

2023

Primary PSHE Policy and guidance



1. Policy context and Rationale

This policy covers our school approach to help our pupils develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, happy, independent lives now and in the future.

It was produced by Miss Brophy and Miss Devine in consultation with Mrs Hunter and the school governors.

We are committed to the ongoing development of Personal, social, health and Economic education (PSHE) in our school. Pupils have been involved in the creation of this policy through pupil perception data (My Health My School survey, pupil voice within school via RP Reps).

Cookridge primary school will monitor PSHE within all elements of the curriculum as well as discrete sessions where appropriate. A child's learning and progress will be evaluated within the sessions and extra intervention will be provided if the child is lacking understanding of the topics covered. Miss Brophy and Miss Devine have conducted the production of this policy and the assessment process as well as members of SLT and school governors have evaluated the policy and agreed with its content. It has been approved as the correct policy to be used at Cookridge primary school.

It will be reviewed in June 2022.

2. Policy Availability

Parents/carers were consulted through the curriculum overview presented on the website. Parents are welcome to be in touch with Miss Brophy or Miss Devine to discuss any information on the policy. This policy document is freely available on request to the whole school community. A copy of the policy can be found on the school website. A physical copy of the policy is available from the school office on request.

3. Policy aims and objectives

The DfE report 'Preparing Young People for Adult Life' stated that 'Society has a responsibility to help children and young people to meet the challenges of life by helping them to understand and value themselves, be optimistic about the future and life's possibilities, and to develop positive self-esteem, confidence and to take increasing control of, and responsibility, for their lives and play an active part in their own communities. Personal, Social and Health Education, including Sex Education and Drug Education, provides a whole school strategy for working in partnership with parents and others to help children to overcome the social pressures they face and the barriers they present to learning and achievement' (Preparing Young People for Adult Life – DfE)

PSHE education can be defined as a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.

As part of our whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The benefits to pupils of such an approach are numerous as PSHE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. (PSHE Association July 2013)

4. Creating a safe and supportive learning environment

We will ensure a safe learning environment by adhering to the ground rules which are displayed in every classroom and ensuring that pupils have the opportunity to ask questions, anonymously if they require. Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of PSHE.

If pupils are to benefit fully from a PSHE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two key areas: they need to feel safe and be safe. A set ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Each class will establish their own ground rules for PSHE led by the pupils but the main principles that will be within the rules are:

- We listen to each other.
- We do not say or do anything that would hurt another person.
- We do not use people's names within an open forum.
- We signal when we want to say something.
- We may say pass.
- If a game involves touch we may sit and watch before making a decision to join in.

If a child is thought to be 'vulnerable' or 'at risk' and displays so during a PSHE session, the schools normal safeguarding procedure will take place.

5. Entitlement and equal opportunities

All pupils, whatever their experience, background and identity, are entitled to quality PSHE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of pupils to ensure all can access the full PSHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all, including those pupils new to English.

As a school, we ensure PSHE fosters gender equality and LGBT+ equality as through the Equality Act 2010, we have a lawful duty to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010. All our PSHE lessons will be taught as a mixed class, and we will not be segregating genders in order to comply with this act.

Ethnicity, religion and cultural diversity:

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

6. Special Education needs and disabilities (SEND)

Cookridge primary school recognises the right for all pupils to have access to PSHE education learning which meets their needs. We ensure PSHE is inclusive and meets the needs of all our pupils including those with special educational needs and disabilities (SEND) by offering provision

appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

7. Intended outcomes

Our approach to PSHE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of pupils and of the whole school community are actively promoted. Our PSHE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives.

Our PSHE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents/carers, workers and members of society. It is embedded within the wider learning offered by the school to ensure that pupils experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

Within this, the school aims to develop pupils' understanding of:

- identity, including personal qualities, attitudes, skills, attributes and achievements and what influences these
- relationships, including different types and in different settings
- a healthy lifestyle, including physically, emotionally and socially
- a balanced lifestyle, including within relationships, work-life, exercise and rest, spending and saving and diet
- risk, including identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others
- safety, including behaviour and strategies to employ in different settings
- diversity and equality, in all its forms
- rights, including the notion of universal human rights, responsibilities including fairness and justice and consent in different contexts
- change and resilience, the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance
- power in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes
- career, including enterprise, employability and economic understanding

8. Learning and Teaching

We recognise that an interactive approach to PSHE will better develop the skills of our pupils, and also that, it is more likely to meet their needs. We involve pupils in the evaluation and development of their PSHE in ways appropriate to their age.

We will involve pupils through:

- discussions with small groups of pupils
- questionnaires/surveys (e.g. the My Health My School Survey)
- draw and write activities
- the use of anonymous question boxes ('ask it' baskets)
- self-assessment activities
- pupil focus groups formed specifically for PSHE
- pre and post assessment activities for PSHE
- RP rep meetings to feedback on pupil voice
- full class consultation activities which ensure all pupils have a voice in the process

Our PSHE programme will be planned and delivered based on the guidance provided by the PSHE Association. This programme of study has been approved by the DfE and the resources it provides. Pupils receive their entitlement for PSHE through a spiral curriculum which demonstrates progression. The PSHE programme is delivered through a variety of opportunities including:

- designated PSHE time
- frequency of sessions
- school ethos
- small group work
- cross curricular links e.g. science, computing, RE
- assemblies

We will determine our pupils prior knowledge to lead our starting point before teaching the PSHE topic. We will find out what they already know and understand, are able to do and are able to say, and then use this to lead and guide our planning of the topic. Our PSHE programme will be taught through a range of teaching methods (see appendix 1)

We will ensure that sessions, including those on risky behaviours, remain positive in tone by not attempting to induce shock or guilt but focuses on what children and young people can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

We will help pupils make connections between their learning and 'real life' behaviours by providing opportunities for the children to make real decisions about their lives, to take part in activities which simulate adult choices and, where they can, demonstrate their ability to take responsibility for their decisions.

(i) Planning

PSHE is divided into 3 core themes:

Theme 1: Health and Wellbeing

- Healthy lifestyles
- Keeping safe
- Growing and changing

Theme 2: Relationships

- Healthy Relationships
- Feelings and emotions
- Valuing difference

Theme 3: Living in the wider world

- Rights and responsibilities
- Taking care of the environment
- Money

The topics we will cover are:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Relationships Key question: What is the same and different about us? <u>Be Yourself – Lesson 1, 2, 3, 4, 6</u> <u>Growing Up – Lesson 4</u>	Relationships Key question: What makes a good friend? <u>TEAM – Lesson 3</u> <u>VIPs – Lesson 3</u>	Relationships Key question: How can we be a good friend? <u>LKS2 TEAM – Lesson 4</u> <u>LKS2 VIPs – Lesson 1, 2, 4, 5</u>	Health and Wellbeing Key question: What strengths, skills and interests do we have? <u>Think Positive – Lesson 6</u>	Health and Wellbeing Key question: What makes up a person's identity? <u>It's My Body – Lesson 5</u>	Health and Wellbeing Key question: How can we keep healthy as we grow? <u>Safety First – Lesson 5</u>
Autumn 2	Relationships Key question: Who is bullying? <u>TEAM – Lesson 1</u> <u>VIPs – Lesson 1, 2</u>	Relationships Key question: What is bullying? <u>TEAM – Lesson 2, 4</u> <u>VIPs – Lesson 4</u>	Health and Wellbeing Key question: What keeps us safe? <u>Safety First – Lesson 2, 3, 5, 6</u> <u>It's My Body – Lesson 1</u> <u>Growing Up – Lesson 3</u>	Relationships Key question: How do we treat each other with respect? <u>VIPs – Lesson 3</u> <u>Digital Wellbeing – Lesson 2, 5</u> <u>TEAM – Lesson 2, 3, 6</u> <u>Be Yourself – Lesson 1, 3, 4</u> <u>It's My Body – Lesson 1</u>	Living in the wider world Key question: What decisions can people make with money? <u>One World – Lesson 2, 3</u> <u>Money Matters – Lesson 1, 2, 3, 4, 5, 6</u>	Health and Wellbeing Key question: How can we keep healthy as we grow? <u>Think Positive – Lesson 1, 2, 3</u> <u>It's My Body – Lesson 3, 5</u>
Spring 1	Health and Wellbeing Key question: What helps us stay healthy? <u>It's My Body – Lesson 1, 4</u> <u>Safety First – Lesson 6</u> <u>Think Positive – Lesson 2</u>	Living in the wider world Key question: What jobs do people do? <u>Digital Wellbeing – Lesson 1, 2, 3</u> <u>Aiming High – Lesson 3, 4, 5</u> <u>Money Matters – Lesson 2</u>	Relationships Key question: What are families like? <u>LKS2 VIPs – Lesson 1</u> <u>Growing Up – Lesson 5</u>	Health and Wellbeing Key question: How can we manage our feelings? <u>Think Positive – Lesson 1, 2, 3, 4, 5</u> <u>Growing Up – Lesson 3</u>	Health and Wellbeing Key question: How can we help in an accident or emergency? <u>Safety First – Lesson 4</u>	Living in the wider world Key question: How can the media influence people? <u>Money Matters – Lesson 5</u> <u>Diverse Britain – Lesson 3, 4, 5</u>
Spring 2	Living in the wider world Key question: What can we do with money? <u>Money Matters – Lesson 1, 3, 4, 5, 6</u>	Health and Wellbeing Key question: What helps us to stay safe? <u>Safety First – Lesson 1, 2, 4, 5</u> <u>Growing Up – Lesson 2</u>	Living in the wider world Key question: What makes a community? <u>Diverse Britain – Lesson 1, 2, 5, 6</u> <u>One World – Lesson 3, 4, 6</u>	Health and Wellbeing Key question: How will we grow and change? <u>Growing Up – Lesson 4</u>	Relationships Key question: How can friends communicate safely? <u>VIPs – Lessons 6</u> <u>Digital Wellbeing – Lesson 3, 4, 5</u>	Living in the wider world Key question: How can the media influence people? <u>Digital Wellbeing – Lesson 1, 2, 4, 6</u>
Summer 1	Health and Wellbeing Key question: Who helps to keep us safe? <u>Safety First – Lesson 3</u> <u>Digital Wellbeing – Lesson 3</u>	Health and Wellbeing Key question: What helps us grow and stay healthy? <u>It's My Body – Lesson 2, 3, 6</u>	Health and Wellbeing Key question: Why should we eat well and look after our teeth? <u>It's My Body – Lesson 2, 3, 4, 6</u>	Living in the wider world Key question: How can our choices make a difference to others and the environment? <u>Money Matters – Lesson 4</u> <u>One World – Lesson 2, 4, 5</u>	Health and Wellbeing Key question: How can drugs common to everyday life affect health? <u>Think Positive – Lesson 4, 5, 6</u> <u>It's My Body – Lesson 2, 4, 6</u>	Relationships Key questions: What will change as we become more independent? How do friendships change as we grow? <u>VIPs – Lessons 1</u> <u>Growing Up – Lesson 4</u> <u>TEAM – Lesson 2</u>
Summer 2	Living in the wider world Key question: How can we look after each other and the world? <u>One World – Lesson 1, 2, 3, 4</u> <u>Diverse Britain – Lesson 3, 4, 6</u> <u>Aiming High – Lesson 1, 2, 6</u>	Health and Wellbeing Key question: How do we recognise our feelings? <u>Think Positive – Lesson 1, 3, 4, 5, 6</u>	Health and Wellbeing Key question: Why should we keep active and sleep well? <u>It's My Body – Lesson 5</u>	Health and Wellbeing Key question: How can we manage risk in different places? <u>Safety First – Lesson 1, 4</u>	Living in the wider world Key question: What jobs would we like? <u>Aiming High – Lesson 3, 4, 5</u>	

We provide abroad and balanced curriculum by implementing cross curricular links where possible, especially those within the Science, Computing and R.E curriculum.

(ii) Timetabling

We allocate at least 40 minutes curriculum time to PSHE education. Each class's PSHE session takes place at different times, and as we try and employ a 'spiral curriculum' we also try and incorporate PSHE into other subjects as well.

Sometimes, teachers may find it appropriate to have PSHE enrichment days which are additional to the timetabled slots the children have. These will be good if a particular issue or topic needs enhancing and the teacher feels extra teaching and learning is needed.

As our school, we are very proud to receive our 'Mindmate Champion badge'. This means that we also teach a mindmate lesson every half term to each year group. More details on this can be found on the schools webpage.

(iii) Assessment

We will assess pupils learning and progression using the Programme of study objectives outlined by the PSHE association, and use this document to follow the children throughout their school life so the progression is clear.

We assess pupils' learning in PSHE in line with approaches used in the rest of the curriculum (including assessment for learning). We report to parents/carers at the end of the school year on pupils' learning and progress within PSHE.

Assessment methods:

- baseline or pre-assessment (essential for needs-led PSHE)
- needs assessment is used to identify existing knowledge and skills of pupils
- assessment is built into the PSHE programme to inform planning
- summative assessment takes place at the end of each unit
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes
- all class teachers have assessment sheets to support the module to record progress
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school
- pupil progress and achievement is reported to parents/carers
- pupil achievement in PSHE is celebrated and shared

(iv) Teaching responsibility and staff training

The PSHE Leader has responsibility for coordinating the subject and ensuring that staff and parents are well informed about the PSHE policy. It is also the role of the Headteacher and Governors to ensure that members of staff receive sufficient training and that PSHE is implemented and evaluated effectively.

PSHE will be taught by the teaching staff and HLTAs. They will:

- ensure that they are up to date with the school policy and curriculum requirements regarding PSHE
- attend and engage in professional development training around PSHE provision, including individual and whole staff training/inset, where appropriate
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used
- report back to the PSHE leader on any areas that they feel are not covered or inadequately provided for in the school's PSHE provision
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHE education in school
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs, culture and sexual orientations, including those pupils with special educational needs
- ask for support in this from the school SEND coordinator or the PSHE leader, should they need it

As a school, it is our responsibility to:

- keep parents/carers informed about all aspects of the PSHE curriculum, including when it is going to be delivered through the school website
- gather parent /carers' views on the policy and take these into account when it is being reviewed

Where appropriate, we may use visits and visitors from external agencies or members of the community to support PSHE. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be

the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. When visitors are used to support the programme, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it.

Residential trips can make a significant contribution to pupils' personal development. When planning such visits, we use opportunities to promote pupils' learning in relevant areas of the PSHE curriculum. Our partnership with the local community is also a priority, and we recognise and value its contribution to the PSHE programme.

Before involving visitors in any aspect of PSHE, teachers will ensure that:

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have
- the guidelines and checklist (Appendix 2a and 2b) should be used with the visitor to ensure success

(v) Confidentiality and handling disclosures

The nature of PSHE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in PSHE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the pupil's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy.

If a pupil tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, our school's confidentiality policy will help us to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost pupils and their families, where appropriate, to on and offline community, health and counselling services so pupils know where to go for confidential help and advice.

Techniques used in school to minimise the chance of pupils making a disclosure in class include:

- depersonalising discussion
- puppets
- using role play to 'act out' scenarios
- appropriate DVDs and TV extracts
- case studies with invented characters
- visits to/from outside agencies

If you need to know more information regarding the schools safeguarding/child protection policy then please look on the school website for access to these policies.

(vi) Responding to pupils questions

We acknowledge that sensitive and potentially difficult issues will arise in PSHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHE. As a first principle, we answer

questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Ground rules are essential when discussing sensitive subject matters (see section about ground rules). Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:

- staff will set the tone by speaking in a matter-of-fact way
- pupils will be encouraged to write down questions, anonymously if desired, and post them in the ask it basket.
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the pupils of the ground rules
- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole-class, or raises concerns, staff will acknowledge it and attend to it later on an individual basis
- staff will not provide more information than is appropriate to the age of the pupil

If staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed.

(vii) Links to other school policies and areas of the curriculum

This policy supports/complements the following policies:

- Confidentiality
- RSE
- Drug Education
- Managing Drug Related Incidents
- No Smoking
- Equal Opportunities
- SEN/Inclusion
- Behaviour/Anti-bullying
- Race Related Incidents
- Health & Safety
- Continued Professional Development
- Assessment, Recording and Reporting
- Teaching and Learning
- Monitoring and Evaluation
- Visitors in School
- Online-safety/IT
- Pastoral
- Science
- Medicines
- Asthma

9. Involving parents and carers

Our school recognises the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents/carers when planning and delivering PSHE.

The school will encourage this partnership by:

- keeping parents/carers informed about all aspects of the PSHE curriculum, including when it is going to be delivered
- gathering parent /carers' views on the policy and take these into account when it is being reviewed
- expecting parents/carers to share the responsibility of PSHE and support their children
- encouraging parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through PSHE
- providing support and encourage parents/carers to seek additional support in this from the school where they feel it is needed

Our school expects Parent and carers to:

- share the responsibility of PSHE and support their children's personal, social and emotional development.
- create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through PSHE
- provide support and seek additional support in this from the school where they feel it is needed

10. Review date

This policy will be effective from September 2023 and will be reviewed 2 years later in September 2024.

The PSHE policy will be reviewed by governors and teaching staff and any changes implemented as necessary following consultation.

This will ensure that it continues to meet the needs of pupils and is in line with current Department for Education advice and guidance.

Appendix 1 – Interactive teaching methods

Agony aunt/uncle/problem pages

Small groups of three to four. Each group takes on the role of an agony aunt or uncle. The group is asked to respond to an imaginary problem or letter. Groups may wish to share their solutions.

Buzz group

Small groups of three to four. Groups are asked to discuss a dilemma or situation for a short, specified time, and then return to the large group to discuss ideas.

Carousel

Half the group forms a circle facing outwards. The other half forms another circle around them, facing inwards. Each person in the inner circle should face someone in the outer circle. Each pair can be asked to talk about an issue or dilemma. Partners can be changed with ease by one or another circle moving round one place.

Circle time / Circle discussion

Structured discussion where all participants sit in a circle – representing an inclusive and safe environment within which to discuss an issue or idea. Uses strategies such as silent statements (change places if you think that...), stem sentences (what I'm looking forward to most about becoming an adult is...), optional rounds (thumbs up if you'd like to say something about...) and open forum discussion.

Consequences

Each group considers the possible options and consequences of a situation. It is important to consider realistic consequences, both positive and negative.

Continuum

An imaginary line is drawn down the room. Pupils are told that one end of the line represents one extreme viewpoint, and the other end represents the opposite view. Statements relating to a particular issue are read out, and pupils stand along the continuum according to what they think. Pupils may discuss their view with someone else nearby, and/or with someone who has a different view.

Corridor of conscience/conscience alley

Class line up in two lines as 'corridor' through which individual walks down. Each pupil in the corridor shouts out suggestions/advice/feelings to the individual walking. Could be used to explore a moral dilemma, hot seat a book/film character etc.

Data search

Pupils search through a selection of resources to find out information and answers to questions. Pupils could devise their own questions, or set questions for another group to answer.

Debate - active

Pupils have to decide to agree or disagree with a statement and move to the corresponding part of the room. They then discuss their opinion with other people in their group and decide upon the three main reasons why they have chosen to take that side; these are then shared with the class. Everyone is given an opportunity to change sides if convinced by the arguments of another group. Can be expanded into strongly agree, agree, disagree, strongly disagree. Consider use of online blogs, votes /& discussion forums.

Debate - formal

A motion is decided on for discussion. Two opposing views are then presented to the pupils with relevant information or supporting evidence. After a question-and-answer session and discussion, the group votes for or against the motion. Consider use of online blogs, votes /& discussion forums

Diamond 9

Small groups are given prepared cards (nine or more), each with a statement relating to an issue for discussion, e.g. 'The qualities of a good friend'. Each group arranges nine cards in the shape of a diamond to represent their views on the relative importance of each statement. Pupils can also be given the opportunity to suggest their own statements for cards.

Discussion

In pairs, small groups, larger groups. Consider use of online blogs, votes /& discussion forums Drama / Role play/simulations Can be facilitated by theatre in education groups.

Draw and write

Pupils are asked to draw and/or write in response to a specific question, (e.g. in the box draw yourself showing how your body will change when you reach puberty. Write about these changes.) Can be used as needs assessment before a unit of work and/or assessment afterwards see 'Health for life' Nelson

Thornes envoys

Various groups of pupils are formed, each with a different task or issue to discuss or research. After a given amount of time, a representative from each group goes to another group to relate the key points or findings to them.

Film /TV

For example, films or TV soaps with substance misuse storylines supported by follow-up discussion, hot-seating of characters.

Fishbowl

One group performs an activity while the others sit around them and observe. The audience may be asked to observe generally, or to look for specific things. They could have a checklist of things to look for.

Graffiti boards

Pupils are asked to write comments/opinions/facts onto a large piece of paper that can then be displayed. Alternatively, each person may be given a piece of card, which can then be part of a 'wall' to which they all contribute. Consider use of online blogs, votes /& discussion forums

Interactive ICT

Educational software can be used. Pupils can also be given use of video recorders/digital cameras/computers to prepare presentations on a given topic.

Literature

Pupils' literature can be combined with techniques such as hot-seating of characters/ agony aunt letters.

Matching

This activity requires cards to be made up which can then be matched together by the pupils. For example, cards with the names of body parts may be matched to body functions.

Media analysis

For example, consider gender issues reported in newspapers, how different types of family groupings are portrayed in TV soaps. Consider use of range of video resources including those on www.thinkuknow.co.uk

Mind maps

Write an issue, topic or problem in the middle of a page. Branch out from the centre with the main themes and continue to branch out the ideas as far as possible.

Peer education

Individuals of the same or similar ages act as educators or mentors, e.g. small groups could research different topics and then teach the other groups about their topic.

Puppets

A distancing technique to use with younger pupils

Question boxes / Ask-it baskets

Pupils write down questions, anonymously if preferred, and post them in a question box or ask-it basket. The teacher/nurse may choose to answer the questions in the next lesson/session having had time to consider appropriate responses. Consider use of online blogs, votes /& discussion forums

Question display

What questions do we want to find the answers to? Display the questions and refer to them as the questions are answered. Pupils to decide: How can we find out the information? How can we display the results? Consider use of online blogs, surveys, votes /& discussion forums.

Questionnaires / Quizzes

Can be done individually, in pairs or small groups. Can be teacher/nurse led or researched and written by pupils for peers. Consider use of online blogs, surveys, votes /& discussion forums.

Role play

Pupils take on the role of another person and act out a scenario. The audience can rewind the action, fast-forward, freeze-frame and explore different consequences and decisions. They can also 'spotlight' certain characters and question them in role.

Rounds

Everyone is given the opportunity to express a view or opinion about a particular situation. This works well at the beginning or end of sessions.

Sides

Similar to the Continuum, except there is no middle ground.

Snowballing

Everyone works alone for a few minutes, listing ideas related to a task. They then form pairs and share views. The pairs then double up and share their ideas.

Syndicates

A type of role play where pupils formed into groups to represent a view, opinion or organisation. The group has to enter negotiations with another group representing a different view.

Tour

Groups of pupils prepare visual material in the form of posters to display on the wall. They then tour the displays and discuss the materials.

Triad

A pupil engages in an activity with another individual while a third observes, maybe writes notes, and gives feedback. Roles can then be changed.

Word storm / Thought shower

Individuals offer spontaneous suggestions regarding any issue. This is a short, quick activity where suggestions are recorded, but not discussed or challenged. Recorded material can be used later.

(From PSHE CPD Leads Handbook, March 2009)

APPENDIX 2

Checklist prior to visit

Checklist for schools and agencies

TIME AND PLACE	
Date(s) of Involvement:	Time: From to Number of days / weeks:
Venue / room(s):	Agency arrival time:
Room Layout:	Agency to be greeted by:
Equipment required to be provided by the school:	Session plans: Attached: yes / no To be forwarded to:
PEOPLE	
School: Contact details:	Agency name: Specialism:
School address: Tel No:	Agency address: Tel No:

E-mail:	E-mail:
Child protection teacher:	Agency contact:
Learning mentor / other contact:	Other Contact:
Teachers to be involved:	Do parents/carers need to be consulted before the session? yes / no
Have disclosure / confidentiality procedures been discussed? yes / no	Is the school satisfied with the agencies DBS / liability arrangements? yes / no
Other policies for consideration:	
Number of pupils:	Learning needs:
Key Stage:	Other / individual needs:
Year Group:	
Intended learning outcomes:	What has been taught previously?
	How will the work be continued?
How will skills and progress be assessed?	Who will be present?

	How will they support the session?
How does the work support the CPD of teachers e.g. team teaching?	Do staff require / want any additional training? yes / no
How will the effectiveness of the session be evaluated by pupils? How will the effectiveness of the session be evaluated by adults?	Which routes for referral, procedures and services will pupils be signposted to?
AGREEMENTS	
Have any expenses been agreed to? yes / no	
<p>Checklist completed by:</p> <p>Designation:</p> <p>Date:</p> <p>Meeting carried out: in person / by phone / other (please circle)</p>	

During & after visit

<u>Joint Evaluation Form</u>		
Please fill this in together where possible		
Aim of session:		Session date: Time:
Agency: School:		Year group: Class:
Question	Scale 1 - 10	How do you know?
1. How well did the programme meet the needs of the pupils?		
2. How well has the work developed the skills of pupils to manage their wellbeing?		
3. How well has the input contributed to the PSHE Schemes of Work?		
4. Has there been an impact on staff skills and confidence?		
5. How well did the pre-planning support the session / visit?		
6. How will be the work be continued and / or adopted into the Schemes of Work next year?		
7. Were there any elements that could be improved in the future?		

8. Any other comments?
Please keep a copy for your records.