

The PSHE Entitlement Framework

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

The Entitlement Framework Key Stages 1-2 is structured into 5 themes:

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

Intended learning outcomes for the themes are provided for each year group. The learning outcomes comprise the knowledge, understanding and skills that learners need to develop in order to live safe, happy and healthy lives. Learning outcomes have been developed with reference to [PSHE Association's Programme of Study](#), the Career Development Institute [Framework for careers, employability and enterprise education](#) and Pfeg's '[Learning about Money Primary Planning Framework](#)', and the [Statutory learning outcomes for Relationships and Health Education from the DfE](#)

Schools may use the Entitlement Framework to:

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

Links with Statutory National Curriculum requirements

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

The learning outcomes are colour coded to illustrate where the aspects of PSHE and Citizenship are covered within the themes (risk taking and keeping safe are weaved throughout the aspects):

Relationships and Sex Education	Online safety
Drugs, Alcohol and Tobacco and wider risk taking behaviours	Careers education and personal finance
Citizenship	Healthy Lifestyles (Physical and Emotional Wellbeing) Emotional health and wellbeing

School have and are using the entitlement framework in different ways – it is not suggesting that teachers take each individual learning outcome and teach it ‘separately’ but looking at common themes and concepts and linking them together. For example a topic area of ‘Keeping myself safe?’ could include aspects of online safety, household products (including medicines) can be harmful, safety rules – road, water, fire, farm, school etc, difference between good and bad touch, who helps us keep safe and asking for help . This topic would focus on developing a range of skills but explored in different scenarios.

PSHE education makes a significant contribution to the development of a wide range of essential skills. These need to be an integral part of the planning for an effective curriculum. These have been taken from the PSHE Association Education programme of study January 2017

Essential Skills and Attributes		
Personal Effectiveness	Interpersonal and social effectiveness	Managing risk and decision making
<ol style="list-style-type: none"> 1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses) 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) 	<ol style="list-style-type: none"> 1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others’ right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging ‘group think’) 4. Skills for employability, including <ul style="list-style-type: none"> • Active listening and communication (including assertiveness skills) • Team working • Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) • Leadership skills • Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships 	<ol style="list-style-type: none"> 1. Identification, assessment and management of positive and negative risk to self and others 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information) 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion) 4. Assessing the validity and reliability of information 5. Identify links between values and beliefs, decisions and actions 6. Making decisions

PSHE and Citizenship Entitlement Framework Lower Primary.

The aspects highlighted in yellow are new additions from the last update of this document in September 2018. All learning outcomes are of equal importance but the changes have been made to ensure all learning outcomes from the draft DfE RSE and Health Education guidance (many outcomes were already integrated into the framework).

Year 1	Year 2	Year 3
<p>Me and my relationships I know that there are different types of relationships including families, friends and others (this includes same sex families) and I respect those differences I know that family and friends should care for each other and families can give love, security and stability I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help I know the names for the main body parts (including external genitalia) and why it is important to keep them private I understand what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy both on and offline and between friends I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention I know what being a good friend means both on and offline and how they should make us feel happy and secure I can play and work cooperatively I can listen to other people and show them respect I can share appropriately I can recognise that my behaviour affects others both on and offline I know the difference between right and wrong, fair and unfair and kind and unkind both on and offline I can recognise there are different types of teasing both on and offline I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends) I know how to be nice to people both on and off line</p> <p>Keeping myself safe I know the role of medicines in promoting health, the reasons why people use them and the rules on safe use of medicines I know that some substances can help or harm the body including household substances like dishwasher tablets I recognise the need for safety rules –road, fire, water, rail, farm, school environment, playground, online and home and I can follow the rules I can name an adult in school who can help me and I know there are people and services who can help us including how to call 999 in an emergency I know I have a responsibility to keep myself and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets both on and offline I know the internet has many benefits but I know I need to balance my time spent on and offline I know that people you don't know are strangers and this applies online as well as well as off line I know that when people I don't know ask me for private information I don't share it online or in person I understand that some websites, games and social media sites have an</p>	<p>Me and my relationships I know the characteristics of a healthy family life and the importance of caring for each other and spending time together I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help I know about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change I have an understanding of stereotypes and how these can have a negative impact (e.g gender, age) I understand the importance of valuing of one's own body and recognising its uniqueness I know the names for the main body parts (including external genitalia) and the similarities/differences between most boys and girls I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers) I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention I know the 'recipe' for being a good friend both on and offline and that trust is a core ingredient I know that there are different types of negative behaviours, bullying and teasing both on and offline I know that these behaviours are wrong and know how to deal with them including if I experience or witness it, I know how to get help I can listen to others and respect their viewpoints I can identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically)</p> <p>Keeping myself safe I use simple skills which will help to maintain my personal safety both on and offline I understand that all drugs can be harmful if not used properly I know simple rules about medicines and other substances used in the home, including solvents which can be harmful if not used properly I can recognise and say what is right and wrong both on and offline I understand that pressure to behave in an unsafe way can come from a range of people, including people I know and online I know how to ask for help when I need it and can name a range of people who can help me including how to call 999 in an emergency I know the difference between secrets and surprises both on and offline and understand what is not a good secret to keep I know the internet has many benefits but I know I need to balance my time spent on and offline and I adhere to the age rating of computer games I have an understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure I am safe online</p>	<p>Me and my relationships I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) both on and offline I understand that relationships both on and offline may change over time and how to ask for help if this make me unhappy I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them I understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult I know how other families are similar or different to mine (this includes same sex), I respect those differences and I know families as characterised by love and care I understand that it is OK to be different to others I understand about growing and changing and new opportunities and Responsibilities both on and offline that increasing independence may bring I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g not violent I can describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if I am not the target of the behaviour I can still get help (this includes different types of bullying, how to recognise it, how to seek help and coping strategies) I can empathise with other people and understand how people can react differently to the same situation I can listen to and show respect for the views of others both on and offline I know the importance of valuing myself I can recognise and challenge stereotypes (including supporting trans children) I know about change and loss including separation, divorce and bereavement and the associated feelings</p> <p>Keeping myself safe I can identify and explain how to manage risks in different situations including on and offline line I can make judgements and decisions and use basic techniques for resisting negative peer pressure both on and offline I can explain how my behaviour may have consequences for myself and others both on and offline I can demonstrate basic safety procedures when using medicines, sun protection, crossing roads, riding a bike, swimming etc I know school rules for health and safety, basic first-aid procedures and where to get help for myself and others in need including how to call 999 in an emergency I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of computer games I have a growing understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online</p>

<p>restrictions and I know what to get help if I see something I am unhappy with online</p> <p>My healthy lifestyle I know the importance of personal hygiene and I am able to wash my hands properly, regularly wash my body and clean my teeth twice a day I understand what physical and mental health means and that all humans have it I know how to keep my body healthy through being active, healthy eating, getting enough rest, dental health, sun protection and looking after my emotional wellbeing I can recognise what I like and dislike, how to make real, informed choices that improves my physical and emotional health and to recognise that choices can have good and not so good consequences I can talk about my emotions and recognise them in others I know what makes me happy I understand what being resilient means to me and I have strategies I can use I know some of the reasons why change can feel uncomfortable and I know some of the ways of dealing with the feelings that sometimes arise from changes</p> <p>Me and my future I can recognise the coins and notes we use I can choose the correct value of coins and calculate change I know that we have to pay for what we buy I know how to keep money safe I know that I don't have to spend my money but can save it to use later</p> <p>I can set myself simple goals I can identify positive things about myself and recognise and celebrate my strengths and say what I enjoy about school and things I do outside of school I can describe the work that people do in my family, my school and where I live. I can identify positive achievements during my time in Year 1 I can identify my strengths, areas for improvement and set myself some goals for Year 2</p> <p>Becoming an active citizen I can express a simple opinion, agreement and disagreement I can respectfully ask questions and listen to the answers I play a full part in the life of my classroom I can agree and follow rules for my group and classroom I understand the role of the school council and I am able to vote for the members and if chosen to be on the school council I can represent the views of others</p>	<p>I know that people sometimes behave differently online, including friends or by pretending to be someone they are not I have an understanding of what a healthy online friendship is and awareness of the risks associated with people I have never met</p> <p>My healthy lifestyle I know that a healthy lifestyle includes being physically active, rest, healthy eating, dental health, sun protection and emotional health and I can give examples of what I do on a daily and on a regular basis to keep myself healthy I can make simple choices to improve my physical and emotional health I know how diseases are spread and how they can be controlled and my responsibilities for my own and others health, I am able to wash my hands properly I can recognise and name a range of feelings and understand that we all experience emotions in relation to different experiences and situations I have simple strategies to manage my feelings I understand what being resilient means to me and I have strategies I can use I know that even changes we want to happen can sometimes feel uncomfortable but I have identified ways I manage those feelings</p> <p>Me and my future I know that we can pay for things in a range of ways and that even when not using cash, money is being used I understand that the choices we make affect ourselves and others I can explain the difference between needs and wants I understand individuals and families have to find ways to balance wants and needs I understand that it may not be possible to have everything you want, straight away, if at all</p> <p>I can describe why learning is important I am positive about who I am, what I have achieved and take into account what other people say about me I am aware of stereotypes and that everyone does have the same choices and opportunities in learning, careers and work (genders, different ethnicities, different backgrounds, etc) I can identify positive achievements during my time in Year 2 I can identify my strengths, areas for improvement and set myself some goals for Year 3</p> <p>Becoming an active citizen I can take part in discussions/simple debate with others about topical issues I know that people and other living things have needs and recognise my own responsibility to meet those needs I can contribute positively to the life of the class and the school I understand the role of the school council, am able to vote for the members and have contributed an idea to the school council I know that I belong to different groups and communities ie school, family I know what improves and harms the environment and about some of the ways people look after them I know some ways to look after my environment</p>	<p>I know how to report concerns and get support with issues online</p> <p>My healthy lifestyle I can make choices about my lifestyle to improve my health and well-being and recognise that choices can have good and not so good consequences I know what are the good habits for looking after my growing body both physically and emotionally on a daily and regular basis I know the benefits of physical exercise and time outdoors I know how to look after my mental wellbeing through some self-care techniques e.g relaxation, benefits of hobbies and interests etc I can communicate my feelings to others, recognise how others show feelings and know to respond appropriately I understand what being resilient means to me and I have strategies I can use I can understand why other people are behaving as they are when they are finding change difficult</p> <p>Me and my future I know how to look after and handle money in everyday situations I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity I know there are different ways to gain money, including earning it through work I understand that money is a finite resource for individuals, institutions and the community I begin to understand why we have charities</p> <p>I can explain why people work and the different jobs that people do and can challenge some of the work stereotypes I am aware that the learning choices I make will affect my future options. I can talk positively about what I like to do and what I would like to do in the future I can identify positive achievements during my time in Year 3 I can identify my strengths, areas for improvement and set myself some goals for Year 4</p> <p>Becoming an active citizen I can participate in making and changing rules I know why different rules are needed in different situations I know that choices we make can impact on the local, national and global communities I know where to find impartial advice to inform my decision making I understand the media can be biased I can empathise with other people and situations through topical issues, problems and local and global events</p>
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PSHE and Citizenship Entitlement Framework Upper Primary

Year 4	Year 5	Year 6
<p>Me and my relationships I feel good about myself and my body and having an understanding of how the media presents 'body image' I understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body I can recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people I know that there are different kinds of families and partnerships (includes same sex) and I understand the importance of stable, loving and caring relationships I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention I can respond appropriately to other people's feelings I can recognise my worth as an individual and the worth of other people I understand a range of feelings and how these make me feel both emotionally and physically</p> <p>Keeping myself safe I can describe what risk means to me both on and offline I can take responsibility for my own behaviour and safety and realise that actions have consequences both on and offline I can recognise, predict and assess risk, relating to myself and others and know how to get help (includes risks in the home, road, farm, water, rail, online, electricity and personal safety) and I know how to call 999 in an emergency I have some effective strategies to cope with peer influence and peer pressure both on and offline I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games I know that not everything on the internet is true and know what to do if I access something that makes me unhappy or uncomfortable I understand the need to keep some information private in order to protect myself when communicating online and I can implement strategies to do this I recognise how online communications (including from friends) may be used for manipulation or persuasion and I have ways of managing this. I know how to recognise and display respectful behaviour online</p> <p>My healthy lifestyle I can identify some factors (positive and negative) that affect physical, mental and emotional health e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media, online and have started to develop ways of countering the negative factors I understand what is meant by a healthy diet (including understanding calories, and nutritional content) I can make informed choices about healthy eating and exercising I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage I understand a range of feelings and how these make me feel both emotionally and physically I have a range of strategies for managing and controlling strong feelings and emotions</p>	<p>Me and my relationships I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation I know the ways in which children grow and develop in puberty – physically and emotionally I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way I am aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and I have the skills to form and maintain a healthy relationship I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and my health and how to attract their attention I know how to respond safely and appropriately to adults I meet (including online) whom I do not know I know where individuals, families and groups can get help and support I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g not violent I understand what boundaries are appropriate in friendships with peers and others both on and offline I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline but if appropriate I feel able to confidentially challenge their view point</p> <p>Keeping myself safe I can identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety, online safety and in the local environment (rail, farm, water and fire) and I know how to call 999 in an emergency I know which commonly available substances (alcohol, tobacco, e-cigarettes, medicines) and drugs are legal and illegal, and their effects and risks I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know both on and offline and the media I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games I understand how some people use online technology to bully other people and I know how to seek help if this happens to me or a friend I know how to present myself safely online and understand the potential risks of providing personal information online I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others I understand that the person that I think I am communicating with on-line may not be who they say they are. I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request I recognise that not all information on the internet is accurate or unbiased (advertising) and I have strategies for identifying the origin of a website</p>	<p>Me and my relationships I understand the physical and emotional changes I will go through at puberty I can look after my body and health as I go through puberty I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this I know about human reproduction including conception I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers) I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships) I know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships) I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret all of which can happen both on and offline I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and my health and how to attract their attention I can recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities I can recognise and challenge discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability) I understand the nature, causes and consequences of hate crime which can happen both on and offline and I know I need to tell a trusted adult</p> <p>Keeping myself safe I can take responsibility for my own safety and know about health and safety, basic emergency first aid procedures (including head injuries) and where to get help, including how to call 999 in an emergency I recognise the responsibility I have both on and offline due to increased independence and can keep myself and others safe I can respond to challenges including recognising, managing and assessing risks in different situations both on and offline and can manage them responsibly I am able to make informed decisions relating to risk taking behaviours in relation to medicines, alcohol, tobacco, e-cigarettes, drugs and other substances including what is meant by the term, 'habit' and why habits can be hard to change I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources both on and offline, including people I know and the media I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games I can select appropriate tools to collaborate and communicate confidently and safely with others, including friends I know in real life</p>

NYCC Key Stage 1-2 PSHE and Citizenship Guidance for Schools, September 2019 (includes DfE RSE and Health Education statutory learning outcomes)

<p>I can respond appropriately to other people's feelings I can recognise my worth as an individual and the worth of other people I understand what being resilient means to me and I have strategies I can use I can identify positive things about myself, recognise some of my mistakes and learn from them I can make some changes quickly and easily but also understand that some changes are hard and can take a long time</p> <p>Me and My future I can demonstrate how to look after and save money I can begin to develop an understanding that people have different financial circumstances I can begin to understand the different values and attitudes that people have with regard to money I recognise the range of jobs carried out by people they know I can explain how I will develop skills for work in the future I am aware that the learning choices I make will affect my future options. I can identify my strengths, areas for improvement and set high aspirations and goals I can identify positive achievements during my time in Year 4 I can identify my strengths, areas for improvement and set myself some goals for Year 5</p> <p>Becoming an active citizen I can acknowledge that others have different points of view both on and offline I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school I can recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers I can begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices and viewpoints I understand how my choices may impact on the environment I can describe the values of the school and know why they are important I can describe the 'British Values' and give examples of what they mean in school and in society I can demonstrate respect and tolerance both on and offline towards people different from my themselves</p>	<p>My healthy lifestyle I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors (positive and negative) that affect mental health, including having a positive self-image. I understand the importance of good oral hygiene, including regular visits to the dentist I know where individuals, families and groups can get help and support both on and offline I can deal positively with my feelings and recognise a range of emotions in others and can explain the intensity of my feelings to others I understand what resilience is and have strategies I can use to build my own resilience I can resolve differences, looking at alternatives, making decisions and explaining choices I know some of the ways of dealing with the feelings that sometimes arise from changes</p> <p>Me and My future I am able to make considered decisions about saving, spending and giving I can differentiate between essentials and desires – needs and wants I understand 'value for money' and can make informed choices to get 'value for money' I am able to assess 'best buys' in a range of circumstances I am able to understand and manage feelings about money, my own and others I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and I am aware of some of the rights and responsibilities when it comes to treating people fairly I know and understand how I can develop skills to make a contribution in the future I am starting to consider what I like, what I am good at and what I enjoy doing and can talk positively about my strengths I know the importance of making a good impression when going through a selection process and I can demonstrate some of the skills required to do this I know that there are a range of earnings for different jobs I understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc) I can identify positive achievements during my time in Year 5 I can identify my strengths, areas for improvement and set myself some goals for Year 6</p> <p>Becoming an active citizen I know what democracy is and how a democratic government works I have taken part in democratic events in school (eg: voting for school council, mock election) I understand the consequences of breaking the law and how the criminal justice system works in the UK I know how to access local and national support groups both on and offline I know that circumstances in other countries and cultures may be different from our own I understand why some people have chosen to leave their country and migrate to the UK I understand the difference between economic migrant, asylum seeker and refugee I know about Fair Trade and what it means I know that individual and community rights and responsibilities need to be</p>	<p>I am able to recognise risks, harmful content and contact and now how to report them I am aware of online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health so I understand the need to use respectful language and know the legal consequences for sending offensive online communications I understand how the media (advertising and internet) may influence my opinions and choices I have an understanding of how my information and data is shared and used online I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request I am a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) I know how to report concerns and get support with issues online</p> <p>My healthy lifestyle I can manage my time to include regular exercise and self-care techniques to look after my mental and physical health such as relaxation I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet I understand the impact of growth and adolescence on my hygiene, good quality sleep and nutrition needs I understand the risks associated with an inactive lifestyle, poor diet, unhealthy eating and other behaviours on my physical and mental wellbeing I understand early signs of physical illness, such as weight loss, or unexplained changes to the body I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions I have an understanding of mental ill health and how important it is for people to get early help to support them I understand that the media can have a positive and negative effect on mental health, e.g. body image I understand what being resilient means to me and I have strategies I can use I know how change can impact with our feelings of belonging</p> <p>Me and My future I know that people buy things online and have online bank accounts and passwords to keep money safe I can describe how people's careers are different and how they develop in different ways and I am aware that people feel differently about the different types of work they do I can reflect on what I have learnt about careers, employability and enterprise activities and experiences and how the learning relates to my choices I can describe a range of local businesses and how they are run and the products and / or services they provide I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act I know how to keep myself safe when working and what the law says to protect workers I can recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be enterprising I understand that money we earn also supports the community I can identify positive achievements during my time in Primary School</p>
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	<p>taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc) I understand that choices we make as individuals, a community and a nation impact internationally I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances I can recognise and challenge stereotypes I know where to find impartial advice to inform my decision making and understand about media bias I can express my views confidently and listen to and show respect for the views of others I can talk and write about my opinions confidently and listen to and show respect for the opinions of others I can resolve differences, looking at alternatives, making decisions and explaining choices</p>	<p>I can explain what I am worried about and what I am looking forward to in Year 7</p> <p><i>Becoming an active citizen</i> I understand how democracy works in the UK at a local, regional and national scale I understand that there are other forms of government that are not democratic and can give some examples of these I understand what being part of a community means and I can take part more fully in school and community activities I understand the mental health benefits of community participation and volunteering I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment I can research, discuss and debate topical issues, problems and events I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation I am aware of how the media present information and that the media can be both a positive and negative influence I can critique how the media present information I can discuss controversial issues in a sensitive manner, such as terrorism, migration and racism.</p>
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PSHE and Citizenship entitlement framework for Key stage 3-4 can be accessed at <http://cyps.northyorks.gov.uk/health-wellbeing-phse> if you would like to be aware of the suggested learning outcomes for the next key stage

Effective teaching and learning in PSHE and Citizenship lessons

Effective teaching and learning in PSHE and Citizenship occurs when learners have the opportunity to acquire new knowledge, understanding, skills and attitudes in a safe and secure environment.

Key features of good teaching in PSHE and Citizenship include:

- Planning informed by needs analysis
- Safe, secure and positive learning environment
- Skilful management of discussions of sensitive and controversial issues by the teacher and being able to respond appropriately to spontaneous issues
- Active teaching and learning
- Assessment of learners' progress

Safe and secure learning environment

The learning environment needs to encourage pupils to express views and opinions, whilst respecting the views of others. Clear ground rules/working agreement should be established to provide a framework for lessons and discussions. They also minimise the risk of ill-considered and unintended personal

disclosures. Ground rules should stipulate that personal questions should not be asked of staff or pupils. Pupils should be encouraged to avoid giving personal anecdotes or examples. Case studies and distancing techniques are useful way to achieve this. Teachers should take care not to make personal disclosures or illustrate the lesson with examples from their own experiences. Ground rules/working agreement should be negotiated with learners and not imposed on them. Staff should be aware of the school policy on confidentiality and make pupils aware of their duty to report any information that indicated that a pupil may be at risk of harm or danger.

Active teaching and learning methods for PSHE and Citizenship

Teaching and learning methods should ensure that pupils take an active role in the lesson and ultimately take responsibility for their own learning. Plenaries and lesson summaries allow learners to reflect on and assimilate what they have learned. Activities should provide an appropriate level of challenge and allow learners to develop their knowledge, skills, attitudes and understanding. There are a wide range of active learning techniques that can be deployed in PSHE and Citizenship lessons. Further information on effective teaching of PSHE can be accessed through the PSHE association <https://www.pshe-association.org.uk/> and for Citizenship from the Association for Citizenship Teaching <http://www.teachingcitizenship.org.uk/>

Assessing learning in PSHE and Citizenship

Assessment of PSHE and Citizenship is not about assessing someone's 'character or behaviour' but the extent to which they are progressing in their learning, their on-going learning needs and the impact the programme is having on the pupils. It is important that it is assessed as assessment increases, "motivation and improves learning, it provides feedback about pupils' progress and achievements, and how their learning might be improved; it helps pupils to reflect on and identify what they have learned and what they need to do to continue their learning; it allows the leadership team, governors and school inspectors to see the impact the provision is having for pupils and whole school outcomes" (PSHE association 2016).

Assessment in PSHE and Citizenship should therefore consider:

- Baseline assessment to determine learners starting points (data from the Growing Up In North Yorkshire Survey is a useful starting point). It is very important for PSHE and Citizenship to establish:
 - What children already know and understand?
 - What they have misunderstood?
 - What gaps they have in their knowledge
 - What preconceptions/prejudices may have to be challenged
- The PSHE association argue that the model of assessment that is most meaningful for PSHE is 'ipsative assessment' when a pupil compares their own results against their previous results in a similar way to an athlete measuring today's performance against their own previous performance.
- Assessment for Learning (formative assessment) - regular assessment of pupils' progress against the intended learning outcomes is important to ensure that learners are making expected progress and to inform planning for subsequent lessons and units of work.
- Providing effective and regular feedback to pupils
- There are three recognised models of assessment: pupil self-assessment, peer/group assessment and teacher assessment. Pupil self-assessment is about learners being able to assess their current knowledge and identify the next steps in their learning, setting their own targets and monitoring their own progress. Peer assessment is about learners providing feedback to each other; assessing other pupils' work can help learners to clarify

their own ideas and understanding of both the learning objectives and assessment criteria. Teacher assessment is about teacher observations and reviews of written work and pupils' contributions to discussions and end-of unit tasks.

- Assessment of Learning (summative assessment) - the North Yorkshire progression ladder for PSHE and Citizenship may be used to assess, record and report learners progress.

North Yorkshire PSHE and Citizenship ladder of progression

This has been developed in partnership with schools to help support schools develop assessment methods that fit in with the schools assessment approach and enables the assessment to be through pupil, peer and teacher assessment. There is reference to both knowledge and skill development alongside the type of questions that can be used to support assessing pupils learning in PSHE and develop their critical thinking skills.

Acquisition of knowledge	Skill development	Type of questions that the pupils could be responding to
Recall, name, list,	Talk about, think of questions to ask	Who....? What....? Where? When? Which...? Why...?
Identify, retell, match give an example of	Talk about, can ask questions, express own opinion, listen to the views of others, select , take part in a group activity	Tell me in your own words..... Which is the best answer and why? What does the information show? How are these the same/ different? How could someone get help in this situation?
Describe, begin to recognise,	Find ways of answering questions using sources provided, can start to solve problems	What is the effect of....? What are the main ideas/ feelings / thoughts of....? What does this mean/ what could happen? Is there a different way of responding?
Show understanding, describe actions,	With help, access sources of information, contribute to discussions, work as part of a team, respect the opinions of others, empathy, motivation	How would the person react to the issue / situation...using what information? What do you already know that could help the person in the situation? What other way could the person in the situation have reacted / done? Where do pressures do something you shouldn't come from? How could people support and encourage others not to do something that is dangerous or harmful What is the person belief/ value/ attitude?

<p>Explain, begin to assess, apply, can consider what would happen if</p>	<p>Negotiate with others, know where to find sources of information, discuss sensitive and controversial issues giving reasons for opinions</p>	<p>What would happen if.....? What do you think the person in the situation could do next? What motivates the person to? How could the person use the information / skills they have learnt to do something different? How could they resist doing.....? How isrelated to....? If appropriate for the topic area: Why do you think...? What evidence can you find to support this?</p>
<p>Explain fully, compare and contrast, awareness of, demonstrate how ..., can suggest alternatives</p>	<p>Access information independently, demonstrate, research and present an persuasive argument, can apply what they have learnt, problem solving</p>	<p>What works / worked well? What could the person have changes and / or what would you have changed? Is a risk worth taking? How could the situation be made better? Do you agree with the actions... with the outcomes? What could be an effective strategy to use in this situation and why? What is your opinion of.....? What information would you use to support these views?</p>
<p>Recognise complexities, analyse, detailed understanding</p>	<p>Weigh up, argue persuasively, present alternative views. Identify a range of solutions to a problem, Try out different courses of action, evaluate their impact</p>	<p>How would you / the character prove / disprove? What / which is the most important and why? Why did they choose? ... How would another person do it differently? What changes could be made to solve....? To have a different outcome? How could a person resolve this situation?</p>
<p>Draw conclusions, inter-connections</p>	<p>Critically evaluate sources of information for reliability and utility, make reasoned informed judgements and choices. Hypothesise alternative courses of action, ask challenging questions</p>	<p>Can you think of another way? Can you predict what might happen? What do you think it is going to be and why? How could the person adapt...to create a different outcome? How could we pull all your ideas together?</p>

Resources to support the teaching of the Entitlement Framework

Please ensure when purchasing and using resources the following good practice principles for selecting appropriate resources are used

Overall aspects	Teaching and learning	Content	Curriculum Aspects
<p>Are the underpinning values and beliefs stated and are they consistent with those of the school?</p> <p>Is there guidance on identifying pupils' existing levels of knowledge and understanding and how to incorporate these into planning?</p> <p>Do activities cover a range of teaching and learning styles?</p> <p>Is there guidance on evaluating activities?</p> <p>Are the materials free from stereotypes?</p> <p>Do the materials take account of religious, cultural and physical diversity and special educational needs?</p> <p>Has the material been developed in consultation with pupils and teachers and has effectiveness been evaluated?</p> <p>Does the material include guidance on the knowledge and skills needed for effective delivery and help build teacher confidence</p>	<p>Does the material outline processes for establishing a positive and supportive learning environment e.g. developing ground rules?</p> <p>Is active learning promoted?</p> <p>Are discussion and reflection encouraged?</p> <p>Do the activities cover the development of knowledge, skills and attitudes?</p> <p>Is the content differentiated and can it be adapted for use with particular groups of pupils?</p> <p>Is guidance given on assessing learning outcomes?</p>	<p>Does the content covered meet with pupils' needs?</p> <p>Is the content factually accurate and balanced?</p> <p>Are learning outcomes clearly stated?</p> <p>Are learning outcomes sufficiently challenging?</p> <p>Is the content appropriate to the needs of pupils in terms of language, images, attitude, maturity, understanding and knowledge required?</p> <p>Does it include positive images of a range of people and will the imagery and language appeal to pupils?</p> <p>Do the activities encourage pupils to think about their attitudes and values and take account of a range of perspectives?</p> <p>Do the activities encourage pupils to reflect on their learning and apply it to situations in their own lives?</p>	<p>Does it contribute to broad and balanced PSHE and Citizenship provision?</p> <p>Does the material say how it covers statutory learning outcomes and provide links to other subject areas if appropriate?</p> <p>Does the resource support continuity and progression across key stages and curriculum subjects?</p>