

Title

Personal Development Policy: - PSHE (Personal, Social, Health & Economic) Education

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Introduction

At Engage Academy the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help the pupils to develop an inner discipline and will encourage them to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

Personal, Social, Health and Economic (PSHE) Education is a whole school approach through which pupils develop the knowledge, skills, qualities and attributes they need to keep themselves healthy and safe, and prepared for the opportunities, responsibilities and experiences ahead. PSHE has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. In order for children to embrace the challenges of creating happy and successful adult lives, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. High quality, evidence-based and age-appropriate teaching of PSHE helps pupils develop resilience, and to know how and when to ask for help.

Aims and objectives

At Engage Academy, we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

We are fully committed to promoting children's spiritual, moral, social and cultural (SMSC) development and the Fundamental British Values. (Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance). All of which are embedded into our broad and wider curriculum which provides a range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning, as well as being taught through Personal, Social, Health and Economic Education (PSHE) and Religious Education (RE).

Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own view points. Other opportunities include challenging stereotypes, equality, challenging homophobia and anti-bullying. We support the physical development of all our pupils and promote the knowledge, skills, language and attributes needed in order to secure positive mental health and emotional wellbeing to prepare them for the opportunities, responsibilities and experiences of later life. Mental health and emotional wellbeing is not to be delivered in isolation. The knowledge, skills, language and attributes needed to promote positive mental health is incorporated throughout the PSHE education programme, with additional discrete lessons focusing specifically on mental health and emotional wellbeing. **(Ref App 1)**

What is Personal, Social, Health, Economic Education (PSHE)?

Schools, in partnership with parents, have a vital role in preparing children and young people to negotiate the challenges and opportunities of an increasingly complex world. At Engage Academy, it is our intent to provide all children with a broad and balanced curriculum that aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships. This will be implemented by creating a programme of study that is bespoke to our school and adapted specifically for the children at Engage Academy. At Engage Academy we have discrete PSHE lessons, as well filtering the skills through out many aspects of school life

- ❖ As part of a whole school approach, PSHE deals with the social, health and economic realities of their lives, experiences and attitudes. It supports pupils to be healthy (mentally and physically); safe (online and offline) and equipped to thrive in their relationships and careers.
- ❖ PSHE prepares children to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure.
- ❖ We prepare our pupils for life in modern Britain and make sure the pupils we teach, learn to be happy, healthy, confident and are able to keep themselves safe! Our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils

Planning:

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

The learning opportunities in the Programme of Study cover all of the content outlined in the Department for Education's statutory Relationships, Sex and Health Education guidance 2020, and goes beyond this to integrate the statutory content within a complete and comprehensive PSHE education programme.

The two main core themes of our PSHE programme of study focuses on Relationships Education and Health Education. A third core theme, Living in the Wider World is also an integral aspect of our curriculum. **(Ref App 2)**

Topics covered within the core themes include:

- **Personal Health & Wellbeing**, (Mental & Emotional Health, Physically Healthy Lifestyle, Basic First Aid)
- **Relationships** (Maintain Positive Relationship, including with family, friends, people who care for us)
- **Bullying** (Deal with negative Relationship, address and overcome barriers)
- **Keeping safe & Managing Risk** (Personal safety, online safety, value of taking risks)
- **Citizenship, democracy & human rights.** (Independence, Resilience, Responsibility, Equality)
- **Careers & the World of Work** (Employability skills, Enterprise, Business, Career Success)
- **Economic Wellbeing** (Financial Capability)
- **Drug and Alcohol Education** (Keeping Safe, Healthy Lifestyle, Health & Prevention, Reduce risk of misuse) (**Ref App 3**)
- **Sex & Relationship Education (SRE)** (Gender, Identity Growing & Changing adolescent body, Respectful Relationships)

<https://www.engageacademy.uk.com/about-us/personal-development/>

At the beginning of each year, every class sets ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly. (**Ref App 4**) At Engage Academy we promote the needs and interests of all pupils, including those with SEND, irrespective of gender, culture or background and all teachers consider the children's age, ability and readiness. P.S.H.E will be provided through discreet curriculum time, assemblies, class discussions/circle time, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extra-curricular activities. These include mental health awareness week, safer internet day and Road safety Week. We respect pupils' unique starting points by providing learning that is suitable to their level, considering their age, maturity and how emotionally secure they are.

Effective PSHE needs to be taught in an atmosphere of responsibility and respect, where sensitive issues can be discussed without embarrassment or threat. Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. Any disclosures or safeguarding concerns raised, will be reported in line with the school's Safeguarding and Child Protection Policy.

The PSHE curriculum leader is responsible for monitoring the standards of children's work and the quality of teaching through lesson observations, feedback from children and consultation with parents/carers. They will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school. The school leader also ensures they are kept informed of relevant changes to aspects of PSHE by attending local cluster meetings, and PSHE network meetings. The subject leader will support colleagues in the teaching of PSHE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school They will regularly review resources and obtain, within the constraints of the allocated budget, additional resources as necessary.

Assessment, Recording & Reporting

Personal attributes, so central to PSHE education, are arguably the hardest aspects of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment. The children will have 'Reflection Journals' which will evidence and monitor progress. Pupils will measure their work against success criteria. Coverage of the P.o.S for PSHE will be tracked for each pupil and assessed against a traffic light system.

PSHE education covers issues and areas of life which children and young people will be affected by in different ways and at different times. As such we cannot make any assumptions based on pupils' age or year group about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So to assess learning and progress effectively, it is important to carry out a baseline assessment before teaching anything new. As pupils' learning in topics such as healthy eating, online safety, relationships and so on will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had *before* any new teaching took place. (**Ref App 5**)

Opportunities to assess may include:

- an increase in knowledge (Before I only knew ..., now I also know ...)
- an increase in understanding (I always knew ... but now I can see how it connects to ... and now I can see how I could use this in my life)
- a change or reconfirmation of a belief (I used to feel ... but I now feel ...)
- a richer vocabulary (Before I would have said ... but now I can say ...)
- increased competence in skills (Before I didn't know how to ... but now I know how to ...)
- new strategies acquired (Before I wouldn't have known how to ... but now I know/more effective ways to..)
- an increased confidence (Before I could/would say and do ... but now I feel I am able to say and do ...)
- changed and challenged assumptions (Before I thought that ... but now I realise that was just a myth or a stereotype)

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

Examples of how this is achieved are as follows:

- Before each new topic, teachers brainstorm and include pupils' ideas.
- Each class has School Council representatives. The School Council meets every 4 weeks. Before each meeting, the class reps invite pupils to share anything for the agenda. Reps then feedback to their classmates.
- The SLT regularly carry out questionnaires on teaching, curriculum, behaviour and specific ones such as reading.

Working with Parents/Carers and the Wider Community

Engage Academy recognises that parents/carers are the prime educators for children on PSHE matters. As such, the school seeks to work in partnership with parents/carers, in a relationship of mutual understanding, trust and co-operation. In delivering PSHE, we consult parents/carers on the purpose and content of the school's programme of study, explaining clearly what will be taught and when. (DfE guidance 'Parental Engagement on Relationships Education (2019)'

Complaints Procedure

If a pupil, parent/carer or member of staff is concerned about any aspect of PSHE at Engage Academy, the Headteacher should be informed of their concern. The Headteacher will respond to the complaint in accordance with the school's Complaints Policy. If a concern relates to the Headteacher, contact should be with the Chair of Trustees

Links with Other Policies

This document links to the following policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- SEND inclusion
- Accessibility Plan
- Online Safety Policy
- Complaints Policy
- SMSC Policy
- Relationships and Sex Education (RSE) Policy

Monitor & Review

Supporting a child's personal development throughout their school journey has a positive impact on academic attainment, leading to successful outcomes into adulthood. It effectively addresses issues which can make it difficult for young people to engage such as those concerning mental health and emotional wellbeing, bullying, poor physical health, relationship issues and substance misuse. Our Ethos (Nurturing Inclusive Learning Communities) and Values (Encouraging freedom of responsibility, Thinking innovatively, Leading with integrity, Improving continuously and Celebrating achievement) are at the core of everything we do and underpins the pupil's personal development with successful outcomes for all, unlocking their potential.

SLT will formally review the PSHE curriculum every year to ensure that it remains up to date with the latest guidance from the DfE and it is relevant to the needs of staff, Trustees, parents/carers and pupils.

Useful Websites for PHSE

BBC Class Clips 5 -7 Year Olds

BBC Class Clips 7-11 Year Olds

Appendices:

Appendix 1: Mental Health Education Programme 2020

Appendix 2: PSE/RSE Long Term Plan SoW

Appendix 3: Drugs Education Programme 2020

Appendix 4: Ground Rules

Appendix 5: Baseline Assessment

Appendix 1 Mental Health & Wellbeing Education Programme 2020

Years 1-3	Objective and learning outcomes	Learning opportunities from PSHE Programme of Study	Mental Health and Wellbeing Programme of Study	DfE Statutory Guidance Relationships and Health Education
Covered Autumn Term 2	<p>Lesson 1: We all have feelings</p> <p>Objective: Pupils will learn To recognise and describe different feelings in themselves and others</p> <p>Learning Outcome: By the end of the lesson, pupils will be able to: recognise and name some feelings that they might have explain how feelings can make their bodies feel inside describe how other's might be feeling identify who can help them with feelings, and how they can help others</p>	<p>Core theme 1: Health and Well-Being</p> <p>Mental Health KS1</p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss</p>	<ul style="list-style-type: none"> about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings (H17/18) about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them (H19) about change and loss and the associated feelings (including moving home, losing toys, pets or friends) (H20) to communicate their feelings to others, to recognise how others show feelings and how to respond (H11-20) rules for and ways of keeping physically and emotionally safe (including safety online) about people who are responsible for helping them stay healthy and safe and ways that they can help these people (KS 2-H33) to identify their special people, what makes them special and how special people should care for one another (R1) 	<p>Health Education</p> <p>Mental Wellbeing</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
Covered Spring Term 1	<p>Lesson 2: Good and Not so good feelings</p> <p>Objective: Pupils will learn: that feelings change and that not everyone experiences the same feeling in the same situation</p> <p>Learning Outcome By the end of the lesson, pupils will be</p>	<p>feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss</p>	<ul style="list-style-type: none"> about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings (H17/18) about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them (H19) about change and loss and the associated feelings (including moving home, losing toys, pets or friends) (H20) to communicate their feelings to others, to recognise how others show feelings and how to respond (H11-20) rules for and ways of keeping physically and emotionally safe (including safety online) about people who are responsible for helping them stay healthy and safe and ways that they can help these people (KS 2-H33) to identify their special people, what makes them special and how special people should care for one another (R1) 	<p>Health Education</p> <p>Mental Wellbeing</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

	<p>able to:</p> <ul style="list-style-type: none"> identify feelings that are good and not so good recognise that people feel differently about things and situations explain what can change their feelings (from good to not so good and from not so good to good) suggest things that can help them and others to feel better <p>Lesson 3: Big Feelings</p> <p>Objective:</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> about 'big' feelings and how to manage them <p>Learning Outcome:</p> <p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> recognise that feelings can intensify (get stronger) describe how big feelings can affect their behaviour identify what can help them feel better when they have a big feeling (including talking to trusted adults) use words or phrases to ask for help with feelings <p>Lesson 4: Everyday Feelings</p> <p>Objective:</p> <p>Pupils will learn:</p>	<p>(including death); to identify feelings associated with this; to recognise what helps people to feel better (including moving home, losing toys, pet friend)</p> <p>H33. about the people whose job it is to help keep us safe in an emergency (how to dial 999 and what to say)</p> <p>H36. how to get help their mood when they don't feel good</p> <p>Core theme 2: Relationships</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>R21. about what is kind and unkind behaviour, and how this can affect</p>	<ul style="list-style-type: none"> that there are different types of teasing and bullying, that these are wrong and unacceptable (R12) that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) (R16) the difference between secrets and surprises and the importance of not keeping adults' secrets (R18) how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help (R20) to recognise what is fair and unfair, kind and unkind, what is right and wrong (R21) to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say (R21) to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class (R25) that people and other living things have needs and that they have responsibilities to meet them (L2) 	<ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. <p>Internet Safety & Harm</p> <ul style="list-style-type: none"> about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. that the internet can also be negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. <p>Physical Health and Fitness</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. <p>Health & Prevention</p>
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<p>about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good</p> <p>Learning Outcome</p> <p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> identify that feelings/emotions are part of a person's health and wellbeing recognise that feelings usually change throughout the day give examples of everyday things that can affect feelings describe what can help people to feel good/better 	<p><i>others</i></p> <p>R25. <i>how to talk about and share their opinions on things that matter to them</i></p> <p>Core theme 3 : Living in Wider World</p> <p>L2. <i>how people and other living things have different needs; about the responsibilities of caring for them.</i></p>		<ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. <p>Changing Adolescent Body</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. <p>Relationship Education</p> <p>Families</p> <ul style="list-style-type: none"> that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <p>Caring Friendships</p> <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. <p>Respectful Relationships</p> <ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness.
<p>Lesson 5: Expressing Feelings Objective</p> <p>Pupils will learn:</p> <p>about ways of expressing feelings and emotions and why this is important</p> <p>Learning Outcome</p> <p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> name a wide range of feelings and emotions match feelings to a scale of intensity and identify strong feelings describe different feelings and how they are experienced in the body recognise why it is important for people to express their feelings 			

Climate for learning: Before teaching these lessons, ensure that you read the accompanying PSHE Association document Teaching about mental health and emotional wellbeing for guidance on establishing ground rules, the limits of confidentiality, handling questions, and additional advice relating to teaching about mental health effectively and safely.

Years 4-6	Objective and learning outcomes	Learning opportunities PSHE Programme of Study	Mental Health and Wellbeing Programme of Study	DfE Statutory Guidance Relationships and Health Education
Covered Autumn Term 1	<p>Lesson 1: Everyday Feelings</p> <p>Objective: Pupils will learn: about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good</p> <p>Learning Outcome By the end of the lesson, pupils will be able to: identify that feelings/emotions are part of a person's health and wellbeing recognise that feelings usually change throughout the day give examples of everyday things that can affect feelings describe what can help people to feel good/better</p> <p>Lesson 2: Expressing Feelings</p> <p>Objective Pupils will learn: about ways of expressing feelings and emotions and why this is important</p> <p>Learning Outcome</p>	<p>Core theme 1: Health and Well-Being</p> <p>H20. <i>strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</i></p> <p>H21. <i>to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</i></p> <p>H28. <i>to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</i></p> <p>H31. <i>about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</i></p>	<ul style="list-style-type: none"> • to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them (H20) • to recognise how their behaviour affects other people (KS1 H20) • to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (H21) • to think about themselves, to learn from their experiences, to recognise & celebrate their strengths and set simple but challenging goals (KS1-H28) • how their body will, and emotions may, change as they approach and move through puberty (H31) • about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (H36) • to recognise when and how to ask for help and use basic techniques for resisting pressure to do 	<p>Health Education Mental Wellbeing</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important

<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> name a wide range of feelings and emotions match feelings to a scale of intensity and identify strong feelings describe different feelings and how they are experienced in the body recognise why it is important for people to express their feelings 	<p>H36. <i>strategies to manage transitions between classes and key stages</i></p> <p>Core theme 2: Relationships</p> <p>R28. <i>how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</i></p>	<p>something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong (R28)</p> <ul style="list-style-type: none"> what positively and negatively affects their physical, mental and emotional health (including the media) (L11) to recognise how images in the media do not always reflect reality and can affect how people feel about themselves (L16) to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals (L25) 	<p>for children to discuss their feelings with an adult and seek support.</p> <ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Lesson 3: Managing Feelings Objective</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> about managing feelings and emotions in different situations about getting help, advice and support with feelings and emotions <p>Learning Outcome</p> <p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> explain how feelings and emotions can influence actions and behaviour identify ways of coping with feelings in different situations explain why it is important to talk about feelings and describe how this can feel recognise that help, advice and support about feelings comes from different sources 	<p>Core theme 3 : Living in Wider World</p> <p>L11. <i>recognise ways in which the internet and social media can be used both positively and negatively</i></p> <p>L16. <i>about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</i></p> <p>L25. <i>to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</i></p>		<p>Internet Safety & Harm</p> <ul style="list-style-type: none"> about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. that the internet can also be negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. <p>Physical Health and Fitness</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. <p>Health & Prevention</p> <ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and that
<p>Covered Spring Term 1</p> <p>Lesson 4: Mental Health and Keeping Well Objective</p>			

<p>Pupils will learn: about mental health; what it means and how we can take care of it</p> <p>Learning Outcome By the end of the lesson, pupils will be able to: explain what is meant by the term 'mental health' identify everyday behaviours that can help to support mental (and physical) health recognise that we can take care of our mental health (as well as our physical health)</p> <p>Lesson 5: Managing Challenges and Change</p> <p>Objective: Pupils will learn: about how feelings and emotions are affected and can be managed at changing, challenging or difficult times</p> <p>Learning Outcome By the end of the lesson, pupils will be able to: describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected recognise conflicting emotions and when these might be experienced explain how feelings and emotions change over time</p>			<p>a lack of sleep can affect weight, mood and ability to learn.</p> <p>Changing Adolescent Body</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. <p>Relationship Education</p> <p>Families</p> <ul style="list-style-type: none"> that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <p>Caring Friendships</p> <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. <p>Respectful Relationships</p> <ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness.
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	<p>identify positive actions to support mental wellbeing during difficult times, including identifying their personal support network</p>			
Year 6 Covered Summer Term 2	<p>Lesson 6: Feelings & common anxieties when transitioning to secondary school</p> <p>Objective</p> <p>Pupils will learn:</p> <p>about the feelings and common anxieties pupils face when starting key stage 3/moving to secondary school</p> <p>ways of managing these feelings.</p> <p>Learning Outcome</p> <p>By the end of the lesson, pupils will be able to:</p> <p>identify feelings people might experience when starting a new school / moving to secondary school (KS3)</p> <p>recognise common causes of worry, challenges and opportunities that may be part of this transition</p> <p>identify and evaluate the usefulness and reliability of different sources of support and information available;</p> <p>explain how to access them</p> <p>identify ways to positively manage the move to secondary school (KS3)</p>			

Appendix 2: KS1/2 Curriculum Overview

Overall Intent: Relationships & Health Education at Engage Academy is delivered to pupils weekly to support understanding of healthy & positive relationships. At Engage the promotion of knowledge, that will enable students to make informed decisions about their wellbeing, health & relationships aim to build their self-efficacy. RHE serves to support learning through age-appropriate teaching, enabling school to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

	My Family & I	Respecting Friendships	Physical & Mental wellbeing	The Big Wide World	Keeping safe	Money & Work
Years 1-3	Relationships Recognising things in common and differences (individuality); Our bodies (naming body parts); People who care for us; group we belong to; What makes a family; features of family life, roles of different people; families; feeling cared for playing and working cooperatively; sharing opinions	Relationships Making positive friendships; the importance of respect; courtesy, being polite, identifying personal boundaries Feeling lonely and getting help; How behaviour affects others; the impact of hurtful behaviour dealing with arguments; bullying words and actions. Recognising privacy; manage secrets; staying safe; seeking permission; resisting pressure and knowing when to get help.	Health and wellbeing <u>Physical Health:</u> Keeping healthy; eating well, drinking plenty (water), being active; importance of sleep; hygiene routines; dental care, sun safety. People who help us with health choices and habits, doctor, dentist, nurse, chemist <u>Mental Health:</u> Recognising what makes them unique and special; Expressing feelings. What affects feelings (mood, times of change (moving class, school, house), growing up) Managing extreme feelings (loss, bereavement, when things go wrong) and re-framing setbacks including asking for help	Living in the wider world Belonging to a group; roles and responsibilities; caring for others' needs; looking after the environment in the community What rules are? The value of rules and laws; rights, freedoms and responsibilities Media literacy and digital resilience Using the internet and digital devices; communicating online; The internet in everyday life; online content and information. How the internet is used; assessing information online.	Health and wellbeing Recognition of risks & Hazards Safety in different environments (home (medicines and household products) & school, local environment and unfamiliar places) How rules and age restrictions help us; Role of the Internet & keeping safe online. First aid & Emergencies	Living in the wider world Different jobs and Skills; personal strengths, achievements and interests; job stereotypes; jobs in the community. What money is; looking after money; needs and wants; setting personal goals
Years 4-6	Relationships I am Unique (Identity; personal attributes, individuality, self-esteem: self-worth, self-repect, becoming independent, courteous) Who am I (Awareness of own feelings and emotions. Expression of feelings and how they impact behaviours) Developing and managing positive friendships including online, various social settings. Respecting	Relationships Different relationships overtime/Transitions (child to adulthood), Eg school friends, romantic, attraction, social. civil partnership and marriage Managing setbacks; responding to hurtful behaviour; physical contact and feeling safe; recognising risks online, recognising and managing peer pressure; consent in different	Health and wellbeing <u>Physical Health:</u> Maintaining a balanced lifestyle; eating well, drinking plenty (water), being active; importance of sleep; reduced screen time, personal hygiene routines; dental care, sun safety. Physical changes in puberty; external genitalia; People who help us with health choices and habits, doctor, dentist, nurse (medicines,	Living in the wider world What makes a community; impact of choices and decision we make. Importance of challenging discrimination and stereotypes. Protecting the environment is a shared responsibility; compassion is key (people and animals) Media Lit & digital resilience; Evaluate different media types/sources; How is data shared and	Health and wellbeing Recognising and managing risks by keeping safe in different situations eg., out and about, medicines and household product, use of the internet, access to social media (Keeping personal information safe). Substance Misuse: Drugs common to everyday life, regulations and choices; Drug use	Living in the wider world What does the future hold? Identifying job interests and career aspirations; What influences positive career choices; eg role models (people we know/media); Attitudes to money; making decisions; spending and saving ; using and keeping money Safe; financial risks.

<p>similarities and differences with sensitivity including differing opinions. What are stereotypes? Respond respectfully to a wide range of people; recognising prejudice and discrimination</p>	<p>situations</p>	<p>vaccinations), chemist. Support with puberty (teachers, parents) Human reproduction and birth; Mental Health: Expressing feelings. What affects feelings (mood, puberty, transitions (moving class.school, house). Managing extreme feelings (loss, bereavement, when things go wrong) and re-framing setbacks, taking care of own mental well being safely but know when to ask for help.</p>	<p>used? Highlight the importance of protecting data and risk of sharing things online. How information online is targeted; Influences and decision making; their role and impact</p>	<p>and the law; Basic First Aid: accidents, Emergency response, allergies</p>	
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Appendix 3**Drug and Alcohol Education Lessons (September 2020)**
Key Stages 1 and 2

Years 1-3	Objective and learning outcomes	Learning opportunities from PSHE Programme of Study	DfE Statutory Guidance Relationships and Health Education
Covered Spring Term 1	<p>Lesson 1 Keeping safe: Things that go into and onto bodies</p> <p>Objective: Pupils learn about the things that go into and onto bodies and how this can make people feel</p> <p>Learning outcomes: Pupils will be able to:</p> <ul style="list-style-type: none">• describe how the things that can go into a person's body and onto their skin can change how people look and feel• identify that some things that go into or onto bodies can be harmful (or not so good for people) and how we know if something might be harmful• suggest basic strategies to respond to situations involving household products• recognise whom to ask for help with things that can go into or onto bodies <p>Lesson 2 Keeping healthy: medicines</p> <p>Objective: Pupils learn about</p>	<p>Health and wellbeing: Healthy lifestyles</p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H6: that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H10. about the people who help us to stay physically healthy</p> <p>Health and wellbeing: Keeping safe</p> <p>H29: to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p>	<p>Health education</p> <p>Topic: Drugs, alcohol and tobacco</p> <ul style="list-style-type: none">• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking <p>Topic: Health and prevention</p> <ul style="list-style-type: none">• about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing• the facts and science relation to allergies, immunisation and vaccination <p>Topic: Physical health and fitness</p> <ul style="list-style-type: none">• how and when to seek support including which adults to speak to in school if they are worried about their health <p>Relationships education</p>

	<p>medicines and the people who help them to stay healthy</p> <p>Learning outcomes: Pupils will be able to:</p> <ul style="list-style-type: none"> • identify what can make people feel better if not feeling well 	<p>H33. about the people whose job it is to help keep us safe</p> <p>Health and wellbeing: Drugs, alcohol and tobacco</p> <p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>Topic: Being safe</p> <ul style="list-style-type: none"> • how to ask for advice or help for themselves or others, and to keep trying until they are heard how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice e.g. family, school and/or other sources
Covered Summer Term 1	<p>Lesson 3 Keeping safe: medicines and household products</p> <p>Objective: Pupils learn rules about keeping safe around medicines and other household products</p> <p>Learning outcomes: Pupils will be able to:</p> <ul style="list-style-type: none"> • state safety rules for the use of medicines and other household products • recognise risk in situations related to medicines and household products, including when there is pressure to do something which is unsafe or may cause someone to be unwell • identify what to do next in a situation that may involve risk • identify when asking for adult permission is required (in relation to medicines and household products) <p>Lesson 4 Safety rules and risks: medicines and household products</p>		

	<p>Objective: Pupils learn about the safe use of medicines and household products</p> <p>Learning outcomes: Pupils will be able to: explain the importance of taking medicines correctly and using household products safely</p> <ul style="list-style-type: none"> • identify risk in relation to the use of medicines and household products, and suggest what action to take to help prevent or minimise harm • recognise sources of 		
Years 4-6			
Years 4-6	Objective and learning outcomes	Learning opportunities from PSHE Programme of Study	DfE Statutory Guidance Relationships and Health Education
	<p>Lesson 1 Managing risk: medicines</p> <p>Objective: Pupils learn how the correct use of medicines, and how vaccinations and immunisations, can help to maintain health and wellbeing</p> <p>Learning outcomes: Pupils will be able to:</p> <ul style="list-style-type: none"> • describe how medicines, when used responsibly, can support health and wellbeing 	<p>Health and wellbeing: Healthy lifestyles (physical wellbeing)</p> <p>H1: how to make informed decisions about health</p> <p>H3: about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4: how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p>	<p>Health education</p> <p>Topic: Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking <p>Topic: Health and prevention</p> <ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of

	<ul style="list-style-type: none"> • explain how preventative medicines such as vaccinations can stop disease from spreading • explain the safe use of medicines to help manage illness and allergies • identify where to find further advice and guidance about the correct use of medicines 	<p>Health and wellbeing Keeping safe: H10: how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H40: about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)</p> <p>Health and wellbeing: Drugs, alcohol and tobacco H46: about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47: to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48: about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p>	handwashing <ul style="list-style-type: none"> • the facts and science relation to allergies, immunisation and vaccination <p>Topic: Physical health and fitness • how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>Relationships education Topic: Being safe <ul style="list-style-type: none"> • how to ask for advice or help for themselves or others, and to keep trying until they are heard how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice e.g. family, school and/or other sources </p>
Covered Summer Term 1	<p>Lesson 2 Safety rules and risks: alcohol and smoking</p> <p>Objective: Pupils learn that caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect people's health</p> <p>Learning outcomes: Pupils will be able to:</p> <ul style="list-style-type: none"> • identify some of the risks of caffeine, cigarettes, e-cigarettes/vaping and alcohol • identify how these risks can affect the person, or those around them • explain how laws, guidelines and restrictions related to drugs help to keep people safe and healthy • identify where people can get help and support to protect their own and others' health <p>Lesson 3 Managing risk: legal and illegal Drugs</p>		

<p>Objective: Pupils learn about some of the risks and effects of (legal and illegal) drug use</p> <p>Learning outcomes:</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • explain that there are risks of using any type of drug and identify some of the risks and effects of drug use • recognise that drugs have laws related to them and that some drugs are illegal to own, use or give to others • analyse the level of risk in different situations, identifying that drugs can affect people in different ways • explain that for some people drug use can become an unhealthy habit that can be difficult to break but there is support available to help people; where to report any concerns, they have 	<p>H49: about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50: about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>Relationships:</p> <p>R28: how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>Living the Wider World: Shared responsibilities</p> <p>L1: to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p>	
<p>Lesson 4 Managing risk: influences and pressure</p> <p>Objective: Pupils learn about the reasons why people use drugs; managing situations and peer influence</p> <p>Learning outcomes:</p> <p>Pupils will be able to:</p>		

	<ul style="list-style-type: none"> • explain why people may choose to use or not use a drug, and the different factors that might influence them • analyse what is most likely to influence a person to use or not use a drug • describe strategies for managing peer influence in situations that might involve drugs • explain how to ask for help from a trusted adult if they have any worries or concerns about drugs and why this is important 		
	<p>Lesson 5 Managing risk: drugs and alcohol in the media</p> <p>Objective: Pupils learn that mixed messages about drugs use in the media exist and that these can influence opinions and decisions</p> <p>Learning outcomes: Pupils will be able to:</p> <ul style="list-style-type: none"> • identify the mixed messages in the media in relation to smoking/vaping and alcohol • analyse key messages, suggest who they are targeted at and why • describe how these might affect a person's thoughts, feelings and actions • explain what would help a person to make informed decisions about health and where they could find reliable information 		

Appendix 4

Ground Rules

When teaching sensitive topics such as PSHE, mental health, it is important to think carefully about the possibility of personal disclosures from pupils who, as a result of the lesson, may develop the skills, language, knowledge and understanding needed to make a disclosure about their experiences. Whilst this is not to be discouraged, it is very important that if pupils make personal disclosures to school staff, they do so in a suitable, one-to-one setting.

It is not appropriate, to encourage pupils to talk about sensitive personal matters in the classroom. It is vital, that before teaching about topics, like relationships, keeping safe, mental health and emotional wellbeing, clear ‘ground-rules’ are established and the concepts of confidentiality and anonymity covered at the start of every lesson. Pupils will be involved in negotiating and agreeing Ground Rules. They will be consistently adhered to, regularly revisited and, if necessary, renegotiated and reinforced.

Openness	Keep the conversation in the room	Non-judgmental approach
Right to pass	Make no assumptions	Listen to others
Use of language	Ask questions	Seeking help and advice

Openness: An important part of breaking down the stigma that surrounds sensitive topics is to encourage an ethos of openness but within specific boundaries. Topics should be openly and honestly discussed within the classroom setting which should feel like a safe and supportive environment for discussions that are positive and affirming whilst giving pupils the opportunity to share their concerns. However, it needs to be agreed with pupils that lesson time is not the appropriate setting to directly discuss their own personal or private lives, or that of others. General situations can be used as examples but names and identifying descriptions should be omitted.

Keep the conversation in the room: Pupils need to feel safe discussing general issues related to key areas within the lesson without fear that these discussions will be repeated by teachers or pupils beyond this setting. Pupils should feel confident exploring their misconceptions or questions within this safe setting. It is important, however, to make it clear that if you become concerned that a child may be at risk then you will need to follow the school's safeguarding policy.

Right to pass: Whilst participation in the lesson is important, every pupil has the right to choose not to answer a question, or not to participate in an activity. Pupils may choose to pass on participation if a topic touches upon personal issues which they should not disclose within a classroom setting, or if the topic of the activity or discussion makes them feel uncomfortable in any way. They could be invited to discuss such concerns with the teacher individually.

Make no assumptions: In addition not to judging the viewpoints of others, pupils must also take care not to make assumptions about the values, attitudes, life experiences, faith values, cultural values or feelings of their peers.

Listen to others: Every pupil in the class has the right to feel listened to and they should respect the right of their peers to feel listened to as well. It is okay to challenge the viewpoint of another pupil, but we should always listen to their point of view, in full, before making assumptions or formulating a response. We should challenge the belief not the child.

Use of language: Pupils should be reminded to take care in their use of language within (and beyond) lessons. They should not be using offensive that is inaccurate or offensive. There are many words surrounding sensitive issues which have negative connotations or may be misunderstood by pupils. It can be valuable to explore these words and understand exactly why they are inappropriate and should not be used either within the setting of a lesson, nor within day to day life. Highlight to pupils "You will use the correct terms for the things we will be discussing rather than the slang terms as some people can find them offensive. If you are not sure what the correct term is - you will ask."

Ask questions: It is important to foster an open environment where pupils feel safe asking questions and exploring their preconceptions about a topic. Pupils should understand that no question will be considered stupid, and when they are in doubt about an issue or topic, they should ask. It's also important that pupils realise it is never appropriate to ask a question in order to deliberately try to embarrass somebody else or to encourage pupils to laugh at someone. Each classroom will have an anonymous question box available to pupils, to ask questions they may feel uncomfortable posing in a classroom setting. You can make this available prior to, during or after the lesson.

Seeking help and advice: Whilst it's important that pupils do not make personal disclosures during the course of the lesson, the appropriate means for seeking support and advice needs to be clearly signposted in the lesson. This will mean being familiar with, and sharing appropriate parts of, the school's safeguarding, or other relevant, policies. You should also share details of relevant websites and helplines where pupils can seek confidential advice and support. Pupils should be encouraged to support their friends in seeking help where they think it is needed to.

Ending the lesson: It is worth considering how best to finish a lesson of this nature which can be emotionally exhausting for both pupils and teacher. Building in an activity which is light-hearted at the end of the lesson can be a good way to chance the class atmosphere so that pupils are ready for their next lesson.

Appendix 5

Baseline Assessment



1. Baseline assessment

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

2. Assessment for Learning (AfL)

Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. Assessment of Learning (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

Baseline assessment activity:	More useful for assessing:	Less useful for assessing:
Questioning	Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic	Skills, attributes
Discussion	Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic	Skills, attributes
Brainstorming	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
Role-play, hot-seating, freeze-frame and other drama techniques	Skills, strategies, attributes, attitudes	Knowledge, understanding
Storyboards/cartoon strip/scenario script writing	Skills, strategies, attitudes	Knowledge, understanding, attributes
Responding to a scenario, picture or video clip	Knowledge, understanding, attitudes, beliefs, strategies	Skills, attributes
Mind map or spider diagram	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
'Graffiti wall'/working wall'	Starting point of a group, knowledge, understanding, attitudes, beliefs, pupils' questions relating to the topic	Starting point of individuals, skills, strategies, attributes
Quiz	Knowledge, understanding	Skills, strategies, attributes
Questionnaire	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
Continuum/'washing line'	Attitudes, beliefs, attributes	Knowledge, understanding, skills, strategies
Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)	Attitudes, beliefs, attributes	Knowledge, understanding, skills, strategies
'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)	Knowledge, understanding, attitudes, beliefs, complex concepts	Skills, strategies, attributes
Explain to an alien	Knowledge, understanding, attitudes, beliefs, strategies, complex concepts	Skills, attributes
Card sort, e.g. 'diamond 9'	Attitudes, beliefs, understanding	Skills, knowledge, attributes

Using baseline activities to measure progress in the endpoint activity

Questioning: Revisit key questions, extending with higher order questions. Invite pupils to think of key questions for future learning.

- Discussion Revisit main arguments from baseline discussion; formal debate; presentations.
- Brainstorming If written down, revisit in a different colour – add, amend, expand.
- Role-play, hot-seating, freeze-frame and other drama techniques Repeat activity, showing how strategies have developed/changed and demonstrating new skills; script a conversation or role-play on a related but more challenging situation.
- Storyboards/cartoon strip/scenario script writing
- Evaluate effectiveness of baseline strategies/ideas through discussion; revisit in a different colour – add, amend, expand, change; role-play their revised script.
- Responding to a scenario, picture or video clip If written down, revisit in a different colour – add, amend, expand; discuss or write down any changes to their response as a result of the learning.
- Mind map or spider diagram Revisit in a different colour – add, amend, expand.
- ‘Graffiti wall’/‘working wall’ Revisit in a different colour – add, amend, expand; answer questions written on the wall at the beginning and think of key questions for future learning.
- Quiz Repeat quiz; ask pupils to write a new set of quiz questions for peers to answer.
- Questionnaire Repeat questionnaire; ask pupils to write a new questionnaire for peers to answer.
- Continuum/‘washing line’ Repeat the activity, asking pupils to discuss whether- and if so how far- they have moved along the continuum and why; photograph new continuum or washing line positions and compare with photo of baseline positions.
- Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes) Pupils rate themselves on the same scale in the light of the new learning.
- ‘Draw and write’ (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person) Revisit in a different colour – add, amend, expand.
- Explain to an alien Revisit in a different colour – add, amend, expand; think of additional questions for the alien to ask to explore the concept further and answer each other’s questions.
- Card sort e.g. ‘diamond 9’ Repeat the card sort; photograph and compare to a photo of the original; justify verbally or in writing any changes to the order resulting from the new learning.

Additional ideas for endpoint activities to demonstrate learning:

- Presentations
- Producing resources and materials to teach younger pupils
- Leading a discussion or other learning activity with younger pupils
- Producing a blog or podcast
- Keeping a journal, diary or log of times when they have demonstrated a particular skill or attribute during the week