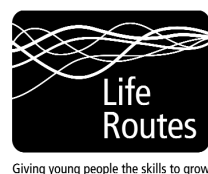


A whole-school approach to Personal, Social and Health Education and Citizenship

NOKIA
CONNECTING PEOPLE



NCB promotes the voices, interests and well-being of all children and young people across every aspect of their lives. As an umbrella body for the children's sector in England and Northern Ireland, NCB provide essential information on policy, research and best practice for members and other partners.

NCB aims to:

- challenge disadvantage in childhood
- work with children and young people to ensure they are involved in all matters that affect their lives
- promote multidisciplinary cross-agency partnerships and good practice
- influence government policy through policy development and advocacy
- undertake high quality research and work from an evidence-based perspective
- disseminate information to all those working with children and young people, and to children and young people themselves.

NCB has adopted and works within the UN Convention on the Rights of the Child.

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Life Routes

Life Routes is run by NCB as part of the Make A Connection global programme to promote positive youth development, funded by Nokia. It defines key life skills as: self-confidence and a sense of responsibility; problem-solving and communication; teamwork and a respect for others (www.makeaconnection.org).

In the United Kingdom, *Life Routes* works in school and community settings to help young people, particularly those who are marginalised and vulnerable, develop skills and confidence so they can experience the five national outcomes for children set out in the Children Act 2004.

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Introduction

Children and young people need support in developing emotionally and socially so they are able to use their thoughts and feelings to guide their behaviour positively and develop personal awareness, emotional resilience and social skills. This will enable them to enjoy and manage their lives, be effective learners and active citizens. High quality Personal, Social and Health Education (PSHE) and Citizenship help improve behaviour, attainment and inclusion, and promote health and well-being.

This booklet clarifies the National Children's Bureau's beliefs about best practice in PSHE and Citizenship. It is for Heads of PSHE and Citizenship and their partners in schools and the wider community. It can also be used by those supporting schools as part of their support, advice and professional development package. Healthy Schools underpins PSHE and Citizenship and this briefing will therefore be helpful for Healthy School Coordinators.

Schools play a pivotal role in children and young people's lives. They aim to provide a safe, supportive environment, with a positive ethos and an interesting and stimulating broad curriculum including PSHE and Citizenship. PSHE and Citizenship is a mainstream entitlement for pupils, and efforts are made to ensure that it is relevant and accessible for all as required by the statutory inclusion statement in the National Curriculum. Schools also work with their partners in school and the wider community to plan, deliver and provide extra support for pupils who are marginalised and vulnerable.

The Children Act (2004) requires those working with children to work towards achieving the five national outcomes for children and young people. These are:

- being healthy
- staying safe
- enjoying and achieving
- making a positive contribution
- achieving economic well-being.

Every Child Matters, which led to the Children Act (2004), emphasised that PSHE and Citizenship in schools play a vital role in achieving these outcomes. A healthy school is one that works to develop a whole-school ethos, environment and curriculum that enable pupils to recognise personal qualities, build on their achievements, fulfil their potential and manage their health and well-being. There is increasing concern about promoting social inclusion and reducing health inequalities, with particular concerns about children and young people's mental health; alcohol and substance misuse; rates of teenage pregnancy; sexually transmitted infections; bullying in schools; and improving school standards. Schools have a clear role to play in addressing these concerns.

Increasing evidence shows (Rivers and others 1999) a whole-school approach to PSHE and Citizenship contributes to school improvement and the promotion of health and well-being. The National Healthy Schools Programme is based on a school improvement strategy and offers support to schools through a national, regional and local network. The programme, jointly funded by the Department of Health (DH) and the Department for Education and Skills (DfES), has four strategic aims: to support children and young people in developing healthy

behaviours; to help raise pupil achievement; to help reduce health inequalities; and to help promote social inclusion. This booklet provides positive guidance on:

- the legislative and policy framework for PSHE and Citizenship
- developing a whole-school context that is supportive of PSHE and Citizenship
- developing an effective school policy
- methods and approaches to PSHE and Citizenship
- assessment and evaluation
- confidentiality
- Ofsted inspections.

What is PSHE and Citizenship?

PSHE and Citizenship is the planned provision for emotional and social development. They help children and young people develop a secure sense of identity and to function well in the world. PSHE and Citizenship includes three elements:

- the acquisition of accessible information that is relevant to children and young people's lives and experiences, maturity and understanding
- exploration, clarification and development of attitudes and values that support self-esteem and are positive to health and well-being
- development of personal and social skills to enable emotional development and interaction with others as well as making positive health choices and actively participating in society.

PSHE and Citizenship enable children and young people to develop and leave school with the motivation, autonomy, knowledge and skills to ensure they stay safe, keep healthy, enjoy and achieve, make a positive contribution and enjoy economic and social well-being.

NCB believes that PSHE and Citizenship is best coordinated, planned and delivered as an integrated programme and provided across the curriculum in all subject areas, as well as in planned programmes of PSHE and Citizenship. Through PSHE, children and young people learn skills and develop beliefs and values that are essential prerequisites if they are to develop as active and responsible citizens. Therefore, while the focus and some of the content will be different and distinctive in PSHE and Citizenship there is a clear and important relationship between the two subject areas.

Children and young people need this integrated provision of PSHE and Citizenship. However, for different reasons including expertise, confidence, planning and coordination there is a tendency to focus on specific topics such as sex and relationships or drugs. While provision of information is important, approaching PSHE in a topic-based fashion encourages a focus on information provision and marginalises the coordinated skills development and exploration of values that underpin all emotional and social development work (Blake and Frances 2001).

School-based PSHE and Citizenship complements and helps children and young people make sense of what is implicitly or explicitly learned at home from parents, carers, family, friends and wider society.

Planning PSHE and Citizenship using the five national outcomes offers coherence, and helps to demonstrate how a school is meeting the requirements to achieve these outcomes in school self-evaluations and Ofsted inspections. *Cards for Life* is a card-based activity pack organised in five themes based on these outcomes. For more information see Help, information and resources (page 27).

Life Routes is a Key Stage 3 PSHE and Citizenship programme implemented by the National Children's Bureau. It has been designed to develop young people's personal, social and academic skills, giving that coherence and helping schools to address the five national outcomes for children, as defined in the Children Act.

All PSHE and Citizenship is crucially informed by the explicit needs of children and young people. Schools respond effectively to pupils' needs when they consult them on what they want to learn, how they want to learn it, and by involving them in the improvement, delivery and assessment of learning. The Education Act (2002) requires schools to consult pupils on decisions that affect them. Guidance to support this requirement is published by DfES (2004) and Health Development Agency (2004).

The context for PSHE and Citizenship

The Children Act (2004) requires all professionals to work towards helping children achieve the five national outcomes: staying safe; being healthy; enjoying and achieving; making a positive contribution; and economic well-being. PSHE and Citizenship provide a key curriculum location to achieve these.

The National Curriculum (QCA/DfEE 1999) is underpinned by a stated belief in education as a route to the spiritual, social, cultural, physical and moral development, and thus the well-being, of the individual. It has two broad aims that provide an essential context within which schools develop their PSHE and Citizenship.

Aim 1: The school curriculum should aim to provide opportunities for all pupils to learn and achieve.

Aim 2: The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities and responsibilities of life.

In summary these aims ensure that the curriculum enables pupils to develop the knowledge and understanding of their own and different beliefs. Pupils will be able to understand their rights and responsibilities; and develop enduring, integrity and autonomy in developing respect for their environments and their communities. It promotes self-esteem and emotional development and helps them to form and maintain satisfying relationships.

PSHE and Citizenship are central to achieving the aims of the National Curriculum. The National Curriculum also offers a non-statutory framework for PSHE and Citizenship that is delivered through four strands at all Key Stages. Pupils should:

- develop confidence and responsibility and make the most of their abilities
- prepare to play an active role as citizens
- develop a healthier, safer lifestyle
- develop good relationships and respect the differences between people.

In addition Citizenship is a foundation subject in the National Curriculum at Key Stage 3 and 4 and is delivered through three further strands:

- knowledge and understanding of becoming informed citizens
- developing skills of enquiry and communication
- developing skills of participation and responsible action.

There is specific legislation and requirements in relation to certain aspects of PSHE including teaching and learning about sex and relationships, drugs and financial capability. The Department for Education and Skills has guidance on the following areas:

- Healthy Schools (DfES and DH 2005)
- Sex and Relationship Education Guidance (DfES 2000a)
- Drug Education Guidance (DfES 2004a)
- Careers Education and Guidance (DfES 2000b)
- Safety Education (DfES 2002a)
- Financial Capability (DfES 2002b)
- Pupil Participation (DfES 2004b)
- Healthy Living (DfES 2004c).

In addition, as a foundation subject in the National Curriculum at Key Stages 3 and 4, there are schemes of work for Citizenship in the *National Curriculum Handbooks* and accompanying guidance from QCA.

The Qualifications and Curriculum Authority (QCA) has produced end of Key Stage statements with accompanying assessment guidance for PSHE at each Key Stage. These are supported by exemplar schemes of work, which are available on the website (www.qca.org.uk).

A whole-school approach

The National Healthy Schools Programme emphasises the importance of a whole-school approach. Children and young people learn from their experiences and observations as well as what is explicitly taught in the classroom.

Even the very best PSHE and Citizenship that promotes emotional and social development and a positive approach to diversity and difference, will not impact upon beliefs and behaviour if school systems, structures, experiences and expectations do not support classroom learning.

What is seen and experienced in other classes, the playground and school corridor must be congruent with classroom learning if children and young people are to develop and grow into confident adults. Positive, respectful and nurturing relationships across the entire school community must be actively fostered. This highlights the importance of professional development for staff, which enables them to feel confident and empowered to play their role in making school a safe and happy place for pupils.

The Healthy Schools Programme identifies 10 different elements of a whole-school approach:

- leadership, management and managing change
- policy development
- curriculum planning and resourcing
- teaching and learning
- school culture and environment
- giving pupils a voice
- provision of pupils' support services
- staff professional development, health and welfare
- partnerships with parents, carers and local communities
- assessing, recording and reporting pupils' achievements.

The Qualifications and Curriculum Authority (QCA 2000) confirms the importance of a whole-school approach and says that successful implementation of PSHE and Citizenship requires:

- developing and implementing a management process for PSHE and Citizenship
- a lead governor to take responsibility for PSHE and Citizenship in the school
- subject managers and teaching staff specifically responsible for PSHE and Citizenship
- clear policies on PSHE and Citizenship that link to other relevant policies, for example anti-bullying, equal opportunities and child protection policies.

The four cornerstones of effective development and delivery of PSHE and Citizenship

There are four cornerstones to the effective development and delivery of PSHE and Citizenship. They are:

- participation and partnership
- policy development
- practice (curriculum) development
- professional development.

Participation and partnerships

A number of partnerships need to be in place for the development and delivery of PSHE and Citizenship, including effective partnerships with children and young people who can participate:

- ✓ as part of the healthy school or policy development task groups
- ✓ by undertaking surveys and interviews to identify pupils' needs, and collating this information as part of the baseline data that informs policy and practice development
- ✓ in the school council to advocate better PSHE and Citizenship
- ✓ by meeting with governors and senior management to discuss PSHE and Citizenship
- ✓ as peer educators involved in delivering and supporting aspects of PSHE and Citizenship.

Other partners include:

- ✓ parents and carers
- ✓ the wider community, including religious leaders
- ✓ primary care trusts, local education authorities, school health nurses, voluntary organisations
- ✓ local Healthy Schools Programme
- ✓ local businesses (for example, to sponsor activities or to provide work experience)
- ✓ local statutory and non-statutory agencies (for example, for provision of specialist resources or team teaching support)
- ✓ local coordinators, such as teenage pregnancy coordinators
- ✓ national organisations that provide support materials, advice, support and information.

Policy development

Policies will need to include:

- ✓ What is covered in PSHE and Citizenship, including reference to:
 - ✓ statutory requirements
 - ✓ good practice guidance and how it relates to school, local and national priorities, teaching and learning styles
 - ✓ how pupil progress will be assessed, recorded and reported
 - ✓ the resources to be used.
- ✓ Information about the school and the process for policy development.
- ✓ The aims and intended outcomes of PSHE and Citizenship for the whole school community and how it contributes to whole-school improvement strategies and school health issues.
- ✓ How it will be organised and managed, taking account of the similarities, overlaps and differences between PSHE and Citizenship.
- ✓ How it will meet the needs of all pupils, including those who are marginalised and vulnerable.
- ✓ Who is responsible for coordinating and delivering PSHE and Citizenship, and which outside visitors will be used and how their contributions will be quality assured.
- ✓ The values framework for PSHE and Citizenship within the school.
- ✓ How pupil learning will be monitored and assessed.
- ✓ How the policy links to other policies, including confidentiality and bullying.
- ✓ How professional development needs will be identified and met.
- ✓ How and when policy and practice will be monitored and reviewed.

Considering the approaches and issues set out below has proven helpful in developing a whole-school approach to PSHE and Citizenship.

Practice (curriculum) development

The curriculum is developed from the policy framework. The following questions need to be considered:

- ✓ Are there opportunities for emotional, social development across the whole curriculum and how is it coordinated?
- ✓ How is PSHE and Citizenship coordinated across the school?
- ✓ Is the curriculum relevant to children's developmental stages?
- ✓ Does the curriculum enable pupils to develop core skills and values, including emotional resilience?
- ✓ Are the objectives for each lesson specific and clear?
- ✓ Is the curriculum challenging for all pupils?
- ✓ Are a range of teaching methods used that match with the aims and objectives?
- ✓ Are pupils able to achieve at their own level?
- ✓ Does the curriculum build on prior learning? How is learning reinforced?
- ✓ How will pupil learning be assessed and progress recorded and reported?
- ✓ Will outside visitors be involved, if so how will you ensure the quality of the input?
- ✓ Are resources inclusive for everyone and what feedback did children give about them?
- ✓ Will the classroom need rearranging to create a safe learning environment (for example, putting desks in a circle)?
- ✓ How does the PSHE and Citizenship curriculum relate to other curriculum priorities such as ICT and literacy?
- ✓ Will the PSHE and Citizenship curriculum be delivered by appropriately trained staff?
- ✓ How will pupils be enabled and encouraged to participate in the school and community life?

Professional development

All staff need to think about and develop their personal and professional understanding of inclusion and diversity. Professional development can be through formal training, accredited courses, observation and team working. Consideration will also need to be given to how governors will be supported to understand the importance of PSHE and Citizenship.

Training and support must:

- ✓ Be progressive.
- ✓ Be explicitly related to practice and provide opportunities for action research in the classroom followed by self and peer review and reflection.
- ✓ Provide an opportunity to reflect upon personal and professional beliefs and values, as well as organisational beliefs and values.
- ✓ Provide an opportunity to acquire relevant information, including understanding of the UN Convention on the Rights of the Child and relevant legislation.
- ✓ Identify priorities and how they will be met.
- ✓ Enable staff to identify a pupil's concern and secure effective and timely referral to other relevant services.
- ✓ Enable staff to establish and maintain emotionally competent relationships with children and young people.
- ✓ Enable staff to develop skills and confidence in developing effective practices, including group work and active learning methods
- ✓ Allow staff to reflect upon what they already do well and identify areas for development.

Participation

The UK government has signed up to Article 12 of the UN Convention on the Rights of the Child (UNCRC 1989), which states that ‘children should be given opportunities to express their views on decisions that affect their lives’.

Pupil involvement is key to improving health and education. Participation has proven to be an effective part of school improvement strategies and improves pupil and staff well-being and confidence through the identification of the strengths of current practice as well as areas for improvement (Hannam 2001).

Great progress has been made in the UK in finding out what children and young people want and need by involving them in identifying issues and developing solutions. *Making a positive contribution* is also one of the five national outcomes laid out in the Children Act (2004). The Education Act (2002) Section 176 1.a and b requires local education authorities and governing bodies of maintained schools to consult with pupils about decisions that affect them. The Department for Education and skills (DfES) published guidance to support this requirement in 2004.

Pupils can participate in the development of PSHE and Citizenship:

- by being part of policy and curriculum reviews, healthy school audits, and planning activities
- through structured opportunities to inform content and approaches
- anonymously through questionnaires or comment boxes
- by discussing issues in the school and class councils
- through surveys of other pupils’ views
- research into local and national trends, for example, by undertaking a survey of their peers or researching statistical trends on the Internet.

Creative approaches, for example using art and drama with pupils with low literacy or communication problems, and specific targeting, for example of particular friendship groups, enable all pupils to participate in the review and development of PSHE and Citizenship. Guidance on pupil participation has been produced by the National Healthy Schools Programme (Health Development Agency 2004).

Pupils can participate in supporting a positive ethos and environment through a range of peer-support activities such as peer listening, peer mediation, peer education and peer befriending. For further information on peer-support approaches see *Stepping Forward: Working together through Peer Support* (Hartley-Brewer 2002).

Partnerships

The Children Act (2004) requires all professionals to work together to safeguard and promote the welfare of children. All areas now have a Children's Services Authority, which is responsible for the full range of children's services, including education. In PSHE and Citizenship, partnerships help to move things forward and contribute to the curriculum in a number of ways, including policy review and development, teaching in the classroom, knowledge and expertise on particular issues and team teaching. Government has demonstrated its commitment to partnerships through its joint funding of the National Healthy Schools Programme by the DfES and the Department of Health, and *Every Child Matters* and *Youth Matters*.

Every Child Matters sets out a clear commitment to ensuring the development of joined-up approaches. Partnerships can maximise resources and expertise to contribute to local priorities and development of shared priorities. For example, locally within education there may be a

concern about boys' achievement and within health, a focus on working with boys as part of efforts to reduce teenage pregnancy. An activity to meet both of these strategic objectives might include exploration of masculinity and gender issues within PSHE and Citizenship.

Working in partnership across different disciplines has positive benefits for all concerned, including:

- providing a consistent approach and shared values framework which is important in gaining and respect when working with children and young people
- sharing skills and expertise and contributing to professional development
- identifying unique contributions and thus maximising human and financial resources (including the contribution of peers)
- building links between the school and community services to improve access to services and inform the development of PSHE and Citizenship
- creating meaningful opportunities for external visitors including parents and carers in the classroom, to enrich the curriculum
- increasing intelligence on local issues, for example through health profiling or feedback from health professionals on local trends
- sharing information and support on meeting the needs of children with special health and/or educational needs, for example children in public care, children with disabilities and children from black and minority ethnic communities.

To be effective, partnerships need to be clear about:

- the needs that have to be met
- the resources and expertise available
- the roles and responsibilities of individuals
- the objectives (i.e. that they are clear, shared and can be monitored against agreed indicators)
- indicators of success.

Developing a policy framework for PSHE and Citizenship

The process for developing a policy for PSHE and Citizenship is as important as the requirement to have one. Effective consultation with, and involvement of, key stakeholder's help to generate support for all aspects of PSHE and Citizenship. This should include: the development of explicit values that guide the work; the identification of particular needs of pupils and their families; the identification of strengths and areas for development where specific input and additional expertise is needed; and clarification of the professional development needs of all staff.

Developing an overarching PSHE and Citizenship policy that incorporates all aspects of the curriculum will avoid the repetition of content and process that may arise if separate policies are developed. It also sends a clear message to all staff about the importance of providing a broad, balanced and coordinated PSHE and Citizenship curriculum that addresses issues that are relevant across all aspects of children's lives. It is important to include appendices to policies to address particular issues such as assessment and statutory requirements such as promoting racial equality, and the statutory requirements of Citizenship as a foundation subject at KS3 and 4.

Some schools will not want to, or be ready to bring Citizenship and all the areas within PSHE together in one policy. In this case keeping them in one folder is helpful, with a statement explaining how they are related.

A model PSHE and Citizenship policy

Introduction

- ✓ name of school
- ✓ date policy was completed
- ✓ date for policy review
- ✓ people responsible for leading policy development
- ✓ Healthy School status

Background information

- ✓ description of the school, including pupil roll, and demographic information about pupils
- ✓ description of the policy development process, including how pupils, parents, carers and the community were involved, and how national and local data was used to inform the curriculum

Policy statement

- ✓ What is PSHE and Citizenship?
- ✓ Why should it be taught?
- ✓ How does PSHE and Citizenship support the core mission of the school?
- ✓ What values underpin PSHE and Citizenship, and how does this link to the equal opportunities policy?
- ✓ How does the whole-school ethos support PSHE and Citizenship?
- ✓ How are the requirements of Citizenship as a national foundation subject going to be met?
- ✓ How does PSHE and Citizenship contribute to the five national outcomes for children, healthy school development and broader school improvement priorities?

Organisation, planning, delivery and assessment

- ✓ Who is responsible for managing PSHE and Citizenship?
- ✓ Who teaches PSHE and Citizenship?
- ✓ How are pupils' needs identified and responded to? Include any extra provision required for people with particular needs (for example, children with learning disabilities or sensory impairments and those more vulnerable to mental health problems, drug use or teenage pregnancy).
- ✓ Where is PSHE and Citizenship taught – in discrete time; in special events such as off-timetable 'health days'; in other curriculum areas?
- ✓ What teaching methods and approaches are used?
- ✓ What resources are used, and how are they chosen?
- ✓ What formal accreditation processes are used (for example, ASDAN, Citizenship GCSE)?
- ✓ What criteria are used for resource selection?
- ✓ How is progress assessed?

Practice development

Effective staffing and timetabling

Ofsted (2004) confirmed that a team of specialist teachers is the most effective approach to teaching PSHE and Citizenship. It is best delivered by enthusiastic, well-trained teachers with adequate time allocated within the curriculum (Ofsted 2002). Ofsted has identified that schools need to understand the similarities, overlap, and the distinctiveness of PSHE and Citizenship, and that both require adequate timetable time. A participative approach and positive ethos contribute to effective teaching, as does coordination with other subjects and one-off activities to avoid repetition and ensure progression in learning. Guidance from the

Links to pastoral support and community services

- ✓ How will pupils be made aware of pastoral services within the school and community?
- ✓ How will pupils be made aware of community services and helped to access them?

Specific issues for consideration

- ✓ What are the limits of confidentiality and child protection inside and outside of the classroom?
- ✓ Who will pupils be referred to if they ask for personal help following a lesson?
- ✓ How are peer supporters and outside visitors, including parents, carers and voluntary agencies involved?
- ✓ What is the process for approving and organising participation activities in the community?

Dissemination, monitoring and evaluation

- ✓ Who is responsible for dissemination of the policy?
- ✓ What resources are available for disseminating the policy?
- ✓ What are the professional development needs of staff arising from the policy, and how will these be met?
- ✓ Who will monitor the implementation of the policy?
- ✓ When will the policy and resulting practice next be reviewed?
- ✓ What are the indicators of success?
- ✓ How is evidence of effectiveness collected for the school self-evaluation forms and Ofsted inspections?

Appendices

Include particular information for example, on legal requirements relating to sex education, drug education, promoting racial equality and Citizenship.

QCA (2000) suggests that when planning PSHE and Citizenship, schools should include opportunities in three curriculum locations:

- Designated curriculum time with support for a specialist team of teachers who offer pupils structured and safe learning opportunities.
- Teaching PSHE and Citizenship in and through other subject/curriculum areas. Some subjects such as Science, Religious Education and English provide a useful focus for discussing some elements of PSHE and Citizenship.
- Occasional off-timetable events such as 'health days' provide a useful focus for an intensive study of aspects of PSHE and Citizenship and encourage active citizenship.

Off-timetable events must form part of a carefully planned curriculum. They should not be used as the only focus of study in this area. Many schools work together with other schools in their area to develop these events. For example, one cluster of secondary schools, led by a working group of pupils, brought together all the community advisory and support services

in the area. Pupils were offered workshops by different services to identify and clarify what they offered, when and how. Such events offer positive opportunities for pupils to learn planning and organisation skills as well building confidence in accessing community services. They also provide an opportunity for community services to receive feedback and ideas from young people.

PSHE and Citizenship is a mainstream entitlement for everyone and is also targeted at those who are more vulnerable or need extra support to access the curriculum. Targeted provision at lunchtime, after school activities provided by youth and community services, learning mentors or voluntary agencies can enhance the effectiveness of PSHE and Citizenship. In addition, active participation as part of Citizenship takes place out of school hours in the community.

Who should teach it?

There is consensus that a specialist team provides the most effective approach within a secondary school. Heads and managers of PSHE and Citizenship have similar responsibilities in primary and special schools (Ofsted 2005).

Most importantly, children and young people report that they want someone who is not easily embarrassed, who knows their stuff, and who takes notice of their feelings and beliefs. In primary and special schools, PSHE and Citizenship is often delivered by all class teachers, although some teachers specialise in particular aspects such as sex and relationships education or nutrition and diet. Heads of PSHE and Citizenship, or subject manager, can offer support by providing relevant resources and schemes of work, as well as working alongside a teacher and identifying opportunities for Continuing Professional Development. Learning mentors, teaching assistants, school nurses, parents and youth workers can also be involved to provide variety and specialist input as well as support for marginalised and vulnerable children and young people.

Teaching and learning

Everyone learns in different ways and have different learning styles but we all learn best when we feel safe and affirmed, are motivated and actively involved. Good teaching relies on using a variety of methods that suit both the learning aims of the lesson and the different learning abilities of the pupils.

The most effective teaching and learning in PSHE and Citizenship occurs when:

- Pupils are involved in planning, and take responsibility for their learning.
- There is a clear understanding of local needs and issues and a knowledge of pupils' levels of understanding.
- There is a safe learning environment and ways of behaving are explicitly agreed through working agreements (make clear that confidentiality is not possible in the classroom and ensure pupils know how to access confidential help).
- Different elements of knowledge, skills and values, beliefs and emotions are included.
- A wide range of active learning methods is used and different learning styles are considered in planning.
- Individual rights are upheld, diversity and difference are integral parts of the learning and prejudice is creatively challenged.
- Questioning and enquiry are encouraged and ideas and thoughts are reflected back and summarised at regular intervals.
- Activities are differentiated so that all pupils can achieve at their own level and pupils of all abilities are suitably challenged.
- Assessment forms part of the learning process.
- Teaching is linked to other sources of confidential information and support in school and the wider community.

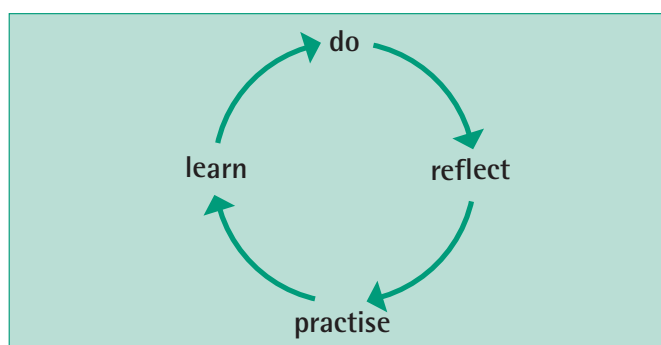
Active learning methods

Active learning methods are commonly accepted as the most effective methods for teaching about personal, emotional and social issues. The methods work primarily within a group setting where children and young people work together as a group. The group is a forum in which they learn from each other and practise using the knowledge and skills together. The experience of listening to the views and beliefs of others, practising skills, observing others and developing relationships supports effective learning.

Active learning methods have a built in advantage over didactic methods as they offer (through their structure and process) automatic differentiation (see Differentiated learning, page 21) that accommodates different attitudes to learning and different abilities. They work by using creative processes to develop skills, acquire knowledge and explore beliefs, values and emotions.

The principle behind active learning lies in the sequence of different parts of the learning process:

The Active Learning Cycle




Active learning processes

Doing – this is taking part in a structured activity, such as gathering information, exploring beliefs and values and practising skills. Pupils could, for example, undertake a decision-making exercise where they are asked to decide a course of action based on a case study such as this one, which is taken from *Cards for Life* (NCB 2005). This activity can be undertaken in small groups. Each group then works together to think about the answers to the questions. The groups then come together to discuss their ideas.

making choices when under pressure

Jasmine has got exams coming up. She is dreading them because, however hard she tries, she just can't remember all the things she thinks she needs to know. Someone offers Jasmine a pill that they say will help her to stay alert.



Reflecting – pupils are helped to reflect on the scenario through the use of open questions i.e. questions that require a discursive answer and cannot be answered with just a 'yes' or 'no'. For example:

things to talk about

- 1 What do you think is happening or has happened?
- 2 What do you think the different people in the scenario are thinking?
- 3 What do you think the different people in the scenario are feeling?
- 4 How does the scenario make you feel?
- 5 What advice would you give to the different people in the scenario?
- 6 What have you learnt from this activity?



Practising – by critically working out what happened. For example:

Teacher: *What do you think was happening for Jasmine in this situation and what do you think would affect her decision about taking the pill?*

Pupil: *We thought about the different factors that would affect her decision, particularly the fact that she was stressed about her exams and probably quite tired and how that can make you do things that you might regret later on.*

Learning – learning from the activity and applying that learning. At this stage the learner is encouraged to think about what has been learned and how they might use it. For example:

Teacher: *So if you were in Jasmine's situation what might you do?*

Pupil: *Try and talk to someone and realise that it is not worth taking pills to try and make you stay awake, they probably won't help you and may make it harder to concentrate and learn anyway.*

The following are examples of active learning methods:

- brain-storming
- small-group, paired and whole-group discussions
- reporting back
- listening exercises
- questionnaires and quizzes
- myths and folklore
- storyboards, situation cards, photographs, and magazine articles
- case studies
- storytelling
- videos and films
- continuums
- role-playing.

Many resources, including the Qualifications and Curriculum Authority (QCA) exemplar schemes of work for PSHE, now offer materials based on active learning approaches. NCB has published two resources with activities and ideas based on the five national outcomes for Children. These are *Cards for Life* and *Life Routes*. Further information about active learning methods is also available in Sex Education Forum Factsheet 34 (available on www.ncb.org.uk/sef). Activities should be chosen and adapted so as to meet the needs of the pupils; address the learning outcomes you want to achieve; and suit individual teaching styles.

Differentiated learning

Active learning methods allow for learning to be differentiated. In any one group people will have different abilities based on their emotional and physical development, life experiences, literacy levels, first language, culture and learning disabilities. Learning can be differentiated in terms of:

- outcome – a task for all, that each group can achieve at their own level
- extension of an activity – groups who finish first can be given an extra activity to further develop their understanding
- support during the task – an extra member of staff, or outside visitor, can work with a group or individual to offer extra support (increased learning support within the classroom makes this an option quite often available within the school's resources)
- different resources – active learning techniques allow the teacher to manage more than one activity at a time.

Grouping pupils differently ways also provides opportunities to focus the experience in particular ways:

Grouping by ability – this may be by same or mixed ability. In some circumstances it is helpful to provide different tasks to pupils within the same group. Active learning methods allow for this flexibility.

Grouping by gender – active learning methods allow small groups to do different tasks. For example, boys could undertake a task about being a boy, while the girls do one about being a girl. They then come back and discuss their different ideas and learning. Evidence suggests that both girls and boys like to have some time in single-sex groupings; this is particularly true in SRE (Frosh and others 2001). Setting different tasks for boys and girls is one way of enabling this to happen within normal curriculum arrangements.

Grouping by age – some primary schools, particularly in rural areas, have classes of mixed age groups. Active learning methods allow the pupils to do different tasks relevant to their age group.

Assessing, recording and reporting learning

Assessment is an integral part of the learning cycle. It provides an opportunity to reflect on and identify specific learning needs, as well as future needs. These may be presented as a lack of understanding, limited skills or a lack of awareness of differing views. Future learning needs can be identified by the teacher and pupil both independently and together. Ofsted has highlighted assessment in PSHE as an area that needs strengthening.

Evidence of learning comes from:

- self-assessment (checklist, diary, display or questionnaire)
- peer assessment (observation of role-play, checklist, interviewing each other about participation activities, video or audio tapes)
- whole-group assessment (brainstorms, graffiti sheets, worksheets, role-play and drama, completing sentence stems such as 'I can get help from...')
- teacher assessment (checklists, written records, responses to group work activity)
- joint teacher and pupil assessment (reflection on involvement in school or community activities and ability to work within the group)
- other adult assessment (work experience reports, teaching assistant and learning mentor assessments and external award systems).

Assessing one's own learning, either individually or in a group, develops critical thinking skills where the learning process itself becomes conscious and transparent. Being challenged and questioned respectfully develops effective skills for making judgements and decisions (McGuinness 1999). Listening to, and recognising, the different perceptions and understanding of others also adds to the process of developing self-awareness and making judgements and decisions.

Questions that help pupils assess and understand what they have learned and identify future learning needs include:

- What new information have you learned today?
- What new skills have been developed or practised through this activity or participation work?
- Have your views or beliefs changed about anything?
- What did it feel like to do this exercise? Did your feelings change during the exercise?
- What was it like to hear different people's views?
- Did anything surprise you?
- What else do you need to know?

The ability to set goals and draw up action plans is important for accessing learning both in school and later in life. It encourages pupils to acknowledge their achievements and areas for development, and take responsibility for their learning, which in turn is motivating. Progress is recorded through a range of imaginative activities that form the basis for formal assessment and contribute towards personal achievement portfolios.

Examples of these activities include:

- planning a talk or presentation
- leading a discussion or debate
- leading or taking part in an assembly
- planning for, and receiving, visitors
- taking part in a quiz, card game or questionnaire
- conducting or taking part in interviews and focus groups
- draw and write techniques.

Assessment enables effective reporting on progress. The QCA has published guidance on assessment, recording and reporting in PSHE and in Citizenship. See *Help, Information and Resources* (page 27) and Blake and Muttock (2004) *Assessment, Evaluation and Sex and Relationships Education*, which contains activities that can be adapted for assessing all areas of PSHE.

Reflection and evaluation for staff

Self-reflection and evaluation help staff to identify what was done well, informs future planning, and develops conscious processes of reflexivity that promotes personal and professional development. The following questions are useful to aid reflection:

- What new skills did pupils learn?
- What new information did pupils learn?
- What values did pupils explore?
- How do I know what pupils have learned?
- Did everyone engage equally in the task?
- Was everyone able to achieve at their own level?
- What do pupils need to learn next?
- Does anyone need extra help or support?
- What did I do well?
- What will I change next time?

Confidentiality

A clear school confidentiality policy framework, which everyone (including staff, pupils, parents and carers) knows, understands and works within, is a vital part of meeting pupils' welfare needs as required by the Education Act 2002.

The classroom is not a confidential environment. Everyone, including health professionals, working in a classroom must work within the agreed school confidentiality policy. In one-to-one situations however, teachers are not required by law to break confidentiality unless their teaching contract requires them to, or they consider it necessary to invoke child protection procedures. In a one-to-one environment (i.e. not in a classroom), health professionals work within their own professional guidelines to make judgements and, like all professionals, follow child protection procedures if necessary.

If a pupil talks about personal information, best practice is to offer positive support, ask relevant questions and agree a helpful way forward. If after reflection and discussion with the pupil it is agreed that further action needs to be taken, this is done with the pupil understanding the process and the implications and receiving good support. The following questions will help identify a positive path:

- What is the agreed confidentiality policy?
- Why have I been told this information; have they told anyone else, and am I expected to do something, or just listen?
- Is the pupil clear about the implications of their decisions or behaviour, and what support do they now need?
- Are there any family members, friends, school- or community-based peer support programmes or professionals, for example Connexions personal advisers or school counsellors that can offer support?
- Is there any specific information or further support needed?
- Are there any outside agencies that need to be involved?

If there is not a policy on confidentiality and a pupil tells you information that you are not sure how to deal with, consult with a member of the senior management team to agree what to do in this instance. Once the immediate situation is addressed, developing a confidentiality policy is a priority for the school.

Linking with pastoral and health services

On-site and community, health and support services can provide confidential advice and support on different aspects of health and well-being. Effective partnerships with these services enable pupils to access the additional help and support they need outside of the school. They also enable schools to receive specialist help, support and information to plan and deliver classroom-based PSHE and Citizenship based on local trends. Schools can help pupils access confidential services by:

- advertising services through posters and school diaries
- inviting visitors from services to contribute to classroom lessons or run mock clinics or services
- taking groups on visits to services
- developing and maintaining an up-to-date directory of youth services and relevant national and local organisations (further support can be found through your local primary care trust).

It is important that the needs of different groups of pupils are considered when providing information on services. For example, displaying posters in different languages, or focusing on particular groups of children and young people, such as those who are gay or lesbian, or those in public care.

For further information about linking with services see *Secondary Schools and Sexual health Services: Forging the Links* (Thistle 2003) and *The role of support staff in emotional and social development* (Cooper 2005).

Inspection

All schools are now inspected against the five national outcomes for children. As *Every Child Matters* (DfES 2003) states: 'PSHE and Citizenship are critical to achieving these aims and schools will be expected to evaluate their PSHE and Citizenship as part of the self-evaluation process'. The school self-evaluation form includes sections on provision for personal development as well as the impact of this provision.

Professional development

Staff confidence in the content of and approaches to PSHE and Citizenship ensures effective teaching and learning. Local Healthy Schools Programmes, local education authorities and national organisations provide training and support. The Department for Education and Skills and Department of Health offer a certification process for PSHE; training and development websites for PSHE and Citizenship (see Websites page 29); and a training package for drugs education. Further information can be found through the National Healthy Schools Programme.

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Help, information and resources

The National Children's Bureau is a leading voice in the policy-making debate around PSHE in England and disseminates research and best practice to practitioners through resources and an active programme of seminars and conferences. The PSHE Information Service (run in partnership with the Sex Education Forum and Anti-Bullying Alliance) is a specialist resource providing information on many aspects of children's personal, social and health education, available at www.ncb.org.uk/library/pshecis. NCB also works with trainers across England to provide training and consultancy for projects on all aspects of PSHE. For further details contact training@ncb.org.uk

National policy documents and guidance

Barnett, P, Cooper, A, and Pennington, N (2003) *Managing and Teaching Citizenship Through the National Healthy School Standard*. London: Health Development Agency.

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Websites

Citizenship

Association for Citizenship	www.teachingcitizenship.org.uk
Teaching Citizenship Education: the global dimension	www.citizenship-global.org.uk
Citizenship Foundation	www.citfou.org.uk
Community Service Volunteers	www.csv.org.uk
DfES Citizenship	www.dfes.gov.uk/citizenship
Personal Finance Education Group (PFEG)	www.pfeg.org.uk
Schools Councils UK	www.schoolcouncils.org

Drug education

Action on Smoking and Health	www.ash.org.uk
Alcohol Concern	www.alcoholconcern.org.uk
Drug Education Forum	www.drugeducationforum.com
DrugScope	www.drugscope.org.uk
Institute of Alcohol Studies	www.ias.org.uk

Emotional health and well-being

Antidote	www.antidote.org.uk
Getting Connected	www.gettingconnected.org.uk
National Emotional Literacy Interest Group	www.nelig.com
National Pyramid Trust	www.nptrust.org.uk

Healthy eating

British Nutrition Foundation	www.nutrition.org.uk
Eating Disorders Association	www.edauk.com
Food in Schools	www.foodinschools.org
National Heart Forum	www.heartforum.org.uk

Physical activity

British Heart Foundation	www.bhf.org.uk
Sport England	www.sportengland.org
SUSTRANS	www.sustrans.org.uk
Youth Sport	www.youthsport.net

PSHE

DfES PSHE	www.teachernet.gov.uk/pshe
Healthy Schools	www.wiredforhealth.gov.uk
Make A Connection	www.makeaconnection.org
National Children's Bureau	www.ncb.org.uk/library/pshecis
NSCoPSE	www.nscopse.org.uk

Safety

Anti-Bullying Alliance	www.anti-bullyingalliance.org
Bullyfreeworld	www.bullyfreeworld.com
Kidscape	www.kidscape.org.uk
Peer Support Works	www.peersupportworks.com
Health and Safety Executive	www.hse.gov.uk

Sex and relationships education

Brook Advisory Centres	www.brook.org.uk
fpa (Family Planning Association)	www.fpa.org.uk
Sex Education Forum	www.ncb.org.uk/sef
Centre for HIV and Sexual Health	www.sexualhealthsheffield.co.uk

Spotlight Series

NCB's Spotlight series provides practical advice, guidance and support on all aspects of PSHE. A range of briefings are available to download free of charge at www.ncb.org.uk/library/pshecis

Spotlight books, videos and practical resources are available to buy from NCB Book Sales, Call: 020 7843 6029, fax 020 7843 6087, email: booksales@ncb.org.uk or try the website www.ncb-books.org.uk

Blake, S (2002) *Sex and Relationships Education: A step by step guide*. London: David Fulton Publishers.

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Blake, S And Plant, S (2005) *Addressing Inclusion and Inequalities through PSHE and Citizenship*. London: National Children's Bureau.

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National Children's Bureau and others (2004) *It's more than just listening! Children and young people talking about participation*. London: National Children's Bureau and others.

Useful organisations

National Children's Bureau

8 Wakley Street
London EC1V 7QE

Telephone: 020 7843 6000
www.ncb.org.uk

The National Children's Bureau is a leading provider of resources, training and consultancy on all aspects of PSHE. The Spotlight series provides an up to date and thorough range of briefings, packs and materials addressing the wide range of issues within PSHE. For a full list of titles in the series see www.ncb.org.uk/library/pshecis. Our website is regularly updated and offers news, information and links to other relevant websites. For information about training email: training@ncb.org.uk

Association for Citizenship Teaching (ACT)

Ferroners House
Shaftesbury Place
Aldersgate Street
London EC2Y 8AA

Telephone: 020 7367 0510
www.teachingcitizenship.co.uk

Professional association for those involved in Citizenship education. The association's main aim is the furtherance of mutual support, knowledge and good practice, skills and resources for the teaching and learning of Citizenship in schools and colleges.

Black Health Agency

Zion Community Health and Resources Centre
339 Stretford Road
Hulme
Manchester M15 4ZY

Telephone: 0161 226 9145
www.blackhealthagency.org.uk

The Black Health Agency provides a range of health-related services and initiatives for the diverse black communities locally, regionally and nationally.

Drug Education Forum

Mentor UK
4th Floor
74 Great Eastern Street
London EC2A 3JG

Telephone: 020 7739 8494
www.drugeducation.org.uk

The Drug Education Forum believes that the purpose of drug education is to increase children's and young people's knowledge and understanding of drugs and their usage, and help them develop skills and attitudes, so that they can make informed choices.

Image in Action

Chinnor Road
Bledlow Bridge
High Wycombe HP14 4AJ

Telephone: 01494 481 632

Image In Action works with young people with learning disabilities using drama, group work and active learning to teach sex education.

Professional organisation for local education authority advisers, inspectors and advisory teachers with responsibility for all aspects of personal and social education, including health education and Citizenship. Membership also includes independent consultants and inspectors, as well as health promotion professionals.

National Healthy Schools Programme

National Implementation Unit
Department of Health
Skipton House
80 London Road
London SE1 6LH

Telephone: 020 7972 2000
www.wiredforhealth.gov.uk

The unit has responsibility for overseeing implementation of the National Healthy Schools Programme, funded by the Department for Education and skills and the Department of health.

Qualifications and Curriculum Authority

83 Piccadilly
London W1J 8QA

Telephone: 020 7509 5555
Enquiry line: 020 7509 5556
Minicom: 020 7509 6546
www.qca.org.uk

The QCA provides guidance on PSHE including exemplar schemes of work, end off Key Stage statements and assessment guidance. They also provide advice and guidance on Citizenship.

Sex Education Forum

8 Wakley Street
London EC1V 7QE

Telephone: 020 7843 1901
www.ncb.org.uk/sef

The Sex Education Forum is the national authority on sex and relationship education (SRE). It is a unique collaboration of more than 48 organisations. The forum aims to ensure that all children and young people receive their entitlement to good quality SRE in a variety of settings. It provides support and information for effective SRE and an information service.

Working With Men

320 Commercial Way
London SE15 1QN

Telephone: 020 7732 9409
www.workingwithmen.org

Working With Men provides training and resources for working with boys and young men.