

North Yorkshire Curriculum Entitlement Framework for PSHE and Citizenship

(Needs to be read in conjunction with the North Yorkshire PSHE and Citizenship planning and
assessment toolkit)

Key Stages 1-2

September 2015

Introduction

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

PSHE is a planned programme of learning through which pupils acquire the knowledge, understanding, skills and strategies they need to manage their lives now and in the future. As part of the whole school approach, PSHE education helps pupils to develop the qualities and attributes they need to thrive as individuals, family members and members of society. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives (PSHE association Sep 2014).

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

Curriculum delivery and design- A PSHE and Citizenship curriculum should be **planned, coordinated, assessed, monitored and evaluated.**

Curriculum opportunities may include:

- Discrete time within the timetable.
- Learning across the curriculum where there are explicit PSHE and Citizenship learning outcomes.
- Whole school and extended timetable activities.
- Specific projects.
- Learning through involvement in the life of the school and wider community.

The Entitlement Framework

The Entitlement Framework is not intended to be a prescriptive scheme of work as attempting to cover all of the suggested content contained in the programme of study may lead to a series of superficial experiences that would most likely be restricted to providing information. Schools should ensure that their curriculum provision for PSHE and Citizenship meets the needs of its pupils and community and pupils are able to develop essential skills and attributes as well as information. However, the entitlement frameworks do provide a suggested guide to the essential components of a robust programme for PSHE and Citizenship. Key Stages from 1-3 have been provided in the planning tool to aid transition and continuity of learning.

The Entitlement Framework Key Stages 1-2 is structured into 6 themes:

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

Intended learning outcomes for the themes are provided for each year group. The learning outcomes comprise the knowledge, understanding and skills that learners need to develop in order to live safe, happy and healthy lives. Learning outcomes have been developed with reference to PSHE Association's Programme of Study, the ACEG framework for careers and work related education and Pfeg's 'Learning about Money Primary Planning Framework',

Schools may use the Entitlement Framework to:

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

Links with Statutory National Curriculum requirements

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

The learning outcomes are colour coded to illustrate where the aspects of PSHE and Citizenship and SEAL are covered within the themes:

Sex and Relationships	E-safety
Drugs, Alcohol and Tobacco	Careers education and personal finance
Citizenship	Emotional wellbeing
SEAL	

PSHE education makes a significant contribution to the development of a wide range of essential skills. These need to be an integral part of the planning for an effective curriculum. These have been taken from the PSHE Association Education programme of study October 2014

Essential Skills		
The intrapersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide variety of settings	Skills of enquiry
<p>1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)</p> <p>2. Learning from experience to seek out and make use of constructive feedback</p> <p>3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)</p> <p>4. Making decisions (including knowing when to be flexible)</p> <p>5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</p> <p>6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)</p> <p>7. Self-regulation (including managing strong emotions e.g. negativity and impulse)</p> <p>8. Recognising and managing the need for peer approval</p> <p>9. Self-organisation (including time management)</p>	<p>1. Active listening</p> <p>2. Empathy</p> <p>3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)</p> <p>4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience)</p> <p>5. Negotiation (including flexibility, self-advocacy and compromise)</p> <p>6. Recognising and utilising strategies for managing pressure, persuasion and coercion</p> <p>7. Responding to the need for positive affirmation for self and others</p>	<p>1. Formulating questions</p> <p>2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</p> <p>3. Analysis (including separating fact from opinion)</p> <p>4. Planning and deciding</p> <p>5. Recalling and applying knowledge creatively and in novel situations</p> <p>6. Drawing and defending conclusions using evidence and not just assertion</p> <p>7. Identification, assessment (including prediction) and management of risk</p> <p>8. Evaluating social norms</p> <p>9. Reviewing progress against objectives</p>

PSHE and Citizenship Entitlement Framework Lower Primary

Year 1	Year 2	Year 3
<p><i>Me and my relationships</i> I know that there are different types of relationships – family, friends and others I know that family and friends should care for each other I know about change and loss and the associated feelings I can recognise there are different types of teasing I can play and work cooperatively I can listen to other people I can share appropriately I can recognise that my behaviour affects others I know the difference between right and wrong, fair and unfair and kind and unkind</p> <p><i>Keeping myself safe</i> I know the role of medicines in promoting health and the reasons why people use them I know the school rules about personal hygiene and medicines I know that some substances can help or harm the body I recognise the need for safety rules –road, fire, farm, school environment, playground and home I can name an adult in school who can help me and I know there are people and services who can help us I understand that some websites may not be age-appropriate I know what to do if I find something inappropriate online</p> <p><i>My healthy lifestyle</i> I know the importance of personal hygiene- regular washing, bathing, showering, cleaning my teeth I know how to look after my body I can recognise and name my feelings and those of others I can make healthy eating choices and prepare simple healthy foods</p> <p><i>Me and my future</i> I can recognise the coins and notes we use I can choose the correct value of coins and calculate change I know that we have to pay for what we buy I know how to keep money safe I know that I don't have to spend my money but can save it to use later I can explain the difference between needs and wants I understand individuals and families have to find ways to balance wants and needs I understand that it may not be possible to have everything you want, straight away, if at all I can set myself simple goals I can identify positive things about myself and recognize and celebrate my strengths and say what I enjoy about school I can describe the work that people do in my family, my school and where I live.</p>	<p><i>Me and my relationships</i> I know about the changes that have happened to my body since birth I can question whether boys and girls should behave differently I know the names for the main body parts (including external genitalia) and the similarities/differences between boys and girls I understand the importance of valuing of one's own body and recognising it's uniqueness I know that individuals have rights over their own bodies, and that there are differences between good and bad touching I know who I can go to if I am worried about something I know about the process of growing from young to old and how people's needs change I know that there are different types of negative behaviours, bullying and teasing I know that these behaviours are wrong and know how to deal with them including if I experience or witness it, I know how to get help I can listen to others and respect their viewpoints I can identify and respect differences and similarities between people I can identify people who are special to me, what makes them special and how we should care for each other I know how to be a good friend</p> <p><i>Keeping myself safe</i> I use simple skills which will help to maintain my personal safety I understand that all drugs can be harmful if not used properly I know simple rules about medicines and other substances used in the home, including solvents and can be harmful if not used properly I can demonstrate an understanding of E-safety when communicating online or using the internet I can recognise and say what is right and wrong I understand that pressure to behave in an unsafe way can come from a range of people, including people I know I know how to ask for help when I need it and can name a range of people who can help me I know the difference between secrets and surprises and understand not to keep adults secrets</p> <p><i>My healthy lifestyle</i> I know that a healthy lifestyle includes being physically active, rest, healthy eating and dental health I can make simple choices to improve my physical and emotional I know how diseases are spread and how they can be controlled and my responsibilities for my own and others health I have developed my vocabulary to describe my feelings to others I have simple strategies to manage my feelings</p> <p><i>Me and my future</i> I know some of the essentials that have to be paid for I know that we can pay for things in a range of ways and that even when not using cash, money is being used I am able to keep simple financial records I begin to understand that money is a finite resource and needs to be managed I understand that the choices we make affect ourselves and others I can describe why learning is important I am positive about who I am, what I have achieved and take into account what other people say about me I am aware that girls and boys have the same choices and opportunities in learning, careers and work</p>	<p><i>Me and my relationships</i> I can identify different types of relationships and show ways to maintain positive and healthy relationships I understand that relationships may change over time I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them I understand the difference between secrets and surprises and understand not to keep adult secrets and when to support a friend to tell a trusted adult I know how other families are similar or different to mine I understand that it is OK to be different to others I understand about growing and changing and new opportunities and responsibilities that increasing independence may bring I can describe the nature and consequences of negative behaviours, bullying and express some ways of responding to it (this includes different types of bullying, how to recognise it, how to seek help and coping strategies) I can empathise with other people and situations through topical issues, problems and events I can listen to and show respect for the views of others I know the importance of valuing myself I can recognise and challenge stereotypes I know about change and loss including separation, divorce and bereavement and the associated feelings</p> <p><i>Keeping myself safe</i> I can identify and explain how to manage the risks in different familiar situations. I know how to ask for help and about the people who are responsible for keeping me health and safe I can make judgements and decisions and use basic techniques for resisting negative peer pressure I can demonstrate basic safety procedures when using medicines I know how to keep myself and others safe in a variety of situations I know school rules for health and safety, basic emergency procedures and where to get help for myself and others in need I know rules for and ways of keeping physically and emotionally safe, including road safety and safety in the environment I can demonstrate an understanding of E-safety when communicating online I can explain how my behaviour may have consequences for myself and others I can communicate my feelings to others, recognise how others show feelings and know to respond appropriately</p> <p><i>My healthy lifestyle</i> I can make choices about my lifestyle to improve my health and well-being and recognise that choices can have good and not so good consequences I know what are the good habits for looking after my growing body I can recognise the range of human emotions and how they change in different situations I have developed some simple strategies for managing my feelings</p>

Becoming an active citizen

I can express a simple opinion, agreement and disagreement
I can ask questions
I play a full part in the life of my classroom
I can agree and follow rules for my group and classroom

Moving on

I can identify positive achievements during my time in Year 1
I can identify my strengths, areas for improvement and set myself some goals for Year 2
I can explain what I am worried about and what I am looking forward to in Year 2
I know what to expect when I start Year 2
I know some of the reasons why change can feel uncomfortable and scary.
I know some of the ways of dealing with the feelings that sometimes arise from changes

Becoming an active citizen

I can take part in discussions/simple debate with others about topical issues
I know that people and other living things have needs and recognise my own responsibility to meet those needs
I can contribute to the life of the class and the school
I know that I belong to different groups and communities ie school, family
I know what improves and harms the environment and about some of the ways people look after them
I know some ways to look after my environment

Moving on

I can identify positive achievements during my time in Year 2
I can identify my strengths, areas for improvement and set myself some goals for Year 3
I can explain what I am worried about and what I am looking forward to in Year 3
I know what to expect when I start Year 3
I know that even changes we want to happen can sometimes feel uncomfortable.
I can tell you how I would feel if a change that I didn't want to happen was imposed on me.

Me and my future

I know how to look after and handle money in everyday situations
I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity
I know there are different ways to gain money, including earning it through work
I know that it is possible to keep money safe by putting it into an 'account' in the bank, building society
I know that you can plan for future spending and how to save
I understand that money is a finite resource for individuals, institutions and the community
I am able to make comparisons between prices when deciding what is the best 'value for money'
I begin to understand why we have charities
I can explain why people work and the different jobs that people do and can challenge some of the work stereotypes
I am aware that the learning choices I make will affect my future options.
I can talk positively about what I like to do and what I would like to do in the future

Becoming an active citizen

I can participate in making and changing rules
I know why different rules are needed in different situations
I know that choices we make can impact on the local, national and global communities
I know where to find impartial advice to inform my decision making
I can empathise with other people and situations through topical issues, problems and events

Moving on

I can identify positive achievements during my time in Year 3
I can identify my strengths, areas for improvement and set myself some goals for Year 4
I can explain what I am worried about and what I am looking forward to in Year 4
I know what to expect when I start Year 4
I can sometimes understand why other people are behaving as they are when they are finding change difficult.

PSHE and Citizenship Entitlement Framework Upper Primary

Year 4	Year 5	Year 6
<p><i>Me and my relationships</i></p> <p>I feel good about myself and my body</p> <p>I understand the language used to describe changes and feelings</p> <p>I understand that my body and emotions will change as I grow older</p> <p>I can recognise what love is</p> <p>I know that there are different kinds of families and partnerships</p> <p>I can respond appropriately to other people's feelings</p> <p>I can acknowledge that others have different points of view</p> <p>I can recognise the worth of other people</p> <p>I can recognise my worth as an individual</p> <p>I can identify positive things about myself and recognise my mistakes</p> <p>I can set personal goals</p> <p>I can demonstrate the features of good friendship</p> <p><i>Keeping myself safe</i></p> <p>I know the difference between risk, danger and hazard</p> <p>I can describe what risk means to me</p> <p>I can take responsibility for my own behaviour and safety and realise that actions have consequences</p> <p>I have some strategies to cope with peer influence and peer pressure</p> <p>I know that not everything on the internet is true and know what to do if I access something inappropriate</p> <p>I can use a range of online communication tools safely to exchange information and collaborate with others within and beyond my school e.g. school's learning platform, email, instant messaging, social networking, online gaming, and mobile phones</p> <p>I understand the need to keep some information private in order to protect myself when communicating online</p> <p>I begin to recognise how electronic communications may be used for manipulation or persuasion</p> <p>I can recognise, predict and assess risk, relating to myself and others and know how to get help (includes risks in the home, road, farm, water, electricity and personal safety)</p> <p><i>My healthy lifestyle</i></p> <p>I can identify some factors (positive and negative) that affect physical, mental and emotional health e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media</p> <p>I can make informed choices about healthy eating and exercising</p> <p>I know the importance of taking care of my own body, whilst respecting cultural differences</p> <p>I have a range of strategies for managing and controlling strong feelings and emotions</p> <p><i>Me and My future</i></p> <p>I can demonstrate how to look after and save money</p> <p>I can begin to develop an understanding that people have different financial circumstances</p> <p>I can begin to understand the different values and attitudes that people have with regard to money</p> <p>I recognise the range of jobs carried out by people they know</p> <p>I can explain how I will develop skills for work in the future</p> <p>I understand and use larger sums of money in calculations</p> <p>I know a range of different ways to pay for things, some may involve debt or credit ('borrowing')</p> <p>I know that if you 'borrow' you have to pay back more (Muslim Sharia tradition is different)</p> <p>I am able to keep track of spending, keeping accurate records</p> <p>I am able to make informed choices about how to pay for something</p> <p>I am aware that the learning choices I make will affect my future options.</p>	<p><i>Me and my relationships</i></p> <p>I understand simple, safe routines to prevent the spread of bacteria and viruses</p> <p>I can name and explain male and female body parts, relating to Sex and Relationship Education</p> <p>I know the ways in which boys and girls grow and develop in puberty – physically and emotionally</p> <p>I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way</p> <p>I am aware of different types of relationships and what makes them a positive, healthy relationships and I have the skills to form and maintain a healthy relationship</p> <p>I know where individuals, families and groups can get help and support</p> <p>I understand the importance of being respectful to everyone and to recognise and care about others people's feelings but if appropriate I feel able to confidentially challenge their view point</p> <p><i>Keeping myself safe</i></p> <p>I can identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety, in the local environment (rail, farm, water and fire)</p> <p>I know which commonly available substances (alcohol, tobacco, medicines) and drugs are legal and illegal, and their effects and risks</p> <p>I recognise that not all information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a website</p> <p>I can use online tools safely to exchange information and collaborate with others within and beyond school</p> <p>I understand the potential risks of providing personal information in an increasing range on online technologies both within and outside school</p> <p>I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others</p> <p>I understand that the person that I think I am communicating with on-line may not be who they say they are.</p> <p>I know how to present myself safely online eg social media sites</p> <p>I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know and the media</p> <p><i>My healthy lifestyle</i></p> <p>I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors (positive and negative) that affect mental health, including positive self-image.</p> <p>I know where individuals, families and groups can get help and support</p> <p>I can express my views confidently and listen to and show respect for the views of others</p> <p>I can resolve differences, looking at alternatives, making decisions and explaining choices</p> <p>I can deal positively with my feelings and recognise a range of emotions in others and can explain the intensity of my feelings to others</p> <p>I understand what resilience is and have strategies I can use to build my own resilience</p> <p><i>Me and My future</i></p> <p>I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices</p> <p>I know and understand how I can develop skills to make a contribution in the future</p> <p>I know that there are a range of earnings for different jobs</p>	<p><i>Me and my relationships</i></p> <p>I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia and racism on individuals and communities</p> <p>I can recognise and challenge discrimination and stereotyping (including cultural, ethnic, religious diversity, sexuality, gender and disability)</p> <p>I know about human reproduction including conception</p> <p>I understand the physical and emotional changes I will go through at puberty</p> <p>I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable</p> <p>I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people</p> <p>I know that relationships change over time and that new relationships and friendships develop and the features of a positive healthy relationship</p> <p>I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret</p> <p>I can recognise the difference between aggressive and assertive behaviour and developed some strategies to resolve disputes and conflict</p> <p><i>Keeping myself safe</i></p> <p>I can take responsibility for my own safety and know about health and safety, basic emergency first aid procedures and where to get help</p> <p>I recognise the responsibility I have due to increased independence and can keep myself and others safe</p> <p>I can respond to challenges including recognising, managing and assessing risks in different situations and can manage them responsibly</p> <p>I know how to make informed decisions relating to medicines, alcohol, tobacco, drugs and other substances including what is meant by the term 'habit' and why habits can be hard to change</p> <p>I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school</p> <p>I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present myself online</p> <p>I understand that the person that I think I am communicating with on-line may not be who they say they are</p> <p>I understand the need to use respectful language and know the legal consequences for sending offensive e-communications</p> <p>I understand how the media (advertising and internet) may influence my opinions and choices</p> <p><i>My healthy lifestyle</i></p> <p>I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions</p> <p>I can manage my time to include regular exercise</p> <p>I understand that the media can have a positive and negative effect on Emotional Health and Wellbeing, e.g. body image, managing finances etc</p> <p>I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet</p> <p>I understand the impact of growth and adolescence on my hygiene, physical activity and nutrition needs</p> <p>I can look after my body as I go through puberty</p> <p>I can manage my periods (menstruation)</p> <p><i>Me and My future</i></p>

<p>I can identify my strengths, areas for improvement and set high aspirations and goals</p> <p><i>Becoming an active citizen</i> I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules I can recognise aggressive and anti-social behaviours such as bullying and discrimination and their effects on individuals and communities I understand that there is great diversity locally and across the world which affects peoples' choices I can begin to respond to, or challenge, negative behaviours such as stereotyping and homophobia I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices I understand how my choices may impact on the environment I can describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from themselves</p> <p><i>Moving on</i> I can identify positive achievements during my time in Year 4 I can identify my strengths, areas for improvement and set myself some goals for Year 5 I can explain what I am worried about and what I am looking forward to in Year 5 I know what to expect when I start Year 5 I can tell you about the changes I can make happen I can make some changes quickly and easily, and some changes are hard and can take a long time</p>	<p>I am able to plan for future spending I understand how and why people save I can differentiate between essentials and desires – needs and wants I understand 'value for money' and can make informed choices to get 'value for money' I am able to assess 'best buys' in a range of circumstances I am able to understand and manage feelings about money, my own and others I can discuss wider issues such as 'does money make you happy?'</p> <p><i>Becoming an active citizen</i> I know how to access local and national support groups I can talk and write about my opinions I know that circumstances in other countries and cultures may be different from our own I know about Fair Trade and what it means I know that individual and community rights and responsibilities need to be taken into account when making decisions I understand that choices we make as individuals, a community and a nation impact internationally I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances I can recognise and challenge stereotypes I know where to find impartial advice to inform my decision making I can express my views confidently and listen to and show respect for the views of others I can resolve differences, looking at alternatives, making decisions and explaining choices</p> <p><i>Moving on</i> I can identify positive achievements during my time in Year 5 I can identify my strengths, areas for improvement and set myself some goals for Year 6 I can explain what I am worried about and what I am looking forward to in Year 6 I know what to expect when I start Year 6 I can understand why other people are behaving as they are when they are finding change difficult. I know some of the ways of dealing with the feelings that sometimes arise from changes</p>	<p>I can describe the different ways of looking at people's careers and how they develop and I am aware of the main types of employment in my area now and in the past I know that I have the same rights and opportunities in learning and work the same as other people. I recognise and use the qualities and skills to be enterprising I can describe and start to demonstrate some of the key qualities and skills that employers are looking for I know what is deducted from earnings and why I can differentiate between manageable and unmanageable debt I am able to use cheques, credit and debit cards etc I understand that money we earn also supports the community I understand different ways of keeping track of my money and can manage a budget I understand simple risk and return I am able to 'read', bank statements etc I understand that managing money is complex but there are people who can help</p> <p><i>Becoming an active citizen</i> I can describe some of the different beliefs and values in British society and demonstrate respect and tolerance towards people who are different from myself I understand what being part of a community means and I can take part more fully in school and community activities I can demonstrate a sense of social justice and moral responsibility I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment I can research, discuss and debate topical issues, problems and events I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom I am aware of how the media present information and that the media can be both a positive and negative influence I know about the basic institutions that support democracy locally and nationally I can act upon the different kind of responsibilities, rights and duties at home, at school, in the community and towards the environment I can critique how the media present information I can discuss controversial issues in a mature manner</p> <p><i>Moving on</i> I can identify positive achievements during my time in Primary School I can explain what I am worried about and what I am looking forward to in Year 7 I can identify my strengths, areas for improvement and set myself some goals for Year 7 I know what to expect when I start Year 7 I can take part and reflect on a planned programme of transition to KS3 I know how change can interfere with our feelings of belonging</p>
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PSHE and Citizenship Entitlement Framework Key Stage 3

Year 7	Year 8	Year 9
<p>Personal, Social, Health education (including relationships, staying safe and healthy lifestyles)</p> <p>I can recognise my personal strengths and know how this affects my self confidence and self esteem I have the skills and knowledge required to manage transition to and expectations of secondary education I recognise the qualities and behaviours I should expect and demonstrate in a wide variety of positive relationships (e.g class, friendships etc) I can recognise bullying and abuse in all its forms (including prejudice based bullying both in person and online/ via text, exploitation) and have the skills and strategies to manage being targeted or witnessing others being targeted I know where to get help if I or someone I know is being bullied(in any form) I know the unacceptability of sexist, homophobic, transphobic and disablist language and behaviours, the need to challenge it and how to do so I understand that my body and emotions are going through changes and how I can manage those changes I can take responsibility for my own personal hygiene I understand why it is important to make positive choices about my physical and emotional health (physical activity, sleep and healthy eating) I recognise how the media portrays young people and body image and how this can affect how I feel about myself I can explain what the word 'risk' means to me now that I am in year 7 I can differentiate between positive and negative risks I can assess and manage the risks on my journey to/from school I can state factual information about legal and illegal substances including alcohol, volatile substances, tobacco (including e-cigarettes), their effects, the law and explain the risks associated with their use I can recognise and manage different influences on my decision when others do something I don't want to do or put pressure on me to join in, including the use of a range of substances I have considered strategies to avoid negative pressures and influences I can keep myself safe and responsibly use information communication technology I know about a range of support services that can help me or others with a range of issues but particularly if I feel someone is abusing another person</p> <p>SEAL: Social Skills, Self Awareness, Managing Feelings, Empathy, Managing Change PLTS: Reflective Learners, Self Managers</p> <p>Economic wellbeing—careers education and enterprise I can describe myself, my strengths and preferences and use this information to set goals to raise my achievement I can articulate my hopes and aspirations for the future and have begun to consider what I need to do to make these a reality I can recognise and challenge stereotypes that may limit my careers choices and aspirations I can identify different kinds of jobs, careers and ways of working and give examples from people I know I know the difference between a job and a career I am aware of the kinds of jobs and careers available in my local community</p>	<p>Personal, Social, Health education (including relationships, staying safe and healthy lifestyles)</p> <p>I understand how my self confidence and self esteem can be affected by family, Friends, achievements and employment I understand what makes a person mentally and emotionally well and the importance of balance between work, leisure and exercise I recognise the signs and symptoms of stress and anxiety and have positive ways of dealing with them I understand the difference between assertive, aggressive and submissive behaviour I know how to actively listen, negotiate and be assertive I can recognise the qualities and features of a positive and stable relationship and recognise the signs when a relationship is not healthy I have considered and discussed media influences on image and behaviours and understand that media portrayal of relationships may not reflect real life I can challenge media assumptions about the behaviours of young people using social norms I understand the expectations that having a boy/girlfriend might bring I understand the terms associated with sex, gender identify and sexual orientation (lesbian, gay, bisexual or trans) and are aware of accepted terminology I understand what is meant by sexual intercourse and what I need to think about before starting a sexual relationship I know the importance of protecting against infection and disease including by immunisation and vaccination I know about the risks associated with female genital mutilation, its status as a criminal act and sources of support I have considered why some people choose to smoke (including e-cigarettes), use alcohol or experiment with substances both, legal and illegal I am aware of how many people of my age actually use these substances and have considered the personal, social and health consequences alongside the benefits of not smoking, drinking or using substances I understand risk within the context of personal safety, especially accident Prevention, farm safety and road safety I have knowledge of basic first aid and life-saving skills I have ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations I understand how I may be at risk from my own/others use of technology I understand what 'sexting' means and involves, the consequences of sexting including the laws on possession of images and where to get help if I experience sexting I have rehearsed strategies to help keep me safe when communicating on-line I am aware of how young people can be groomed or radicalised on-line and am able to take steps to protect myself</p> <p>SEAL: Social Skills, Self Awareness, Managing Feelings, Empathy, Managing Change PLTS: Reflective Learners, Self Managers</p> <p>Economic Wellbeing—careers education and enterprise I understand the laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks I understand the link between qualifications and earnings I understand what is meant by the concept 'job satisfaction' and why this is important to emotional and financial wellbeing I know where to access different sources of information about jobs and careers locally, regionally and nationally including labour market information I know about the decisions and choices I will have to make at the end of Key Stage 3</p>	<p>Personal, Social, Health education (including relationships, staying safe and healthy lifestyles)</p> <p>I know what constitutes a balanced diet and its benefits and can assess the risks of obesity and dieting I am aware of some mental health issues that affect young people including eating disorders and self harm and know where to access sources of support I have a range of strategies to manage a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement I can recognise when I am putting myself or others are putting me under pressure to obey 'unwritten rules' or social norms I know that relationships can cause strong feelings and emotions including sexual attraction I am aware of a range of different relationships, including those within families, friendships and romantic and the factors that can affect these (including age, gender, power and interests) I know what consent means in relation to sexual intercourse and that being pressured, persuaded, coerced into something is not 'consent' I am aware of the laws that protect my rights to withhold consent and keep me safe I am aware of the benefits of delaying sexual intercourse and have rehearsed some strategies to help me I am aware of the full range of contraception that can prevent unwanted pregnancy and STIs this includes where to access local sexual health services I know that marriage is a commitment, entered into freely, never forced I recognise my own core values and beliefs and can use these to influence my decisions and choices I can recognise and respond appropriately to difference and diversity in my community I can show empathy and understanding towards those who choose to live their lives in different way I can assess the risks and consequences of experimental and occasional substance use and how it may affect my ability to make safe judgements and longer term dependency and addiction to substances I understand how to use prescribed and over the counter medicines safely I have considered the impact on myself and others when making different decisions regarding substances I have considered how I can make my own choices without losing friends or credibility I understand the risks of physically meeting people I have only previously 'met' on line I can understand how and why some people are radicalised and drawn into extremist behaviour and am able to give a counter narrative I am aware of how young people can be radicalisation on-line and know how to identify and report such risks I can recognise the signs of someone being radicalised and know what to do if I spot the signs</p> <p>SEAL: Social Skills, Self Awareness, Managing Feelings, Empathy, Managing Change PLTS: Reflective Learners, Self Managers</p> <p>Economic Wellbeing—careers education and enterprise I can describe how I have benefited from career and work related learning activities and experiences to develop my personal career plan and have used it to help make option choices for Key Stage 4 I know where to find relevant job and labour market information and know how to use it in my career planning I understand the pathways and qualifications available for the next stage of my</p>

<p>I can identify the skills and qualities for needed to be enterprising I can work as part of a team to think of solutions to problems</p> <p>SEAL: Self Awareness, Motivation PLTS: Team workers, Reflective Learners, Self Managers, Independent Enquirers</p> <p>Economic wellbeing—personal finance I understand the function and uses of money I know some of the financial products that are available to me including bank accounts, insurance and warranties I can recognise the ways in which companies and individuals may try to influence how I spend and save my money I know that there are a number of ways of calculate value for money—price is only one factor I can resist unwanted pressure to spend or save unwisely I know that credit has two meanings and that on a credit card it refers to 'debt' I can use financial information from bank statements, pay slips and utility bills to prepare budgets and financial plans</p> <p>SEAL: Self Awareness PLTS: Reflective Learners, Self Manager, Creative Thinker</p> <p>Citizenship I understand how and why the UK is a multi-cultural, multi-faith society and understand the need for tolerance, mutual respect and understanding. I can recognise and challenge stereotypes about different religious and ethnic groups living in the UK I understand what makes a 'British Citizen' in the 21st Century I understand the potential tensions between human rights, British law and cultural and religious expectations and practices I understand the importance of laws and rules in my family, school and society I recognise the rights and responsibilities of being a British Citizen I have explored the similarities and differences between the rights of a child in the UK and in the developing world I understand the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their community I participated in a school-based activity / campaign for change to make an improvement in my school or community</p> <p>SEAL: Social Skills, Empathy, Managing Change PLTS: Team workers, Creative Thinkers, Independent Enquirers, Effective Participators, Reflective Learners</p>	<p>I understand the qualities and skills needed for employability and to be enterprising and can demonstrate how I am developing these both in and outside school I have started a personal career plan to help me secure the right qualifications, skills and experience I may need for employability I can take part in an 'Apprentice' style enterprise activity to: - plan a marketing and advertising strategy for a new product - calculate unit costs and profit margins for a new product I understand key vocabulary associated with business and enterprise: profit, loss, cash flow, marketing</p> <p>SEAL: Self Awareness, Motivation PLTS: Team workers, Reflective Learners, Self Managers, Independent Enquirers</p> <p>Economic wellbeing—personal finance <i>I can explain the difference between gross income and take home pay and some of the deductions made from salaries and wages</i> <i>I know the current UK minimum wage, income tax and VAT rates</i> <i>I can analyse information to work out take home pay for typical jobs and the consequences for my aspirational future lifestyle</i> <i>I know the importance of protecting myself when buying products on-line</i></p> <p>SEAL: Self Awareness PLTS: Reflective Learners, Self Manager, Creative Thinker, Independent Enquirer</p> <p>Citizenship I understand the role and purpose of the democratic government in the UK including: the roles of citizens, Parliament and the monarch and how Parliament operates I understand what it means to live in a democracy and the precious liberties enjoyed by the citizens of the UK I know the different political parties in the UK and understand their role and how voting and elections work I understand how the English legal system works including the nature of rules, civil and criminal laws and the justice system, including the role of the police and the operation of courts and tribunals I understand what happens to young people who break the law I have advocated for change on an issue of importance</p> <p>SEAL: Social Skills, Empathy, Managing Feelings PLTS: Team workers, Creative Thinkers, Independent Enquirers, Effective Participators, Reflective Learners</p>	<p>education I can describe my plans for Key Stage 4 and understand the impact of my choices on my future goals and aspirations I know where to access the impartial information, advice and guidance I may need to help my make decisions and choices for Key Stage 4 and beyond I can avoid stereotypical beliefs that may influence my decisions and choices I am aware of the laws and by-laws related to employment under the age of 16 and know how to minimise health and safety risks in the workplace I know about different types of business and how they are organised and structured I can demonstrate a range of enterprise skills attitudes and qualities</p> <p>SEAL: Self Awareness, Motivation PLTS: Team workers, Reflective Learners, Self Managers, Independent Enquirers, Creative Thinkers</p> <p>Economic wellbeing—personal finance I am aware that there are positive and negative risks associated with financial savings and borrowing and the impact this can have on emotional wellbeing I can identify ways in which negative financial risks can be minimised including insurance I know that some forms of insurance are a legal requirement and that premiums are based on probability and risk I have begun to consider the importance of financial planning to provide for my longer term aspirations and wants</p> <p>SEAL: Self Awareness PLTS: Reflective Learners, Self Manager, Creative Thinker, Independent Enquirer</p> <p>Citizenship I understand Britain's relationship with the European Union and the influence that the EU has on my life I know how MEPs are elected and what they do I have considered topical issues related to the EU I understand the UK relations with the rest of Europe, the Commonwealth, the United Nations and the wider world I understand what it means to be a 'global citizen' I can recognise my responsibilities as a global citizen I can assess the ethical and economic benefits of fair trade organisations I have advocated for change on a topical global issue</p> <p>SEAL: Social Skills, Empathy, Managing Feelings PLTS: Team workers, Creative Thinkers, Independent Enquirers, Effective Participators, Reflective Learners</p>
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Key Documents and websites: (All websites were correct at time of printing September 2015)

2015 DfE, Personal, social, health and economic (PSHE) education: a review of impact and effective practice

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/412291/Personal_Social_Health_and_Economic_PSHE_Education_12_3.pdf

2014 DfE Promoting Fundamental British Values through SMSC

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

2015 DfE Protecting children from radicalisation: the prevent duty

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

2013 Ofsted report on PSHE 'PSHE Not Yet Good Enough'

<http://www.ofsted.gov.uk/resources/not-yet-good-enough-personal-social-health-and-economic-education-schools>

2013 Ofsted report on Citizenship, 'Citizenship consolidated?'

<http://www.ofsted.gov.uk/resources/citizenship-consolidated-survey-of-citizenship-schools-between-2009-and-2012>

PSHE Association

<https://www.pshe-association.org.uk/>

Association for Citizenship

www.teachingcitizenship.org.uk/

The PSE / Health and Wellbeing room and SMSC rooms in Fronter (Education and Skills virtual learning platform)

www.fronter.com/northyorks

North Yorkshire resources and further guidance:

A wide range of guidance materials and resources to support with the development of policy related to wellbeing and teaching and learning related to the PSHE and Citizenship curriculum – including a teaching and learning resource on ‘risk taking’ can be located in the PSE / Health and Wellbeing Room on Fronter – www.fronter.com/northyorks . A username and password is required to access the materials which is available free of charge to all schools in the E and S Service Level agreement.

This room has all the national and local guidance and policy template documents e.g sex and relationships policy and drugs and alcohol policy etc.



Vision and Policy

Gives access to Q and I Strategic Vision for Personal Development and Wellbeing and all related health and wellbeing statutory and non-statutory policy guidance.



Policy into Practice

Gives access to all information and guidance for the North Yorkshire Health and Wellbeing Award, and further guidance and resources to support middle leaders and teachers in delivering high quality health and wellbeing provision.

This room has the teaching and learning resources for both primary and secondary schools and the teaching and learning resources on ‘risk’.



Health and Wellbeing



Welcome

Health and Wellbeing provision ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need now and in the future. There are strong links between health, wellbeing and achievement. It is particularly important that children and young people's health and wellbeing is enhanced at key transition points in their lives.

This site will support schools in working with our young people, especially our most vulnerable, to promote their health and well-being through and beyond the curriculum. This forms part of schools' duty to promote well-being. This information and guidance also supports North Yorkshire schools in promoting inclusive practice.

Aspects of a broad and balanced curriculum that promote health and well-being include:

- Personal, Social Health, Economic education,
- Citizenship,
- Physical Activity,
- Information, Advice and Guidance, including Careers Education and Guidance,
- Risk taking,
- Sex and Relationship Education; and
- Drugs Education.

Where else to look...

Links to other rooms in Fronter that offer further information and support to complement the content of the 'Health and Wellbeing' room: 'Behaviour & Attendance', 'Vulnerable Learners', 'E-Safety' and 'Physical Education' rooms

 Newsletters	 Networks and Training	 Contacts and Support
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Further rooms can be found under ‘other resources’ on the front page of Fronter: Emotional Health and Wellbeing, Sexual Orientation, E-safety, Student Voice etc



Curriculum Subjects



Request bespoke advice and support



OFSTED and SEF



Headteacher Resources



Curriculum Subjects



Other Resources



Services and Groups



Register for NYCC training & courses

B&A Behaviour & Attendance	EHE Elective Home Education	EHW Emotional Health & Wellbeing	e-Saf eSafeguarding	G&T Gifted & Talented	Gov Governors	H&W Health & Wellbeing
GUpNY Growing up in North Yorkshire	Mod Moderation	PriAs 0-11 Assessment	RI Reading Intervention	SeO Sexual Orientation	Smsc Spiritual, Moral, Social & Cultural Development	SPM Sensory, Physical & Medical Teaching
SuSc Sustainable Schools	SV Student Voice	VL Vulnerable Learners	PPrac Peer Practitioner			