

HOLY TRINITY CoFE SENIOR SCHOOL
Life Skills

PSHCE:
Staff Handbook
(September 2008)

HOLY TRINITY CofE SENIOR SCHOOL

Life Skills

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Life Skills (PSHCE)
Holy Trinity Senior School
A Specialist Business & Enterprise College

Life Skills (the name for PSHCE at Holy Trinity Senior School) is a curriculum subject covering a whole range of topics which have direct relevance to the skills of every day living and to key life choices concerning values, lifestyles and relationships. Life Skills is taught every Wednesday from 9.20 a.m. until 10.20 a.m. The majority of Staff are involved in the delivery of Life Skills, as arranged by the various Heads of Year groups. Outside individuals, such as the School Nurse may also deliver portions of the SOWs.

Aims

Life Skills is important and significantly contributes to HTSS's curriculum aims by enabling all our young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

Alongside all other subjects Life Skills education is expected to make a major contribution to both the Personal, Learning and Thinking Skills, enabling young people to be: independent enquirers; creative thinkers; reflective learners; team workers; self-managers and effective participators; and also to young people's 'Personal Development' which overarches the entire curriculum, all contributing to the five outcomes of Every Child Matters.

Definition

At HTSS Life Skills is the planned provision for pupils' personal and social development, and their health and wellbeing. It helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It includes three key elements:

- Acquisition of accessible, relevant information on a range of topics including emotional health and wellbeing, relationships, healthy eating and exercise, bullying, sexual health and substance misuse including tobacco and alcohol.
- Clarification and development of attitudes and values that support self-esteem, which are positive to health and wellbeing, and ensure active participation.
- Development of emotional and social skills to enable social interaction, effective learning, achievement and enjoyment and management of health and wellbeing.

Delivery Structure

Life Skills programmes for each year group have been prepared by the acting Head of Life Skills (Ms. Lloyd) in consultation with local/national agencies. The SOWs satisfy statutory minimum requirements and hope also to address issues of specific interest to pupils at the School. In all year groups, the course is divided into six main sections:

- Financial Capability
- Personal Wellbeing
- Staying Safe
- Being Healthy
- Enjoying and Achieving
- Making a Positive Contribution

Each SOW contains four lessons, each to be delivered on a carousel process so all form groups cover the six main areas. Extension lessons are also available from SAL should the need arise. Each year group is additionally taught a Business and Enterprise competition carousel of lessons. For 2008-9 Year 7 will attempt a Charity Competition, Year 8 a Healthy Snack Competition and Years 9, 10 and 11 a Financial Capability Competition (all with staggered delivery arranged in conjunction with HOYs). To allow for acclimatisation Year 7 pupils are taught solely by their form tutors until February Half-Term. Their subject matter initially includes Personal Wellbeing (Careers), Financial Capability, SEAL and the annual B&E/Life Skills Charity Competition. Year 7 students then begin their carousels as directed by the Head of Year 7 post the Half-Term holiday.

The importance of Life Skills

The Childrens Act (2004) requires all those who work with children and young people, including schools, to work together to contribute to the five national outcomes for children and young people:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic wellbeing

The Office for Standards in Education (Ofsted) now inspects schools' achievement on meeting these national outcomes for children and young people. Effective PSHCE supports these outcomes as well as national and local targets regarding inclusion, health and wellbeing, behaviour and academic achievement.

PSHCE has a significant part to play in preparing children and young people to deal effectively with the pressures and challenges that growing up in the 21st century presents:

- Britain continues to have higher rates of teenage conceptions than its Western European neighbours Teenage Pregnancy Next Steps, DfES, 2006
- There is a continuing problem with smoking in young people, particularly amongst girls Smoking, Drinking and Drug Use among Young People in England, The Information Centre for Health and Social Care, 2006

- Rates of alcohol consumption amongst young people are of concern, and there is continuing misuse of illegal drugs Smoking, Drinking and Drug Use among Young People in England, The Information Centre for Health and Social Care, 2006
- The last ten years have seen increasing levels of childhood obesity Obesity: the prevention, identification, assessment and management of overweight and obesity in adults and children, NICE, 2006
- A recent UNICEF report Innocenti Report Card 7: Child Poverty in Perspective: An Overview of Child Wellbeing in Rich Countries, UNICEF, 2007 showed that children and young people's emotional, physical and material wellbeing is worse in the UK than in any of the twenty other wealthy countries that were assessed.

PSHCE thus makes a significant contribution to several national strategies aimed at promoting better health and wellbeing, such as the Teenage Pregnancy Strategy, the National Drugs Strategy and the National Childhood Obesity Programme. Children and young people need PSHE to be relevant and appropriate to them, their lives and their future. As well as having access to useful information, they want the opportunity to talk about the personal and social aspects of the issues covered. Above all they need to learn and develop a range of life skills which will stand them in good stead, not just while they are young, but throughout their lives.

Crucial to achieving this is having the time to learn about relationships and how to manage them effectively. This requires practice – by learning in and from various groups – which the PSHCE teacher can facilitate during lessons. Children and young people want to learn about sensitive issues – including sexual, drug-related or alcohol related issues – which arise in relationships, so that they have a good chance of managing those situations for the best possible outcomes. In order for this to happen in the classroom, PSHCE teachers must feel comfortable with what they do. Above all, this requires a relationship with the young people based on mutual respect, within an environment which is safe and non-judgemental. This will enable children and young people to grow and take control of their lives in many different ways. When viewed in these terms it is not hard to see why PSHE now receives particular attention from DCSF, QCA and Ofsted. Although it is not yet a statutory subject, PSHCE is fundamentally important and worthy of significant status within the curriculum.

The National Curriculum

The National Curriculum recognises that explicit and coherent provision of PSHCE will contribute to a school achieving two broad aims:

- 1 To provide opportunities for all pupils to learn and achieve
- 2 To prepare all pupils for the opportunities, responsibilities and experiences of adult life.

The National Curriculum also provides a non-statutory framework for PSHE*. PSHE is delivered through four strands across all Key Stages. These strands 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

(* From September 2008 the non-statutory framework for PSHE is to be replaced at Key Stages 3 and 4 by the QCA programmes of study for Personal, Social, Health and Economic Education. This will be phased in, starting with Year 7.)

At Foundation Stage, Personal, Social and Emotional Development is one of the six areas of learning and as such is a large part of the Foundation Stage Curriculum. The PSHE Subject Association aims to raise the status, quality and impact of PSHE. The Association will provide access to current and developing PSHE knowledge and expertise, examples of effective practice, regular updates, and opportunities to network with other PSHE professionals. For further information visit their website, www.PSHE-association.org.uk.

PSHCE Handbook

Ofsted has stated that a key characteristic of a well-managed subject area is a subject handbook which carries forward school aims and policies and which includes schemes of work for all pupils Subject Management in Secondary Schools, Ofsted, 1997.

A subject handbook should include:

Schemes of work to be covered by different year groups

All SOWs are available in paper/electronic form from SAL and will be made available in Staff Shared Files on the School VLE.

Aims and objectives for the subject area

Aims and objectives are available within the SOWs and in each lesson plan made available to all staff, by SAL, on paper/electronically.

Key policies

Key policies such as SRE, Anti-Bullying etc are available in the Life Skills section of the School VLE under; subjects, school docs and staff shared files. The Head Teacher's P.A. also possesses master copies.

Suggested teaching methods

Suggested teaching methods are all engendered within each lesson plan and SOW, and carry the recommendations of either Pefeg the Financial Capability Charity Calderdale LEA (SRE) and/or Connexions, West Yorkshire. Any issue with specific teaching methods/content should be put to SAL in the first instance.

Guidance on assessing, recording and reporting & how the work within the subject – both teaching and learning – will be monitored, evaluated and reviewed

Each SOW allows for informal assessment of pupil progression as per DCSF recommendation. Additionally each pupil is required to assess their own progression via an evaluation at the end of each SOW citing evidence from each lesson outcome (Progression Evaluation Assessment). Additionally SAL will observe (with agreement) several colleague lessons, utilising the School's observation proforma, and such feedback will reflect in the planning of the following year's SOW provision/departamental improvement plan. Reporting is ultimately the responsibility of SAL.

Resources available

All resources are available from SAL either on paper or electronically. It is hoped all will be made available on the VLE, depending on file size. In addition, further resources have been collated from School House, various LEA agencies, Heath & local banking/financial and retail outlets. Should any colleague require further lesson materials please approach SAL in the first instance. However, it is the responsibility of all Life Skills teachers to develop resources for the element of the curriculum they deliver. Resources on all strands can be found at:

<http://www.teachernet.gov.uk/pshe/resources.cfm?sectionId=88>

Routine procedures

All routine procedures in relation to statutory and HTSS requirements should be followed. Copies of statutory documentation in relation to the teaching of Life Skills are available on request from SAL. Any queries should be directed to SAL.

Colleagues new to teaching the subject

Any colleague who has limited experience of teaching the subject, or who wishes to improve their delivery of the subject may approach SAL for support and/or twilight training in the first instance. Specific requirements may negate additional strategies which SAL/MJB may be able to initiate.

The subject co-ordinator should work with others to prepare and develop the handbook.

SAL has liaised with MJB, Heath Training Centre representatives, the School Nurse Carole Hoyle, the Community Police Officer, Calderdale LEA representatives and other outside agencies previously discussed.

HOLY TRINITY CofE SENIOR SCHOOL

Life Skills

Specific Strands within the Life Skills Programme

Citizenship

What is Citizenship education?

The Crick Report (the report of the Advisory Group on Education for Citizenship and the Teaching of Democracy in Schools) identified three inter-related strands that should form the basis for all citizenship education:

Social and Moral responsibility

Pupils should learn about socially and morally responsible behaviour through classroom activities and discussion and through experiences beyond the classroom. This responsible behaviour should be shown to each other and to all members of their various communities.

Community Involvement

Pupils should learn about the benefits of becoming helpfully involved in their communities, beginning with their families through to a consideration of service that they can offer to (and receive from) the school, neighbourhood, local, national and global community.

Political Literacy

Pupils should learn about the workings of our democracy from local through to national/ international. They should learn the skills and values necessary to make themselves effective in the life of their community. This strand should mean much more than just political knowledge.

Why is it important?

Citizenship education is important because it allows pupils to gain the knowledge, skills and understanding to help them play an effective role in society. It will help them become knowledgeable, considerate and responsible citizens in the classroom and beyond. It encourages them to play a helpful role in their own communities and gives them greater insight into the way democracy and the economy work. It encourages respect for all and develops pupils' abilities to debate and reflect on issues of concern.

Drugs, Alcohol and Tobacco

Schools have to prepare young people to lead confident, healthy, safe and independent lives. Education about drugs, alcohol and tobacco is therefore crucial. It can increase young people's knowledge and understanding about drugs, alcohol and tobacco and the effects they produce, and help them make safe and informed decisions.

It can help young people to explore their own and other people's attitudes and to develop skills such as assertiveness, communication, risk assessment and problem-

solving. Drug, alcohol and tobacco education is an integral part of PSHE and Citizenship, and is also included in National Curriculum Science at all key stages.

Many schools consider drugs, alcohol and tobacco education as part of their local healthy school programme and involve parents and others in the development of the school drugs policy.

Emotional Health and Well-being

All pupils should be made aware of the emotional health issues that we all face, and should be encouraged to support their peers. Within a healthy school the emotional well being of staff is equally crucial, and recognition of this needs to be built into school policies.

Teachers will want to encourage pupils to express and understand their feelings. The wider school environment should enable this and help build their confidence by openly addressing issues of emotional health and well-being.

Nutrition and Physical Activity

A healthy balance of foods provides the energy and nourishment everyone needs to survive and to enjoy life. Eating too little soon leads to illness, but eating too much or the wrong balance of foods can lead to problems in the long term. So it's important to get the balance right - both in the amount and in the type of foods eaten. A healthy and balanced diet in childhood can reduce the risk of anaemia and dental decay. In the longer term, it can help to prevent ill health later in life. For example, it can reduce the risk of heart disease, obesity, stroke and some cancers.

It is widely accepted that young people benefit from regular physical activity, but until recently there was debate over the amount of exercise needed to benefit health. In 1997 the HEA drew together scientific evidence and international opinion on young people and health-enhancing physical activity which led to the some important recommendations.

Participation in Physical Education (PE) and sport can be key to encouraging children and young people to maintain a healthy lifestyle. It can also help combat youth crime, drug abuse and play a part in the regeneration of local neighbourhoods and communities.

The Government has made a commitment that all children will be entitled to 2 hours of high quality PE and school sport both within and outside the curriculum. The DfES working closely with partners to ensure that commitment becomes a reality for all schools.

Personal Financial Capability

Both elements of PSHE and Citizenship reflect the fact that education is about helping pupils to develop the knowledge, skills and understanding they need, including developing financial capability, to live confident, independent lives.

The framework for PSHE provides for personal finance education to be taught throughout Key Stages 1 to 4.

Pupils should be taught:

- 5-7 year olds to be taught that money comes from different sources and can be used for different purposes;
- 7-11 year olds to be taught to look after their money and realise that future wants and needs may be met through saving;
- 11-14 year olds to be taught what influences how we spend or save money, and how to become competent at managing personal money;
- 14-16 year olds to be taught to use a range of financial tools and services, including budgeting and saving, in managing personal money;
- And in Citizenship - the rights and responsibilities of consumers, employers and employees.

Safety

Pupils should be able to keep themselves safe in the home, at school, while travelling, at work, in play, in sport and in leisure. Safety education helps them to recognise potential risks. Accidents are the main cause of death for children and young people, and also put more children in hospital than anything else. Ten thousand children in the UK are permanently disabled by accidents each year. The main risks are:

- Road accidents - as pedestrians, cyclists, passengers, young drivers
- Fires
- Drownings
- Falls

Safety education within PSHE helps pupils to:

- Recognise risk and make safer choices
- Take responsibility for safety
- Follow rules, codes, procedures
- Get help confidently
- Give help and advice assertively
- Recognise stereotypes and pressure to take inappropriate risks
- Meet and work with safety experts, e.g: fire-fighters, road safety officers, driving instructors, trading standards officers, health & safety officers.

Sex and Relationship Education

Effective Sex and Relationship Education (SRE) is crucial to developing and maintaining emotional and physical health.

The DfES Sex and Relationship Education guidance (2000) states that Sex and

Relationship Education (SRE) should be firmly rooted within the framework for Personal, Social and Health Education (PSHE) and Citizenship. The most crucial factor in the delivery of effective SRE is how it is done. Teachers should know about policy, procedures, relevant content, facts and issues.

CEOPS

Child Electronic Online Protection Service training was delivered to all HTSS colleagues during the Autumn Term, 2007 by Heath representative Trevor Harris. Any staff wishing to further their training may approach SAL. CEOPS teaching provision is provided via ICT lessons (cross-curricular) as all ICT staff have received relevant training and assembly delivery provision also. Students evaluate their own learning regarding this area as a plenary to their final lesson, as directed by the Head of ICT.

Further information is available at: www.ceop.gov.uk/

Learn2Learn (SEAL)

L2L at HTSS is about achieving connectedness: it seeks to draw together several aspects of teaching and learning good practice, most of which we already do at HTSS. In this respect, L2L involves very little change (and very little work!): it is about making explicit and celebrating what we already do as effective teachers and support staff.

L2L is about **teaching less and learning more**. It is about providing time for students to reflect on what they have learned and to record that learning in a way that best suits their individual needs. It allows teachers to step back and give students the freedom to think independently; the freedom to become the 5 R's

- Responsible learners
- Resilient learners
- Resourceful learners
- Reasoning learners
- Reflective learners

L2L seeks to: place learning at the heart of what we do; increase dialogue about learning between students, teachers and home; develop students' skills as effective learners.



As well as connecting those areas of teaching and learning highlighted above, L2L is a vehicle for introducing the new secondary **SEAL** programme at HTSS. Various collapsed timetable Learn2Learn events will take place 2008-9 at HTSS, under the guidance of MJB.

SEAL

Social and Emotional Aspects of Learning for secondary schools (Secondary SEAL) is a whole-school approach to promoting social and emotional skills that aims, when fully implemented, to involve all members of the school and all aspects of school life. Secondary SEAL is a comprehensive approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools. It proposes that the skills will be most effectively developed by pupils and staff through:

- using a whole-school approach to create the climate and conditions that implicitly promote the skills and allow these to be practised and consolidated;
- direct and focused learning opportunities (during tutor time, across the curriculum, in focus groups and outside formal lessons);
- using learning and teaching approaches that support pupils to learn social and emotional skills and consolidate those already learnt;
- continuing professional development for the whole staff of a school.

Social and emotional skills are the skills of making positive relationships with other people, of understanding and managing ourselves and our own emotions, thoughts, and behaviours, and understanding and responding to the emotions and behaviour of others, in ways that are in the best long-term interest of ourselves and others.



There are many possible categorisations for social and emotional skills. Primary and secondary SEAL uses a five-fold categorisation, first developed by Goleman (1996), which is shown in the figure above. These five aspects have been 'unpacked' into a wide range of universal learning outcomes and to more specific ones which are appropriate for particular age groups and particular learning opportunities used in the curriculum materials.

At HTSS SEAL is now integral to Y7 Life Skills provision and is also delivered via Learn2Learn (SEAL) provision. For further information see:

www.bandapilot.org.uk/secondary/

HOLY TRINITY CofE SENIOR SCHOOL

Life Skills

Life Skills (PSHE) and the National Curriculum

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1) Pupils should be taught:

- a. to reflect on and assess their strengths in relation to personality, work and leisure
- b. to respect the differences between people as they develop their own sense of identity
- c. to recognise how others see them, and be able to give and receive constructive feedback and praise
- d. to recognise the stages of emotions associated with loss and change caused by death, divorce, separation and new family members, and how to deal positively with the strength of their feelings in different situations
- e. to relate job opportunities to their personal qualifications and skills, and understand how the choices they will make at key stage 4 should be based not only on knowledge of their personal strengths and aptitudes, but also on the changing world of work
- f. to plan realistic targets for key stage 4, seeking out information and asking for help with career plans
- g. what influences how we spend or save money and how to become competent at managing personal money.

Developing a healthy, safer lifestyle

2) Pupils should be taught:

- a. to recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way
- b. how to keep healthy and what influences health, including the media
- c. that good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health
- d. basic facts and laws, including school rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs
- e. in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity
- f. to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel
- g. to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help
- h. basic emergency aid procedures and where to get help and support.

Developing good relationships and respecting the differences between people

3) Pupils should be taught:

- a. about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively
- b. how to empathise with people different from themselves
- c. about the nature of friendship and how to make and keep friends
- d. to recognise some of the cultural norms in society, including the range of lifestyles and relationships□
- e. the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
- f. about the role and importance of marriage in family relationships
- g. about the role and feelings of parents and carers and the value of family life
- h. to recognise that goodwill is essential to positive and constructive relationships
- i. to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises
- j. to resist pressure to do wrong, to recognise when others need help and how to support them
- k. to communicate confidently with their peers and adults.

Breadth of study

During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:

- a. take responsibility [for example, for carrying out tasks and meeting deadlines such as taking assembly, running the school newspaper]
- b. feel positive about themselves [for example, by taking part in a public performance]
- c. participate [for example, in developing and putting into practice school policies about anti-bullying; in an action research project designed to reduce crime and improve personal safety in their neighbourhood]
- d. make real choices and decisions [for example, about options for their future, based on their own research and career portfolios]
- e. meet and work with people [for example, people who can give them reliable information about health and safety issues, such as school nurses, community drug awareness workers]
- f. develop relationships [for example, by working together in a range of groups and social settings with their peers and others; by being responsible for a mini-enterprise scheme as part of a small group]
- g. consider social and moral dilemmas [for example, how the choices they make as consumers affect other people's economies and environments]
- h. find information and advice [for example, about the risks of early sexual activity, drug misuse, self-defence for keeping safe]
- i. prepare for change [for example, by anticipating problems caused by changing family relationships and friendships, and by preparing for new styles of learning at key stage 4].

HOLY TRINITY CofE SENIOR SCHOOL

Life Skills

Life Skills (Citizenship) and the National Curriculum

Knowledge, skills and understanding

Teaching should ensure that 'knowledge and understanding about becoming informed citizens' are acquired and applied when 'developing skills of enquiry and communication', and 'participation and responsible action'.

Knowledge and understanding about becoming informed citizens

1) Pupils should be taught about:

- a. the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people☐
- b. the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding☐
- c. central and local government, the public services they offer and how they are financed, and the opportunities to contribute☐
- d. the key characteristics of parliamentary and other forms of government☐
- e. the electoral system and the importance of voting☐
- f. the work of community-based, national and international voluntary groups
- g. the importance of resolving conflict fairly
- h. the significance of the media in society☐
- i. the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations.☐

Developing skills of enquiry and communication

2) Pupils should be taught to:

- a. think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources☐
- b. justify orally and in writing a personal opinion about such issues, problems or events☐
- c. contribute to group and exploratory class discussions, and take part in debates.☐

Developing skills of participation and responsible action

3) Pupils should be taught to:

- a. use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
- b. negotiate, decide and take part responsibly in both school and community-based activities
- c. reflect on the process of participating.

Teaching Personal, Social and Health Education

Some Guidance Points for Teachers

Start from where your pupils are

Starting points should be gleaned from the pupils themselves. Use questionnaires, class discussion, small group discussion and feedback, draw and write – indeed any ideas which give you that starting point as the basis for planning your input.

Be ready to revisit an issue or activity as pupils' experience, understanding and needs change

Approaching any issue only once may not be enough. Skills need to be practised, situations talked and thought about. To re-examine issues can broaden understanding. Be prompted by the pupils' readiness to re-visit, or move on.

Each element needs to take an unobtrusive place in more general PSHE

Elements such as drug education or SRE are not isolated 'topics'. The skills and self-knowledge each element encourages are likely to be widely applicable. All should be set sensitively within the context of references to life and living with which young people can identify.

Skills needed to teach PSHE are transferable to other elements of the curriculum

PSHE does not require unique teaching skills. A teacher will need to be able to facilitate discussion, listen carefully, remain impartial when appropriate, and use approaches that are non-threatening and that involve pupils actively.

Teachers who know their pupils well are ideally placed to deal with sensitive issues

You need to know your class well enough to be able to judge the requirements of specific pupils. This is much more difficult for visitors, whose teaching, consequently, is seldom matched so well to needs. They may respond inappropriately to pupils they don't know.

Teachers don't need to be experts in every element to teach about it

You do not need to be an expert as subject information can always be found. It can be helpful, when appropriate, for the pupils themselves to research the answers to questions they pose, rather than rely on the teacher. Successfully reporting back to the class can be a confidence booster for pupils.

Set achievable aims

Be careful to set aims you can reach and which allow you to gauge your success in reaching them.

Establish ground rules to create a safe learning environment

Ground rules, generated mainly by the class, are essential to bring about a climate of trust and cooperation that feels created and owned by the pupils.

Avoid over-emphasis on 'the facts'

A focus upon exploring attitudes, values, real-life situations, and developing and practising skills is likely to be more beneficial than dependence upon information giving. Pupils often need to have their early ideas, and misconceptions, challenged in ways which do not demean or discourage openness.

Interactive and facilitative approaches are more effective in gaining co-operation and making lasting changes

If the pupils are active and involved, rather than passive recipients, their learning is likely to be more real, and longer-lasting. Try to ensure they are engaged – both by basing your lesson on the results of pupil needs, and by using teaching methods that ensure the pupils are frequently both active and interactive.

De-briefing (round up/plenary)

- An important element of each lesson is the need to identify and help pupils value their individual learning.
- No two people will learn the same from a lesson - its significance will depend on the individual.
- Open ended questions such as

"What have we covered today?"

"What has been most interesting or useful to you?"

"How has it changed what you feel, know or believe?"

"How might you use what you have learned?"

Will invite a range of answers.

- All answers are valid, and should all be acknowledged in such a way as to show that there are no right-or-wrong answers. Use responses such as "that's interesting" or "that's a useful point to make" or "thank you". This will help to reinforce future learning.
- One person's answers may also help others in the group.
- Be sure to record some (or all) of these responses: they will help with both evaluation, and judging needs in relation to future planning.

Climate for Learning in PSHCE

Fundamental to PSHE is the need to discuss sensitive, controversial and challenging social and moral issues in order to understand them and to develop the skills of reasoned argument. It is therefore vital that the teacher creates a safe climate for learning in which pupils can share feelings, explore values and attitudes and express opinions whilst considering those of others, without attracting negative feedback.

Setting Ground Rules and Using Distancing Techniques to Create a Safe Climate.

Ground Rules

Ground rules help to minimise embarrassment, inappropriate and unintended disclosures and comments of a negative nature made towards other pupils or adults, whether intentional or not. Ground rules will support broader class rules and the school's own code of conduct. It is essential that pupils and teachers develop ground rules together rather than being presented with ones produced elsewhere. They will then need to test them in discussion and group activities, adapting them as necessary.

Try to keep ground rules positive – a list of 'do's' rather than 'don'ts'. For example: We agree:

- To listen to each other
- To make positive comments that help people
- To respect what people say or do
- To take turns and help each other
- To use agreed language
- Not to tell our personal stories and not to ask personal questions
- That you don't have to say anything if you don't want to

Pupils should be regularly reminded of the ground rules and their importance when handling sensitive issues during whole-class and group discussion. Using distancing techniques such as role-play and case studies with invented characters can help to depersonalise discussions.

Handling Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise. Pupils should not be sheltered from such issues; through them they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict and distinguishing between fact and opinion.

Climate for Learning in PSHCE

Issues that are most likely to be sensitive or controversial include:

- Those of a political, social or personal nature
- Those related to cultural and religious values
- Sex and relationship issues
- Those that deal with questions of values and beliefs including family lifestyle
- Physical and medical issues
- Financial issues (including unemployment)
- Bullying (including homophobic and racist bullying)
- Bereavement

Schools and teachers should:

- make sure that where political or controversial issues are brought to pupils' attention, a balanced presentation of opposing views is offered
- avoid promoting their own personal values and attitudes in the case of controversial issues. Instead teachers should teach from the school's values framework which has been agreed by the whole school community
- ensure that pupils who are affected by any of the issues can access appropriate support after the session

Dealing with Difficult Questions

Unexpected questions can arise during class discussion. Teachers should discuss and agree with colleagues beforehand what is appropriate and inappropriate to answer in a whole class setting. Ground rules will help by preventing questions of a personal nature. If the teacher doesn't know the answer to the question, they can acknowledge this and suggest that they will research the answer later. However, if the question is too explicit, feels too old for a pupil or raises concerns about serious harm or sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. If the teacher is concerned that the pupil is at risk of serious harm they should follow the school's child protection/safeguarding procedures.

Life Skills Staff Rota 2008-9

Year Group 7:

All form tutors deliver SEAL, Financial Capability, Personal Wellbeing (Careers) and the annual Life Skills Charity SOW to their own forms until February Half-Term. All forms then begin 3-week carousels delivering SRE, Being Healthy and Making a Positive Contribution (the Environment). Outside agencies will also work with the students regarding safety matters; Electricity, Water, Rail, Fire & Road Safety.

Year Group: 7	Staff Member
Being Healthy	G. Salter/A. Moraldo-Childs
Making a Positive Contribution (Environment)	H. Bateman/A. Danells
SRE	G. Stephenson/A. Walters

All subsequent Year groups are taught in four-week carousels throughout the year.

Year Group: 8	Staff Member
Being Healthy	K. Bensley
Staying Safe	P. Council
Enjoying and Achieving	M. Pearson
Making a Positive Contribution	C. McManus
Financial Capability	M. Werth
SRE	K. Himendra

Year Group: 9	Staff Member
Being Healthy	L. Campsall
Staying Safe	T. Mott
Enjoying and Achieving	K. Gillespie
Making a Positive Contribution	D. Sunderland
Financial Capability	G. Weeden/M. Graham
SRE	J. Greenwood

Year Group: 10	Staff Member
Being Healthy	A Cooper
Staying Safe	P Nash
Enjoying and Achieving	Mr. Hughes
Making a Positive Contribution	Miss. Ellison
Financial Capability	Mr. Smallwood
SRE	Mr. Bird

Year Group: 11	Staff Member
Being Healthy	J. Sweeney
Staying Safe	C. Graham
Enjoying and Achieving	W. Doyle
Making a Positive Contribution	C. Warwick/D. Otterburn
Financial Capability	S. Cockroft
SRE	L. Hollis/A. Lambert

PSHCE and Healthy Schools

The National Healthy Schools Programme presents a whole school approach to the wellbeing of young people by focusing on four core themes:

- Personal, Social and Health Education
- Healthy Eating
- Physical Activity
- Emotional Health and Wellbeing

The aim of the programme is to reduce health inequalities, increase social inclusion and raise achievement for all. The status of PSHE as one of the core themes means that the National Healthy Schools Programme presents an opportunity to make learning in PSHE more effective and meaningful. The whole PSHE curriculum is addressed by the eleven criteria within this theme, which promote best practice according to national guidance.

It is expected that all schools will be engaged with the National Healthy Schools Programme by 2009. HTSS received our award in 2008. In order to achieve Healthy School Status, schools will be required to present evidence of how the school supports all aspects of PSHE, including emotional health and wellbeing, healthy eating and physical activity, sex and relationships and substance misuse, including smoking and alcohol (see www.healthyschools.gov.uk).

Once achieved, the award lasts for three years, at the end of which schools will re-validate. However, it is expected that the work being done and the benefits achieved will be embedded within ongoing school life.

PSHE and Citizenship: Differences and Similarities

PSHE and citizenship education are separate and distinct subjects, but they are often linked and many schools deliver them as part of a joint programme. Indeed, at Key Stages 1 and 2 they are part of the same (non-statutory) National Framework. At Key Stages 3 and 4, citizenship is a foundation National Curriculum subject and is a statutory component of the curriculum. In secondary schools, aspects of citizenship (along with careers and work related learning) were historically part of personal and social development programmes and when citizenship was given its foundation status in 2002, many schools continued to organise their curriculum in this way. It is important to be clear and precise about the similarities and differences between the two subjects and how each makes a distinct but complimentary contribution to enabling young people to be healthy, personally effective and socially responsible community members.

What is the difference?

PSHE is concerned with personal development, social development and health and wellbeing, that is, with attitudes, knowledge and understanding in relation to oneself and others. It also deals with social responsibility and respecting the differences between people. PSHE should foster self-esteem, self-confidence, independence and respect for others. While citizenship contributes to pupils' personal and social development, it also develops the knowledge and skills that enable pupils to fully engage with society and in the democratic process. As well as dealing with social, moral and cultural issues, it is also concerned with politics, the law and the economy. The 'knowledge' strand of citizenship includes human rights and responsibility, diversity, central and local government and the role of parliament, and the global community. The participatory strand ensures that citizenship is an active subject where pupils acquire their knowledge and skills through 'doing', investigating, discussing, making decisions and taking an active part in their various communities. To sum up, citizenship considers the 'public' or wider community dimension of issues that PSHE treats in terms of personal relationships. Citizenship, while sharing much common ground regarding social and moral issues with PSHE, also teaches political literacy and fosters active engagement with the shaping of society through the political process.

What are the similarities?

- Both subjects address current issues of importance to young people and should involve active learning.
- Both subjects work best where there is a whole school approach to planning and review.
- Both subjects benefit from dedicated curriculum time, as well as contributions from other curriculum areas and cross-curricular activities.
- Both subjects benefit from being taught by knowledgeable, skilled, confident and experienced teachers with high expectations.
- Both subjects have the requirement to enable pupils to learn from real situations with relevance to their lives.
- Both subjects share the importance of fostering an inclusive and supportive climate for learning which includes the sharing of ground rules.

Useful Publications

The National Curriculum programme of study for Key Stages 1-4, www.nc.uk.net
Schemes of work for Citizenship,
www.standards.dcsf.gov.uk/schemes

Citizenship at Key Stages 1-4; Guidance on assessment, recording and reporting,
www.qca.org.uk

Assessing Citizenship: Example assessment activities for Key Stage 3,
www.qca.org.uk

Towards Consensus? Citizenship in Secondary Schools, Ofsted, 2006
www.ofsted.gov.uk/publications/2666.html

Making Sense of Citizenship: A Handbook for CPD, The citizenship Foundation, ISBN
9780340926819

The Diversity and Citizenship Curriculum Review including the 'Respect for All' audit
tool (led by Sir Keith Ajegbo),
<http://publications.teachernet.gov.uk>