)</p> <p>I can identify positive achievements during my time in Year 2</p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 3</p>	<p>I can take part in discussions/simple debate with others about topical issues</p> <p>I know that people and other living things have needs and recognise my own responsibility to meet those needs</p> <p>I can contribute positively to the life of the class and the school</p> <p>I understand the role of the school council, am able to vote for the members and have contributed an idea to the school council</p> <p>I know that I belong to different groups and communities ie school, family</p> <p>I know what improves and harms the environment and about some of the ways people look after them</p> <p>I know some ways to look after my environment</p>	

Year 3 Overview

Me and My Relationships	Keeping Myself Safe	My Healthy Lifestyle
<p>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</p> <p>I understand that relationships both on and offline may change over time and how to ask for help if this make me unhappy</p> <p>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</p> <p>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</p> <p>I know how other families are similar or different to mine (this includes same sex)</p> <p>I understand that it is OK to be different to others</p> <p>I understand about growing and changing and new opportunities and responsibilities both on and offline that increasing independence may bring</p> <p>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</p> <p>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</p> <p>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)</p> <p>I can empathise with other people and understand how people can react differently to the same situation</p> <p>I can listen to and show respect for the views of others both on and offline</p> <p>I know the importance of valuing myself</p> <p>I can recognise and challenge stereotypes (including supporting trans children)</p> <p>I know about change and loss including separation, divorce and bereavement and the associated feelings</p>	<p>I can identify and explain how to manage risks in different situations including on and offline</p> <p>I can make judgements and decisions and use basic techniques for resisting negative peer pressure both on and offline</p> <p>I can explain how my behaviour may have consequences for myself and others both on and offline</p> <p>I can demonstrate basic safety procedures when using medicines, sun protection, crossing roads, riding a bike, swimming etc</p> <p>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</p> <p>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</p> <p>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>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</p> <p>I know what are the good habits for looking after my growing body both physically and emotionally on a daily and regular basis</p> <p>I know the benefits of physical exercise and time outdoors</p> <p>I know how to look after my mental wellbeing through some self-care techniques e.g relaxation, benefits of hobbies and interests etc</p> <p>I can communicate my feelings to others, recognise how others show feelings and know to respond appropriately</p> <p>I understand what being resilient means to me and I have strategies I can use</p> <p>I can understand why other people are behaving as they are when they are finding change difficult</p>
Me and My Future	Becoming An Active Citizen	
<p>I know how to look after and handle money in everyday situations</p> <p>I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity</p> <p>I know there are different ways to gain money, including earning it through work</p> <p>I understand that money is a finite resource for individuals, institutions and the community</p> <p>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</p> <p>I am aware that the learning choices I make will affect my future options.</p> <p>I can talk positively about what I like to do and what I would like to do in</p>	<p>I can participate in making and changing rules</p> <p>I know why different rules are needed in different situations</p> <p>I know that choices we make can impact on the local, national and global communities</p> <p>I know where to find impartial advice to inform my decision making</p> <p>I understand the media can be biased</p> <p>I can empathise with other people and situations through topical issues, problems and local and global events</p>	

<p>the future</p> <p>I can identify positive achievements during my time in Year 3</p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 4</p>		
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Year 4 Overview

Me and My Relationships	Keeping Myself Safe	My Healthy Lifestyle
<p>I feel good about myself and my body and having an understanding of how the media presents 'body image'</p> <p>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</p> <p>I can recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people</p> <p>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</p> <p>I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out</p> <p>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</p> <p>I can respond appropriately to other people's feelings</p> <p>I can recognise my worth as an individual and the worth of other people</p> <p>I understand a range of feelings and how these make me feel both emotionally and physically</p>	<p>I can describe what risk means to me both on and offline</p> <p>I can take responsibility for my own behaviour and safety and realise that actions have consequences both on and offline</p> <p>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</p> <p>I have some effective strategies to cope with peer influence and peer pressure both on and offline</p> <p>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</p> <p>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</p> <p>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</p> <p>I recognise how online communications (including from friends) may be used for manipulation or persuasion and I have ways of managing this.</p> <p>I know how to recognise and display respectful behaviour online</p>	<p>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</p> <p>I understand what is meant by a healthy diet (including understanding calories, and nutritional content)</p> <p>I can make informed choices about healthy eating and exercising</p> <p>I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage</p> <p>I understand a range of feelings and how these make me feel both emotionally and physically</p> <p>I have a range of strategies for managing and controlling strong feelings and emotions</p> <p>I can respond appropriately to other people's feelings</p> <p>I can recognise my worth as an individual and the worth of other people</p> <p>I understand what being resilient means to me and I have strategies I can use</p> <p>I can identify positive things about myself, recognise some of my mistakes and learn from them</p> <p>I can make some changes quickly and easily but also understand that some changes are hard and can take a long time</p>
Me and My Future	Becoming An Active Citizen	
<p>I can demonstrate how to look after and save money</p> <p>I can begin to develop an understanding that people have different financial circumstances</p> <p>I can begin to understand the different values and attitudes that people have with regard to money</p> <p>I recognise the range of jobs carried out by people they know</p> <p>I can explain how I will develop skills for work in the future</p> <p>I am aware that the learning choices I make will affect my future options.</p> <p>I can identify my strengths, areas for improvement and set high aspirations and goals</p> <p>I can identify positive achievements during my time in Year 4</p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 5</p>	<p>I can acknowledge that others have different points of view both on and offline</p> <p>I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school</p> <p>I can recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers</p> <p>I can begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism</p> <p>I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my</p>	

	<p>choices and viewpoints</p> <p>I understand how my choices may impact on the environment</p> <p>I can describe the values of the school and know why they are important</p> <p>I can describe the 'British Values' and give examples of what they mean in school and in society</p> <p>I can demonstrate respect and tolerance both on and offline towards people different from my themselves</p>	
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Year 5 Overview

Me and My Relationships	Keeping Myself Safe	My Healthy Lifestyle
<p>I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation</p> <p>I know the ways in which children grow and develop in puberty – physically and emotionally</p> <p>I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>I understand what boundaries are appropriate in friendships with peers and others both on and offline</p> <p>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 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</p> <p>I know which commonly available substances (alcohol, tobacco, e- cigarettes, medicines) and drugs are legal and illegal, and their effects and risks</p> <p>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</p> <p>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</p> <p>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</p> <p>I know how to present myself safely online and understand the potential risks of providing personal information online</p> <p>I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others</p> <p>I understand that the person that I think I am communicating with on-line may not be who they say they are.</p> <p>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</p> <p>I feel uncomfortable and are concerned by such a request</p> <p>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 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.</p> <p>I understand the importance of good oral hygiene, including regular visits to the dentist</p> <p>I know where individuals, families and groups can get help and support both on and offline</p> <p>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</p> <p>I understand what resilience is and have strategies I can use to build my own resilience</p> <p>I can resolve differences, looking at alternatives, making decisions and explaining choices</p> <p>I know some of the ways of dealing with the feelings that sometimes arise from changes</p>
Me and My Future	Becoming An Active Citizen	
<p>I am able to make considered decisions about saving, spending and giving</p> <p>I can differentiate between essentials and desires – needs and wants</p> <p>I understand ‘value for money’ and can make informed choices to get ‘value for money’</p> <p>I am able to assess ‘best buys’ in a range of circumstances</p> <p>I am able to understand and manage feelings about money, my own and others</p> <p>I know about the range of jobs carried out by people and some of the</p>	<p>I know what democracy is and how a democratic government works</p> <p>I have taken part in democratic events in school (eg: voting for school council, mock election)</p> <p>I understand the consequences of breaking the law and how the criminal justice system works in the UK</p> <p>I know how to access local and national support groups both on and offline</p> <p>I know that circumstances in other countries and cultures may be different from our own</p>	

<p>stereotypes surrounding some career choices and I am aware of some of the rights and responsibilities when it comes to treating people fairly</p> <p>I know and understand how I can develop skills to make a contribution in the future</p> <p>I am starting to consider what I like , what I am good at and what I enjoy doing and can talk positively about my strengths</p> <p>I know the importance of making a good impression when going through a selection process and I can demonstrate some of the skills required to do this</p> <p>I know that there are a range of earnings for different jobs</p> <p>I understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc)</p> <p>I can identify positive achievements during my time in Year 5</p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 6</p>	<p>I understand why some people have chosen to leave their country and migrate to the UK</p> <p>I understand the difference between economic migrant, asylum seeker and refugee</p> <p>I know about Fair Trade and what it means</p> <p>I know that individual and community rights and responsibilities need to be taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc)</p> <p>I understand that choices we make as individuals, a community and a nation impact internationally</p> <p>I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances</p> <p>I can recognise and challenge stereotypes</p> <p>I know where to find impartial advice to inform my decision making and understand about media bias</p> <p>I can express my views confidently and listen to and show respect for the views of others</p> <p>I can talk and write about my opinions confidently and listen to and show respect for the opinions of others</p> <p>I can resolve differences, looking at alternatives, making decisions and explaining choices</p>	
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Year 6 Overview

Me and My Relationships	Keeping Myself Safe	My Healthy Lifestyle
<p>I understand the physical and emotional changes I will go through at puberty</p> <p>I can look after my body and health as I go through puberty</p> <p>I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this</p> <p>I know about human reproduction including conception</p> <p>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)</p> <p>I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships)</p> <p>I know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships)</p> <p>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</p> <p>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</p>	<p>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</p> <p>I recognise the responsibility I have both on and offline due to increased independence and can keep myself and others safe</p> <p>I can respond to challenges including recognising, managing and assessing risks in different situations both on and offline and can manage them responsibly</p> <p>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</p> <p>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</p> <p>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</p> <p>I can select appropriate tools to collaborate and communicate confidently and safely with others, including friends I know in real life</p> <p>I am able to recognise risks, harmful content and contact and now how to report them</p> <p>I am aware of online abuse such as trolling, bullying and harassment and</p>	<p>I can manage my time to include regular exercise and self-care techniques to look after my mental and physical health such as relaxation</p> <p>I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet</p> <p>I understand the impact of growth and adolescence on my hygiene, good quality sleep and nutrition needs</p> <p>I understand the risks associated with an inactive lifestyle, poor diet, unhealthy eating and other behaviours on my physical and mental wellbeing</p> <p>I understand early signs of physical illness, such as weight loss, or unexplained changes to the body</p> <p>I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p> <p>I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions</p> <p>I have an understanding of mental ill health and how important it is for people to get early help to support them</p> <p>I understand that the media can have a positive and negative effect on mental health, e.g. body image</p> <p>I understand what being resilient means to me and I have strategies I can use</p> <p>I know how change can impact with our feelings of belonging</p>

<p>I can recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict</p> <p>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</p> <p>I can recognise and challenge discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability)</p> <p>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>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</p> <p>I understand how the media (advertising and internet) may influence my opinions and choices</p> <p>I have an understanding of how my information and data is shared and used online</p> <p>I know how to manage requests for images of myself or others (this include from friends); what is and is not appropriate to ask for or share; who to talk to if feel uncomfortable and are concerned by such a request</p> <p>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.)</p>	
<p style="text-align: center;">Me and My Future</p>	<p style="text-align: center;">Becoming An Active Citizen</p>	
<p>I know that people buy things online and have online bank accounts and passwords to keep money safe</p> <p>I can describe how people's careers are different and how they develop in different ways and I am aware that people feel differently about the different types of work they do</p> <p>I can reflect on what I have learnt about careers, employability and enterprise activities and experiences and how the learning relates to my choices</p> <p>I can describe a range of local businesses and how they are run and the products and / or services they provide</p> <p>I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act</p> <p>I know how to keep myself safe when working and what the law says to protect workers</p> <p>I can recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be enterprising</p> <p>I understand that money we earn also supports the community</p> <p>I can identify positive achievements during my time in Primary School</p> <p>I can explain what I am worried about and what I am looking forward to in Year 7</p>	<p>I understand how democracy works in the UK at a local, regional and national scale</p> <p>I understand that there are other forms of government that are not democratic and can give some examples of these</p> <p>I understand what being part of a community means and I can take part more fully in school and community activities</p> <p>I understand the mental health benefits of community participation and volunteering</p> <p>I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment</p> <p>I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child</p> <p>I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment</p> <p>I can research, discuss and debate topical issues, problems and events</p> <p>I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation</p> <p>I am aware of how the media present information and that the media can be both a positive and negative influence</p> <p>I can critique how the media present information</p> <p>I can discuss controversial issues in a sensitive manner, such as terrorism, migration and racism.</p>	

Active teaching and learning methods for PSHE and Citizenship

Teaching and learning methods should ensure that learners take an active role in the lesson and ultimately take responsibility for their own learning. Plenaries and lesson summaries allow learners to reflect on and assimilate what they have learned. Activities should provide an appropriate level of challenge and allow learners to develop their knowledge, skills, attitudes and understanding. There are a wide range of active learning techniques that can be deployed in PSHE and lessons, as identified below:

Distancing techniques:	
Agony aunt/uncle	Learners work in small groups to take on the role of an agony aunt/uncle. The group responds to an imaginary problem, scenario or letter. Groups could share their solutions.
Drama/role play/simulations	Learners are given characters or situations to act out. It allows learners to experience an issue or a situation from a different perspective. This strategy is useful for rehearsing responses to situations, especially for learners with SEND. Role play should always take place in small groups and learners should never be forced into situations they are uncomfortable with. It is important to 'de-role' learners by engaging them in conversation about the present. It is also advisable for pupils not to take on the role of the 'persuader' the scenario could be presented to them for them to work e.g a friend is offering you a cigarette what could you do?
Case studies (visual and or written)	These can be used to help learners understand the effects and impact of a situation. Soap operas often provide a useful platform for the exploration of issues such as abortion or relationships. Learners could be asked to work out the options available to a character, who could help them and where they could get help.
Create a character	Learners create an imaginary character and build a story about the character eg where they live, friends, hobbies. This enables learners to consider issues from different perspectives.
Discussion	
Paired, small groups	Small group work is often more effective than whole class discussion. Learners could be given an issue, scenario, character to discuss in pairs then move into 4s to share their thoughts.
Listening Triads	Two people talk, discussing an issue whilst one listens, encourages reflective dialogue. Share discussions and points of views with whole class.
Group discussions	Group discussions are important in PSHE and Citizenship as they give learners a voice and provide an opportunity to develop key skills. A discussion is only a Citizenship discussion if it has a Citizenship focus i.e. it relates to a topical political, social or cultural issue. There are two main purposes to group discussions: <ul style="list-style-type: none"> • Adversarial – participants try to win an argument or vote by advocating their case as firmly as possible • Exploratory – participants try to reach an agreement or solution to an issue In supporting quality reflective discussion, a number of procedural questions prove to be useful for example, <ul style="list-style-type: none"> • why do you say that? • how does that compare with what X was saying? • what could you say to persuade someone they were wrong about that? • why do you think people behave like that?

	<ul style="list-style-type: none"> • who do you feel (most) sympathy for in this situation? • what are the consequence of A compared with B? • is that fair, in your opinion?
Reporting back	Each group share with the whole class what they have done/discussed.
Fishbowl discussion	Place six or seven chairs in an inner circle with the remaining chairs in an outer circle. Discussion only takes place in the inner circle. A spare chair allows learners to move in and out of the inner circle.
Standpoint taking	This allows learners to explore both sides of an issue. Place chairs in 2 concentric circles – each inside chair facing and outside chair. Give learners a statement, the inside chairs should argue in favour, the outside chairs should argue against. Learners can swop places mid-way through the discussion to allow them to argue the alternative case. Learners can reflect on how it felt to argue the case for something they may not agree with.
Questionnaires and quizzes	These can provide a useful stimulus for discussion allowing learners to acquire new knowledge and explore issues as they arise. They make a useful starter activity.
Triads	Learners work in groups of 3. 2 members of the group discuss an issue while the 3 rd member acts as an observer providing feedback. Roles can be changed.
Peer questions and Envoying	Learners generate their own questions on the issues/content. A group could generate a series of questions and then choose three to discuss. One pupil could take a question and then move from group to group. Finally the person goes back to original group and feeds back discussion points raised.
Buzz groups	Place learners into groups of 3 or 4. Groups are given a dilemma or scenario to discuss, then return to the whole class to discuss ideas.
Paired and group work	
Envoys	Organise learners into groups, with each group researching a different issue or working on a different task. After a given period of time, one member of each group visits the other groups to relate key points and findings to them.
Cards sorts	
Diamond 9	Develops dialogic talk, it also forces the need to achieve consensus and negotiate disagreements. Teacher in advance prepares nine cards (quotes, pictures, cartoons). In groups cards are read and discussed and then arranged in a diamond shape with the statements they most agree with at the top and the least at the bottom. This requires the learners to weigh up different points of views, think logically and deal with any dissent. This can provide a useful stimulus for a whole class discussion on a topic.
Matching	This requires learners to match up cards eg symptoms of STIs matched with the name of the infection.
Other	
Line of conscience	This is useful when examining and challenging beliefs and attitudes. The teacher creates a series of controversial statements about the subject or issue explored. The teacher then places statements on a line along the classroom floor/wall: Agree, Disagree, Not sure (in the middle). The teacher reads out a statement and learners stand at various points of the line as to their opinion on the issue. The teacher whilst moving along continuum asks why they have placed

	<p>themselves there, response is shared not judged. Learners are offered a chance to move to a new position on the line if they have changed their mind, or feel differently about the situation.</p>
Continuum 1	<p>A line is drawn across the room (washing line is useful for this). Each end of the line represents the start and finish points eg meet somewhere for the first time, get married. Learners are asked to note down what they think should happen in between and when they think it should happen.</p>
Corridor of conscience/ Conscience Alley	<p>Is a technique which exposes conflicts and dilemmas and invites participants to think of multiple perspectives on an issue or situation. (Similar to 'good angel, bad angel')</p> <p>The process - The class makes two lines facing each other, in the form of an ally or corridor with enough room for a person to walk easily between them.</p> <p>One individual takes on the role of the character in a key situation. The rest of the class voice the character's thoughts and feelings as they walk past them</p> <p>It's alright if someone earlier has already said the same thing. It is helpful if you do the exercise more than once as it gives less confident learners the chance to speak. Possibly freeze the character and get learners to voice the thoughts again.</p>
Draw and write	<p>Learners are asked to draw their response to an issue or a question. Underneath the picture, learners explain what they have drawn and why.</p>
Graffiti boards	<p>Learners write comments/opinions/facts on the issue onto card/large piece of paper that can be displayed on the wall.</p>
Question boxes	<p>Learners write down questions and post them in the box. The teacher can respond to the questions in the next lesson.</p>
Question display	<p>Learners identify the questions they want to find the answers to. Learners can decide which questions are answered and where they might find the information.</p>
Graphic organisers	<p>Learners use graphic organisers to organise and structure their learning. These are useful techniques for preparing learners for extended writing tasks.</p>
Photographs	<p>Photographs can be used as a stimulus for discussion or as a way of recording learners learning.</p>
Philosophy for Children method' For information on training in the Philosophy for Children method go to www.sapere.org.uk .	<p>A child-centred method of discussion which gives learners a high degree of ownership of the debate. A stimulus is offered to the class and learners are invited to generate a range of critical questions arising from the stimulus. These questions must be 'philosophical' or capable of being discussed. Learners themselves vote on which question to pursue. The class is seated in a circle, with the teacher as a member of the circle. Some classes are trained to speak without waiting for the teacher to point to them – the rule is not to speak over the top of anyone else. In this way, the class carries the discussion forward for long periods of time with no intervention from the teacher.</p> <p>The standard pattern or procedure of a community of philosophical enquiry is something like this:</p> <ol style="list-style-type: none"> 1. Preparation - sometimes to still minds, e.g. by meditation, sometimes to stir, e.g. by games 2. Presentation - of a story, picture, or other rich stimulus for enquiry 3. Thinking time - private reflection upon the stimulus 4. Conversation - sharing of private reflections, in twos or threes

	<p>5. Formulation - of questions that might be 'good for discussion', individually or in small groups</p> <p>6. Airing - publication of questions, and clarification of the interest/thinking behind them</p> <p>7. Selection - of which question(s) to focus on, by whole group consensus or voting</p> <p>8. 'First words' - initial responses to the chosen question, perhaps identifying assumptions</p> <p>9. Building - creative and critical thinking towards one or more answers to the question</p> <p>10. 'Last words' - final reflections on own or others' thinking</p>
Hot seating:	This is a questioning technique where the group prepare questions to ask the person in the hot seat. It is best to do this activity in groups first before shifting the hot seating to the front of the class
Mantel of the expert:	This technique was developed by Dorothy Heathcote through work with children and teachers. This gives learners a fictional 'frame' within which they can take responsibility for a situation. Learners are given 'expert' information or they may research the information in advance, participants assume responsibility for the activity. The situation is usually task orientated, power and responsibility move from teacher to learners.
Graffiti wall	This strategy can be used to establish learners' baseline understanding prior to teaching a topic. The issue or content can be written on the wall and learners write down all the things they know about the issue on the outside of the outline. They can also put questions that they want answered.
Partnership Working	
Partners and outside agencies	Partners and outside agencies can enrich PSHEe and Citizenship programmes. Delivery should be planned carefully in advance with a focus on agreed learning outcomes, using the partners in education agreement form. Partner agencies should complement and not replace teaching provided by the school.

Resources to support the teaching of the PSHE and Citizenship entitlement framework up-dated December 2018

All web links were correct at time of release

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

Primary School Resources

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

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

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

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

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

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

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

The Sex Education Forum list of Sex and Relationship curriculum resources for work with primary aged children http://www.sexeducationforum.org.uk/media/4465/resource_list_primary_-_in_new_template.pdf

Lesbian, Gay, Bisexual and Trans guidance for professionals who work children and young people in North Yorkshire lists a range teaching and learning resources to discuss sexuality and gender from Early Years upwards <http://cyps.northyorks.gov.uk/health-wellbeing-phse>

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

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

Early Years

Online Safety Resources

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

Child Focus 'E-safety' - https://www.youtube.com/watch?v=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

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

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

Me and my relationships

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

https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/?utm_source=google&utm_medium=ppc&utm_campaign=2016+pants&gclid=CMHjnuCLss4CFRLJGQodx9cFzq&gclid=ds

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

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

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

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

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

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

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

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

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

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

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

Road Safety

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

julie.edwards@edrivingsolutions.com

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

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

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

Healthy Lifestyles

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

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

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

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

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

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

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

Year 1

Me and My Relationships

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

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

This could be supported by the short film called ' pantosaurus' to help children understand the PANTS message [https://www.nspcc.org.uk/preventing-](https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/?utm_source=google&utm_medium=ppc&utm_campaign=2016+pants&qclid=CMHjnuCLss4CFRLJGQodx9cFzq&gclid=ds)

[abuse/keeping-children-safe/underwear-](https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/?utm_source=google&utm_medium=ppc&utm_campaign=2016+pants&qclid=CMHjnuCLss4CFRLJGQodx9cFzq&gclid=ds)

[rule/?utm_source=google&utm_medium=ppc&utm_campaign=2016+pants&qclid=CMHjnuCLss4CFRLJGQodx9cFzq&gclid=ds](https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/?utm_source=google&utm_medium=ppc&utm_campaign=2016+pants&qclid=CMHjnuCLss4CFRLJGQodx9cFzq&gclid=ds)

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

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

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

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

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

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

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

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. Younger pupils can follow the online safety advice from Lee and Kim https://www.thinkuknow.co.uk/5_7/leeandkim/

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

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

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

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

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

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

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

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

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

My healthy Lifestyle (emotional and physical wellbeing)

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

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

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

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

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

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

Me and my future

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

Active Citizen

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

Year 2

Me and My Relationships

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

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

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<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

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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. Younger pupils can follow the online safety advice from Lee and Kim https://www.thinkuknow.co.uk/5_7/leeandkim/

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

Education for a connected world has suggested learning outcomes for primary schools in relation to online safety

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF

9th of February 2019 is Safer internet day. There is a range of supporting resources along with resources from previous internet safety days.

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

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

Road safety - Roadwise have developed a range of teaching resources to support curriculum delivery from 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

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

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

My healthy lifestyle (emotional and physical wellbeing)

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

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

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

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

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

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

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

Me and My future

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

Becoming an active Citizen

Something Else by Kathryn Cave

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

Your world, my world

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

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

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

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

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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 lesson for year 3 pupils is – ‘Resolving conflict and where to get help’ <https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>

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

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

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

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

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

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

Keeping myself Safe

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

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

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Railway safety programme for key stages 1-4 from Network Rail with all supporting lesson plans, resources and assembly plans.
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My healthy lifestyle (emotional and physical wellbeing)

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

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

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

Me and my relationships

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

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

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

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

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

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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/>

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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/>

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

Me and my future

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

Becoming an active citizen

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

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

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

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

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

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

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

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

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

Year 5

Me and my relationships

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

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

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

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

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

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

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

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

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

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

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

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

Keeping myself safe

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

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

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

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

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

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

5th of February 2019 is Safer internet day. There is a range of supporting resources along with resources from previous internet safety days.

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

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

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

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

My healthy lifestyle (emotional and physical wellbeing)

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

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

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

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

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

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

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

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Becoming an active Citizen

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

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

Message in a book: People forced to flee

In 2015 over 65 million people were forced to leave their homes, fleeing terrifying conflict and violence. Use this creative resource to stimulate debate and develop learners' knowledge of the crisis. Learners are given the opportunity to write powerful letters in solidarity with refugees and organise a book collection to raise vital funds for Oxfam's work. Free download.

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

Syria: A Children's Crisis?

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

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

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

https://www.actionaid.org.uk/school-resources/search/s/key_stage/0-2358/topic/0-3091/subject/0-2377--1-2376

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

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

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

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

<http://theredcard.org/noplaceforhate>

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

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

Run a mock election Whiteboard resource and downloadable resources.

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

Year 6

Me and my relationships

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

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

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

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

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

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

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

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

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

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

Stonewall have produced four 15 minutes films that focus on four different characters and explores gender / gender stereotypes/ different relationships which can be accessed for free at <http://www.stonewallprimary.org.uk/> along with a teaching pack to support the films
https://www.stonewall.org.uk/sites/default/files/free_film_-_activity_pack.pdf

I am Leo – is a CBBC documentary about Leo who was born a girl but now lives life as a boy https://www.youtube.com/watch?v=0x_u2cs8Dpl

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

They have also produced some films:

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

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

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

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

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

Education for a connected world has suggested learning outcomes for primary schools in relation to online safety

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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/>

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

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

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

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

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

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Becoming an active citizen

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

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

http://www.report-it.org.uk/education_support

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

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

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