



Integrating PSHE Education and SEAL

**A scheme of work for
Wiltshire Primary schools**

“Everybody has been able to contribute their ideas, and hopefully if our ideas are being given to the Council we could make a difference to our schools and other people’s schools”

Sophie, 11 – at the Wiltshire PSHE Conference 2009

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Learning for Life

A Children's Charter for PSHE Education

Our World of Feelings & Relationships

We need to learn about

- what the different feelings are and how to express them in different situations
- negotiating skills and compromising
- understanding other religions and beliefs
- the effects of bullying

We need to learn how to

- build and maintain relationships, respect others' behaviour and differences
- control our emotions, be resilient and learn to move on
- make the appropriate choices
- deal with bullies

We need to think about

- understanding how others feel
- how other people may not be able to control their emotions
- sorting out things that are important and not so important

Our World of Healthy Lifestyles

We need to learn about

- how to create a healthy lifestyle
- healthy eating and exercise and the benefits they bring
- how our bodies work
- how important choice is

We need to learn how to

- feel proud of ourselves
- have the skills & confidence to say no to things that may harm us
- read and understand food labels
- deal with stress and keep calm

We need to think about

- the impact of an unhealthy lifestyle
- the future and the consequences of our choices
- sharing our feelings and talking to people about our worries

Our World of Money

We need to learn about

- managing money, bank accounts
- where money comes from
- how our purchases affect other people
- what jobs we could do to get paid
- different types of money around the world and rich and poor countries

We need to learn how to

- spend, budget and save
- be more generous

We need to think about

- the value of money
- different family circumstances and how people have different amounts of money
- what the risks of borrowing money are
- media and peer pressure

Our World of Risk

We need to learn about

- real-life situations
- where to go and who to speak to if you feel scared
- safety – road, fire, internet, in the home, drugs, strangers, shells on Salisbury Plain

We need to learn how to

- manage bad things that happen in life
- do risk assessments
- have confidence to say no to peer pressure
- think about our choices

We need to think about

- why people take risks
- learning from our mistakes
- being prepared to take risks, but not too far
- why other people make different decisions to yourself

Our Cyberworld

We need to learn about

- using the computer responsibly, sticking to the rules and reporting any concerns
- what Cyberbullying is
- how to set up web pages safely
- who to talk to when you get bullied

We need to learn how to

- use the internet safely
- analyse where internet messages have come from
- cope with nasty messages, e-mails and texts
- make decisions about whether something is true or not

We need to think about

- the dangers of a technological world
- parents' awareness
- actions having consequences
- anonymity
- what we say and type – if you wouldn't say it don't type it

This charter was produced by pupils from Wiltshire primary schools at the Wiltshire PSHE Conference in October 2009

Wiltshire Council
Where everybody matters

The Children's Charter for PSHE Education, produced by children from Wiltshire primary schools at our PSHE Conference in October 2009, has been our guiding light in developing this scheme of work

Foreword

Schools will always hold the health, wellbeing and personal development of the children in their care amongst their highest priorities. It is a priority that arises both out of the responsibility they bear for their pupils as whole and rounded individuals and out of a recognition that physical and emotional health forms the essential foundation for successful learning.

It is for these reasons that Wiltshire's Personal Development Education Team has worked with teachers across Wiltshire to develop Learn 4 Life, a complete scheme of work for Personal, Social, Health and Economic Education in primary schools. The scheme offers an integrated approach to the Social and Emotional Aspects of Learning together with the broader aspects of the PSHE Education curriculum, and provides a model for consistent, progressive and comprehensive coverage of pupils' entitlement in this area of learning.

The government, in its 2010 white paper *The Importance of Teaching*, affirms that "Good schools understand well the connections between pupils' physical and mental health, their safety and their educational achievement" and that "Children can benefit enormously from high-quality Personal, Social, Health and Economic Education"; it makes a commitment to "ensure there is space in the school day, and resources for school leaders, to guarantee a truly rounded education for all." Perhaps more importantly, Wiltshire children themselves told us, at our 2009 PSHE Conference, that they value PSHE because "it teaches you a lot of things about how to look after yourself", because it offers "small changes in your life that could change your life completely" and because "we're not only learning about how we live, we're learning about how other people live and how their lifestyle is different."

I warmly welcome the contribution that Learn 4 Life can make to meeting these objectives, I acknowledge with gratitude the hard work and creative energy of the many Wiltshire teachers who have shared in its development, and I commend it to Wiltshire schools.

Carolyn Godfrey
Wiltshire Director of Children's Services
June 2011

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Introduction

Over recent years we have been pleased to see a significant development in the teaching of Personal, Social, Health and Economic Education (PSHEE) in Wiltshire Schools, which has coincided with measurable improvements to children's health and wellbeing.

Launched in 2003, the national agenda 'Every Child Matters' highlighted the importance of support for children's wellbeing, alongside an increased recognition of personal wellbeing as a key factor in enabling learning.

'It teaches you a lot of things about how to look after yourself – how to look after money and how your body changes – and it keeps you safe for when you're older' (Grace and Max)

Effective planning and delivery of PSHEE has been at the heart of the Healthy Schools Programme in Wiltshire, which 97% of Wiltshire Schools had achieved by April 2011. Implementing effective PSHEE continues to be a central part of Wiltshire's Healthy Schools Plus Programme, which aims to produce measurable improvements in the health of children and young people. An increasing number of Wiltshire teachers have achieved local and national accreditation for their PSHEE teaching, following training and observed classroom practice.

'We're not only learning about how we live, we're learning about how other people live and how their lifestyle is different to what we live' (Sophie)

The main reason for these improvements has been the commitment of Wiltshire teachers to this curriculum area. It should come as no surprise that Learn 4 Life has been written by teachers, as part of their commitment to share their expertise with other schools.

The project began to take shape, following the young people's conference 'Learning for Life' in 2009 where Primary School children came together to discuss what they wanted from their PSHEE lessons. The results, as circulated to schools as a pupil consultation DVD and the Children's Charter for PSHE Education, formed the basis for the content of this scheme of work.

Learn 4 Life is written by Wiltshire teachers for Wiltshire teachers. It is a complete scheme of work for years 1 to 6, which is designed to integrate the SEAL emotional literacy materials with the wider aspects of the PSHE Education curriculum.

'So that you know what's going to happen in your life in the future, so you know how to deal with things' (Will)

At the time of development the resource was also designed to enable schools to implement the new primary curriculum in 2011, which has since been discontinued. Nevertheless we feel that the proposed curriculum has yielded a valuable structure for our PSHEE Scheme of work.

The scheme incorporates units of work for each term, arranged according to the themes below:

| <u>Learn 4 Life Theme</u> | <u>Related SEAL Theme</u> |
|-------------------------------|--|
| Our Happy School | New Beginnings |
| Out and About | Getting On and Falling Out (including Say No To Bullying) |
| Looking Forward | Going For Goals |
| My Friends and Family | Relationships |
| Healthy Bodies, Healthy Minds | Good To Be Me |
| Ready Steady Go | Changes |

Effective PSHEE makes a significant contribution to the personal development, health and well being of our children. We hope that this resource will support Wiltshire primary schools in securing children's entitlement to this important part of their education.

'Put the fun with the facts' (Matthew)

The PDE Team members, past and present, acknowledge the contributions of those Wiltshire teachers who helped to develop this scheme of work, and of the many more who will bring it to life with their classes.

Nick Bolton
Liz Bone
Cheryl Cullen
Jo Cutting
Sarah King
Richard Palmer
Graham Paton
Catharine Quirk

'It's quite important, PSHE – as every lesson is – but you need to really learn how your lifestyle should be when you're older' (Daniel)

June 2011

Effective teaching and learning in PSHE Education

What is PSHE education?

Personal, Social, Health and Economic (PSHE) education is defined as a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities.

What constitutes effective teaching and learning in PSHE education?

Effective teaching and learning in PSHE education is synonymous with effective pedagogy across the whole curriculum. Teachers report that when they develop their PSHE education teaching through CPD their teaching in other subjects is enhanced. This section sets out the essential ingredients required for effective PSHE education to take place.

To co-ordinate PSHE education effectively, teachers need a firm grasp of the complexity of the whole of PSHE education including: sex and relationship education (SRE); drug education; economic wellbeing and financial capability (EWFC), emotional health and wellbeing (EHWB). Training and ongoing CPD plays a crucial role for all teachers involved in PSHE education.

Teachers also need to identify and reflect on their personal values (for example, their own views about alcohol or gambling). They should consider the values behind these views and where they came from, identify any potential tension between these values and those of others including pupils, parents, colleagues and governors, and seek to reconcile these with the statutory aims for the curriculum. Teachers cannot pretend that they hold no personal views, but education must never be confused with propaganda or indoctrination: the teacher's role is to model and uphold a respect for the diversity of opinions.

Establishing a safe and positive learning environment

PSHE education, by its very nature, deals with issues which are both personal and sensitive such as puberty, bereavement, debt and family breakdown. For this reason the following need to be firmly established:

- **Effective ground rules:** rules need to be developed in consultation with the group and owned by the whole class in order that children and adults feel comfortable, safe and able to learn effectively. These might include:
 - only one person to talk at a time
 - no 'put downs'

- the right to pass
- confidentiality within the group (unless there are safeguarding issues)
- no inappropriate personal comments or questions
- be careful about personal disclosures, 'think before you tell'

It is essential that the teacher models positive behaviours, both with pupils and with their colleagues.

- **Safeguarding and confidentiality:** teachers must have a clear understanding of the protocol to follow in their school if a child or young person makes a disclosure during a lesson.
- **Determining learning needs:** what do children already know about a topic? What do they need to know and how can that be explored at an age appropriate level? This is particularly critical within PSHE education and there is much evidence from OfSTED to demonstrate how learning and motivation is enhanced when pupils are consulted about their PSHE education programme.
- **Dealing with spontaneous issues:** teachers need a range of strategies to deal with unexpected questions as they arise and to be able to discern whether it is an appropriate question for the whole group or an issue to be dealt with on an individual basis.
- **Managing sensitive and controversial issues:** teachers need to:
 - consider and anticipate possible responses from children when dealing with controversial or sensitive issues. Use of an anonymous 'worry box' or 'question box' can help to make it safe for children to raise issues that concern them.
 - use distancing strategies to depersonalise these issues such as the use of puppets, drama, role play and storytelling.
 - ensure their own or the children's personal boundaries are not breached through the use of previously agreed ground rules.
- **Being impartial in the provision of information, advice and guidance:** teachers do need to give general advice and guidance on issues when necessary and appropriate, understanding the difference between having a conversation, giving advice, counselling, and recognising when they need to refer on. Teachers need to be aware of the impact their comments may have on the expressed choices and decisions of young people.

These points are essential in creating an ethos of trust and open dialogue with children. Effective learning in PSHE education (or any curriculum area) will only take place if all involved feel safe within the class or other educational setting.

Effective pedagogy within PSHE education

Effective teachers in PSHE education are reflective practitioners and see themselves on an experiential cycle of learning, together with their pupils. This attitude transforms the classroom experience for both adults and pupils alike. PSHE education is concerned not only with knowledge but also the development of life skills and personal values – and these are relevant for all, whatever their age.

Successful teaching is characterised by four factors (OFSTED Annual Report 2008-09 HMCI).

- The application of good subject knowledge
- Clear directions that provide the right pace and high expectations for all learners
- Skilful questioning and opportunities for independent and exploratory learning to develop learners' understanding
- The effective use of assessment for learning

Within a well-planned and coherent scheme of work the core components of effective teaching and learning within PSHE education are shared with other curriculum areas and include the following:

- **Planning lessons with clear intended learning objectives** and outcomes that relate specifically to the PSHE education curriculum. Teaching and learning is more effective when teachers are clear about what learning they hope to achieve within a lesson and when they share this intention with the whole class – generally at the beginning of the lesson, though some lessons call for the element of surprise and the unexpected.
- **Strategies to promote experiential learning** which challenge pupils' thinking and encourage them to reflect profoundly on their learning and on their behaviours. In order to meet the different needs of pupils and also to harness their preferred learning styles, it is crucial for PSHE education teachers to deploy a variety of teaching and learning styles which capture the interest and imagination of learners. These might include role play, discussion, drama, creative projects, independent research using ICT amongst many other strategies: the attached document 'Teaching and Learning Strategies' contains a wealth of ideas.
- **Using a variety of questioning techniques.** The use of questions by both teachers and pupils is paramount for effective teaching and learning. Questions may be:
 - closed
 - open ended
 - asking for higher level thinking skills such as reflection, analysis, evaluation
 - asking for creative responses such as 'what if?'

The ways in which questions are managed within PSHE education can either open up and enhance or alternatively, close down and diminish educational dialogue.
- **Using a range of groupings.** Groupings may focus on individual work, paired work, small group, whole class or preferably a combination of these within a lesson. Groups may also be organised as single sex or mixed, peer group or mixed, single ability or mixed and so on. PSHE education teachers need to be able to manage these groupings appropriately and to evaluate the effectiveness of each.
- **Analysis and effective deployment of resources.** When selecting a resource teachers need to consider:
 - the age or stage for which it is appropriate
 - how it should be adapted to meet the needs of different ability levels within the group
 - how the resource enhances learning as stated within the intended learning outcomes

- whether it is up to date and factually correct
- whether it challenges stereotypes or perpetuates them.
- **Assessment for learning.** This is formative assessment and enables both the teacher and the pupil to assess where pupils are in their learning. It helps pupils to understand their educational journey within a lesson or unit of work and what knowledge, understanding and skills they need to acquire to develop and progress their learning further. It also helps the teacher to plan future learning in order to support pupils in this process. Learn 4 Life incorporates assessment materials designed to make this process manageable for teachers.
- **Periodic assessment and reporting** will also help teachers and pupils to judge progress against the intended learning outcomes and to share this with the learner, their parents and others.
- **Differentiation according to prior knowledge and attainment of pupils.** In any class there will be a significant range of knowledge, prior experiences and attainment levels. Lessons need to be differentiated to take account of all of these factors and PSHE co-ordinators will need to provide teachers with the data to support such differentiation.
- **Evaluating planning and teaching.** This is not to be confused with assessment (although assessment data may inform evaluation). Effective teachers regularly evaluate both their planning and teaching. They identify what went well and what needs improving when revisiting a scheme of work or lesson with a new cohort of pupils. Lesson observation and developmental feedback is used in evaluation and the process is greatly enhanced by the involvement of pupils.

Effective partnerships

PSHE education, by its very nature, consists of a variety of complex topics and it would be difficult for a teacher to develop and retain an up to date expertise in all of them. Therefore for teaching and learning to be effective, it is important for teachers to develop partnership working with colleagues and other professionals when planning and delivering PSHE education. This should include:

- **Working with colleagues in the school.** In every school staff there will be a range of expertise and experience that can contribute to the breadth of PSHE education. Co-ordinating PSHE education involves identifying and using such expertise
- **Knowledge of local and national support services.** Local agencies may be available to support PSHE education. When involving them it is important to assess whether they have the skills to work effectively with children and young people.
- **Joint planning.** Partnership working will be enhanced if PSHE education is jointly planned and taught. Joint planning will ensure that school colleagues and external contributors to the learning experience are aware of the context of their input within the total programme of PSHE and within the school as a whole. Joint planning will also provide a sense of ownership for both teachers and other professionals contributing to PSHE education.

- **Contributing to local PSHE education initiatives.** Teachers need to contribute actively to the wider agenda for children’s wellbeing and personal development through involvement in other local initiatives such as the Wiltshire Healthy Schools programme, in order to appreciate PSHE education’s positive contribution to the school’s statutory duty to promote pupils’ wellbeing.
- **Using local data** to identify particular health and health related concerns and needs within the community, for instance the data yielded by the periodic Health Related Behaviour Survey.
- **Consultation with parents/carers and other stakeholders within the local community.** PSHE education addresses sensitive issues and needs full consultation and partnership with parents/carers and others, if it is to be fully effective. This will be enhanced by involving the local community in the development of key school policies such as those for SRE, drug education and personal finance education and by offering awareness-raising sessions. Schools also need to ensure that internal mechanisms are in place for meetings to consult with and update all staff.
- **Training and professional networking.** As in other curriculum areas, PSHE education teachers are able to draw upon a wider network of other professionals and organisations to enrich their knowledge, understanding and skills. Locally, Wiltshire’s Personal Development Education Advisers are the first point of contact (details below), while nationally the PSHE Association is the key professional body for support and guidance.

These notes are adapted from a document drafted in 2010 by the PSHE Education Strategic Partners Group.

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ROLE PLAY

Pupils take on the role of another person and act out a scenario. The audience can rewind the action, fast forward and explore different consequences and decisions. You can also "spotlight" or "hot-seat" certain characters and question them in role.

TRIAD

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

CAROUSEL

Half the group forms a circle facing outwards. The other half forms a 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 either circle moving round one place.

ROUNDS

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

FISHBOWL

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

DRAW AND WRITE

Pupils are asked to draw and/or write an answer to a specific question e.g. How do you keep yourself healthy?

CONTINUUM

An imaginary line is drawn across the room. Pupils are told one end of the line represents an extreme viewpoint, and the other end represents the opposite view. Statements are read out in relation to a particular issue, 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.

DEMONSTRATIONS

Involves showing a skill or procedure e.g. assertiveness skills. Pupils may "have a go" themselves, either alone or alongside the teacher.

CASE STUDY

Pupils are given the outline of a case and asked to analyse the situation and respond to given questions.

MATCHING

This activity requires cards to be made up which can then be matched together by the pupils. For example, risk and consequence; rights and responsibilities.

TEACHING & LEARNING STRATEGIES 1

GRAFFITI

Pupils are asked to write comments/ opinions/ facts on to a large piece of paper that can then be displayed. Alternatively, each pupil may be given a piece of card, which can then be part of a "wall" to which they all contribute.

SYNDICATES

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

TOPIC WEBS

Begin in the centre of the page with the issue or problem. Branch out from the centre with the main themes. Put down ideas in appropriate "branches" and continue to branch with ideas taking each theme as far as possible.

EXPERT WITNESS

Someone who has experienced something shares it with the group.

CHECKLISTS

Pupils produce, or are offered a checklist, against which something can be judged e.g. it could be a checklist for things to look out for when watching a role play, presentation or judging a piece of work.

DISCUSSION

Ideas, views, or information discussed in pairs, small groups, or the whole class.

STORYBOARDS

Storyboards depict a scene and are used with a range of character cards to act out different scenes. Alternatively, they are a device for drafting out the content of a film, play or story using a series of boxes for drawings and text representing dialogue.

DIRECTED READING

Tutor suggests specific reading with guidance on what to look for, what to consider etc.

DIAMOND NINE

Small groups are given prepared cards (9 or more) each with a statement relating to an issue for discussion. E.g. "qualities of a good friend". Each group arranges the cards in the shape of a diamond to represent their views on the relative importance of each statement.

TWOS TO FOURS

Pupils work together in pairs on a given problem. They then join another pair to explain what they have achieved and compare this with the work of the other pair.

DIARY

Pupils keep a personal record about something (e.g. smoking habits, amount of alcohol drunk and when) in order to provide "raw material" for self awareness.

JIGSAW

A topic is set and subdivided into areas. Home Groups are formed and each pupil in Home Group is given one of the topic areas in which to become an "expert". The pupil then joins the other "experts" from different Home Groups to form working parties. Each working party works on its chosen area and then members return to their Home Groups to make a report and to share in putting their whole set of discoveries together. Each Home Group then presents its work to others.

TEACHING & LEARNING STRATEGIES 2

SIMULATION
Involves role-play but goes further. Participants assume roles and have to make decisions according to their understanding of the context. Usually involves being given a complex scenario in which to operate.

QUIZ
May be written or verbal, designed by tutor for pupils or by one group of pupils for another. Open questions or multiple choice.

ROAD MAPS
Pupils are asked to draw a line representing their life, marking critical events along it that may have affected their behaviour in some way. Then distinguish between positive and negative influences, perhaps by drawing peaks or troughs above or below the line in a size that represents the extent of the influence.

CONCEPT MAPPING / MIND MAPS
Similar to a topic web.

SNOWBALLING
Pupils work alone for a few minutes listing ideas relating to a task. They then form pairs and share views. The pairs then double up and share their ideas and so on.

TOUR
Groups of pupils prepare visual material in the form of a poster and display on the wall. Pupils then "tour" the displays and discuss the materials.

ENVOYS
Various groups of pupils are formed, each with a different task or issues 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.

AGONY AUNT / UNCLE
Small groups of 3-4. Each group takes on the role of an Agony Aunt / Uncle. The group is asked to respond to an imaginary problem / letter. Groups may wish to share their solutions.

LECTURE
May be formal, with opportunity for questions at the end or informal with permission for interruptions and questions throughout.

SIDES
Similar to the Continuum, except that there is no middle ground. Pupils have to decide to agree or disagree with a statement. They can then discuss their opinion with someone on the same or opposite side.

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.

SURVEYS
Pupils could research a topic by using a questionnaire or interview.

BUZZ GROUP
Small groups of 3-4. Groups are asked to discuss a dilemma or situation for a short specified time. Each group then returns to the large group to share their ideas.

STORIES
Description of imaginary contexts and situations that mirror real life.

DEBATE
A motion is decided on for discussion. Two opposing viewpoints are then presented to the pupils with relevant information or supporting evidence. After a question and answer session, the group votes For or Against the motion.

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

CIRCLE TIME
A mechanism for structured discussion where all participants sit in a circle – representing a non-divisive and safe environment within which to discuss an issue or idea.

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

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

How To Use Wiltshire Learn 4 Life

Class Teachers

Learn 4 Life was written by Wiltshire teachers for Wiltshire teachers and reflects the different experiences and styles of the authors. The Scheme of Work is designed for use either in single (Years 1-6) or mixed age classes (Year A and Year B) although teachers with other year group combinations will be able to adapt the resources to meet their particular circumstances. As with any other published resource, teachers will need to make a professional judgement on how best to use the materials with their pupils, having analysed their social and learning needs and reviewed the time and resources available. Some teachers and schools may choose to adopt Learn 4 Life, whereas others may prefer to use it as one of several resources used for teaching PSHEE. On the whole, there should be little need to purchase additional resources and wherever possible, alternative resources have been identified.

Each termly unit is organised around a whole school theme, and can be supported by the existing SEAL materials and assemblies. The units comprise six lesson plans that will need to be adapted to suit the actual length of the term in which they take place. In most cases, the first lesson of the unit has a SEAL focus, which should then be embedded across all subjects for that term wherever possible. Some units contain more SEAL content than others and teachers will need to make their own judgements as to whether additional SEAL materials would be useful for their class.

It is strongly advised that teachers familiarise themselves with the complete learning unit prior to beginning to teach it. There are occasions where other partners could be contacted to enhance delivery (e.g. suggested visits from the Road Safety Team). Schools may need to contact parents in advance to inform them of specific content (e.g. SRE lessons). Teachers may also like to supplement Learn 4 Life with their own “tried and tested” ideas, or use further supporting materials such as the SEAL booklets.

It is suggested that around 30 minutes to an hour per week should be set aside for PSHEE. This could be “blocked” into half days/ whole days if teachers feel this is more appropriate, could be cross-curricular at times, and could include additional “Circle Times” or other such activities.

Each lesson generally contains a mix of whole class, group and pair work, and the emphasis is on active learning. Some teachers may feel that their classes would benefit from more recording in which case this can easily be incorporated into the lesson plans. It is not always intended that pupils carry out **all** the activities in each lesson plan, rather that teachers choose from the suggested activities, keeping in mind at all times the key learning outcomes.

Assessment is integral to each unit and consists of two strands - Teacher Assessment via the “[Remark on the Remarkable](#)” sheets, and Pupil Self-Assessment using the “[Traffic Light](#)” sheets. Please refer to the [Assessment section](#) for further guidance.

Learn 4 Life is progressive and it should be remembered that teachers will need to look at the previous and following year groups’ modules to ensure all pupils can access the learning at their own level. This is especially important in the initial years of introducing Learn 4 Life as pupils will not necessarily have covered all the content from previous years.

Subject Managers

It is important that subject managers familiarise themselves with the whole of Learn 4 Life so that they have a good working knowledge of what pupils in their school are learning and can support the staff in delivering the programme. The [Long-term Overview](#) (see below) should support subject leaders in developing this knowledge.

Schools will need to decide how they intend to use Learn 4 Life, adopting it throughout the school, or using some modules whilst retaining other previously used resources. **It is important to ensure that progression of knowledge, attitudes and skills, and breadths of coverage are considered when making this decision.** The key learning outcomes for each year group should support this process.

The [Learning Map](#) could provide a useful tool for identifying provision, both within discrete PSHEE lessons and in the additional opportunities that schools provide. Monitoring of teaching and learning is just as important in PSHEE as in other subjects and subject managers should observe lessons across all year groups on a planned rolling programme according to the school’s usual monitoring schedule.

Because much of PSHEE learning is not formally recorded, subject leaders should consider collating other forms of evidence – annotated photos, video clips and the like. Pupil interviews or discussion forums can also be a very useful source of information. An example of questions suitable for use in a learning forum, to be conducted at the end of a module, can be found in the [Assessment section](#).

However, it must be noted that gathering evidence is only the first part of this process and that subject managers must then decide **how they will use this evidence to further improve standards.** For example, if monitoring shows a gap in knowledge in a particular year group, what will be done to address this? Similarly, if a group of pupils have been identified as being particularly successful, how are they sharing their expertise to support other pupils? (e.g. through group facilitation)

The [Teacher Assessment \(“Remark on the Remarkable”\)](#) sheets can provide subject managers with detailed evidence about how well the pupils in each class are developing key knowledge, attitudes and skills. In addition, the [Pupils Self Assessments \(“Traffic Lights”\)](#) sheets will also allow subject leaders to evaluate pupil

self perceptions. These could be analysed according to various groups (for example vulnerable pupils, boys, pupils of high mobility) to ensure that all pupils are given equal access to the curriculum.

The **key learning outcomes** for each unit should also provide subject managers with information for interested parties such as the Senior Leadership Team, school governors or for OFSTED inspections.

LONG TERM PLANNING OVERVIEW

| KEY STAGE 1 Theme (SEAL Theme) | Autumn 1 Our Happy School (New Beginnings) | Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying) | Spring 1 Looking Forward (Going for Goals) | Spring 2 My Friends and Family (Relationships) | Summer 1 Healthy Bodies, Healthy Minds (Good to be Me) | Summer 2 Ready, Steady, Go (Changes) |
|--|---|---|--|--|--|---|
| Year 1/Year A Outline content | This unit is all about a fresh start with a new class, nurturing a sense of belonging, recognising diversity and establishing class rules and rewards. | This unit could link to a topic about ‘People who Help Us’. It incorporates work on road, fire and fireworks safety and anti-bullying. | This unit discusses different things children enjoy and how they like to learn. It explores jobs people do, with a focus on goal setting. | This unit focuses on relationships with friends and family. It also begins to focus on more sensitive issues such as loss. | This unit focuses on developing personal responsibility and teamwork. Children learn more about medicines, sun safety and healthy lifestyles | This unit is about safety. The children will develop ways of keeping safe in everyday situations, playing outside, cyber / road safety. |
| Year 1/Year A Assessment outcomes | <p>I know why we have rules in school</p> <p>I can tell you how I am the same and different from my friends</p> <p>I have thought about how to talk about my feelings</p> | <p>I know how to be careful when walking on the pavement</p> <p>I can listen well to other people when they are talking</p> <p>I have thought about how to keep myself safe</p> | <p>I can tell you about the different types of work people do</p> <p>I can tell you some of my strengths as a learner</p> <p>I have thought about how I learn and how I can achieve a goal</p> | <p>I know who my friends and family are</p> <p>I can make people I care about happy</p> <p>I have thought about people who are important to me and how I feel about them</p> | <p>I know that exercise keeps me fit and healthy</p> <p>I know not to touch medicines and that substances in the house can be dangerous</p> <p>I can tell you something that makes me feel proud</p> <p>I have thought about different ways to keep myself healthy</p> | <p>I know my friends can help me and I can help them in times of change</p> <p>I know that some changes are natural and “happen by themselves”</p> <p>I have thought about working with other people to overcome obstacles.</p> |
| PSHEE Focus | Citizenship (Me & my community) | Safety | Economic Wellbeing | Sex & Relationships Education | Healthy Lifestyles / Drug Education | Resilience / Preparing for Change |
| ‘Wiltshire Worlds’ reference | Our World of Feelings and Relationships | Our World of Risk / Our Cyberworld | Our World of Money | Our World of Feelings and Relationships | Our World of Healthy Lifestyles / Risk | Our World of Feelings and Relationships |

LONG TERM PLANNING OVERVIEW

| KEY STAGE 1 Theme (SEAL Theme) | Autumn 1 Our Happy School (New Beginnings) | Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying) | Spring 1 Looking Forward (Going for Goals) | Spring 2 My Friends and Family (Relationships) | Summer 1 Healthy Bodies, Healthy Minds (Good to be Me) | Summer 2 Ready, Steady, Go (Changes) |
|--|---|--|--|---|---|---|
| Year 2/Year B Outline content | This unit is about a fresh start with a new class, learning to work and play together and establishing class rules and rewards. | This unit focuses on learning to consider and help others, including contacting emergency services. It also links to National Anti-Bullying week. | This unit focuses on jobs, money and enterprise. The children collaborate on a project to raise funds for a charity or school project of their choice. | This unit focuses on relationships with friends and family. It also begins to focus on more sensitive issues such as growing and changing and personal hygiene. | This unit focuses on the food we eat. The children are introduced to the choices that can be made regarding the provenance of food and how to budget. | This unit helps children explore everyday changes and their feelings about them. It helps them to view change as a positive aspect of their lives and to develop strategies to cope with it and build resilience. |
| Year 2/Year B Assessment outcomes | <p>I know how I can help make my classroom a safe and happy place</p> <p>I can welcome someone into my class</p> <p>I have thought about how my behaviour can affect others</p> | <p>I know about stranger danger including meeting strangers online</p> <p>I can work well in a group</p> <p>I have thought about what I should do if I meet dangerous situations</p> | <p>I know that you can choose to spend or save money</p> <p>I can choose between my ideas and give reasons</p> <p>I have thought about the best way to use money</p> | <p>I know the stages of a life cycle</p> <p>I can identify some of the people who care for me</p> <p>I have thought about ways of keeping my teeth healthy</p> | <p>I know why I should eat 5 portions of fruit and veg a day</p> <p>I know what makes me feel relaxed and what makes me feel stressed</p> <p>I have thought about the importance of a balanced diet</p> | <p>I know how to cope with changes that can be exciting or worrying</p> <p>I can plan to overcome obstacles that might get in the way</p> <p>I have thought about how to make sensible choices</p> |
| PSHEE Focus | Citizenship (Me & my community) | Safety | Economic Wellbeing | Sex & Relationships Education | Healthy Lifestyles / Drug Education | Resilience / Preparing for Change |
| 'Wiltshire Worlds' reference | Our World of Feelings and Relationships | Our World of Risk / Our Cyberworld | Our World of Money | Our World of Feelings and Relationships | Our World of Healthy Lifestyles / Risk | Our World of Feelings and Relationships |

LONG TERM PLANNING OVERVIEW

| Lower KEY STAGE 2 Theme (SEAL Theme) | Autumn 1 Our Happy School (New Beginnings) | Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying) | Spring 1 Looking Forward (Going for Goals) | Spring 2 My Friends and Family (Relationships) | Summer 1 Healthy Bodies, Healthy Minds (Good to be Me) | Summer 2 Ready, Steady, Go (Changes) |
|---|---|--|---|---|---|--|
| Year 3/Year A Outline content | This unit focuses on creating a happy and collaborative learning environment. New ground rules are established building on principles introduced in KS1. | This unit begins with a focus on enabling the children to become better communicators. Later it tackles various aspects of personal safety . | This unit of work focuses on global citizenship. Pupils explore their learning styles and work collaboratively to set and achieve goals through an enterprise activity. | This unit focuses on relationships with friends and family. It further develops learning about sensitive issues such as personal hygiene. | This unit explores the management of some uncomfortable feelings. Children learn how to plan healthy meals as well as considering the effects and benefits of exercise. | This unit explores various aspects of personal safety. Children identify people they can trust to help them and learn how and where to get help. |
| Year 3/Year A Assessment outcomes | <p>I know something about everyone in my class</p> <p>I can work in a cooperative way with others</p> <p>I have thought about how everyone has to live by rules</p> | <p>I know how to take turns when talking</p> <p>I can spot dangers in the home including dangers online</p> <p>I have thought about how to stay safe</p> | <p>I know some enterprising ways I can support a charity</p> <p>I know how others can help me achieve my goals and how I can help others</p> <p>I have thought about the importance of teamwork</p> | <p>I know that families can be different from one another</p> <p>I can say no to peer pressure</p> <p>I have thought about the importance of caring for myself and keeping myself clean</p> | <p>I know that eating too much salt, sugar and fat is bad for me</p> <p>I can recognise when I find something difficult and do something about it or cope with how that makes me feel</p> <p>I have thought about how to keep my body healthy</p> | <p>I know some people who I can turn to for help at difficult times</p> <p>I know that everybody goes through many sorts of change all the time</p> <p>I have thought about ways of keeping myself safe including how to contact Childline</p> |
| PSHEE Focus | Citizenship (Me & my community) | Safety | Economic Wellbeing | Sex & Relationships Education | Healthy Lifestyles / Drug Education | Resilience / Preparing for Change |
| 'Wiltshire Worlds' reference | Our World of Feelings and Relationships | Our World of Risk / Our Cyberworld | Our World of Money | Our World of Feelings and Relationships | Our World of Healthy Lifestyles / Risk | Our World of Feelings and Relationships |

LONG TERM PLANNING OVERVIEW

| Lower KEY STAGE 2 Theme (SEAL Theme) | Autumn 1 Our Happy School (New Beginnings) | Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying) | Spring 1 Looking Forward (Going for Goals) | Spring 2 My Friends and Family (Relationships) | Summer 1 Healthy Bodies, Healthy Minds (Good to be Me) | Summer 2 Ready, Steady, Go (Changes) |
|--|--|--|---|--|---|--|
| Year 4/Year B Outline content | Building on previous learning and growing maturity children re-establish class ground rules. They also consider how to manage difficult situations. | This unit begins with a focus on solving problems and anger management. Later, pupils learn about staying safe during the darker nights and investigate bullying issues. | In this unit pupils undertake another enterprise activity focused on Fair Trade. The emphasis is on responsibility and teamwork. | This unit focuses on relationships. It tackles sensitive issues such as personal hygiene and puberty, recognising that changes we experience are natural and can be embraced positively. | This unit explores coping with feelings, such as stress and anxiety. Children learn about the effects of smoking, risk and the importance of making healthy choices. | This unit explores change, where and how to get help, eg when playing outdoors, as well as e-safety and keeping personal information safe. |
| Year 4/Year B Assessment outcomes | I know what it feels like to be unwelcome I can work with others to achieve a shared goal I have thought about how to develop and maintain a positive learning environment | I know how to enjoy fireworks safely I can use peaceful problem solving to sort out difficulties I have thought about ways to manage difficult feelings | I know what can influence how people spend or save I know I am responsible for my own learning and behaviour I have thought about why people spend and save | I know the names for male and female body parts I can take responsibility for what I choose to do I have thought about how and why my body will change | I know I am responsible for taking exercise to look after my body I know how to say no, if offered a cigarette I can stop and think before I act I have thought about how to make sensible choices | I know some ways of dealing with changes that make me feel uncomfortable I know some ways of dealing with the feelings that arise from changes I have thought about ways to keep myself safe when I am out with my friends |
| PSHEE Focus | Citizenship (Me & my community) | Safety | Economic Wellbeing | Sex & Relationships Education | Healthy Lifestyles / Drug Education | Resilience / Preparing for Change |
| 'Wiltshire Worlds' reference | Our World of Feelings and Relationships | Our World of Risk / Our Cyberworld | Our World of Money | Our World of Feelings and Relationships | Our World of Healthy Lifestyles / Risk | Our World of Feelings and Relationships |

LONG TERM PLANNING OVERVIEW

| Upper KEY STAGE 2 Theme (SEAL Theme) | Autumn 1 Our Happy School (New Beginnings) | Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying) | Spring 1 Looking Forward (Going for Goals) | Spring 2 My Friends and Family (Relationships) | Summer 1 Healthy Bodies, Healthy Minds (Good to be Me) | Summer 2 Ready, Steady, Go (Changes) |
|---|--|--|---|---|--|--|
| Year 5/Year A Outline content | As in previous years children will be establishing ground rules. The focus is on taking personal responsibility for behaviour and working with others. | This unit focuses on how to develop responsibility for being safe in various situations. Pupils explore stereotyping and discrimination. | This unit gives pupils the opportunity to explore choices that have to be made regarding money. The concepts of saving and budgeting and earning money are developed. | This unit is about the physical and emotional changes that occur in puberty. It covers conception, birth and parenting issues, while helping to allay embarrassment. | This unit explores healthy lifestyles, looking at managing both physical and mental health to promote wellbeing. | This unit explores difficult changes, particularly feelings around loss and bereavement. Children also learn about keeping safe and responding to emergencies. |
| Year 5/Year A Assessment outcomes | <p>I know that I am valued at school</p> <p>I can identify my strengths and how I can contribute to a group</p> <p>I have thought about the importance of rules and keeping them</p> | <p>I know that different ways of behaving are appropriate in different types of relationships</p> <p>I can protect my personal safety</p> <p>I have thought about how stereotyping can affect people in different ways</p> | <p>I can explain how people manage their money</p> <p>I know the skills and attributes of a successful learner</p> <p>I have thought about how to save up for an item, and how to restrict my other spending to do so</p> | <p>I know some things to do when I feel embarrassed</p> <p>I can describe some of the physical changes of puberty</p> <p>I have thought about how my body will change during puberty, how I may feel, and what to do about these feelings</p> | <p>I know that alcohol is a drug</p> <p>I can describe the Eat Well plate and a balanced diet</p> <p>I can stand up for what I think after listening to others and making my own choice</p> <p>I have thought about how I can have a healthy mind and body by.....</p> | <p>I know how people often respond to difficult changes</p> <p>I can take responsibility for my own safety</p> <p>I have thought about how to deal with difficult feelings to do with loss</p> |
| PSHEE Focus | Citizenship (Me & my community) | Safety | Economic Wellbeing | Sex & Relationships Education | Healthy Lifestyles / Drug Education | Resilience / Preparing for Change |
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| Upper KEY STAGE 2 Theme (SEAL Theme) | Autumn 1 Our Happy School (New Beginnings) | Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying) | Spring 1 Looking Forward (Going for Goals) | Spring 2 My Friends and Family (Relationships) | Summer 1 Healthy Bodies, Healthy Minds (Good to be Me) | Summer 2 Ready, Steady, Go (Changes) |
|---|---|---|---|--|--|--|
| Year 6/Year B Outline content | Pupils will create ground rules to establish a constructive learning environment based on principles from previous years. | This unit focuses on how to develop responsibility for being safe in various situations. Pupils explore how to identify and manage risk. | This unit gives pupils the opportunity to explore choices that have to be made regarding money, developing concepts of saving, budgeting and earning money. | This unit looks at how people deal with sensitive issues such as loss, self image, stereotyping and media influence. It looks at choices people make and their consequences. | This unit explores managing risk and building resilience as well making choices and decisions around drugs and work/life balance. | This unit explores transition to secondary school and the thoughts and feelings that accompany change. Pupils reflect on their achievements and plan their 'legacy'. |
| Year 6/Year B Assessment outcomes | <p>I know how to work well in a group</p> <p>I can listen to and show respect for other people's views when working in a group</p> <p>I have thought about what makes a group function well so that we can learn together</p> | <p>I know how to protect myself on-line</p> <p>I can use my skills for solving problems peacefully to help other people resolve conflict</p> <p>I have thought about strategies I can use to stay safe when faced with risky situations</p> | <p>I can help organize an enterprise activity</p> <p>I know it is up to me to get things done by taking the first step</p> <p>I have thought about how money affects the way I live</p> | <p>I know some of the feelings that people have when someone close dies or leaves</p> <p>I can recognise and challenge stereotyping and discrimination</p> <p>I have thought about how the media can influence the way we think and feel about people and situations</p> | <p>I know why I should exercise</p> <p>I know what addiction means</p> <p>I understand that sometimes the feeling part of my brain takes over and I might make mistakes</p> <p>I have thought what I can do when I feel pressured such as...</p> | <p>I know that sometimes there can be positive outcomes from changes that we didn't welcome initially</p> <p>I can look for the positives in big changes I am facing</p> <p>I have thought about the positive aspects of moving on to secondary school</p> |
| PSHEE Focus | Citizenship (Me & my community) | Safety | Economic Wellbeing | Sex & Relationships Education | Healthy Lifestyles / Drug Education | Resilience / Preparing for Change |
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