



# RAVENSDALE JUNIOR SCHOOL

## PSHE POLICY KEY STAGE 2 2015

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## **Introduction**

This policy has been informed by:

- Department of Education guidance KS1/2 (2013).
- LA Guidance
- Introduction to the National Healthy Schools Programme – NHSP, 2007  
[www.healthyschools.gov.uk](http://www.healthyschools.gov.uk)
- Social and Emotional Aspects of Learning for primary schools – SEAL, DfES 2005  
[www.nationalstrategies.standards.dcsfs.gov.uk/primary/publications/banda/seal](http://www.nationalstrategies.standards.dcsfs.gov.uk/primary/publications/banda/seal)
- Cambridge PSHE service

## **Description of School**

**Ravensdale Junior School** is a primary school for girls and boys aged 7-11. Children come from both single and dual parent families. There is a wide social and ethnic mix and very varied family backgrounds. In each year there are a few children with special needs, some with Educational Health Care Plans.

## **Aims of National Curriculum**

### *Aims for the School Curriculum*

- The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.
- The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other, the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of all pupils.

## **Rationale**

### *The importance of Personal Social and Health Education and Citizenship*

Personal, Social and Health Education (PSHE) and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. 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 their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

## **The Framework for PSHE**

- The knowledge, skills and understanding to be taught in four interrelated sections:
  1. Developing confidence and responsibility and making the most of pupils' abilities.
  2. Preparing to play an active role as citizens.
  3. Developing a healthy, safer lifestyle.
  4. Developing good relationships and respecting the differences between people.

## **The Framework for Citizenship**

This comprises three interrelated strands:

1. Social and moral responsibility.
2. Community involvement.
3. Political literacy
4. Financial Capability

## **The PSHE/Citizenship Curriculum**

### **Provision**

PSHE and Citizenship cannot always be confined to specific timetabled time.

At ***Ravensdale Junior School*** we believe that it is the responsibility of the **whole-school community** to promote and foster social, emotional and behavioural skills and children's PSHE and Citizenship development. The school follows the Cambridge Personal Development Programme alongside Local Authority Relationship and Sex Education and Drug Education Schemes of Work. Teachers will also use resources taken for SEAL if needed. There is a school-wide sharing of aims, language and agreed strategies, such as for calming down, conflict resolution, problem solving and for talking about and managing feelings.

At **Ravensdale Junior School** PSHE and Citizenship is delivered within a whole school approach that includes:

- discrete curriculum time.

PSHE is timetabled each week when pupils are aware that they are learning specific skills related to that half-term's topic. We also run R-Time in classes to develop speaking and listening skills and paired work skills.

- teaching PSHE and Citizenship through and in other subjects/curriculum areas

The aims and values of each topic are modelled by teachers and adults around the school at all times. Teachers include and refer to the current learning objectives, when and where appropriate, in their planning and lesson delivery.

Other examples of citizenship can be found in most subject areas.

- through PSHE and Citizenship activities and school events

The school hold many special events which link to PSHE. These include fundraising events, national celebrations and cultural days. The school council, and other pupils who wish to contribute, are encouraged to organise activities for these events. The school council oversee the fundraising timetable and lunchtime clubs that are run by pupils, encouraging communication between pupils and allowing them to be part of the running of our school community.

- through pastoral care and guidance.

Pupils are trained to be mini-leaders. Pupils that are identified as vulnerable by teachers have the opportunity to be part of one to one or small group work with our Learning Mentor.

## **Teaching Methods and Learning Approaches**

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods.

- Effective starting and ending strategies.
- High order questioning skills.
- Climate building and ground rules.
- Agenda setting.
- Working together.
- Values clarification.
- Information gathering and sharing.
- Consensus building.
- Problem solving.
- Understanding another point of view.
- Working with feelings and imagination.
- Reflection, review and evaluation.
- Circle Time/RTime
- School Council/Class council meetings
- Drama and role-play.
- Use of theatre in education
- Discussion and debate

## **Assessment, Recording and Reporting**

In PSHE and Citizenship there are two broad areas for assessment:

- Pupils' knowledge and understanding, for example, information on health, understanding of procedures including health and safety, and the meaning of ideas including democracy.
- How well pupils can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships.

The principles of assessment for learning underpin our policy and practice. We aim to improve learning by providing effective feedback to pupils, actively involving pupils in their own learning, adjusting teaching to take account of the results of assessment, recognising the profound influence assessment has on the motivation and self esteem of pupils, both of which are crucial influences on learning and pupils being able to assess themselves and understand how to improve.

Clearly defined learning outcomes based on the National Curriculum programme of study for PSHE education assist the assessment process. Teachers are encouraged to collect evidence of learning to make a judgement about pupils' progress. This evidence might include:

- draw and write a concept
- mind-mapping
- display of a community action project e.g. Sport Relief/School Link
- presentations or posters
- observation of a group discussion or group task
- photographs or films
- role play and other drama techniques such as 'conscience alley'/'vote with your feet'
- self-assessment at the end of a topic
- post-it notes with ideas/questions on
- Written evidence and extended writing.

Teachers make a written record of each pupil's progress after each half term on the assessment sheet provided by the co-ordinator.

Assessment in PSHE education does not imply that pupils are failing as citizens. It is not a judgement on the worth, personality or value of an individual pupil or their family. This can be particularly important in working with pupils from diverse backgrounds or who emotional and behavioural difficulties.

### **Role of the PSHE Co-ordinator**

The co-ordinator will be responsible for:

1. Policy development- working with SLT to develop a:
  - PSHE and Citizenship policy
  - PSHE and Citizenship development plan
  - system for assessing, recording and reporting
  - system for monitoring and evaluation.

2. Curriculum planning-including:
  - drawing up a scheme of core provision for Key Stages 2 (CPDP)
  - identifying opportunities for PSHE and Citizenship learning in other subjects
  - identifying opportunities for PSHE and Citizenship learning beyond the classroom.
3. Managing learning and teaching-including:
  - selecting, deploying, and updating resources
  - managing the PSHE and Citizenship budget
  - co-ordinating assessment, recording and reporting
  - liaising with the school council.
4. Liasing/communicating with:
  - SLT
  - leaders of other subject areas
  - LA adviser/Consultant/AST
  - secondary schools
  - external agencies/initiatives, for example local council, police, firefighters.
5. Training and support for:
  - PSHE and Citizenship trainees - PGCE students, NQTs
  - other colleagues within school.
6. Monitoring and evaluation-including:
  - reviewing delivery of the PSHE and Citizenship programme
  - contributing to the school improvement plan
  - preparing for inspection and school self-evaluation.

## **Inclusion**

The guidance contained in this policy will assist the school and community in ensuring good quality teaching and learning, create an entitlement for all young people and a reference point to support the use of outside speakers and visitors. Our school policy has given careful consideration to the six equality strands, race, ethnicity, gender, age, religion, disability and sexuality. This is to ensure that PSHE and Citizenship is provided for in a sensitive and non-judgemental way that will enable all young people, staff and the wider school community to feel valued and included in effective policy and practices. In order to achieve this we have included as wide a cross section of the school community as possible in the consultation leading to the agreement of this school policy and we have tried to incorporate the specific needs of particular groups in terms of age, gender, ethnicity, sexuality, ability and special educational needs in this process.

## **Answering Difficult Questions**

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE/Citizenship co-ordinator concerned.

For more details see Appendix 3.

## **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation or opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

For more details see Appendices 3 and 4.

## **Confidentiality**

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- the seriousness of the situation and the degree of harm that the pupil may be experiencing
- the pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/guardian.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively.

Although the school cannot guarantee confidentiality pupils will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

For more detailed guidance see the Confidentiality policy on the Derby City PSHE website [www.derby.gov.uk/primarypshe](http://www.derby.gov.uk/primarypshe).

## **Use of Community Based Agencies**

**Outside agencies and speakers** may be involved in inputting to PSHE and Citizenship lessons and as points of referral as support services for students. The school actively co-operates with other agencies appropriate to student needs such as theatre groups, the LA - PSHE/Citizenship team and Health to enhance the quality of its PSHE education provision. Visitors who support the school will also be informed of the values held within this policy and encouraged to use the PSHE/Citizenship pro-forma 'Checklist For Effective Practice in PSHE/Citizenship' The school will work in partnership with them and jointly plan their input in PSHE and Citizenship lessons.

At ***Ravensdale Junior***, we involve the following organisations in our PSHE education programme:

- School nurse.
- Theatre in Education.
- Parents with relevant experience
- Local community leaders/businesses

## **Resources**

The CPDP resources are kept on the portal to provide easy access. The Coordinator will also print off and copy planning and resources when staff request it. SRE and Drugs lessons are also given to each year group. Any resources such as DVDs where there are limited copies are stored by the PSHE Coordinator.

## **National Healthy Schools**

At ***Ravensdale Junior School*** we recognise the National Healthy Schools Programme as an effective vehicle to promote PSHE and Citizenship which offers an integrated whole school approach, set alongside nationally agreed criteria, looking at health and wellbeing issues in their wider sense.

***Ravensdale Junior School*** works with local partners, agencies, LA Advisers and Consultants to ensure appropriate provision in the key areas of PSHE, including RSE and Drug Education, Healthy Eating, Physical Activity and Emotional Health and Wellbeing.

Staff will be given regular opportunities to develop their thinking and skills in delivery of PSHE education by, for example:

- staff meetings
- INSETS
- PSHE/Citizenship cluster meetings.

Policy reviewed by: *(Governor)*

<p align="center"><b><u>Year 3 and 4 PSHE</u></b> <b><u>Overview/Assessment Sheets</u></b></p>	<p align="center"><b>More Than</b></p>	<p align="center"><b>Expected</b></p>	<p align="center"><b>Less Than</b></p>
<p><b>Myself and My Relationships 9</b> <b>Beginning and Belonging (NB)</b></p> <ul style="list-style-type: none"> <li>• What does it feel like to be new or to start something new?</li> <li>• What helps me to feel like I belong and am valued in school?</li> <li>• How can I make other people feel welcome?</li> <li>• What will help us to feel safer and to learn well in our class and school?</li> <li>• What different rules do we sometimes need in different places?</li> <li>• How can I manage my feelings and calm?</li> </ul>			
<p><b>Citizenship 8</b> <b>Rights, Rules and Responsibilities (NB)</b></p> <ul style="list-style-type: none"> <li>• Why do we need rules at home and at school?</li> <li>• What part can I play in making and changing rules?</li> <li>• What do we mean by rights and responsibilities?</li> <li>• What are my responsibilities at home and at school?</li> <li>• How do we make democratic decisions in school?</li> <li>• What is a representative and how do we elect them?</li> </ul>			
<p><b>Myself and My Relationships 10</b> <b>My Emotions (GTBM)</b></p> <ul style="list-style-type: none"> <li>• What is special about me and other people?</li> <li>• How can I communicate my emotions?</li> <li>• How do I cope with difficult emotions?</li> <li>• How can I deal with fears and worries?</li> <li>• How do my actions and emotions affect the way I and others feel?</li> <li>• How do I care for other people's feelings?</li> <li>• Who can I talk to about the way I feel?</li> <li>• How can I disagree without being disagreeable?</li> </ul>			
<p><b>Myself and My Relationships 11</b> <b>Family and Friends (GOFO)</b></p> <ul style="list-style-type: none"> <li>• What does a good friend do?</li> <li>• Do I know how to listen to and support my friends?</li> <li>• How do I cope when relationships change?</li> <li>• What are some of the similarities and differences between me and my classmates?</li> <li>• Who is now in my network of special people, and how do we affect each other?</li> </ul>			
<p><b>Citizenship 6</b> <b>Working Together (GFG)</b></p> <ul style="list-style-type: none"> <li>• What am I good at and what are others good at?</li> <li>• What new skills would I like or need to develop?</li> <li>• How well can I listen to other people?</li> <li>• How do I ask open questions?</li> <li>• How can I share my views and opinions effectively?</li> <li>• How can different people contribute to a group task?</li> <li>• How can I persevere and overcome obstacles to my learning?</li> <li>• How can I work well in a group?</li> <li>• What is useful evaluation?</li> <li>• How do I give constructive feedback and receive it from others?</li> </ul>			
<p><b>Myself and My Relationships 12</b> <b>Anti-bullying (SNTB)</b></p> <ul style="list-style-type: none"> <li>• What are the key characteristics and forms of bullying?</li> </ul>			

<ul style="list-style-type: none"> <li>• Do I understand that bullying occurs when a person or group of people feel the need to have power over another person or group of people?</li> <li>• Do I understand how bullying affects the way we think, feel and behave?</li> <li>• How can I keep myself safe if I am being bullied?</li> <li>• How might bystanders intervene and help someone who is being bullied?</li> </ul>			
<p><b>Citizenship 7</b> <b>Diversity and Communities</b></p> <ul style="list-style-type: none"> <li>• What makes me 'me'?</li> <li>• How are we different from each other?</li> <li>• What are some of the different lifestyles and beliefs people have?</li> <li>• What are stereotypes and how can I challenge them?</li> <li>• What are the roles of different people in my community?</li> <li>• How can we care for the environment?</li> <li>• What do animals need, and what are the responsibilities of humans towards them?</li> <li>• How do we choose pets, and how do we look after them?</li> </ul>			
<p><b>Economic Wellbeing 2</b> <b>Financial Capability</b></p> <ul style="list-style-type: none"> <li>• What different ways are there to earn and spend money?</li> <li>• What do saving, spending and budgeting mean to me?</li> <li>• How can I decide what to spend my money on and choose the best way to pay?</li> <li>• What might my family have to spend money on?</li> <li>• What is 'value for money'?</li> <li>• How do my feelings about money change?</li> <li>• How do my choices affect my family, the community, the world and me?</li> </ul>			
<p><b>Healthy and Safer Lifestyles 11</b> <b>Managing Risk</b></p> <ul style="list-style-type: none"> <li>• What risks are there to my safety, my friendships and my feelings?</li> <li>• How might my friends affect my decisions about risk?</li> <li>• How do I feel and how does my body react in risky situations?</li> <li>• Can I make decisions in risky situations?</li> <li>• Who would I ask for help if things went wrong?</li> <li>• What action is it okay for me to take in an emergency?</li> </ul>			
<p><b>Healthy and Safer Lifestyles 15</b> <b>Drug Education</b></p> <ul style="list-style-type: none"> <li>• What medical and legal drugs do I know about, and what are their effects?</li> <li>• Who uses and misuses legal drugs?</li> <li>• Why do some people need medicine and who gives it?</li> <li>• What are the safety rules for storing medicine and other risky substances?</li> <li>• What should I do if I find something risky, like a syringe?</li> <li>• What do I understand about how friends and the media influence me?</li> </ul>			
<p><b>Healthy and Safer Lifestyles 16</b> <b>Personal Safety</b></p> <ul style="list-style-type: none"> <li>• How can I be responsible for my own personal safety?</li> </ul>			

<ul style="list-style-type: none"> <li>• What sorts of physical contact do I feel comfortable with?</li> <li>• Who are the adults and friends I can trust and to whom I can talk about my feelings?</li> <li>• When might I need to break a promise or tell a secret?</li> </ul>			
<p><b>Healthy and Safer Lifestyles 12</b> <b>Safety Contexts</b></p> <ul style="list-style-type: none"> <li>• How are roads risky and how can I reduce the risks?</li> <li>• How is fire risky and how can I reduce the risks?</li> <li>• How is water risky and how can I reduce the risks?</li> <li>• How do I keep myself safe during activities and visits?</li> <li>• How can I stop accidents happening?</li> </ul>			
<p><b>Healthy and Safer Lifestyles 17</b> <b>Sex and Relationships Education</b></p> <ul style="list-style-type: none"> <li>• What are the main stages of the human life?</li> <li>• What does it mean to be 'grown up'?</li> <li>• What am I responsible for now and how will this change?</li> <li>• How do parents and carers care for babies?</li> </ul>			
<p><b>Healthy and Safer Lifestyles 13</b> <b>Sex and Relationships Education</b></p> <ul style="list-style-type: none"> <li>• How are males and females different and what are the different parts called?</li> <li>• What can my body do and how is it special?</li> <li>• Why is it important to keep clean?</li> <li>• What can I do for myself to stay clean and how will this change in the future?</li> <li>• How do different illnesses and diseases spread and what can I do to prevent this?</li> </ul>			
<p><b>Healthy and Safer Lifestyles 14</b> <b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>• How can I have a healthy lifestyle?</li> <li>• How do nutrition and physical activity work together?</li> <li>• What does healthy eating and a balanced meal mean?</li> <li>• How can I plan and prepare simple, healthy food safely?</li> <li>• How can I look after my teeth and why is it important?</li> <li>• Who is responsible for my lifestyle choices and how are they influenced?</li> </ul>			
<p><b>Myself and My Relationships 13</b> <b>Managing Change (R,C)</b></p> <ul style="list-style-type: none"> <li>• What changes have I already experienced and might I experience in the future?</li> <li>• What changes might other people be going through?</li> <li>• What is it like to be separated from a special person?</li> <li>• How do people feel when things change or people or pets die?</li> <li>• What emotions might I feel at times of loss and change?</li> <li>• How might I behave when I feel these emotions?</li> <li>• What can I do to make the best of new situations?</li> </ul>			

<p align="center"><b>Year 5 and 6 PSHE Overview/Assessment Sheets</b></p>	<p align="center"><b>More Than</b></p>	<p align="center"><b>Expected</b></p>	<p align="center"><b>Less Than</b></p>
<p><b>Myself and My Relationships 14</b> <b>Beginning and Belonging (NB)</b></p> <ul style="list-style-type: none"> <li>• How do we make sure we feel safe in our class and school?</li> <li>• How do we build good relationships in our class?</li> <li>• How do we make new people feel welcome and valued?</li> <li>• How do I feel when I do something new?</li> <li>• Which ways to calm down work for me?</li> <li>• How do I solve problems?</li> <li>• Who can I talk to when I need help?</li> <li>• How can I help and support other people?</li> </ul>			
<p><b>Citizenship 11</b> <b>Rights, Rules and Responsibilities (NB)</b></p> <ul style="list-style-type: none"> <li>• How can I contribute to making and changing rules in school?</li> <li>• How else can I make a difference in school?</li> <li>• Are there places or times when I have to behave differently?</li> <li>• What are the basic rights of children and adults?</li> <li>• Why do we have laws in our country?</li> <li>• How does democracy work in our community and in our country?</li> <li>• What do councils, councillors, parliament and MPs do?</li> <li>• Can I take part in a debate and listen to other people's views?</li> </ul>			
<p><b>Myself and My Relationships 15</b> <b>My Emotions (GTBM)</b></p> <ul style="list-style-type: none"> <li>• What am I good at?</li> <li>• What do I find difficult?</li> <li>• What do I feel proud of about myself?</li> <li>• How do I manage strong emotions?</li> <li>• What can I do when I realise I'm in a bad mood?</li> <li>• How do I recognise how other people feel and respond to them?</li> <li>• How do I cope when I disagree with someone?</li> <li>• How and from whom do I get support when things are difficult?</li> </ul>			
<p><b>Myself and My Relationships 16</b> <b>Family and Friends (GOFO)</b></p> <ul style="list-style-type: none"> <li>• Who is in my network of relationships and how has it changed?</li> <li>• How can I develop new friendships and maintain existing ones?</li> <li>• In what way is it positive to have differences between people?</li> <li>• What different kinds of families are there?</li> <li>• How can I manage some of the pressures on my relationships?</li> <li>• Who do I get support from and how do I support others?</li> </ul>			
<p><b>Citizenship 9</b> <b>Working Together (GFG)</b></p> <ul style="list-style-type: none"> <li>• What are my strengths and skills and how are they seen by others?</li> <li>• What helps me learn new skills effectively?</li> <li>• What would I like to improve and how can I achieve this?</li> <li>• How could my skills and strengths be used in future employment?</li> <li>• What are some of the jobs that people do?</li> <li>• How can I be a good listener to other people?</li> <li>• How can I share my views effectively and negotiate with others to reach agreement?</li> </ul>			

<ul style="list-style-type: none"> <li>• How can I persevere and help others to do so?</li> <li>• How can I give, receive and act on sensitive and constructive feedback?</li> </ul>			
<p><b>Myself and My Relationships 17</b>  <b>Anti-bullying (SNTB)</b></p> <ul style="list-style-type: none"> <li>• Can I define bullying?</li> <li>• Do I understand why a person or group of people may feel the need to have power over another person or group of people?</li> <li>• Can I respond to bullying and seek support where necessary?</li> <li>• How can bullying affect people's behaviour and wellbeing?</li> <li>• How might people's responses to bullying improve or worsen a situation?</li> <li>• Can I identify ways of preventing bullying in school and the wider community?</li> </ul>			
<p><b>Citizenship 10</b>  <b>Diversity and Communities</b></p> <ul style="list-style-type: none"> <li>• What makes up my 'identity' and that of other people?</li> <li>• What are the different identities locally and in the UK?</li> <li>• How can I show respect for different views, lifestyles and beliefs?</li> <li>• What are the negative effects of stereotyping?</li> <li>• What groups and communities am I part of?</li> <li>• Who works for the good of the community and how can I help?</li> <li>• What are voluntary organisations and how do they make a difference?</li> <li>• What is the role of the media and how does it influence me and my community?</li> <li>• Who cares for the environment and what is my contribution?</li> </ul>			
<p><b>Economic Wellbeing 3</b>  <b>Financial Capability</b></p> <ul style="list-style-type: none"> <li>• What different ways are there to gain money?</li> <li>• What sort of things do adults need to pay for?</li> <li>• How can I afford the things I want or need?</li> <li>• How can I make sure I get 'value for money'?</li> <li>• Why don't people get all the money they earn?</li> <li>• How is money used to benefit the community or the wider world?</li> <li>• What is poverty?</li> </ul>			
<p><b>Healthy and Safer Lifestyles 18</b>  <b>Managing Risk</b></p> <ul style="list-style-type: none"> <li>• When might it be good to take risk?</li> <li>• What are the different consequences of taking physical, emotional and social risks?</li> <li>• How risky are different situations?</li> <li>• When am I responsible for my own safety?</li> <li>• How can I keep myself and others safe?</li> <li>• How can I get the attention of an adult if I need to?</li> <li>• Where can people go for help?</li> <li>• How can I help people who need support?</li> </ul> <p>Can I carry out basic first aid?</p>			
<p><b>Healthy and Safer Lifestyles 22</b>  <b>Drug Education</b></p> <ul style="list-style-type: none"> <li>• What do I know about medicines, alcohol, nicotine, solvents and illegal drugs and how they affect people who use them and others?</li> <li>• How does drug use affect the way a body or brain works?</li> <li>• How do medicines help people with a range of illnesses?</li> </ul>			

<ul style="list-style-type: none"> <li>• What does misusing a drug mean?</li> <li>• What are some of the laws about drugs?</li> <li>• What risks should I look for around substances?</li> <li>• How do my friends influence my behaviour and decision making?</li> <li>• How and why do companies advertise drugs?</li> <li>• When and how should I check information I am given?</li> </ul>			
<p><b>Healthy and Safer Lifestyles 19</b> <b>Safety Contexts</b></p> <ul style="list-style-type: none"> <li>• How can I stay safe on the roads as cyclist or pedestrian?</li> <li>• How do I keep myself safe in the sun?</li> <li>• How can I stay safe in my home?</li> <li>• How can I stay safe near railways?</li> <li>• What helps to make school a safe place?</li> <li>• How can I prevent accidents?</li> </ul>			
<p><b>Healthy and Safer Lifestyles 23</b> <b>Personal Safety</b></p> <ul style="list-style-type: none"> <li>• When am I responsible for my personal safety?</li> <li>• What can I do to help keep myself safer?</li> <li>• How can I act to show I'm assertive?</li> <li>• When should I keep a secret for myself or for a friend?</li> <li>• Who is now in my network of support and how is it changing?</li> <li>• When and how should I ask for help?</li> </ul>			
<p><b>Healthy and Safer Lifestyles 20</b> <b>Sex and Relationships Education</b></p> <ul style="list-style-type: none"> <li>• What are male and female sexual parts called and what do they do?</li> <li>• What happens to the bodies of boys and girls when they reach puberty?</li> <li>• What influences my view of my body?</li> <li>• How can I keep my growing and changing body clean?</li> <li>• How can the spread of viruses and bacteria be stopped?</li> <li>• What is HIV?</li> </ul>			
<p><b>Healthy and Safer Lifestyles 24</b> <b>Sex and Relationships Education</b></p> <ul style="list-style-type: none"> <li>• How are babies made?</li> <li>• How can I express my feeling positively as I grow up?</li> <li>• When am I responsible for how others feel?</li> <li>• What should adults think about before they have a baby?</li> <li>• What are families like?</li> </ul>			
<p><b>Healthy and Safer Lifestyles 21</b> <b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>• What does being healthy mean and what are the benefits?</li> <li>• Why is a varied and balanced diet important?</li> <li>• How can I achieve a healthy energy balance?</li> <li>• How does physical activity help me?</li> <li>• How can I plan, prepare and cook healthy meals safely?</li> <li>• What or who influences me when I'm making lifestyle choices?</li> <li>• How am I responsible for a healthy lifestyle?</li> </ul>			
<p><b>Myself and My Relationships 18</b> <b>Managing Change (R,C)</b></p> <ul style="list-style-type: none"> <li>• What different changes do we or might we experience?</li> <li>• How will I feel if I lose something or someone or if things change?</li> <li>• How have I been affected by changes I have already experienced?</li> </ul>			

- |   |  |  |  |
|---|--|--|--|
| <ul style="list-style-type: none"><li>• How are my friendships and relationships changing?</li><li>• In what different ways do people grieve?</li><li>• How might I or other people behave when we are living through change?</li><li>• How might I feel when I move to another school?</li></ul> |  |  |  |
|---|--|--|--|

# Appendices

## Appendix 1

### **Provision through teaching and learning in other subjects/curriculum areas**

The following has been produced from: PSHE at Key Stages 1 and 2 - Initial Guidance (QCA).

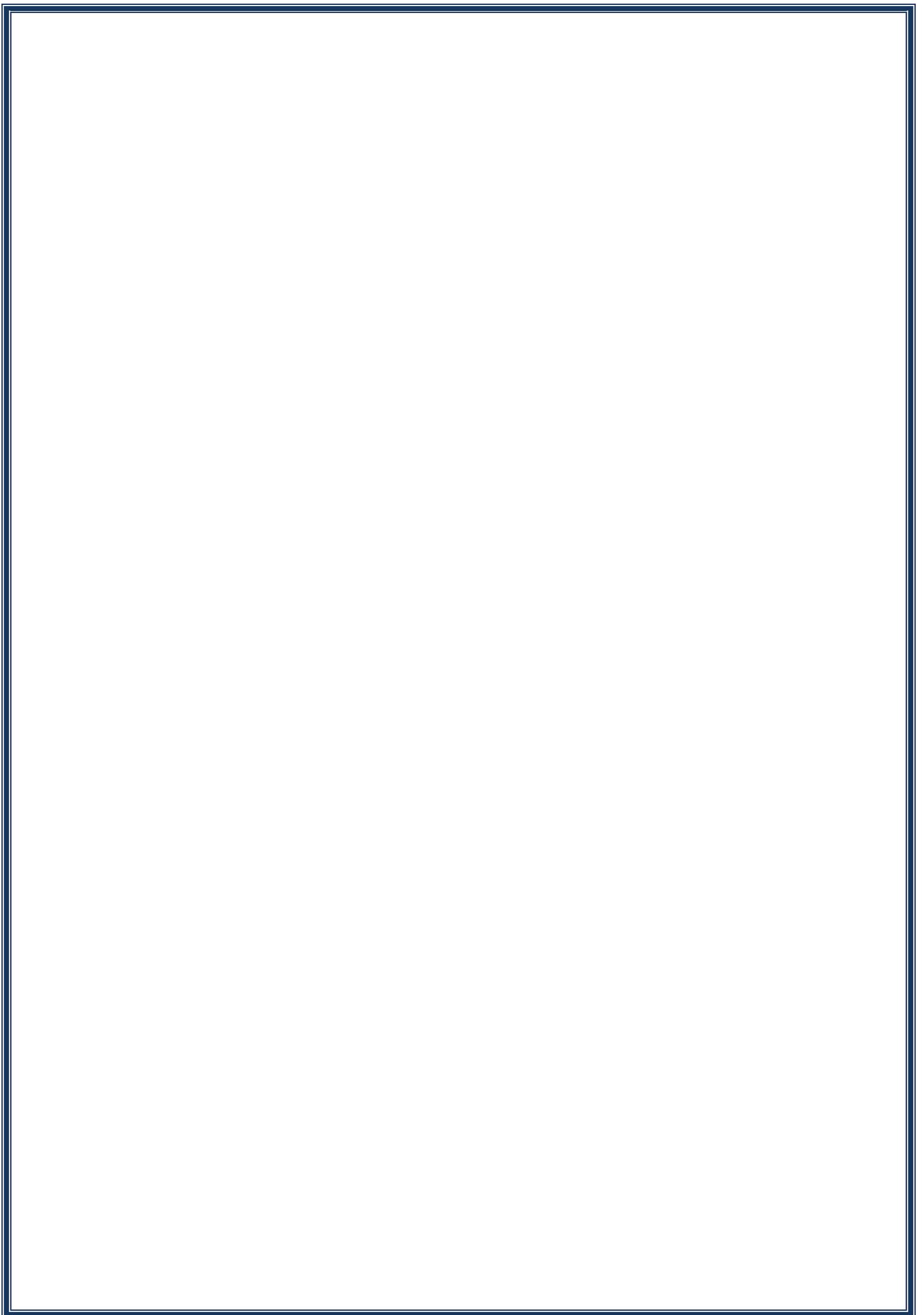
Provision for some aspects of PSHE and Citizenship could be made through other subjects including RE.

Some subjects in the curriculum have opportunities to make links with the Framework through their programmes of study. See The National Curriculum handbook for primary teachers in England.

- *English*: skills in enquiry and communication, stories that illustrate aspects of personal and social development.
- *Mathematics*: aspects of financial capability, counting and sharing.
- *Science*: (including medicines), sex, health, safety and the environment.
- *Design & Technology*: health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology.
- *ICT*: communicating with others via e-mail, finding information on the internet and checking its relevance.
- *History*: use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past.
- *Geography*: topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries.
- *Art and Design*: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
- *Music*: making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression.
- *Physical Education*: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
- *RE*: religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

### **PSHE and Citizenship Activities and School Events**

Residential experiences, visits and special days in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences. The links between National Healthy Schools, PSHE and Citizenship and pastoral care and guidance are important. Where children are taught largely by a class teacher, these links may occur more naturally, but the role of other staff is also important



## Appendix 2

The following has been produced from 'Passport : A framework for personal and social development' (Calouste Gulbenkian Foundation).

### Assessing, recording and reporting PSHE

#### a) Assessing

Assessment is as central to personal and social development as it is to any other learning process. Baseline assessment, with regular reflection on personal experiences, provides information which can be indicative of pupils' progress and achievement.

#### *The central role of self-assessment*

The individual's feelings and responses must always be respected. In the past, schools have been reluctant to introduce assessment in PSHE in case pupils are deemed to 'fail as people'. Sensitive teachers understand that some aspects of personal and social development are not linear, for example, self-esteem can rise and fall through the influence of events at any stage of life.

- Any judgement about self-worth has to be made by the individual. It should be their decision whether they share it with others.
- Unlike knowledge and skills, it is inappropriate to assess pupils' values. However, pupils should be encouraged to reflect on how their personal values relate to those of the school and society, and on the consequences of challenging these values.

Assessment, therefore, should allow the learner to:

- pose the questions
- make the judgement in the light of the evidence of his/her current strengths and needs
- reconsider and plan in terms of his/her growth and development.

This will have a positive impact on a pupil's self-awareness and self-esteem.

Self-assessment can be influenced by the view of others. Information from a range of sources will help pupils to see themselves through the eyes of other people.

#### *What can be assessed?*

- Factual knowledge and understanding, knowledge of facts (the effects of drugs, why hygiene is important, where support and help can be found) is the least difficult aspect of personal and social development to assess. Non-threatening approaches using quizzes, word searches, and games work best. Understanding and being able to apply knowledge may be observed and assessed in real or simulated experiences, for example during the planning of projects or in role-play.
- Personal and social skills, schools must ensure that pupils have had opportunities to learn and practise these. They can be assessed in real or simulated activities.

#### *Who can be involved in assessing skill level and progress?*

- Individuals themselves, their peers and teachers.

- Local authority personnel, such as the PSHE/Citizenship Team.

b) Recording

*Evidence of personal and social learning and development can come from:*

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>▪ Self-assessment</li> </ul>   | <ul style="list-style-type: none"> <li>Checklist</li> <li>Diary</li> <li>Display</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ Peers</li> </ul>             | <ul style="list-style-type: none"> <li>Observation of role-play</li> <li>Checklist</li> <li>Video/audio tapes</li> <li>Reflection in pairs or small groups</li> </ul> |
| <ul style="list-style-type: none"> <li>▪ The group</li> </ul>         | <ul style="list-style-type: none"> <li>Graffiti sheets</li> <li>Reflection on a group activity</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ Teacher</li> </ul>           | <ul style="list-style-type: none"> <li>Checklist</li> <li>Observation of role-play</li> <li>Written records</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ Teacher and pupil</li> </ul> | <ul style="list-style-type: none"> <li>One to one reflection based on evidence</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ Other adults</li> </ul>      | <ul style="list-style-type: none"> <li>For example, Ravensdale Citizenship award</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ Documentation</li> </ul>     | <ul style="list-style-type: none"> <li>Certificates of achievements</li> </ul>  |

c) *Setting personal goals and action plans*

Pupils need a chance to reflect on what they have achieved as a result of all the different experiences that have had an impact on their personal and social learning. They can then identify areas for development. This process of personal goal setting and action planning is normally carried out in discussion with class teachers and is essential to raising levels of achievement and encouraging pupils to take more responsibility for their own learning.

### **Appendix 3**

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/Citizenship. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

*Ground Rules and Distancing Techniques*

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one, teacher or pupil, should be expected to answer a personal question.

- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

### *Dealing with Questions*

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teacher should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil 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 about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the Headteacher should be informed and the usual child protection procedures followed.

## Appendix 4

### Guidance on the teaching of potentially sensitive and controversial issues

#### Handling sensitive and controversial issues

Learning from real life experience is central to the development of social, emotional and behavioural skills. Sensitive and controversial issues are certain to arise. Children 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 dealing with difficult feelings. Teachers/practitioners need to be prepared however to handle personal issues arising from the work, to deal sensitively with, and follow-up appropriately, disclosures made in a group or individual setting, and to know what to do in the case of a potential child protection issue. This will involve being clear about issues of confidentiality.

Issues that are likely to be sensitive or controversial are those that have a political, social or personal impact and arouse strong feelings. Those which deal with values and beliefs are also potentially sensitive or controversial. Issues likely to be sensitive or controversial include:

- family and lifestyle values
- physical and medical issues
- law and order
- financial issues
- unemployment
- environmental issues
- bullying
- bereavement.

However, almost any issue can prove sensitive to specific individuals, whether they are adults or children.

It is important to establish a classroom climate in which children can express a point of view that may differ from those held either by their teachers/practitioners or their peers. The SEAL and Cambridgeshire Scheme materials aid children in doing this by enabling children to establish ground rules about how they will behave towards each other in discussion, as well as more generally through the completion of the activities, and through the explicit focusing and celebrating of the differences between individuals. Ground rules will need to include being able to listen to and learn from the experiences of others, showing sensitivity to diversity of experience and lifestyle, respecting others' rights and taking care not to put each other down.

Teachers/practitioners need to be ready to:

- judge when to allow children to discuss issues confidentially in groups and when to support by listening into those group discussions
- ensure that children have access to balanced information and differing views with which they can then clarify their own opinions and views, including contributions made by visitors to the classroom
- decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and that have to work within the framework of the school's values

- ensure they take due care of the needs of individuals in the class when tackling issues of social, cultural or personal identity, for example preparing individuals in advance for the content of an assembly/Foundation Stage group time or social, emotional and behavioural skills session or activity if it may be of particular salience for that individual, as may be the case when working on the theme of loss where a child has experienced bereavement.

### **Ensuring balance**

There is a need for balance when discussing sensitive or controversial issues and teachers/practitioners can seek to avoid bias by using the measures outlined below. However, the need for balance should not be regarded as inhibiting a clear stand against racism and other forms of discrimination. Our common values require that there are behaviours we should not tolerate, for example racism, bullying, including homophobic bullying, and cruelty are never acceptable in any form and should be challenged.

Teachers/practitioners should seek to avoid bias by:

- trying to highlight a particular selection of facts or items of evidence in a way that gives it a greater importance than other equally relevant information
- actively encouraging children to offer alternative or contradictory interpretations of information, for example of facial expressions, conventions of deference or politeness
- making clear that they are not the sole authority of matters of fact or opinion
- helping children to distinguish opinions and value judgements from facts
- opening up opportunities for all children to contribute their views to a discussion, avoiding any implication by their choice of respondents
- challenging a consensus of opinion that emerges too easily.

The Education Act 1996, Sections 406 and 407, offers more information on the statutory requirements that ensure that children are offered a balanced presentation of opposing views on political or controversial issues by their teachers/practitioners.

### **Confidentiality**

Children occasionally make personal disclosures, either in class or to individual teachers/practitioners. For example, they may disclose that they or their friends or relatives are using drugs, that they are engaging in illegal activity or that they have been abused. As there are many circumstances through which teachers/practitioners may come to possess sensitive information about children, a school policy about confidentiality should be developed to provide guidance for all. The following issues should be covered:

- Making sure that all staff, pupils and their parents/carers are aware of the policy and how it works in practice.
- Encouraging pupils to talk to their parents and carers and giving them support to do so.
- Ensuring that pupils know that teachers cannot offer unconditional confidentiality.
- Reassuring pupils that if confidentiality has to be broken, they will be informed first and then supported as appropriate.
- Making sure that pupils are aware of confidential sources of support.
- Using ground rules in lessons.

Schools must be absolutely clear about the boundaries of their legal and professional roles and responsibilities. A clear and explicit confidentiality policy should ensure good practice which both pupils and parents/carers understand.

It is only the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge. Where younger pupils are involved this will be grounds for serious concern and child protection issues should be addressed.

Guidance about confidentiality in respect of sex and relationship education can be found at [www.dfes.gov.uk/sreguidance](http://www.dfes.gov.uk/sreguidance).

In lessons teachers/practitioners should establish from the beginning that there is no pressure to disclose personal experiences if children are not comfortable to do so. Equally, if children wish to discuss something personal and important to them, it is entirely appropriate for them to approach an adult individually to do so.

## Appendix 5

### Checklist for Effective Practice in PSHE

This checklist is designed to support the drawing up of guidelines for effective practice and to help schools and external contributors develop effective practice in PSHE.

	Yes ✓	No ✓
Have you been made aware of: <ul style="list-style-type: none"> <li>▪ the school's values and approach to PSHE?</li> <li>▪ their policies on PSHE, confidentiality, disclosure, child protection?</li> </ul>		
Is your organisation's approach consistent with these?		
Do you know what the overall aims of the school PSHE programme are?		
Is the content of your contribution consistent with the overall aims of the PSHE programme?		
Have pupils' needs been assessed by the school?		
Has the content of the contribution been negotiated so that it meets the needs of the pupils?		
Have you been made aware of your role, responsibilities and boundaries?		
Are you clear what your boundaries are when working in the classroom?		
Do you know: <ul style="list-style-type: none"> <li>▪ how your contribution fits into the PSHE programme?</li> <li>▪ what precedes your contribution?</li> <li>▪ what follows your contribution?</li> </ul>		
Have the desired learning outcomes for the lesson been negotiated with the school?		
Is your contribution something that the teacher alone cannot deliver?		
Are you a competent educator or facilitator for this contribution?		
Have you had training to develop your skills?		
Have you been asked to provide input outside your area of expertise?		
Will you be using active learning methods?		
Will the teacher stay in the room for the whole of the lesson?		
If not, have you been subject to a Criminal Records Bureau check?		
Is your contribution being assessed through pupil feedback and evaluation?		
Is your contribution being shared and used to inform future work?		



## Agreement between Schools and External Contributors into PSHE

<b>School:</b>	<b>External Contributor/Organisation:</b>
<b>Address:</b>	<b>Address:</b>
<b>Contact Person:</b>	<b>Contact Person:</b>
<b>Phone:</b>	<b>Phone:</b>
<b>E-mail:</b>	<b>E-mail:</b>

<b>Date(s) of contribution:</b>
<b>Name of Educator:</b>
<b>Approximate Timings:</b>
<b>Year Group:</b>
<b>Number of Pupils:</b>
<b>Equipment, Class Layout:</b>

<b>Content of Contribution:</b>
---------------------------------

I/we understand the principles of effective practice and agree to:

1. Follow effective practice guidance (see checklist).
2. Contribute to monitoring and evaluation procedures.

Signed: \_\_\_\_\_  
School Representative

Signed: \_\_\_\_\_  
Contributing Agency Representative

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 6

The following has been produced from: Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties - PSHE and Citizenship (QCA)

### Responding to Pupils' Needs when teaching PSHE and Citizenship

The importance of PSHE and Citizenship to pupils with learning difficulties.

Learning PSHE and citizenship help all pupils develop as individuals in a wider society. Pupils learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others.

In particular, PSHE and citizenship offer pupils with learning difficulties opportunities to:

- make choices and decisions
- develop personal autonomy by having a degree of responsibility and control over their lives
- make a difference or make changes by their individual or collective actions
- find out that there are different viewpoints which lead to a respect for the opinions of others.

In response to these opportunities, pupils can make progress in PSHE and citizenship by:

- moving from contact with others in class and school to community involvement
- developing greater control and choice
- adapting to change as they grow and develop, physically and emotionally
- moving from the personal to a wider perspective (in terms of the range of relationships and viewpoints, and consideration of other people's point of view)
- moving from an immediate time perspective to thinking about the future and reflecting on the past, for example, how tackling things differently could lead to different outcomes.

Modifying the PSHE framework and Citizenship programmes of study.

The statutory inclusion statement of the National Curriculum requires staff to modify the programmes of study to give all pupils relevant and appropriately challenging work at each key stage. The framework for PSHE is non-statutory at all key stages. Citizenship is non-statutory at Key Stages 1 and 2 and becomes a statutory foundation subject at Key Stages 3 and 4 from August 2002. Staff should teach knowledge, skills and understanding in ways that match and challenge their pupils' abilities.

Staff can modify the PSHE framework and citizenship programmes of study for pupils with learning difficulties by:

- choosing material from an earlier key stage, or more than one key stage
- maintaining, consolidating, reinforcing and generalising previous learning, as well as introducing new knowledge, skills and understanding
- using the non-statutory framework for PSHE and the programmes of study for citizenship as a resource or to provide a context for planning and learning which is appropriate to the age and needs of pupils
- focusing on one aspect or a limited number of aspects of the age-related guidelines and programmes of study.

## ***Developing confidence and responsibility and making the most of their abilities (PSHE)***

Developing confidence and responsibility and making the most of their abilities relates to pupils':

- self-concept and self-awareness: the development of a sense of their own identity as a separate and distinct person which is mainly developed through interaction with familiar people and the environment
- self-esteem: the value that pupils' place on themselves which is greatly influenced by the way others behave towards them. The approach of staff in valuing and respecting all pupils is therefore crucial, particularly as some pupils may have low self-esteem or a poor self-image, and may see themselves as different
- self-knowledge: thinking about themselves and getting to know their own likes and dislikes, strengths and weaknesses. Some pupils with learning difficulties may be dependent on staff to help them interpret their preferences.

Teaching this aspect across the key stages can help pupils to:

- develop a positive self-image
- explore, express and communicate their needs, feelings and opinions
- take responsibility for themselves and their belongings, initially in the classroom, in school, outside school and, later, further afield.

## ***Preparing to play an active role as citizens, Key Stages 1 and 2, and knowledge and understanding about becoming informed citizens, Key Stages 3 and 4.***

Knowledge and understanding of citizenship starts by pupils interacting with adults they know and other pupils in familiar one-to-one activities and small group situations, as well as taking part in the regular routines, roles and responsibilities of classroom and school life. Pupils learn about the right and wrong ways to behave through the boundaries set by others. Citizenship gives contexts in which all pupils, particularly those with learning difficulties, can move from a personal view of themselves and their immediate world, towards a much wider perspective. This helps them think about other people and ways in which they can make a difference to others and the world around them. Pupils learn about the differences in people and how to value those differences.

Teaching this aspect across the key stages can help pupils to:

- make choices
- take part in group activities and discussions
- realise that all individuals are important in their own right
- recognise differences and similarities in people.

## ***Developing a healthy lifestyle (PSHE)***

Developing a healthy, safer lifestyle starts with a basic awareness of the body and in daily personal care routines. Pupils may be dependent on others for their health and safety and need to have some control and autonomy within safe parameters.

Teaching this aspect across the key stages can help pupils to:

- learn about the need for personal hygiene, take part in and maintain personal hygiene routines
- develop body and gender awareness
- know when they can and should give their permission and when to withhold their permission, for example, to communicate 'no'.

## ***Developing good relationships and respecting the differences between people (PSHE)***

Developing good relationships and respecting the differences between people begins with awareness of, response to, and interaction with, familiar and unfamiliar people and staff who are positive role models.

Teaching this aspect across key stages can help pupils to:

- develop and experience a range of relationships
- recognise and understand different types of relationships.

### ***Sex and relationship education***

For all pupils, there is a need for clear, explicit and repeated teaching about sex and relationships to avoid confusion. Pupils with learning difficulties may need to specifically learn things which other pupils learn incidentally, for example, what being 'private' actually means. They may be more open to exploitation than other pupils and may need additional teaching to help them understand acceptable parameters and behaviours. Above all, they need the knowledge, skills and understanding to make informed, positive decisions about their own relationships and lives, and about their own safety.

### ***Improving access to the PSHE framework and Citizenship curriculum***

Staff can make PSHE and citizenship more accessible by focusing on the senses. They can improve access by:

- using materials and resources that pupils can understand through sight, touch, sound, taste or smell
- organising a range of activities to compensate for a lack of first hand experiences, for example, decision-making scenarios on CD-ROM
- giving first-hand and direct experiences through play, visits, drama, puppets.

Staff can also improve access by:

- using ICT, visual and other materials to increase pupils' knowledge of their personal surroundings and the wider world, for example, through stories
- using specialist aids and equipment, adapting tasks or environments, or providing alternative activities, where necessary
- encouraging support from adults or other pupils, whilst giving pupils space and freedom to do things for themselves and allowing time to respond. Pupils with learning difficulties are often dependent on the consistent and sensitive responses and support of staff to ensure proper access to learning opportunities
- being aware of the pace at which pupils work and of the physical effort required
- balancing consistency and challenge, according to individual needs
- giving opportunities to make choices and have control in all activities.

Teaching PSHE and citizenship can help pupils develop their broader communication and literacy skills through encouraging interaction with other pupils as well as staff. With some pupils, communication and literacy skills will develop as they use a range of visual, written and tactile materials, for example, large print, symbols and symbol text. These skills also develop as pupils use ICT and other technological aids. Other pupils' skills develop as they use alternative and augmentative communication, for example, body movements, eye gaze, facial expressions and gestures including pointing and signing.