

Developing a whole school approach to PSHE and Citizenship

This factsheet explains the National Children's Bureau's beliefs about best practice in Personal, Social and Health Education (PSHE) and Citizenship. It is for PSHE and Citizenship Coordinators and their partners involved in planning and delivering PSHE and Citizenship. It can be used by those supporting schools as part of their support, advice and professional development package.

Children and young people need support in developing emotionally and socially so that 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 now and in the future, be effective learners and active citizens.

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. Like all other aspects of the curriculum and school activity, PSHE and Citizenship is a mainstream entitlement for pupils and efforts are made to ensure that it is relevant and accessible for all. Schools also work with their partners in the wider community to provide extra support for pupils who are marginalised and vulnerable.

A healthy school is one that works to develop a whole school ethos, environment and curriculum that enables pupils to recognise personal qualities, build on achievements and do their best and manage their health and well-being. There is increasing concern with promoting social inclusion and reducing health inequalities. There is a specific concern about children and young people's mental health, alcohol and substance misuse, rates of teenage pregnancy, sexually transmitted infections and improving school standards. Schools have a clear role to play in addressing these concerns by developing as a healthy school. Increasing evidence shows¹ that healthy schools that adopt a

whole school approach to PSHE and Citizenship contribute significantly to school improvement and the promotion of health and well-being. The National Healthy School Standard (NHSS) is based on a school improvement model and offers support to schools through a national, regional and local network. The NHSS, jointly funded by the Department of Health (DoH) and Department for Education and Skills (DfES) has three strategic aims: to improve school standards; to promote social inclusion; and to reduce health inequalities.

This factsheet provides positive guidance on:

- the legislative and policy framework for PSHE and Citizenship
- developing a whole school context that is supportive of this aspect of the curriculum
- developing an effective school policy
- methods and approaches to PSHE and Citizenship
- assessment and evaluation
- confidentiality
- OfSTED inspection criteria.

What is PSHE and Citizenship?

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

- acquisition of accessible, relevant and age appropriate information
- 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.

NCB believes that PSHE and Citizenship should be coordinated, planned and delivered as an integrated programme and be provided across the curriculum in all subject areas as well as in PSHE and Citizenship. It includes key themes as outlined in the NHSS: emotional health and well-being, sex and relationships, drugs, citizenship and careers education and guidance, diet and exercise and safety. School-based PSHE and Citizenship complements and helps children and young people make sense of what is implicitly or explicitly learnt at home from parents, carers, family, friends and wider society.

Children and young people need an integrated provision of PSHE and



Citizenship. For a plethora of reasons including expertise, confidence, planning and coordination there is a tendency to focus on specific topics such as sex and relationships or drugs. Approaching PSHE in this topic-based fashion encourages a focus on information provision and ignores the coordinated skills development and values exploration that underpins all emotional and social development work.²

All PSHE and Citizenship is informed by the explicit needs of children and young people. Schools respond effectively to their needs by identifying ways of consulting pupils on what they want to learn and how they want to learn it, and by involving them in the improvement, delivery and effective assessment of learning. The Education Act (2002)³ requires that schools consult pupils on decisions that affect them. The DfES is currently producing guidance for schools to support them in meeting this requirement.

The framework for PSHE and Citizenship

The National Curriculum is underpinned by a stated belief in education, at home and at school, 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 own curriculum.

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 in an equal opportunities framework. Pupils will be able to understand their rights and responsibilities; develop enduring values and their integrity and autonomy in developing respect for their environments and their communities. It promotes pupils'

self-esteem and emotional development and helps them to form and maintain satisfying relationships.

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

- developing confidence and responsibility and making the most of their abilities
- preparing to play an active role as citizens
- developing a healthier, safer lifestyle
- developing good relationships and respecting the differences between people.

In addition Citizenship has a statutory status at Key Stage 3 and 4 and is delivered through three further strands:

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

There are specific legislation and requirements in relation to specific aspects of PSHE and Citizenship including teaching and learning about sex and relationships, and drugs including alcohol and tobacco. The DfES has guidance on a number of areas (see National policy documents and guidance, page 10).

A whole school approach

The NHSS emphasises the importance of a whole school approach to promoting health and well-being. Children and young people learn from their experiences and observations as well as that which is explicitly taught in the classroom. Even the very best PSHE and Citizenship, which promotes health and well-being 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 with confidence and trust in adults. Positive, respectful and nurturing relationships between staff, pupils and staff, and pupils must be pro-actively fostered. This emphasises the importance of staff professional development that enables them to feel confident and empowered to play their role in making school a safe and happy place for pupils.

The NHSS identifies ten key elements for a whole school approach:⁴

- 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 QCA⁵ supports this and suggests that successful implementation of PSHE and Citizenship requires:

- developing and implementing a management process for PSHE and Citizenship
- identifying a Governor to take responsibility for the area
- a coordinator and teaching staff responsible for PSHE and Citizenship
- a clear policy on PSHE and Citizenship that links to other relevant policies.

The four cornerstones of effective PSHE and Citizenship

There are four cornerstones to the effective development and delivery of PSHE and Citizenship as advocated by the NHSS. These are:

- participation of children and young people
- partnership with parents, carers and the wider community
- policy development
- practice (curriculum) development.

Developing effective PSHE and Citizenship

The following have proved helpful in developing effective teaching and learning in PSHE and Citizenship.

<h3>Participation</h3> <p>Pupils should be involved in policy and practice development to ensure that PSHE and Citizenship is relevant. There are a range of ways that pupils can be involved:</p> <ul style="list-style-type: none"> ✓ as part of the healthy school or PSHE and Citizenship policy development task group ✓ identifying pupils' needs through surveys and interviews and collating this as part of the baseline data that informs policy and practice development ✓ in the school council to advocate for better PSHE and Citizenship ✓ meeting with Governors to discuss PSHE and Citizenship ✓ as peer educators involved in delivering and supporting aspects of PSHE and Citizenship. 	<h3>Partnerships</h3> <p>A number of partnerships need to be in place in the development and delivery of PSHE and Citizenship. These include:</p> <ul style="list-style-type: none"> ✓ children and young people (see participation) ✓ parents/carers ✓ the wider community, including religious leaders ✓ primary care trusts, local education authorities, school health nurses, voluntary organisations ✓ Local Healthy School Programme ✓ local business (for example to sponsor activities or to provide work experience opportunities) ✓ local statutory and non-statutory agencies (for provision of specialist resources, team teaching support) ✓ local coordinators such as Quality Protects Coordinators and Teenage Pregnancy Coordinators ✓ national organisations who provide support materials, advice, support and information.
<h3>Policy</h3> <p>PSHE and Citizenship policy needs to include:</p> <ul style="list-style-type: none"> ✓ information about the school and the process for policy development ✓ the aims and intended outcomes for whole school community of PSHE and Citizenship and how it contributes to whole school improvement strategies and school health issues ✓ what will be 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 ✓ how it will be organised and covered ✓ 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 will their contributions be monitored ✓ the values framework for PSHE and Citizenship within the school ✓ how pupil learning will be monitored and assessed ✓ how it links to other policies including confidentiality and bullying ✓ how professional development needs will be identified and met ✓ how and when will the policy be monitored and reviewed. 	<h3>Practice – Curriculum Development</h3> <p>PSHE and Citizenship curriculum is developed from the policy framework. The following issues need to be considered:</p> <ul style="list-style-type: none"> ✓ 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 pupils' development? ✓ Does the curriculum enable pupils to develop core skills and values including emotional resourcefulness? ✓ Are the objectives for each lesson clear and specific? ✓ 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 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 of all pupils? ✓ Will the classroom need rearranging to ensure a safe learning environment? ✓ How does it relate to other curriculum priorities such as ICT and literacy? ✓ Is it delivered by appropriately trained staff? ✓ How will pupils be enabled to participate in the school and community life?

Participation

Article 12 of the UN Convention on the Rights of the Child (UNCRC) states that 'children should be given opportunities to express their views on decisions that affect their lives.'

The UK Government has signed up to the UNCRC. Pupils' involvement is key to improving health and education outcomes for children. There is a culture developing within England of finding out what children and young people want and need by involving them in identifying issues and the solutions. This is demonstrated at Government level in the publication of *Core principles for consulting with and involving children and young people*⁶ and the development of young people's advisory forums such as the groups advising the Teenage Pregnancy Strategy, Quality Protects and the Children and Young People's Unit. The Education Act (2002) requires local education authorities and governing bodies of maintained schools to consult with pupils in decisions that affect them. The DfES will publish guidance to support this requirement in 2003. Participation has been proven to be an effective part of school improvement strategies and improves pupil and staff well-being and confidence through identification of strengths of current practice and areas for improvement.⁷ Pupils participate in the development of PSHE and Citizenship through:

- being part of policy and curriculum reviews, healthy school audit and planning activities
- structured opportunities to inform the content and approaches (draw and write techniques, whole group brainstorm)
- anonymous question/comments boxes
- discussing issues in the school and class councils
- surveys of other pupils' views on issues
- research into local and national trends.

Creative approaches such as 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.

Pupils also participate in supporting a positive ethos and environment and the delivery of classroom lessons through a range of peer support activities such as peer mediation, peer education and peer befriending. For a further exploration of peer support approaches see *Stepping forward. Working together through peer support*.⁸

Partnerships

Partnerships really help move things forward and contribute to a well-rounded and broad curriculum in a number of ways including policy review and development, classroom activities, knowledge and expertise on particular issues and team teaching. The Government has demonstrated its commitment to partnerships through its joint funding of the NHSS by the DfES and the DoH.

Working in partnership across education, health and the voluntary sector has positive benefits for all concerned including:

- a consistency of approach including a shared values framework
- sharing skills and expertise, and contributing to professional development
- unique contributions are identified thus maximising human and financial resources (including the contribution of peers)
- providing links between the school and community services to improve access to services and inform the development of PSHE and Citizenship
- providing opportunities for visitors in the classroom (including parents and carers) which enriches the curriculum
- increased intelligence on local issues through, for example, school nurse health profiling or feedback from health on local trends
- 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
- the development of joint educational and health objectives that can contribute to school improvement aims and public health priorities such as teenage

pregnancy and sexual health. For example locally within education there may be a concern with 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.

To be effective partnerships need to:

- be clear about the needs that have to be met
- be clear about the resources and expertise available locally
- be clear about roles and responsibilities of individuals and agencies
- have clear and shared objectives that can be monitored against agreed indicators of success.

Key partners include:

- pupils
- parents and carers
- health (including primary care trusts)
- local healthy schools partnerships
- local education authority advisory staff
- voluntary sector
- police
- Connexions
- statutory sector agencies (social services, drug and alcohol teams).



A model PSHE and Citizenship policy framework

Introduction:

- name of school
- date policy was completed
- people responsible
- healthy school status.

Background information:

- a description of the school including pupil roll, ethnic and religious mix, and special needs of pupils
- a description of the development consultation process including how pupils, parents, carers and the community were involved, and how national and local data is used to inform the curriculum.

Policy statement:

- what is PSHE and Citizenship
- why it should be taught
- how PSHE and Citizenship supports the core mission of the school and the explicit values framework for PSHE and Citizenship
- how the whole school ethos supports PSHE and Citizenship
- how PSHE and Citizenship contributes to healthy school development

Organisation and planning:

- who is responsible for coordinating the subject and who teaches it
- how pupils' needs are identified on a regular basis and how these will be responded to
- what extra provision will there be for people with particular needs e.g. how will the needs of children and young people with learning disabilities or sensory impairments be met and how will the needs of those more vulnerable to mental health, drug use or teenage pregnancy be met
- where PSHE and Citizenship is taught in the curriculum, in special events and as a cross curricular theme
- teaching methods and approaches
- criteria for resource selection
- resourcing and staff professional development.

Assessment and reporting on learning:

- what is going to be assessed including values, ability to know and recognise feelings, knowledge and skills
- how will learning be assessed including self, peer and teacher learning.

Links to pastoral systems and community services:

- how will pupils be made aware of pastoral services within the school such as peer support schemes, school counsellors, tutorial systems, school health services (for example through posters, assemblies, lessons and Connexions personal advisors)
- how will pupils be made aware of community services such as health (for example through youth service input to curriculum, visit to services and mock clinics).

Specific issues:

- the limits of confidentiality and child protection
- involving peer educators and outside visitors including parents, carers and voluntary agencies
- the process for approving and organising participation activities in the community.

Monitoring and evaluation:

- who will monitor the implementation of the policy
- when will it next be reviewed.

Appendices:

- Particular issues including legal aspects, for example, relating to sex education, drug education, promoting racial equality and citizenship.

Policy

An overall PSHE and Citizenship policy that incorporates all aspects including drugs and sex and relationships avoids repetition of content and process if developing separate policies. It also sends a clear message to all staff about the importance of providing a broad and balanced PSHE and Citizenship curriculum that addresses and promotes issues that are relevant across all aspects of children and young people's lives. Appendices to a policy address particular issues relevant to topics including statutory requirements such as promoting racial equality.

The process for developing a policy is as important, if not more so, than having one. Effective consultation and involvement of key stakeholders helps to generate support for all aspects of PSHE and Citizenship, develops an explicit values framework, identifies the particular needs of pupils and their families, identifies strengths and areas for development, identifies where specific input and expertise is needed and clarifies the professional development needs of all staff.

Practice development

Effective staffing and timetabling

OfSTED confirmed that a team of specialist teachers most effectively teaches PSHE and Citizenship.⁹ It is best delivered by enthusiastic, well-trained teachers with adequate time allocated within the curriculum.¹⁰ This is supported by a participative approach and positive ethos, as well as other subjects and one off activities, all of which need to be coordinated effectively to ensure repetition and progression in learning. Guidance from the QCA on PSHE and Citizenship suggests that when planning 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 experiences, such as 'health days' provide a useful focus for an intensive study of aspects of PSHE and Citizenship and encourage active citizenship. They should form part of a carefully planned ongoing PSHE and Citizenship curriculum. Many schools work together with other schools in their area to develop these types of events. One cluster of secondary schools, led by a working group of pupils, brought together all of 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. These events offer positive opportunities for pupils to learn planning and organisation skills as well as building confidence in accessing community services.

PSHE and Citizenship is a mainstream entitlement targeted at those who are more vulnerable or need extra support to access the curriculum. Targeted provision at lunchtime, after school activities or work coordinated with parents/carers offering 'life skills' work such as the youth service or voluntary agencies can enhance the effectiveness of PSHE and Citizenship.

Who should teach it?

Most importantly, children and young people report that they want a teacher who is not embarrassed and knows their stuff as well as 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. The coordinator offers support through providing relevant resources and schemes of work and working alongside a teacher. Learning mentors and teaching assistants are also involved.

In secondary schools PSHE and Citizenship is taught by tutors in tutor time, teachers in their main curriculum subjects, for example science and specialist teams. There is consensus that a

specialist team provides the most effective approach within a secondary school. Secondary coordinators have similar responsibilities to those in primary and special schools.

Teaching and Learning

Individuals learn differently and have different learning styles. Children and young people learn best when they feel safe and affirmed, are motivated, actively involved and participate in a range of positive learning opportunities. 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 different pupils.

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

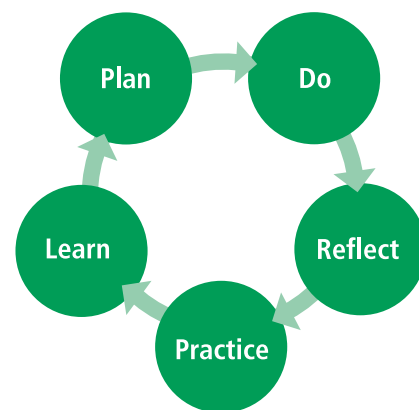
- there is a safe learning environment and ways of behaving are explicitly agreed through working agreements. Confidentiality is not possible in the classroom and pupils need to be reminded of this
- pupils are involved in planning and take responsibility for their learning
- it includes the three elements of knowledge, skills and values/beliefs
- active learning methods are used. These provide a process for pupils to learn, practice and demonstrate emotional and social skills as well as reflect upon their learning and identify what they need to learn next
- learning about diversity and difference is integral
- the teacher acts as a facilitator and encourages questioning and enquiry, reflecting back and summarising at regular intervals
- activities are differentiated so all pupils can achieve at their own level
- assessment forms part of the learning process
- it is linked to other sources of confidential information and support including peers, school counsellors and community services.

Active learning methods

There are a range of active learning methods that teachers use in PSHE and Citizenship. Active learning methods have

a built in advantage over didactic methods as they offer (through their structure and process) automatic differentiation that accommodate different attitudes to learning and different abilities. They work by using creative processes to develop skills, acquire knowledge and explore beliefs and values. Active learning works primarily within a group setting where children and young people work together. The group is a forum in which they learn from each other and practice using the knowledge and skills together. The experience of listening to others views and beliefs, practising skills, observing others and developing relationships supports effective learning.

The principle behind active learning lies in a sequence of different parts of the learning process which diagrammatically looks like this:



The processes involved in active learning

Doing – taking part in a structured activity, for example finding out some information, exploring beliefs and values and practising skills. For example, pupils could undertake a decision making exercise where they are asked to decide a course of action based on a case study.

A case study is accompanied by a series of specific questions such as:

- What might William be feeling?
- What might William be thinking?
- What might Nicky do?
- What might be the consequences?

This activity can be done in small groups. Each group then works together to think about the answers to the questions. They then come together to reflect upon the activity and discuss their ideas.

Reflect – pupils are helped to reflect on the process through the use of open questions to reflect on the process. For example:

Teacher: *'What made you think that this was the right decision?'*

Pupil: *'We thought about the choices that are available and thought that the most important thing was that they did not get into a situation where they did not have any control and might be dangerous.'*

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

Teacher: *'Did you think about the impact on Nicky, who wanted to go? How do you think William could respond to Nicky's anger?'*

Pupil: *'Even though it might be difficult and Nicky thinks it is a bit boring, Nicky should think about William's concerns and they could try and find something else to do. William needs to stand his ground.'*

Learning from the activity and planning – at this stage the young people are encouraged to think about what has been learnt and how they might use this learning. For example:

Teacher: *'So if somebody was in either Nicky or William's situation in the future what might they do?'*

Pupil: *'Make sure that they talk to the other person and explain why they feel or think what they do. Really try to make sure they understand each other and think about other things they can do which are safe.'*

The following are examples of active learning methods. You will need to match the method to the purpose of the lesson and to the pupils you are working with:

- word storming
- small group, paired and whole group discussion
- reporting back
- debates and standpoint-taking
- listening exercises
- questionnaires and quizzes
- myths and folklore
- trigger drawings, storyboards, situation cards, photographs and magazine articles

- case studies
- story telling
- videos and films
- continuums
- role-play.

This is just a small selection of activities. Further information is available in *Sex Education Forum Factsheet 12* (available at www.ncb.org.uk/sef). Many resources are now available that offer curriculum materials based on active learning. Choose and adapt activities that will meet the needs of the pupils, suit your own personal style and the ethos of the school.



Differentiated Learning

Active learning methods allow for differentiation of learning. Pupils in any one group will have different abilities based on their emotional and physical development, life experiences, literacy levels, first language, culture and learning disabilities.

Differentiated learning can be in terms of:

- outcome – a task for all that the group can achieve at their own level
- extension of activity – groups who finish first can be given an extra activity to further develop their understanding
- support on the task – an extra member of staff can work with a group or individual to offer extra support in the classroom, school or community. With increased learning support within the classroom this is an option quite often available within the school's resources or it can also be achieved through the use of outside visitors
- different resources – active learning

techniques allow the teacher to manage more than one activity at a time

- 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 techniques allow small groups to do different tasks. For example boys could do a task about being a boy whilst the girls do a task 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.¹¹ 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 pupil learning

Assessment forms an integral part of the learning cycle. It provides an opportunity to reflect on and identify specific learning as well as identify future learning needs. These needs may be presented as a lack of understanding in knowledge or skills or a lack of awareness of differing views and ideas and can be identified by the teacher and pupil either independently or together.

Evidence of learning can come 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)
- teacher assessment (checklist, written records, response 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 (through work experience reports, teaching assistant and learning mentor assessment, external award systems).

Assessing one's own learning, either individually or in a group, develops critical thinking skills where the learning process itself becomes consciously apparent. Being challenged and questioned respectfully develops effective skills for making judgements and decisions.¹² Listening to the different perceptions and understanding of others adds to this process through recognising different perspectives and approaches to issues.

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

- What new information have you learnt today?
- What new skills have been developed or practiced through this activity/exercise/participation work?
- Have your views or beliefs changed?
- What did it feel like to do this exercise? Did your feelings change throughout 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 are important skills for accessing learning both in school and during adulthood and can encourage pupils to acknowledge their achievements, which is motivating and hence take responsibility for their learning. Progress is recorded through a range of imaginative activities which form the basis for formal assessment and contribute towards personal achievement portfolios. Examples of activities are:

- planning a talk, presentation, leading a discussion or debate, leading in or taking part in an assembly
- planning 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 pupil development.



Teacher reflection and evaluation

Self-reflection and evaluation helps identify what was done well, inform future planning, and develops conscious processes of reflexivity that promotes personal and professional development. The following questions have been used to aid reflection:

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

Confidentiality

A clear school confidentiality policy framework which everyone including pupils, parents and carers know, understand and work 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 working in a classroom works within the same agreed school policy framework. In one-to-one situations, 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 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 relevant and 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. The following questions can help identify a positive path:

- What is the agreed policy framework?
- Why have I been told 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/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 no policy on confidentiality and a pupil offers information that you are not sure how to move forward, consultation with a member of the senior management team will help ensure a positive way forward in the immediate term. Once this is clarified, developing a policy becomes an important priority for the school community.

Linking with pastoral and health services in the school and the wider community

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

- advertising them 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. Local Teenage Pregnancy Coordinators have been required to produce details of support services. Further support can be found through your Primary Care Trust.

As the Connexions service rolls out nationally Connexions personal advisers will provide an important source of support for pupils.

For further information about linking with services see *Schools and Services: Forging the Links*.¹³

Inspection

OfSTED Inspectors are required to make judgements on standards and quality of PSHE and Citizenship provision. It is recognised that Citizenship is an emerging subject at Key Stages 3 and 4 and it will be inspected as such.

In primary inspections inspectors will evaluate and report on:

- standards in relation to the four strands described in the National Curriculum Guidelines

- PSHE and Citizenship provision and the management of its implementation.¹⁴

Inspectors have always made judgments on issues that pertain to PSHE and Citizenship including 'pupils' attitudes, judgements and personal development' where they are expected to evaluate and report upon pupils':

- attitudes to the school
- behaviour, including the incidence of exclusions
- personal development and relationships
- attendance.

Inspectors also consider the extent to which pupils:

- are keen and eager to come to school and show an interest in school life
- behave well in class and around the school
- are courteous, trustworthy and respectful of property
- form constructive relationships with one another, teachers and other adults
- work in an atmosphere free from oppressive behaviour, such as bullying, sexism and racism
- reflect on what they do and understand the impact they make on others
- respect differences between people, particularly their feelings, values and beliefs
- show initiative and take responsibility.

Inspectors are also expected to report on how well schools provide opportunities for 'spiritual, moral, social and cultural development' and what is in place to help pupils develop into responsible adults and relate well to each other.¹⁵

OfSTED's Guidance for PSHE and Citizenship at the Secondary Level states that planning and teaching is evaluated against three principles of inclusion set out into the National Curriculum:

- setting suitable learning challenges
- responding to pupils' diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups.¹⁶

OfSTED reports on Citizenship¹⁷ highlight the importance of addressing

Citizenship issues across the curriculum. However, where it is addressed in other subjects such as History or Sociology it must be clearly recognised and identified as being part of Citizenship. OfSTED inspectors are now required to involve pupils in their inspections more formally.

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 DfES and DoH offer professional development certification for PSHE, training and development websites for PSHE and Citizenship, and a training package for drugs education. Further information can be contacted through the NHSS Team.



References

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- 4 NHSS (1999) *Guidance*. DfEE, DH
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- 13 Thistle, S (2003 forthcoming) *Schools and Services: Forging the Links*. Sex Education Forum
- 14 NHSS (1999) *Getting Started – A guide for schools*. DfEE, DH
- 15 OfSTED (1999) *Inspecting Subjects 3-11: Guidance for Inspection and Schools*.
- 16 OfSTED (2001) *Inspecting Personal, Social and Health Education 11- 16 with Guidance for Self-Evaluation*
- 17 OfSTED (2002) *Op cit*.

National policy documents and guidance

Commission for Racial Equality (2001) *Statutory code of practice on the duty to promote race equality. A guide for schools*

Department for Education and Skills (2002) *Safety education: guidance for schools*

Department for Education and Employment (2000) *Careers education in the new curriculum: its relationship to PSHE and Citizenship at key stages 3 and 4*

Department for Education and Employment (2000) *Financial capability through personal finance education:*

guidance for schools at key stages 1 and 2, 3 and 4

Department for Education and Employment (2000) *Sex and relationship education guidance*

Department for Education and Employment (1999) *National healthy school standard. Guidance*

Department for Education and Employment (1998) *Protecting young people. Good practice in drug education in schools and the youth service*

Department for Education and Employment (1995) *Drug prevention and schools. DfEE Circular 4/95*

Department for Education and Skills (2001) *Special Educational Needs code of practice*

Office for Standards in Education (2001) *Inspecting personal, social and health education 11-16 with guidance on self-evaluation*

Qualification and Curriculum Authority (2002) *Citizenship: a scheme of work for key stages 1 and 2*

Qualification and Curriculum Authority (2002) *Citizenship: a scheme of work for key stage 3*

Qualification and Curriculum Authority (2002) *Citizenship: a scheme of work for key stage 4*

Qualification and Curriculum Authority (2001) *Planning, teaching and assessing the curriculum for pupils with learning difficulties – PSHE and Citizenship*

Qualification and Curriculum Authority (2000) *Personal, social and health education and citizenship at key stages 1 and 2: initial guidance for schools*

Qualification and Curriculum Authority (2000) *Citizenship at key stages 3 and 4: initial guidance for schools*

Qualification and Curriculum Authority (2000) *Personal, social and health education at key stages 3 and 4: initial guidance for schools*

Qualification and Curriculum Authority (1999) *The National Curriculum: handbook for primary teachers in England: key stages 1 and 2*

Qualification and Curriculum Authority (1999) *The National Curriculum: handbook for secondary teachers in England: key stages 3 and 4*

Qualification and Curriculum Authority (1998) *Education for citizenship and the teaching of democracy in schools. Final report of the advisory group on citizenship*

Relevant websites

Citizenship

Association for Citizenship Teaching
www.teachingcitizenship.org.uk
 Children's Express www.childrens-express.org/teachers
 Citizen21 www.citizen21.org.uk
 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
 DfES PSHE www.teachernet.gov.uk/pshe
 Institute for Citizenship www.citizen.org.uk
 Peer Support Forum www.ncb.org.uk/psf
 Personal Finance Education Group (PFEG)
www.pfeg.org.uk
 Schools Councils UK www.schoolcouncils.org
 The Hansard Society www.hansardsociety.org.uk

Drug education

Action on Smoking and Health www.ash.org.uk
 Alcohol Concern www.alcoholconcern.org.uk
 Drinkwise www.drinkwise.co.uk
 Drug Education Forum www.drugeducation.org.uk
 DrugScope www.drugscope.org.uk
 Government Drugs Website www.drugs.gov.uk
 Institute of Alcohol Studies www.ias.org.uk
 National Drugs Helpline
www.nationaldrugshelpline.co.uk

Emotional health and well-being

Campaign for Emotional Literacy 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
 Peer Support Forum www.ncb.org.uk/psf

Healthy eating

Breakfast Clubs www.breakfast-club.co.uk
 British Nutrition Foundation www.nutrition.org.uk
 Eating Disorder Association www.edauk.com
 Food Standards Agency www.foodstandards.gov.uk
 Health Development Agency www.hda-online.org.uk

Physical activity

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

Safety

Anti-bullying Network www.antibullying.net
 Bullyfreeworld www.bullyfreeworld.com
 Kidscape www.kidscape.org.uk
 Peer Support Works www.peersupportworks.com
 Health and Safety Executive www.hse.gov.uk

Sex education

Aids Care Education and Training www.acetuk.org
 AVERT www.avert.org.uk
 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

Sites for young people

British Youth Council www.byc.org.uk
 Britkid www.britkid.org
 Brook Advisory Centres www.brook.org.uk
 Bullying Online www.bullying.co.uk
 ChildLine www.childline.org.uk
 Citizens Connection
www.justdosomething.net/home.vdf
 Children's Express www.childrens-express.org
 DfES Citizenship www.dfes.gov.uk/citizenship
 Like It Is www.likeitis.org.uk
 Lovelife www.lovelife.uk.com
 Pupiline www.pupiline.net
 R U Thinking? www.ruthinking.org.uk
 Schools Councils UK www.schoolcouncils.org
 The Site (YouthNet UK) www.thesite.org
 Time for Citizenship www.timeforcitizenship.com
 Trashed www.trashed.co.uk
 UN Cyber School Bus
www.un.org/Pubs/CyberSchoolBus/
 Wired for Health www.wiredforhealth.gov.uk
 Wrecked www.wrecked.co.uk
 Young Minds www.youngminds.org.uk
 Young Transnet www.youngtransnet.org.uk
 Youth2Youth www.youth2youth.co.uk

PSHE and Citizenship Information Service

The PSHE and Citizenship Information Service is a specialist information resource, providing information on many aspects of children's personal, social, health and citizenship education. Areas covered include sex and relationships education, drug education, healthy eating, physical activity, mental health and well-being, and citizenship. The Information Service is based within NCB's Library, which is the most extensive resource on children's issues in the United Kingdom. The PSHE and Citizenship Information Service provides the following services:

- telephone, letter and e-mail enquiry service
- specific subject searches on request (charges apply)
- details of organisations working in the field of PSHE and Citizenship
- details of organisation providing PSHE & Citizenship education materials.

For more information please contact sarnold@ncb.org.uk or go to www.ncb.org.uk/library/pshecis/

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