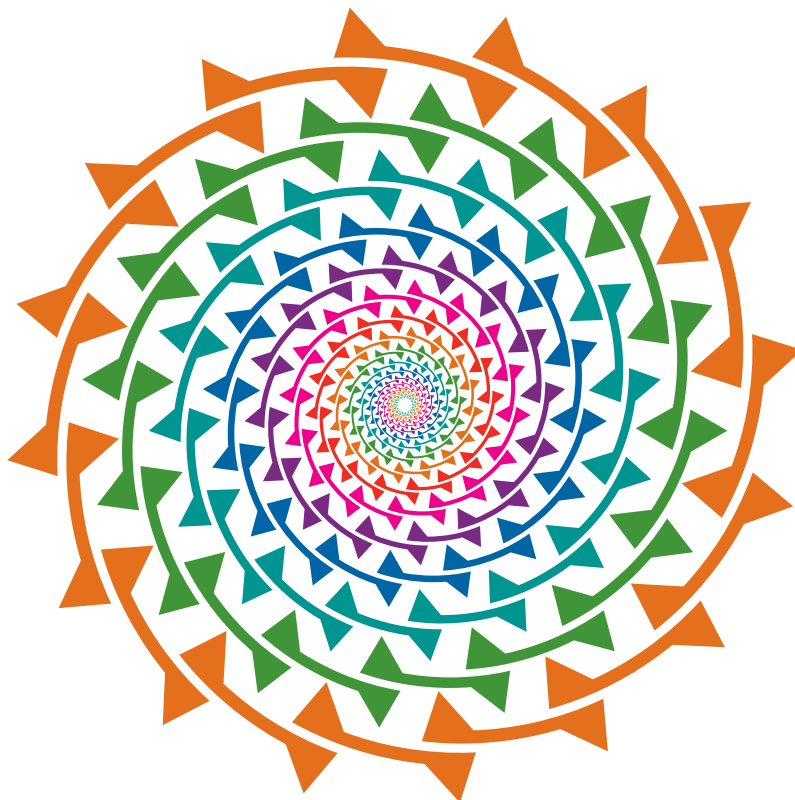


KALEIDOSCOPE

SEALing a brighter future

3



Integrating PSHEE and SEAL
A Scheme of Work for Key Stage 3
for all students



Kaleidoscope Key Stage 3

Introduction and rationale

Personal, Social, Health and Economic Education

The status and profile of PSHE Education within the school curriculum and the recognised learning entitlement of every young person has never been higher. 'Every Child Matters' established the principle that schools, like all children's services, have a responsibility to secure children's personal development and wellbeing in a rounded way, and the introduction of a statutory duty to promote pupils' wellbeing has reinforced that responsibility. From 2008, the new secondary curriculum includes a programme of study for PSHE Education that incorporates the twin elements of Personal Wellbeing and Economic Wellbeing/Financial Capability. In April 2009 the Macdonald Review endorsed the government's view that children's entitlement to PSHE Education should be confirmed by giving it statutory status within the National Curriculum, and set out clear recommendations as to how this should be implemented.

Social and Emotional Aspects of Learning

At the same time, the emotional intelligence and social skills that underpin successful learning have been recognised and supported with the introduction of the Social and Emotional Aspects of Learning (SEAL) programme, initiated in primary schools and now extended to the secondary phase. SEAL provides the means of addressing emotional literacy both through the ethos and quality of life in the school as a whole, and through a taught programme in the classroom across the curriculum. The package of materials published by the DCSF to support SEAL in secondary schools is well developed and comprehensive, and invites schools to take a radical new perspective on the emotional and social climate that supports learning and achievement.

What is Kaleidoscope?

Together, the introduction of SEAL and the formalising of PSHE Education as an entitlement within the curriculum place challenging expectations on secondary schools, with their crowded curriculum and often limited specialist expertise in these areas. **Kaleidoscope**, developed in collaboration between the local authorities of Bournemouth, Poole and Wiltshire, is designed to provide a clear framework of support in meeting these obligations.

The resource offers a full programme of learning for KS3, with detailed lesson plans and classroom materials, which you can adopt, adapt or integrate into your school's existing provision in whatever way best suits your situation and the needs of your students. It builds on the model already established in Bournemouth, Dorset and Poole with the primary **Rainbow** resource which has been widely adopted in primary schools in those authorities. Secondary teachers using **Kaleidoscope** need to know and take account of the prior learning their students have experienced at primary school - to this end the electronic version of the **Kaleidoscope** resource includes the Y6 Rainbow materials for reference and to aid progression.

The core purpose of **Kaleidoscope** is to support secondary teachers by providing a ready made package which offers structured coverage of the essentials of PSHE Education and links this coherently with the intended learning outcomes of the SEAL programme. It takes its structure from the Key Concepts of the new QCA programme of study for Personal Wellbeing, with Economic Wellbeing and Financial Capability represented explicitly in one strand as well as being integrated across the whole programme. Kaleidoscope is intended to provide the reassurance of a reliable and inclusive scheme of work for KS3, while allowing the flexibility for schools to select, adapt and embellish it according to their particular needs and starting points.

Kaleidoscope unpacked

The basic structure of the resource is provided by six **themes**, based on the Key Concepts of the National Curriculum programme of study, each of which is revisited in a spiral approach across Years 7, 8 and 9. The themes are:

- Personal Identity
- Your Money and Your Life
- Relationships
- Diversity
- Health Matters
- Risk

Within each theme there are **units of work** for each of the three year groups. Each unit is intended to provide a half - term's work, assuming an allocation of six one-hour lessons over the course of a half-term. The units all comprise the following elements:

Introducing the unit is a series of **Thoughts for the Week** which provide a weekly focus for observation or reflection to stimulate thought or to highlight and commend behaviours and attitudes that relate to the learning intentions of that week's lesson. These might be made the shared focus of attention by being displayed in classrooms or corridors or use as assembly themes.

To support advanced planning some units include a **Resources to Source Prior to Teaching Checklist**.

Also included in each unit of work is a **Related Aspects** grid which relates the relevant PSHEE and SEAL outcomes to other agendas including Every Child Matters, National Healthy Schools criteria, and UNICEF's Rights Respecting School's Award scheme.

The unit then provides a **Unit Overview** which lists the six lessons at a glance, and cross references their intended learning outcomes to the standard learning outcomes for PSHEE and SEAL. This is followed by the detailed **lesson plans** and their **supporting teaching materials**, which may consist of photocopiable information sheets, sets of cards, whiteboard presentations (also supplied electronically on disk), additional teacher's notes, and so forth.

The lesson plans all follow a common format:

- Learning intentions listed in the form of 'I can' statements: for each lesson one of the Personal Learning and Thinking Skills has also been flagged up as having particular relevance
- Key vocabulary
- Resources required
- Learning activities for the engagement, core and plenary phases of the lesson
- Key questions, that highlight the principal themes of the lesson
- Suggested opportunities for Assessment for Learning
- Ideas on differentiation
- Opportunities for making cross-curricular links
- Notes for additional guidance to the teacher

A key feature of **Kaleidoscope** is that each unit builds towards a final outcome - a tangible product, event, presentation, etc in the sixth lesson - which both provides a sense of purpose and offers an assessment opportunity for teachers and students to review learning and progress.

Also, for each overall theme **Kaleidoscope** provides one example of an **assembly** that could be used at the beginning of the half-term in which that theme is to be addressed, to stimulate thinking about the issues involved and to promote a sense of collective engagement with the topic. If you find this helpful as a means of raising awareness and giving a whole school profile to this area of learning, you may choose to devise similar assembly presentations of your own to use in subsequent years.

Additional material...

In the appendix there are documents which are referenced in the Related Aspects grid enabling colleagues to cross reference and refer back to. Included in the appendix is documentation relating to Every Child Matters, the PSHEE curriculum framework, SEAL outcomes, Healthy Schools criteria and information on Rights Respecting Schools.

PSHE Education, of course, is about life as it is lived in the real world, and therefore the boundaries between our themes are to some extent artificial and arbitrary. The best delivery of these units of work will help students to see the interconnections between the themes, the progression from year to year, and the ways in which the themes relate to learning that takes place across the whole curriculum and in the wider experiences of school life.

Using Kaleidoscope in your school

The success of **Kaleidoscope** in delivering effective and compelling learning experiences for your students will depend to a significant extent on the school context within which it finds a place. It is widely acknowledged that in secondary schools the allocation of both curriculum time and appropriate staffing are critical factors in determining the quality of PSHE Education. The premise underpinning the **Kaleidoscope** resource is that high quality PSHEE requires a core of regular and consistent curriculum provision, delivered by teachers with the necessary specialist skills: off-timetable events and outside visitors may enrich and enhance this core provision, but cannot substitute for it.

Kaleidoscope is designed to ease the process of developing and resourcing a comprehensive PSHEE programme, but in planning its implementation you may want to take the opportunity to review not only your current provision but also the delivery model and the staff development needs for PSHEE in your school - bearing in mind that statutory PSHE Education is likely to become a reality in 2011.

You will also need to note that this resource is designed specifically to deliver the PSHE Education curriculum, in dedicated PSHEE lessons. Attention is drawn throughout to the wider curriculum links that can be made, but **Kaleidoscope** itself does not explicitly cover any part of the Citizenship curriculum. You may well have a delivery model that brings these two subjects together - this is not uncommon and can be fruitful. However **Kaleidoscope** rests on the assumption that such a model should not involve any compromise in the time devoted to coverage of the full range of the PSHEE programme of study.

Throughout the materials, **Kaleidoscope** seeks to provide active, engaging and creative learning experiences. It is implicit everywhere, and explicit at various points, that such experiences depend upon creating a classroom environment and a learning climate that is safe, supportive and empowering for students. The skilled and experienced PSHEE teacher knows well that establishing ground rules or a learning agreement with the class is an essential technique for setting the scene in the PSHEE classroom. One way to build up the armoury of specialist PSHEE skills and techniques within your teaching team is to take advantage of the national PSHE CPD programme, which is delivered locally within your local authority. This funded, year-long training programme affords teachers a unique opportunity to reflect on and develop the essential skills and approaches that make PSHEE work in the classroom, and to achieve a nationally recognised accreditation in PSHE Education.

The local Adviser or advisory team for PSHE Education in your authority will be happy to provide details of the CPD scheme and how to apply, as well as to support in any way they can with the implementation of **Kaleidoscope** and the development of PSHE Education in your school.

Effective and inspiring PSHE Education is a vital element in fulfilling our responsibilities to the young people in our care, and it can be an immensely satisfying and rewarding experience for the teacher. We hope that **Kaleidoscope** will support and encourage you towards that goal, and we wish you every success in using it.

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Kaleidoscope

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We offer sincere thanks and appreciation on behalf of all the teachers whose lives will be made easier by KALEIDOSCOPE and all of the young people who will be touched and supported by this work.

Our hope is that KALEIDOSCOPE along with its KS1/2 sister resource RAINBOW, will enable us to continue to SEAL a brighter future for the young people of Bournemouth, Poole and Wiltshire.