

Appendices & Resources

**Directory of Useful Organisations,
Websites and Resources**

Events Calendar

ECM

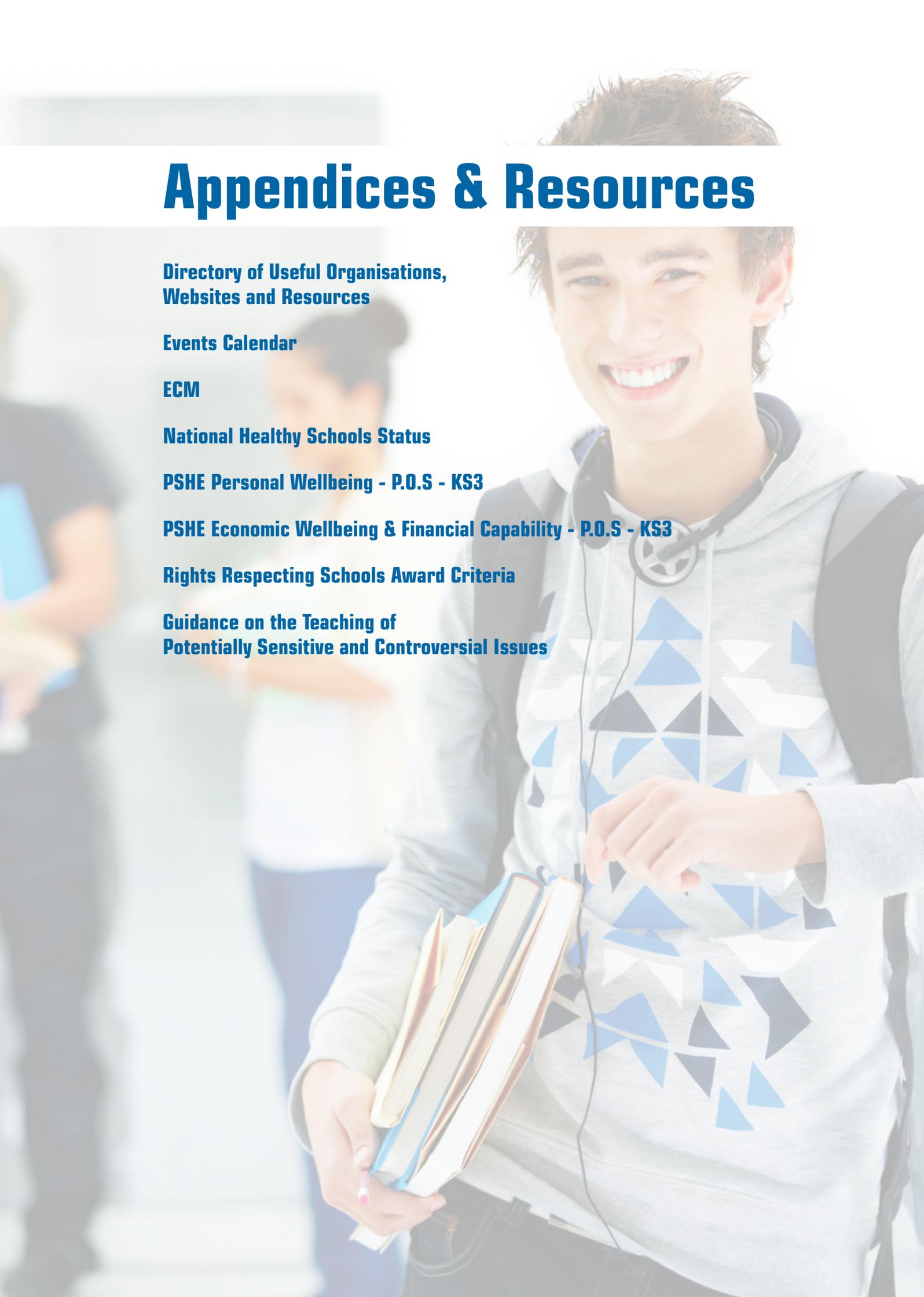
National Healthy Schools Status

PSHE Personal Wellbeing - P.O.S - KS3

PSHE Economic Wellbeing & Financial Capability - P.O.S - KS3

Rights Respecting Schools Award Criteria

**Guidance on the Teaching of
Potentially Sensitive and Controversial Issues**



Directory of Useful Organisations, Websites & Resources

National Organisation		Contact Details	Resource
ALCOHOL, DRUGS AND SMOKING			
Action on Addiction	Call 0845 126 4130 or visit www.actiononaddiction.org.uk		This organisation takes action to disarm addiction through its research, treatment, family support, education and training.
Action on Smoking and Health	www.ash.org.uk 0207739 5902		Factsheets on website, publications.
Addaction	www.addaction.org.uk		UK wide treatment agency, helping individuals, families and communities to manage the effects of drug and alcohol misuse.
ADFAM	www.adfam.org.uk 020 7553 7640		Information and advice for families of alcohol and drug users. The website has a list of local family support services.
Al-Anon	Confidential Helpline 0207 40 30 888 open 10am - 10pm or visit www.al-anonuk.org.uk		Al-Anon is worldwide and offers support and understanding to the families and friends of problem drinkers, whether the alcoholic is still drinking or not. Includes Alateen for teenagers with relatives or friends affected by alcoholism.
Alcohol Concern	www.alcoholconcern.org.uk 020 7928 7377 contact@alcoholconcern.org.uk		The national agency on alcohol misuse for England and Wales. Provides general information about alcohol, and can help put you in touch with your nearest alcohol advice centre.
Alcoholics Anonymous Great Britain	www.alcoholics-anonymous.org.uk		The British branch of this worldwide network, AA is an organisation of men and women who share their experience with each other hoping to solve their problems and help others to recover from alcoholism.
British Liver Trust	helpline (0800 652 7330) www.britishlivertrust.org.uk		The national charity for adults with liver disease. The Trust campaigns to highlight the problem of liver disease in the UK.
Consultation on children, young people and alcohol	www.dcsf.gov.uk/consultations		The Chief Medical Officer (CMO) has produced official guidance to help parents protect their children from the harms associated with early alcohol use.
Down Your Drink	www.downyourdrink.org.uk		An online self-help programme for anyone worried about their drinking; confidential, free and accessible 24 hours a day.
Drink aware	www.drinkaware.co.uk www.drinkawaretrust.org.uk * www.truthaboutbooze.co.uk		Resources and information about alcohol consumption. * Under 18s website - for teenagers.
Drinkline	0800 917 8282 (open 24 hours)		Free helpline if you're worried about your own or someone else's drinking.

National Organisation	Contact Details	Resource
Drug Education Forum	www.drugeducationforum.com	Brings together national organisations from health, education, police and voluntary sectors that deliver or support the delivery of drug education for children and young people.
Drug Scope	www.drugscope.org.uk	Independent organisation providing information about drugs, influencing policy.
Frank	www.talktofrank.com Free Helpline 0800 776600	Confidential drugs information and advice, Advice on giving up smoking. A-Z of drugs on website.
Gasp	www.gasp.org.uk 0117 955 0101	A wide range of stop smoking educational leaflets, books, activity packs, training materials, displays, DVDs, posters, models, carbon monoxide monitors, testing equipment and promotional items.
Hope UK	www.hopeuk.org	Christian organisation promoting drug free choices for children. Literature, fact sheets, briefing papers, links, activity downloads.
Know Your Units - NHS Choices	www.units.nhs.uk	This site provides advice and information on alcohol units, and how alcohol affects the body. It is the home of the Drink Check unit calculator tool which enables you to assess your drinking.
National Association for Children of Alcoholics	www.nacoa.org.uk 0800 358 3456 / 01179 248005	Provides information, advice, and support to children of alcoholics and people concerned with their welfare through its free, confidential telephone helpline.
Parentline Plus	www.parentlineplus.org.uk Helpline 0808 800 2222	A support organisation for all families.
Smoke Free	www.smokefree.nhs.uk 0800 022 4 332	National Stop Smoking advice service.
Tacade	www.tacade.com 0161 836 6850	Publisher of PSHE resources including drug, alcohol, tobacco and sexual health issues, risk taking, gambling.

National Organisation	Contact Details	Resource
DIVERSITY		
Action Aid	www.actionaid.org.uk	Produce campaigning and educational resources on Fairtrade and wider development issues.
CAFOD	www.cafod.org.uk/secondary	Resources to help you embed the global dimension into your curriculum.
Christian Aid	www.learn.christianaid.org.uk	Teaching resources that can help you inform young people about global development issues.
Direct.gov.uk	www.direct.gov.uk	Covers law and discrimination.
Equality and Human Rights Commission	www.equalityhumanrights.com 0845 604 6610	Established to promote equality and to tackle and eliminate discrimination in relation to gender, gender reassignment, religion, belief, disability, sexual orientation, age or race, and to promote human rights.
Fair Trade	www.fairtrade.org.uk	
Festival Shop	www.festivalshop.co.uk	Multifaith, multicultural and global resources including citizenship, self esteem, understanding each other, coping with difficulties/solving problems.
Global Dimension	www.globaldimension.org.uk	Guide to books, films, posters and web resources which support global, intercultural and environmental understanding for all age groups and subjects.
Oxfam	www.oxfam.org.uk/education	Range of resources including fair trade, global citizenship.
Save the Children	www.savethechildren.org.uk	
Unicef and Rights Respecting Schools	www.unicef.org.uk	Education resources, young peoples website, children's rights, Rights Respecting Schools Award.

National Organisation	Contact Details	Resource
EMOTIONAL WELL-BEING		
Act Against Bullying	www.actagainstabullying.org 0845 230 2560	National charity which highlights new forms of bullying, particularly bullying through social exclusion.
Action For Children	www.actionforchildren.org.uk	By working with children, young people and adults, Action for Children provides a service that ensures voices are heard and children and young people reach their full potential.
Actionwork	www.actionwork.com Weston-Super-Mare 01934 815163 andy@actionwork.com	Tackling issues of bullying and violence in society. International workshops, shows and films. Actionwork also specialises in multi-media creative arts projects and produces films for small organisations.
Anti Bullying Alliance	www.anti-bullyingalliance.org.uk	Over 50 organisations in one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.
Antidote: Campaign for Emotional Literacy	www.antidote.org.uk	Promotes the development of emotional literacy through consultancy, conferences, publications and training.
Are you Ok - victim support helpline for young people	www.are-you-ok.org.uk	Website for young people and downloadable education resource pack to help children and young people aged between 7 and 14 find out more about the effects of crime on victims and witnesses and strategies for staying safe and keeping healthy.
Barnardos	www.barnardos.org.uk	
BBC Mental Health	www.bbc.co.uk/health/conditions/mental_health/	Produced by the BBC, this website provides lots of information on basic wellbeing, mental distress, and people who can help.
Beat Bullying	www.bbclic.com	Young people's website aimed at helping overcome some of the problems of bullying.
Behaviour UK	www.behaviouruk.com	Behaviour software and photocopiable resources to help pupils think through their behaviour.
British Institute of Learning Disabilities	www.bild.org.uk	Working to improve the lives of those with learning disabilities. Publisher of books and journals for professionals and adults and children with a learning disability achieve a better quality of life.
Bullies Out	www.bulliesout.com	Providing help, support and information to individuals, schools, youth and community settings affected by bullying - Welsh site with English version. Covers cyber bullying, racist and homophobic.

National Organisation	Contact Details	Resource
Bullying UK	www.bullying.co.uk	The Anti-Bullying Campaign website provides help and advice on bullying issues. Formerly bullying online. Purchasable leaflets.
Bully Free Zone	www.bullyfreezone.co.uk 01204 454958	Provides a peer-mediation service, written and telephone advice, and provides training for children and young people, parents, teachers, youth workers and other professionals.
Child Bereavement Charity	www.childbereavement.org.uk Schools Training and Support Coordinator 01494 446648 *Support and Information Line: 01494 446648	Schools Information Pack can be downloaded free of charge. *This number offers a confidential listening service and can be given out by school staff to families affected by the death of a child, or who are caring for a bereaved child.
Child Death Helpline	www.childdeathhelpline.org.uk 0800 282 986	Helpline for those affected by death of a child.
Childline	www.childline.org.uk Childline helpline is free on 0800 1111	This website provides information to both children and adults. It includes factsheets about different kinds of abuse, bullying, bereavement, peer pressure, and stepfamilies. There is a free downloadable citizenship, personal and social development and pastoral care teaching pack.
Circle Time - Jenny Mosely	www.circle-time.co.uk	Training, emotional health publications including free downloadable games and circle time activities.
Depression Alliance	www.depressionalliance.org	Website contains information about the symptoms of depression, treatments for depression, as well as research, publications, campaigns, and local groups.
Don't Suffer in Silence (DCSF)	www.teachernet.gov.uk	Has information and advice for pupils, parents and teachers. As well as featuring a downloadable Anti-Bullying Charter, it hosts a 60 second public information film 'Tell Someone'.
Eating Disorders Association	www.b-eat.co.uk/YoungPeople/Home Young persons helpline: 0845 634 7650	
Get Connected	www.getconnected.org.uk Helpline: 0808 808 4994 Open 1pm-11pm seven days a week	One-stop helpline for young people, especially anyone who is thinking of running away or leaving home, or who has left home. Offers support on any issue. Callers can then be connected to the most appropriate organisation to talk to for free.

National Organisation	Contact Details	Resource
Kidscape	www.kidscape.org.uk	Registered charity that aims to keep children safe from harm or abuse. The site includes advice for young people and parents who are being bullied as well as publications and leaflets produced by the organisation.
Mental Health Foundation	www.mentalhealth.org.uk	Aims to improve the lives of everyone with mental health problems or learning disabilities. Their website contains information on: * Mental health problems and supporting organisations * Promoting children's and young people's mental health
Mental Health Shop	www.mentalhealthshop.org	An online resource for mental health publications, leaflets, booklets, videos, DVDs.
MIND	www.mind.org.uk	A national mental health charity for people in England and Wales experiencing mental distress. Their website contains many online publications.
National Emotional Literacy Interest Group	www.nelig.com	The site aims to promote and resource emotional literacy, which is defined as "the ability to recognise, understand, handle and appropriately express emotions" for both young people and adults. It includes articles on emotional literacy that may be of use to teachers.
NSPCC	www.nspcc.org.uk There is also a children's website at www.There4me.com Child protection helpline: 0800 800 500 Freephone 24 hours a day	The site provides news and information on NSPCC campaigns and parenting publications. The NSPCC website has a Kids Zone which contains details of their child protection helpline for young people who have problems at home or are being bullied.
Parentline Plus	www.parentlineplus.org.uk Helpline 0808 800 2222	A support organisation with information materials on family life.
Quality Circle Time	www.circle-time.co.uk	Produced by Jenny Mosley Consultancies, this website provides information and advice on how to run 'circle time' activities. It includes free resources on these and self-esteem and confidence-raising activities. Range of purchasable material.
Rethink	www.rethink.org	Works to help everyone affected by severe mental illness recover a better quality of life.
Royal College of Psychiatrists	www.rcpsych.ac.uk/mentalhealthinfo/youngpeople	35 downloadable information sheets including eating disorders, bullying, relationships, drugs.

National Organisation	Contact Details	Resource
Sane	www.sane.org.uk 0845 7678000 (with language line + typetalk)	Confidential, emotional support for people worried, upset or confused or who may be experiencing feelings, which may lead to suicide.
Samaritans	www.samaritans.co.uk 08457 909090	Aims to improve the lives of everyone with mental health problems or learning disabilities. Their website contains information on: * Mental health problems and supporting organisations * Promoting children's and young people's mental health
The Festival Shop	www.festivalshop.co.uk	Multi faith, multicultural and global resources including citizenship, self esteem, understanding each other, coping with difficulties/solving problems.
Unicef and Rights Respecting Schools	www.unicef.org.uk	Education resources, young peoples website, children's rights, Rights Respecting Schools Award.
Young Minds	www.youngminds.org.uk	National charity committed to improving the mental health of children and young people, the site provides access to downloadable booklets aimed at young people. The subjects include bullying, depression, mental illness in the family, self-injury, and sexual abuse.

National Organisation	Contact Details	Resource
FINANCE AND CEIAG (CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE)		
Bank of England	www.bankofengland.co.uk/education	The Bank provides educational resources for secondary schools. These are designed to help young people understand how the economy works and why inflation matters. Made of Money is intended for students aged 14-16 years.
BP Educational Service (BPES)	www.bp.com/sectiongenericarticle.do?categoryId=8041&contentId=7035835	Providing curriculum-linked teaching resources related to the oil and gas industry focused on inspiring young people through interactive learning and discovery.
Children's Legal Centre	www.childrenslegalcentre.com Phone: 0845 345 4345 Monday to Friday 9.30am-5pm	Independent charity providing legal advice, information and legal representation for children and young people.
Connexions	www.connexions-direct.com	Advice on work, careers, health, relationships, rights, money.
Direct.gov	www.direct.gov.uk	Direct.gov provides information from across UK government departments. Young people's sections covers Health and Relationships, Work and Careers, Politics and Government, Crime and Justice, Learning.
Go Get It	www.bbc.co.uk/northernireland/schools/11_16/gogetit	Ages 13-16 career information covering CV, interviews.
MoneySense	www.rbsmoneysense.co.uk/rbs/schools	Personal finance and banking school resources from the Royal Bank of Scotland. Features include video clips, interactive exercises.
Pfeg (Personal Finance Education Group)	www.pfeg.org	Independent charity helping schools to plan and teach personal finance relevant to students' lives and needs.
Young People and Money	www.youngpeopleandmoney.co.uk	FSA training programme developed specifically for those working with NEET or at risk young people-videos and cards downloadable.

National Organisation	Contact Details	Resource
HEALTHY EATING		
5 a Day campaign	www.5aday.nhs.uk	Government site to promote fruit and vegetables.
BEAT Eating Disorders Association	www.b-eat.co.uk/YoungPeople/Home Young persons helpline: 0845 634 7650	
British Dietetic Association	www.bda.uk.com	Downloadable nutrition factsheets and campaigns.
British Heart Foundation	www.bhf.org www.bhf.org.uk/yheart 020 7935 0185	Order online. Some priced publications. Teenage lifestyle site.
British Institute of Learning Disabilities	www.bild.org.uk	Working to improve the lives of those with learning disabilities. Publisher of books and journals for professionals and adults and children with a learning disability achieve a better quality of life.
Change4Life	Register at www.nhs.uk/change4life or call 0300 123 1004 Support materials are free from the Department of Health Orderline at: www.dh.gov.uk/change4life or by phone on 0300 123 1002.	Register as a Local Supporter. You will be sent regular Change4Life email newsletters with information about the launch of toolkits and the latest news on the national campaign and sub brands.
Chefs Adopt a School	www.academyofculinaryarts.org.uk/adoptaschool 020 8673 6300	
Comic Company	www.comiccompany.co.uk 0208 5 168 168	Range of resources for sale to promote good food, fitness, health and activity.
Cool Food Planet	www.coolfoodplanet.org/gb/kidz	European educational food and nutrition site with online games, publications, and teaching resources. Includes sections for children, young adults, parents and teachers.
Dairy Council	www.milk.co.uk	Nutritional information relating to dairy foods, diet and health.
Eatwell website	www.eatwell.gov.uk	Healthy eating website for general public. Food Standards Agency.
Food: a Fact of Life	www.foodafactoflife.org.uk	Primary School Nutrition resources, including lesson plans, worksheets, whiteboard activities, power point presentations, video clips, interactive activities, monthly newsletter. British Nutrition Foundation.
Food4thought	www.bhf.org.uk/food4thought	Games, downloads and information about nutrition.
Food Fitness	www.foodfitness.org.uk	Healthy eating and healthy living information by the Food and Drink Federation (FDF).

National Organisation	Contact Details	Resource
Foodlink	www.foodlink.org.uk	Food safety and hygiene- interactive food safety games, quizzes and puzzles, downloads, publications.
Food in Schools Toolkit	www.foodinschools.org	Toolkit for incorporating healthy eating in settings.
Food Standards Agency	www.food.gov.uk Publications orderline: 0845 6060667	Nutrition and food safety information. Links to publications, teaching material.
Nutrition Foundation	www.nutrition.org.uk	
Sustain	www.sustainweb.org	
Teen Weight Wise	www.teenweightwise.com	British Dietetic Association site, includes recipes.
The Food Commission	www.foodcomm.org.uk	Independent charity which campaigns for safer, healthier food.
World Cancer Research Fund	www.wcrf-uk.org	UK site contains healthy lifestyle information for cancer prevention. Downloadable material and order facility.
Water is cool in school	www.wateriscoolinschool.org.uk	Aims to improve the quality of provision and access to fresh drinking water for children.

National Organisation	Contact Details	Resource
SAFETY Are you Ok - victim support helpline for young people	www.are-you-ok.org.uk	Website for young people and downloadable education resource pack to help children and young people aged between 7 and 14 find out more about the effects of crime on victims and witnesses and strategies for staying safe and keeping healthy.
British Red Cross Life. Live it.	www.redcross.org.uk	Resources to help teach first aid.
Child Accident Prevention Trust	www.capt.org.uk	Leading child accident prevention organisation with downloadable factsheets.
Chat danger	www.chatdanger.com	Portal to organisations sites around internet safety and cyber bullying such as Chat Danger.
Childnet International	www.childnet-int.org	Teenage website about potential dangers of interactive services online.
Consumer Direct	08454 04 05 06	Trading Standards helpline.
ROSPA	www.rospa.com	Promotion of safety in all areas of life. Downloadable and purchasable material.
St John's Ambulance	www.sja.org.uk	Resources and online first aid advice.
Suzy Lamplugh Trust	www.suzylamplugh.org	Personal safety advice.
Think u know Child Exploitation and Online Protection (CEOP) Centre	www.thinkuknow.co.uk	The UK's national law enforcement agency that focuses on tackling the sexual abuse of children. It gives information on the IT sites mobiles and new technology - areas for young people and teachers.

National Organisation	Contact Details	Resource
SEXUAL HEALTH AND RELATIONSHIPS Are you Getting It Right? SRE review Toolkit	www.ncb.org.uk/dotpdf/open_access_2/sre_audit_toolkit.pdf	The toolkit from the Sex Education Forum, at the National Children's Bureau provides a selection of activities to help secondary schools involve young people when reviewing and auditing their sex and relationships education (SRE).
Avert	www.avert.org.uk Telephone: 01403 210202	Website featuring over 100 pages on HIV/AIDS.
BBC	www.bbc.co.uk/schools/teachers/ www.bbc.co.uk/one/one/one	Most of BBC Schools sites have teacher resources, lesson plans and worksheets. BBC - sections for young people, featuring information about sex, relationships and more.
BPAS	www.bpas.org	Provides contraceptive and abortion services and counselling in the UK.
Brook	www.brook.org.uk	Young people's sexual health information service and purchasable leaflets.
Cancer Research UK	www.cancerresearchuk.org 020 7601 8333	Information for teachers - PHSE and Citizenship and science lesson plans. Leaflets and posters.
Centre for HIV and Sexual Health	www.sexualhealthsheffield.nhs.uk 0114 226 1900	Sheffield based service that operates nationally offering training and publications around sexual health, self esteem.
Channel 4 PHSE resources	www.channel4.com/learning www.4learningshop.co.uk/C4Shop	Educational DVDs and CD-Roms including sex and Relationship DVDs.
Condom Essential Wear	www.condomessentialwear.co.uk	Gives you information on keeping safe and healthy by making condoms a fun and essential part of your sex life.
Dad Info	www.dad.info	New one-stop website with information for dads about pregnancy, birth, money, relationships, parenting, including dads booklet.
Family Planning Association	www.fpa.org.uk	SRE Publications and teaching packs.
Fatherhood Institute	www.fatherhoodinstitute.org	Collating research on fatherhood.
F-risky.co.uk	www.f-risky.co.uk	Sexual health website developed by NHS Bournemouth and Poole Sexual Health Services.
Like it is	www.likeitis.org.uk	Marie Stopes website for 11-15 year olds, providing advice on issues such as contraception, periods, teenage pregnancy, sex and sexuality.
Marie Stopes International (MSI)	www.mariestopes.org.uk 0845 300 80 90	For details of centres, contraception and abortion advice.

National Organisation	Contact Details	Resource
National AIDS Trust	www.nat.org.uk	Details of projects, research and campaign work to help prevent HIV/AIDS and improve the lives of people with the infection.
National Office of Statistics NHS Choices	www.statistics.gov.uk www.nhs.uk	The official UK statistics website. Videos and information about covering contraception, pregnancy and babies.
Sex Education Forum	www.ncb.org.uk/sef	A collaboration of more than 50 organisations. Its website has access to a range of publications and free factsheets, as well as details of help lines for young people and events for professionals.
Sexwise - Ruthinking	www.ruthinking.co.uk Helpline: 0800 28 29 30. Open from 7am-12.00am every day	For young people aged 12-18. The website gives information on contraception, sex and relationships.
STANCE: resource for challenging homophobic bullying in schools	www.stance.org.uk	STANCE Against Homophobic Bullying is a resource pack which will help schools address homophobic bullying in a whole school approach. Includes staff training materials, information for pupils, curriculum resources and policy guidance.
Supporting Young Fathers network	www.youngfathers.net	Trust for Study of Adolescence (Young People in Focus) young fathers support site.
Tacade	www.tacade.com 0161 836 6850	Publisher of PSHE resources including drug, alcohol, tobacco and sexual health issues, risk taking, gambling.
Teachernet	www.teachernet.gov.uk	Links to resources, lesson plans.
Teachers TV	www.teachers.tv on the following TV channels: Sky Guide 880 Virgin TV 240 Freeview 88 (4-5pm) Tiscali TV 845	Teachers TV is a free-to-air channel available on digital satellite and digital cable television 24 hours a day, seven days a week and on Freeview from 4-5pm daily. 1500 video 15-minute CPD offerings packed with useful information, exciting pupil programmes for use in class, and a daily education news summary. Over 1500 videos available online and download great resources including lesson plans, worksheets.
Teenage Pregnancy Strategy and Information	www.dcsf.gov.uk/everychildmatters/healthandwellbeing/teenagepregnancy	

National Organisation	Contact Details	Resource
Terrence Higgins Trust	www.tht.org.uk helpline 0845 12 21 200	Terrence Higgins Trust (THT) provides information on support to people in the UK with HIV and their carers.
Young Fathers Initiative	www.young-fathers.org.uk	Working with men's site to support young fathers.
Working with Men	www.workingwithmen.org.uk	Working with boys and men on a variety of issues relating to health, education, crime, underachievement, fatherhood and homelessness.
World Aids Day	www.worldaidsday.org	Information about AIDS and dedicated site to promote World Aids Day - 1 December every year

Local Organisation	Contact Details	Resource
Active 3x30	www.active3x30.co.uk	A local initiative led by Active HealthLink aimed at connecting people in Bournemouth and Poole with ways to build a regular 3x30 minutes or more of physical activity a week.
Bournemouth Theatre in Education	www.bournemouth.gov.uk/Education/TIE/ Bournemouth Theatre in Education Oakmead College of Technology Duck Lane, Bournemouth BH11 9JJ Phone: 01202 774660 e-mail: tie@oakmead.bournemouth.sch.uk	Programmes of live performance and participatory drama, storytelling, forum theatre, community plays, publications, courses, workshops and training courses for pupils, students and teachers. Wide range of topics such as child protection, drugs awareness, tackling racism, homophobia and bullying. Promoting positive attitudes and behaviour; enabling understanding and awareness of sensitive citizenship issues such as anti-racism and multi-cultural understanding.
Children's Information Service	Bournemouth: www.bournemouth.gov.uk/residents/childrenandfamilies 01202 456222 Dorset: 0845 355 2099 Poole: www.boroughofpoole.com/familysupportdirectory 01202 261900 Wiltshire: www.wiltshirepathways.org 01225 713504	The Service Directory has information about national and local help lines, local services and agencies, voluntary organisations, youth clubs, schools, education and leisure activities.
Community Dietitian	NHS Bournemouth and Poole 01202 733323 Wiltshire: 01722 746781	Limited availability - may be able to advise about appropriate nutrition information.
DEED Development Education in Dorset	www.deed.org.uk Email: info@deed.org.uk Tel: 01202 739422 Fax: 01202 739422 174 Bournemouth Road, Parkstone, Poole, Dorset, BH14 9HY	Resource centre, inset training, workshops in schools - aims to increase understanding of the economic, social, political and environmental forces that shape our lives, and to help develop our skills attitudes and values that enable people to work together to bring about change.
Domestic Violence Helpline	01202 547755	24 hour helpline.
Dorset Food and Health Trust	www.dorsetfoodandhealth.co.uk 01202 849111	Charity supporting food initiatives in Dorset.
Dorset Mind	www.dorsetmind.org.uk	Mind is an independent charity campaigning against the discrimination and stigma associated with mental health problems. Website includes a listing of mental health helplines.
Drug & Alcohol Advisory Service	East Dorset www.eddaas.org.uk 01202 311600 Parentline: 01202 311600	Advice and information for adults around drugs and alcohol for people in East Dorset.

Local Organisation	Contact Details	Resource
Environmental Health Department	Bournemouth: 01202 451451 Poole: 01202 261700 Dorset: www.dorsetforyou.com Wiltshire: www.wiltshire.gov.uk/ environmental-health	
F risky	www.F-risky.co.uk 07770 266366	NHS Bournemouth and Poole local website for information on all aspects of sexual health.
Fire and Rescue Service Community Safety	Tess Cross Dorset Community Safety Education Officer 01305 755066 Email:tess.cross@dorsetfire.gov.uk www.dorsetfire.co.uk Wiltshire Fire and Rescue Service www.wfb.org.uk	Partner in fire and road safety initiatives.
Healthpoint	Poole Library Dolphin Centre, Poole 01202 675377 healthpoint@poole.gov.uk	Signpost for health information and health organisations and a resource for teachers.
Health Information Shop at ASDA	St Paul's Road, Bournemouth 01202 318954 healthinfoshop@bp-pct.nhs.uk	Signpost for health information and health organisations.
HIV AIDS Body Positive	www.bodypositivedorset.org 01020 297386	Charitable organisation. A Dorset support centre for people living with or affected by HIV / AIDS.
Ladders	45 Bargates, Christchurch, BH23 1QD 01202 477354	Young People's Advice Centre.
Life Education Wessex	www.lifeeducationdorset.org.uk 01305 871050 Email: info@lifeeducationdorset.org.uk	Provide drug prevention and health education to primary school children.
Lifestyles Programme Dorset	Health Programme Advisor Lifestyles NHS Dorset Public Health 01305 361050 Amy.Paterson@dorset-pct.nhs.uk	
Listening Ear	01202 720910 07763101440 listeningear@fsmail.net Kings Park Annexe, Station Approach, Boscombe BH1 4NB	Counselling Service-individual and group, for young people, families and adults working with young people. Parenting courses. Training courses on anger management; grief and loss; self harm; eating disorders.

Local Organisation	Contact Details	Resource
Local Authority	Bournemouth Borough Council www.bournemouth.gov.uk 01202 Borough of Poole www.boroughofpoole.com Dorset County Council www.dorsetforyou.com Wiltshire County Council www.wiltshire.gov.uk	
LV Streetwise Interactive Safety Centre	LV Streetwise Safety Centre, Unit 1 Roundways, Elliott Road, Bournemouth, Dorset BH11 8JJ www.streetwise.org.uk 01202 591330 www.homesafetygame.com	Interactive safety centre in Bournemouth and website focussing primarily on year 2 and year 5 children from Bournemouth, Poole and Dorset schools. Comprehensive teachers pack allows follow up work. Hosts internet safety website.
Mediation Dorset, Dorchester	www.mediationdorset.co.uk 01305 257717 info@mediationdorset.co.uk	
NHS	Bournemouth and Poole: www.bournemouthandpoole.nhs.uk 01202 541400 Dorset: www.dorset.nhs.uk Wiltshire: www.wiltshirepct.nhs.uk	Primary Care Trusts.
NHS Sexual Health Team	Bournemouth and Poole: The Junction, 266 Holdenhurst Road, Bournemouth BH8 8DD. 01202 729219 Dorset: Jimmy Dean, Public Health Promoter (Sexual Health) 01305 361362 Wiltshire: Health Promotion 01380 733890	Support and advice for teachers around SRE.
NHS School Nursing Teams	Bournemouth: 01202 443035 Poole: 01202 711538 Salisbury Area: 01722 425154 Kennet, West Wiltshire and North Wiltshire Areas: 01249 812821	
Parent Link Parent Partnership	01202 451970	For parents with children with special educational needs.
Poole Schools Environmental Award	www.boroughofpoole.com/ schoolsenvironmentaward 01202 261700 Email: environment@poole.gov.uk	Aim of award is to raise awareness in schools on the importance of: environmental and cleanliness issues, as well as recycling and waste minimisation energy usage/saving water usage.

Local Organisation	Contact Details	Resource
Pregnancy Reduction	01202 456206/ 07736853723 Dorset: Emma Peale email: e.peale@dorsetcc.gov.uk tel: 07795 302171 or 01305 22 4682 Poole Gail Eaton 07979754959 email: g.eaton@poole.gov.uk Wiltshire Denzil Longland 01225 781202 email: denzil.longland@ wiltshire.gov.uk	
Quay Advice Centre Poole	www.quayadvice.co.uk 01202 262291	For young people aged 11-25 Information and advice centre providing counselling and support in the following areas: Relationships, education, benefits, contraception, alcohol/ drugs, housing, employment, health, and family problems. contraceptive/sexual health.
Race Equality Council	Pan Dorset: www.dorsetrec.org.uk 01202 553003 Wiltshire: www.wiltrec.org.uk	Charity aims to eliminate racial discrimination and promote shared values of peace, responsibility and racial harmony.
Rainbow	www.rainbowbournemouth.co.uk/ young_rainbows	Services for the lesbian, gay, bisexual and transgender community - young people's section.
Relate - Counselling	www.relate.org.uk Bournemouth: 01202 311231 Dorset: 01305 262285 Wiltshire: 0870 777 9828	Counselling for young people affected by their parents' relationships.
Rights Respecting Schools	Bournemouth: ayse.dervish@ bournemouth.gov.uk Poole: Clare.williams@poole.gov.uk Dorset: m.hillary@dorsetcc.gov.uk Wiltshire:	
Road Safety Team	Bournemouth: 01202 454654 Poole: 01202 262017 Dorset: 01305 224558 Wiltshire: 01225 701970	
Safe Schools and Communities Team Dorset	Dorset: 01202 222844 ssct@dorset.pnn.police.uk	Pan Dorset partnership between Dorset Police and the three local authorities with the aim of preventing/reducing anti-social behaviour, crime and wrong doing. It provides advice, support and interventions in the areas of alcohol and drug misuse, anti social behaviour, offensive weapons, personal safety, internet safety and bullying.
Safer Schools Wiltshire	saferschools@wiltshire.gov.uk	

Local Organisation	Contact Details	Resource
ShADOWS Dorset	01258 488486 shadows.admin@eddaas.org.uk	Drugs and alcohol outreach service for under 18s.
SlipperyFish	www.slipperyfish.org.uk	Wiltshire Pathways service directory available to children aged 7 to 12 in a child-friendly format.
Solomon Associates	www.solomonassociates.co.uk 01725 518760 forest@solomonassociates.co.uk	Theatre in education.
Space Youth Project	www.spaceyouthproject.co.uk	The Space Youth Project is a group for young lesbian, gay and bisexual, transgender and questioning people based in Dorset.
Spark site	www.sparksite.co.uk	Wiltshire Pathways service directory provided to over 12's via the young people's website "Sparksite" which is run by young people themselves in conjunction with Wiltshire Council's Development Service for Young People.
Speak Out Wiltshire	www.speakoutwiltshire.com	An informative site for victims, perpetrators and friends and family of those affected by domestic abuse.
Sports Development	Bournemouth: 01202 437818 Poole: 01202 261304 Dorset: www.dorsetforyou.com Wiltshire: customerservices@wiltshire.gov.uk Telephone: 0300 456 0100	
Stop Smoking Service	Bournemouth and Poole: www.quitwithus.nhs.uk 01202 541507 Dorset:* www.dorsetsmokestop.co.uk 0800 00 76653 Wiltshire: www.wiltshirepct.nhs.uk/ YourHealth/Smokefree/Smokefree 01380 733891	* information for schools
Sussed - Advice and Information for Young People. Bournemouth	01202 574308 (advice/info) 01202 575096 (health)	For young people 11- 25. Information and advice centre providing counselling and support in the following areas: Health, relationships, contraception, sexual health, alcohol/ drugs, housing, employment, benefits, and family.
Teenage Pregnancy Reduction	Bournemouth: Lisa Cousins lisa.cousins@bournemouth.gov.uk 01202 456206/ 07736853723 Dorset : Claire Shiels Poole: Gail Eaton 07979754959 g.eaton@poole.gov.uk	

Local Organisation	Contact Details	Resource
The Junction	235, Holdenhurst Road, Bournemouth 01202 396009	Young People's Advice Centre.
To Be Me	www.2bme.org.uk	LGBT 14 - 19 Youth group located in Devides
Travel Information	www.gettingabout.info	Accessible travel information across Bournemouth, Poole and surrounding areas.
Treads	30A Salisbury Street, Blandford DT11 7AR Tel/Fax: (01258) 455448	Blandford Youth Advice and Information Centre.
Unity in Vision	www.unity-in-vision.org.uk	Based in Boscombe a group of people from various cultures aiming to bring diverse communities together, to help develop a healthy perspective of cultural differences, through education, and social programs.
Vita Nova	www.vitanova.co.uk 01202 309999	Workshops and drama around social issues.
Waves	Waves Project, 52 St Mary Street, Weymouth, Dorset DT4 8BJ 01305 768 768	Information, Advice and Guidance for under 20's on relationship difficulties, problems at home, bullying, drug and alcohol issues, applying for benefits, finding safe accommodation.
Wave Arts Education Agency	www.waveartseducation.org.uk/ 01202 633510 info@waveartseducation.org.uk	Provides a source for inspiration and creativity between the arts and education communities in Bournemouth and Poole.
Wiltshire and Swindon Men's Sexual Health	www.wsmsh.org.uk info@wsmsh.org.uk Mobile: 07970 473962: 07867 872552	Advice, information and support on sexual health, drugs and alcohol.
Wiltshire Pathways	www.wiltshirepathways.org 01225 713504 pathways@wiltshire.gov.uk	Website for Wiltshire Children and Young People's Trust . Helping children & young people get the help they need in Wiltshire.
Wiltshire Young People's Substance Misuse Targeted Support and Treatment	Salisbury 01722 341 644 Melksham 01225 793616	Consultation, support and advice to all 'generic' youth orientated services Range of treatment interventions to young people with complex substance misuse needs.
YADAAS	Bournemouth: 01202 319191 Poole: 01202 741414	Young people's drug and alcohol advisory service.
Young Rainbows	www.rainbowbournemouth.co.uk/ young_rainbows.	Services for the Lesbian, Gay, Bisexual and Transgender community- young people's section.

For more information regarding national and local help lines, local services and agencies, voluntary organisations, education and leisure activities, log onto the Children and Families section in:
www.bournemouth.gov.uk/csd www.bournemouth.gov.uk/residents/childrenandfamilies www.boroughofpoole.com/familysupportdirectory
www.dorsetforyou.com www.wiltshirepathways.org

Events Calendar

There are a range of National Awareness Days and Months to choose from, usually organised by one or more agencies. The type and amount of promotional material available varies for each event, so it is advisable to contact the organisations well in advance to ensure you can source and obtain sufficient resources in time. Some events take place on the same date every year

- www.teachernet.gov.uk/Eventscalendar
The events calendar allows you to see the key education-related events taking place across the UK over the next 12 months
- www.equip.nhs.uk EQUIP - Electronic Quality Information for the Public is an NHS gateway to quality health and social care information - There are links to a health events calendar as well as information about resources in almost 100 languages. You can also search the directory of over 4000 national and local support groups and services which are checked regularly.
- www.festivalshop.co.uk has online calendar of religious festivals

JANUARY	
FEBRUARY	Contraceptive Awareness Week www.fpa.org.uk Eating Disorders Week
MARCH	No Smoking Day www.nosmokingday.org.uk 0870 770 7909
APRIL	
MAY	Walk to School Week www.walktoschool.org.uk
JUNE	Child Safety Week www.capt.org.uk Men's Health Week www.menshealthforum.org.uk Food Safety Week
JULY	
AUGUST	
SEPTEMBER	Sexual Health Week www.fpa.org.uk
OCTOBER	1 - International Day of Older Persons 10 - World Mental Health Day Breast Cancer Month
NOVEMBER	Road Safety Week
DECEMBER	1 - World Aids Day National Aids Trust www.worldaidsday.org.uk 020 7814 6767 10- Human Rights Day

EVERY CHILD MATTERS OUTCOMES FRAMEWORK

OUTCOME	BE HEALTHY	STAY SAFE	ENJOY & ACHIEVE	MAKE A POSITIVE CONTRIBUTION	ACHIEVE ECONOMIC WELL-BEING
OUTCOME	Children and Young People are physically healthy	Children and Young People are safe from crime and anti-social behaviour in and around school	Children and Young People are ready for school	Children and Young People engage in low-abiding and positive behaviour in and out of school	Children and Young People engage in further education, employment or training on leaving school
AIMS	Children and Young People are socially healthy Children and Young People live healthy lifestyles Children and Young People are safe from crime and anti-social behaviour in and around school Children and Young People are safe from maltreatment, neglect, violence and sexual exploitation Children and Young People choose not to take illegal drugs Children and Young People are healthy physically and emotionally	Children and Young People are safe from crime and anti-social behaviour in and around school Children and Young People are safe from bullying and discrimination Children and Young People are safe from maltreatment, neglect, violence and sexual exploitation Children and Young People are safe from crime and anti-social behaviour in and around school Children and Young People are safe from bullying and discrimination Children and Young People are safe from maltreatment, neglect, violence and sexual exploitation	Children and Young People attend school Children and Young People achieve national educational standards at primary school Children and Young People achieve personal and social development and enjoy recreation Children and Young People are stretching national educational standards at secondary school	Children and Young People develop positive relationships and choose not to bully or discriminate Children and Young People self-confidence and successfully deal with significant life change and challenges Children and Young People develop self-confidence and successfully deal with significant life change and challenges	Children and Young People live in decent homes and sustainable communities Children and Young People have access to transport modes Children and Young People live in stable low-income households free from low income
SUPPORT	Children and Young People's parents, carers and families promote healthy choices	Children and Young People's parents, carers and families provide safe homes and stability	Children and Young People's parents, carers and families support learning	Children and Young People's parents, carers and families promote positive behaviour	Children and Young People's parents, carers and families are supported to be economically active

TARGETS & INDICATORS *	Priority national targets and other indicators
TARGETS & INDICATORS *	<p>% 0-16 looked after for >2 yrs living in care placement for >2 yrs or placed for adoption (OES)</p> <p>% 11-15yo who state they have been bullied in last 12 months (BMP/OES)</p> <p>Number of 0-15yo injured or killed in road traffic accidents (DfT)</p> <p>Harm caused by illegal drugs (HO)</p> <p>% Children who are registered as smokers (DH)</p> <p>% Children consuming 5+ portions of fruit & veg a day (DH)</p> <p>U18 conviction rate (OES/DH)</p> <p>Diagnostic rate of new episodes of 0-18 & 16-19yo (DH)</p> <p>Death rate from suicide and undetermined injury (DH)</p> <p>Improvement in access to CAMHS (DH)</p> <p>Infant mortality rate (DH)</p> <p>% Obese 11-16yo (DH/DOH/06)</p> <p>% 0-16 looked after for >2 yrs living in care placement for >2 yrs or placed for adoption (OES)</p> <p>% Care cases completed in the courts within 40 wks (DCA)</p> <p>Level of development reached at the end of the foundation stage, including narrowing the gap in the 20% most disadvantaged areas (OES/DWP)</p> <p>% 7yo achieving L2+ at KS1 (OES)</p> <p>% 11yo achieving L4+ in Eng & Maths, including floor target (OES)</p> <p>Take-up of sporting opportunities by 5-16yo (OES/ACMS)</p> <p>Take-up of cultural & leisure opportunities (OES)</p> <p>11yo JAC compared with peers (OES)</p> <p>% 10-16yo achieving L5+ in Eng, Maths, SV & ICT, including floor target (OES)</p> <p>% 16yo achieving the national 5-14-CES, including floor target (OES)</p> <p>Educational achievement of 16yo JAC compared with peers (OES)</p> <p>% Children in secondary schools participating in (a) election of school / college / club members (b) mock general elections (c) Voluntary and community engagement (HO)</p> <p>Reduce level of offending (HO/CS)</p> <p>Comes brought to justice (CS)</p> <p>Permanent or period exclusions (OES)</p> <p>Voluntary and community engagement (HO)</p> <p>% 10-16yo admitting to bullying another pupil in last 12 months (b) attacking, threatening or being rate due to skin colour, race or religion (HO)</p> <p>% 18-20yo who are self-employed, manage own business or have thought about starting their own business (DfT)</p> <p>Measure of life identified (DfT)</p> <p>% 16-19yo not in education, employment and training (OES)</p> <p>% 18-20yo participating in higher education (OES)</p> <p>% social housing & vulnerable households in the private sector in a decent condition (OHPA)</p> <p>Clearer, safer & greener public spaces, and quality of the built environment in deprived areas (OHPA)</p> <p>% children living in stable low-income households (DWP/HMT)</p> <p>Level of individual deprivation & deprivation (DWP/HMII)</p> <p>Stock and take-up of childcare for all families (DfES/WMP)</p>

INSPECTION	How the inspectorates will judge the contribution of services to improving outcomes!
INSPECTION	<p>2.1 Children & young people and their carers are informed about key risks to their safety and how to deal with them</p> <p>2.2 Children & young people are provided with a safe environment</p> <p>2.3 The incidence of child abuse and neglect is minimised</p> <p>2.4 Agencies collaborate to safeguard children according to the requirements of the current government guidance</p> <p>2.5 Services are effective in establishing the identity and whereabouts of all children & young people 0-16</p> <p>2.6 Actions taken to avoid children & young people being to be looked after</p> <p>2.7 Looked after children live in safe environments and are protected from abuse and exploitation</p> <p>2.8 Children & young people with learning difficulties and/or disabilities live in safe environments and are protected from abuse and exploitation</p> <p>2.9 Children affected by domestic violence are identified, protected and supported</p> <p>2.10 Agencies' accountability is clear at each stage of the safeguarding procedures (NSF 5)</p> <p>2.6.1 Families are offered timely and coordinated support to prevent the need for children & young people to be looked after</p> <p>2.6.6 Transitions between settings and from children's 16 to adult services are well managed</p> <p>3.1 Parents & carers receive support in helping their children to enjoy and achieve</p> <p>3.2 Early years provision promotes children's development and well-being and helps them meet early learning goals</p> <p>3.3 Actions are taken to ensure that educational provision 5-16 is of good quality</p> <p>3.4 Children & young people are enabled and encouraged to attend and enjoy school and to achieve highly</p> <p>3.5 Educational provision is made for children who do not attend school</p> <p>3.6 All children and young people can access a range of recreational activities, including play and voluntary learning provision</p> <p>3.7 Children & young people who are looked after are helped to enjoy and achieve</p> <p>3.8 Children & young people with learning difficulties and/or disabilities are helped to enjoy and achieve</p> <p>3.2.7 Training is provided for early years staff, with particular attention to the needs of vulnerable and under-achieving groups</p> <p>3.4.1 There are sufficient, suitable and accessible school places</p> <p>3.6.1 There are safe and accessible places where children & young people can play and socialise</p> <p>3.8.5 The profile of individual children & young people in educational, personal, social and emotional outcomes regularly reviewed and communicated between agencies, and targets revised accordingly</p> <p>4.1 Children & young people are supported in developing socially and emotionally well-being</p> <p>4.2 Children & young people, particularly those from vulnerable groups, are supported in managing changes and responding to challenges in their lives</p> <p>4.3 Children & young people are encouraged to participate in decision-making and in supporting the community</p> <p>4.4 Actions are taken to reduce antisocial behaviour by children & young people</p> <p>4.5 Actions are taken to prevent offending and to reduce re-offending by children & young people</p> <p>4.6 Children & young people who are looked after are helped to make a positive contribution</p> <p>4.7 Children & young people with learning difficulties and/or disabilities are helped to make a positive contribution</p> <p>4.1.4 Children & young people have opportunities to provide mentoring support to others</p> <p>4.3.4 Actions to support the community and environment</p> <p>4.5.4 Young offenders are given support after serving their sentence</p> <p>4.7.5 Extended day-care and respite care are available to support children & young people with learning difficulties and/or disabilities and their families</p> <p>5.1 Actions are taken by partners to support families in maximising their economic well-being</p> <p>5.2 Young people 11-19 are helped to prepare for working life</p> <p>5.3 Actions are taken to ensure that 14-19 education and training is planned and delivered in a coordinated way, and to ensure that education and training (14-19) is of good quality</p> <p>5.4 Community regeneration initiatives address the needs of children & young people</p> <p>5.5 Actions are taken to ensure that young people have decent housing</p> <p>5.6 Children & young people who are looked after are helped to achieve economic well-being</p> <p>5.7 Children & young people with learning difficulties and/or disabilities are helped to achieve economic well-being</p> <p>5.1.3 Partners are aware of and minimise the financial stress on families of childhood activity, such as cost of school trips, transport and entry to libraries and sports facilities</p> <p>5.3.4 Provision is sufficiently flexible to enable young people to review and revise the choices they have made</p> <p>5.5.3 The use of temporary accommodation for families with children & young people is minimised (NSF 1)</p> <p>5.7.5 Information and support is provided on benefit entitlement</p>

JUDGEMENTS	Footnotes
JUDGEMENTS	<p>1 updated in line with the <i>Inspection of children's services: key judgements and illustrative evidence</i> published by Ofsted (11 August 2005)</p> <p>2 All the judgements are shown but only examples of the evidence used are given for illustrative purposes</p> <p>3 NSF relates to the National Service Framework, with the number referring to the corresponding standard</p>
EVIDENCE	<p>1.1.2 Breast feeding is promoted (NSF 11)</p> <p>1.2.6 Children & young people are enabled and encouraged to take regular exercise (NSF 1)</p> <p>1.3.3 Environmental health risks to children and young people are identified and minimised (NSF 1)</p> <p>1.4.1 Children & young people have access to an appropriate range of support if they feel troubled (NSF 9)</p> <p>1.5.7 Looked after children have access to appropriate CAMHS</p>

National Healthy School Status

National Healthy School Status (NHSS) is achieved within a rigorous quality assurance framework. All schools achieving National Healthy School Status must have met national criteria using a whole school approach across four core themes including PSHE education, Healthy Eating, Physical Activity and EHWB.

1. Personal Social and Health Education

including SRE and drug education (including alcohol, tobacco and volatile substance abuse)

PSHE provides pupils with the knowledge, understanding, skills and attitudes to make informed decisions about their lives.

A Healthy School:

1. uses the PSHE framework to deliver a planned programme of PSHE, in line with DCSF/ QCA guidance
2. monitors and evaluates PSHE provision to ensure the quality of learning and teaching
3. assesses children and young people's progress and achievement in line with QCA guidance
4. has a named member of staff responsible for PSHE provision with status, training and appropriate Senior Leadership support within the school
5. has up-to-date policies in place - developed through wide consultation, implemented and monitored and evaluated for impact - covering Sex and Relationship Education, Drug Education and Incidents, Safeguarding, and Confidentiality
6. has an implemented Non-smoking Policy
7. involves professionals from appropriate external agencies to create specialist teams to support PSHE delivery and to improve skills and knowledge, such as a school nurse, sexual health outreach workers and drug education advisers
8. has arrangements in place to refer children and young people to specialist services who can give professional advice on matters such as contraception, sexual health and drugs
9. uses local data and information to inform activities and support important national priorities such as reducing teenage pregnancies, sexually transmitted infections and drug/alcohol misuse
10. ensures provision of appropriate PSHE professional development opportunities for staff such as the National PSHE CPD Programme for teachers and nurses offered by the DH/ DCSF
11. has mechanisms in place to ensure all children and young people's views are reflected in curriculum planning, learning and teaching and the whole school environment, including those with special educational needs and specific health conditions, as well as disaffected children and young people, young carers and teenage parents

2. Healthy Eating

Pupils have the confidence, skills and understanding to make healthy food choices. Healthy and nutritious food and drink is available across the school day

A Healthy School:

1. has an identified a member of the Senior Leadership Team to oversee all aspects of food in schools
2. ensures provision of training in practical food education for staff, including diet, nutrition, food safety and hygiene
3. has a whole school Food Policy - developed through wide consultation, implemented, monitored and evaluated for impact
4. involves children and young people and parents/carers in guiding food policy and practice within the school, enables them to contribute to healthy eating and acts on their feedback
5. has a welcoming eating environment that encourages the positive social interaction of children and young people (see Food in Schools guidance)
6. ensures that breakfast club, tuck shop, vending machine and after-school food service (where available in school) meets or exceeds current DCSF School Food Standards
7. has a school lunch service that meets or exceeds current DCSF standards for school lunches
8. monitors children and young people's menus and food choices to inform policy development and provision
9. ensures that children and young people have opportunities to learn about different types of food in the context of a balanced diet (using "The Eatwell Plate"), and how to plan, budget, prepare and cook meals, understanding the need to avoid the consumption of foods high in salt, sugar and fat and increase the consumption of fruit and vegetables
10. has easy access to free, clean and palatable drinking water, using the Food in Schools guidance
11. consults children and young people about food choices throughout the school day using school councils, Healthy School Task Groups or other representative pupil bodies

3. Physical Activity

Pupils are provided with a range of opportunities to be physically active. They understand how Physical Activity can help them to be more healthy, and how Physical Activity can improve and be part of their every day life.

A Healthy School:

1. provides clear leadership and management to develop and monitor its Physical Activity Policy
2. has a whole school Physical Activity Policy - developed through wide consultation, implemented, monitored and evaluated for impact
3. ensures a minimum of two hours of structure Physical Activity each week to all of its children and young people in or outside the school curriculum
4. provides opportunities for all children and young people to participate in a broad range of extra curricular activities that promote Physical Activity
5. consults with children and young people about the Physical Activity opportunities offered by the school, identifies barriers to participation and seeks to remove them
6. involves Schools Sports Co-ordinators (where available) and other community resources in provision of activities
7. encourages children, young people, staff and parents/ carers and staff to walk or cycle to school under safer conditions, utilising the School Travel Plan
8. gives parents/ carers the opportunity to be involved in the planning and delivery of Physical Activity opportunities and helps them to understand the benefits of Physical Activity for themselves and their children
9. ensures that there is appropriate training provided for those involved in providing physical activities
10. encourages all staff to undertake Physical Activity

4. Emotional Health and Well-Being

Promoting positive emotional health and well-being to help pupils to understand and express their feelings, and build their confidence and emotional resilience and therefore their capacity to learn

A Healthy School:

1. identifies vulnerable individuals and groups and establishes appropriate strategies to support them and their families
2. provides clear leadership to create and manage a positive environment which enhances emotional health and well-being in the school - including the management of the Behaviour and Rewards Policies
3. has clear , planned curriculum opportunities for children and young people to understand and explore feelings using appropriate learning and teaching styles
4. has a confidential pastoral support system in place for children, young people and staff to access advice - especially at times of bereavement and other major life changes - and that this system actively works to combat stigma and discrimination
5. has explicit values underpinning positive emotional health which are reflected in practice and work to combat stigma and discrimination
6. has a clear policy on bullying, which is owned, understood and implemented by the whole school community
7. provides appropriate professional training for those in a pastoral role
8. provides opportunities for children and young people to participate in school activities and responsibilities to build their confidence and self-esteem
9. has a clear Confidentiality Policy

From September 2009 all schools that have achieved NHSS can become part of the Healthy Schools enhancement model. To do this, schools need to complete an annual review each year to confirm that they have established and maintained a foundation for health and well-being.

Schools will also need to complete the health and well-being improvement tool. This will guide them through the model and help to plan and record progress. It will also enable schools to submit key information for local quality assurance purposes.

Schools will need to review progress towards the meaningful outcomes that have been set and use the health and well-being improvement tool (HWIT) to self-validate. Schools will receive national recognition once these meaningful outcomes have been achieved and approved by the local quality assurance system.

Where to find out more: www.healthyschools.gov.uk

WHAT SCHOOLS NEED TO DO TO BECOME HEALTHY SCHOOLS

Achieving national healthy school status

Local healthy schools programmes will advise your school on what needs to be done to achieve national healthy school status.

Your school will need to provide evidence that it has met the criteria in each of the core themes. In many cases the evidence is something which your school will have already.

You should use evidence sources that are easily available and appropriate to meeting the core themes. The process of gathering evidence should be:

- as light as possible
- as participative as possible – involving pupils, parents, teachers and others in the wider school community

In some cases, you may find it easier to combine the different policies to have an overarching healthy schools policy, one that combines all the elements of the different policies that are required. You will not be required to gather large amounts of extra written material.

Evidence might fall into the following three categories:

1. That which arises from participation and involvement such as:

- how the views of staff, governors, pupils and parents/ carers influence plans and the mechanisms used
- peer support in action
- notes of discussions with pupils and parents/ carers
- minutes of the school council

2. Written documentation based on school policy and practice such as:

- school development/ improvement and management plans
- prospectuses, staff and parent handbooks
- tools and methods used in auditing and target setting
- school targets, action plans and self-evaluation tools
- work outputs: for example, healthy schools policies and schemes of work
- lesson observation notes, pupils' work and assessment records
- methods of recognising and celebrating success

- job descriptions and service agreements
- evidence of recent staff professional development to ensure confidence and competence in promoting health and well-being

3. Conversations with pupils, teachers and parents/ carers and professionals about how healthy schools work has had an effect such as:

- focus groups or discussions with the school council, or within PSHE lessons, as to whether or how the school is meeting the criteria within the four themes
- discussions with staff as to whether and how the school is meeting the criteria within the four themes
- discussions with parents/ carers and governors as to whether and how the school is meeting the criteria within the four themes
- discussions with external agencies – such as local health services – on priorities

Celebrating success

When you have successfully gained national healthy school status a number of things will happen:

- a) you will have tangible and authoritative evidence to support school self-evaluation and an inspection by Ofsted
- b) your achievements will be recorded on the NHSP national schools database by your local programme – to profile your success with Ofsted and other government agencies
- c) your local programme will support you in celebrating your success: you may want to involve parents/ carers, governors and other stakeholders
- d) your school will be able to use the healthy school status logo in the schools prospectus and other documents

WHERE TO FIND OUT MORE

www.lhsp.org is the website that will quickly show you how to contact your local healthy schools programme

www.wriedforhealth.gov.uk is the website for the National Healthy Schools Programme. On this site you will find evaluation evidence, guidance material and contacts. The site also contains information and exercises for pupils, as well as information for parents and teachers and links to other sites organised in the following way:

www.welltown.gov.uk for Key Stage 1 (5-7 year olds)

www.galaxy-h.gov.uk for Key Stage 2 (7-11 year olds)

www.lifebytes.gov.uk for Key Stage 3 (11-14 year olds)

www.mindbodysoul.gov.uk for Key Stage 4 (14-16 year olds)

Other useful sites

www.teachernet.gov.uk/healthyliving is the supporting website for the Healthy Living Blueprint - it provides a one-stop shop for a range of national and local initiatives to support schools in promoting healthy living.

www.ofsted.gov.uk

This site provides information about the nature of school inspection, inspection, inspection reports focusing on schools and local education authorities, as well as explaining the new inspection regimes for children's services – including details of Joint Area Review and Annual Performance Assessments.

PSHE

www.teachernet.gov.uk/pshe

The comprehensive teachernet site has information about PSHE and related issues.

www.qca.org.uk/pshe

The site for the Qualifications and Curriculum Authority has useful information about the subjects of the National Curriculum and the non-statutory framework for PSHE, supported by end of key stage statements and schemes of work.

Healthy Eating

www.foodinschools.org.uk

This site supports the work of healthy schools in relation to all aspects of eating at school – including breakfast clubs, vending machines, tuck shops, lunch boxes, water, dining room environment, school lunches (pending), growing clubs, cooking clubs and the Food Partnership scheme in which secondary and primary schools work together.

www.5aday.nhs.uk

This site supports the government's drive to encourage more people, including young people, to eat five or more portions of fruit and vegetables each day.

Physical Activity

www.teachernet.gov.uk/pe

The comprehensive teachernet site has information about PE and school sport.

www.sportengland.org

Has a wealth of information about sport and physical activity, including the location of 15,000 local sporting facilities (www.sportengland.com) and details of the Everyday Sport campaign.

Emotional Health and Well-Being

www.youngminds.org.uk

YoungMinds has developed a range of publications that address the mental health problems affecting young people. They are based upon concerns heard via their telephone helpline (YoungMinds [Parents Information Service](#)) or through their research projects.

www.teachernet.gov.uk/wholeschool/healthyliving/behaviours/mentalhealth

Topical information and links to other useful sites and ideas can be found here.

1 Key concepts

There are a number of key concepts that underpin the study of personal wellbeing. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

1.1 Personal identities

- a Understanding that identity is affected by a range of factors, including a positive sense of self.
- b Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem.
- c Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.

1.2 Healthy lifestyles

- a Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.
- b Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened.
- c Dealing with growth and change as normal parts of growing up.

Personal wellbeing key stage 3

EXPLANATORY NOTES

Personal identities: Understanding the factors that contribute to personal identities is essential if pupils are to accept and value themselves and develop confidence and self-esteem, maintain their mental/emotional health, make the most of their attributes and abilities, and celebrate achievements. Links can be made with citizenship and religious education when pupils address the key concepts of identities and diversity, which require understanding to be further developed in a local, national and global context.

Healthy lifestyles: A person's ability to stay healthy is affected by physical, mental, emotional, social, environmental and economic circumstances. Pupils should learn that they need to make informed decisions about behaviours and consider the short- and long-term consequences of their actions on themselves and others.

PSHE: Personal Wellbeing

Programme of study (non-statutory) for key stage 3

1.3 Risk

- a Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations.
- b Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.
- c Developing the confidence to try new ideas and face challenges safely, individually and in groups.

1.4 Relationships

- a Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.
- b Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important.
- c Understanding that relationships can cause strong feelings and emotions.

1.5 Diversity

- a Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.
- b Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.

They learn to deal with challenges and accommodate diversity in all its forms

EXPLANATORY NOTES

Risk: Risk is an important part of everyday life. Having the confidence to take risks is essential to enjoying and achieving in learning and life. However, the ability to recognise, assess and manage risk is essential to physical safety and mental and emotional wellbeing. The concept of risk is also relevant to financial capability, enterprise and career choices, so links should be made to economic wellbeing and financial capability.

Relationships: The ability to develop relationships with a wide range of people is essential to being healthy, staying safe, enjoying and achieving, being able to make a positive contribution to society and achieving economic wellbeing.

Feelings and emotions: The National Healthy Schools Programme (emotional health and wellbeing theme) requires that 'the school has clear, planned opportunities for pupils to understand and explore feelings using appropriate learning and teaching styles'. The SEAL programme, which develops pupils' social skills and emotional resilience, can help schools cover the emotional health and wellbeing theme within the Healthy Schools Programme. The SEAL programme is used in many primary schools and is being introduced in secondary schools from September 2007.

Diversity: This concept links with both personal identities and relationships. When pupils consider their attitude and behaviour towards diversity, they should identify similarities as well as differences between people. Learning to empathise with others helps pupils accommodate difference in their lives and accept their responsibility to challenge prejudice and discrimination wherever it is encountered.

2 Key processes

These are the essential skills and processes in personal wellbeing that pupils need to learn to make progress.

2.1 Critical reflection

Pupils should be able to:

- reflect critically on their own and others' values.
- reflect on personal strengths, achievements and areas for development
- recognise how others see them and give and receive feedback
- identify and use strategies for setting and meeting personal targets in order to increase motivation
- reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour
- develop self-awareness by reflecting critically on their behaviour and its impact on others.

2.2 Decision-making and managing risk

Pupils should be able to:

- use knowledge and understanding to make informed choices about safety, health and wellbeing
- find information and support from a variety of sources
- assess and manage the element of risk in personal choices and situations
- use strategies for resisting unhelpful peer influence and pressure
- know when and how to get help
- identify how managing feelings and emotions effectively supports decision-making and risk management.

EXPLANATORY NOTES

Skills and processes: The SEAL skills have much in common with these key processes, and much of the language is similar. For example, the SEAL skills of self-awareness and managing feelings are important for critical reflection; motivation is an important dimension of decision-making; and empathy, social skills and managing feelings are required for developing relationships and working with others. Schools will wish to plan use of the SEAL materials and their teaching of the personal wellbeing programme of study so that pupils have a coherent learning experience.

Critical reflection: This involves asking probing questions such as 'How do I know that information is accurate?', 'What does it tell me about choices I should make?', 'How could I behave differently?' and 'What is the impact of my behaviour on others?'. Critical reflection can also help pupils develop self-awareness, enabling them to use their knowledge and experience of how they think and feel to choose their behaviour, plan their learning and build positive relationships.

Values: There are many complex and often conflicting values in society, and the exploration of these and clarification of personal values is an important part of personal wellbeing.

Strengths, achievements and areas for development: This links closely with learning for economic wellbeing and financial capability. Care should be taken to avoid repetition. This could include understanding motivation, viewing errors as part of the normal learning process and responding positively to disappointment or failure.

Positive ways of understanding: This includes pupils predicting what makes them angry or upset, and realising when feelings are 'taking over'.

Decision-making and managing risk: This involves finding and using accurate information, weighing up the options and identifying the risks and consequences of each option in order to make an informed choice. These skills can be applied to most situations, including those that involve issues relating to health, personal safety, relationships, personal and social change, leisure and learning opportunities. The ability to assess risk and consequences is particularly important when pupils are learning outside the classroom.

EXPLANATORY NOTES

2.3 Developing relationships and working with others

Pupils should be able to:

- a use social skills to build and maintain a range of positive relationships
- b use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences
- c use the social skills of communication, negotiation, assertiveness and collaboration
- d value differences between people and demonstrate empathy and a willingness to learn about people different from themselves
- e challenge prejudice and discrimination assertively.

Developing relationships and working with others: Social and emotional aspects of learning are important for personal and social development and for challenging inappropriate behaviour safely. This includes the ability to listen actively, empathise and understand the consequences of aggressive, passive and assertive behaviour in relationships.

Negotiation: This could include using a range of strategies to solve problems and resolve conflicts, for example using mediation to settle a dispute.



3 Range and content

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes.

The study of personal wellbeing should include:

- a examples of diverse values encountered in society and the clarification of personal values
- b the knowledge and skills needed for setting realistic targets and personal goals
- c physical and emotional change and puberty
- d sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities
- e facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others
- f how a balanced diet and making choices for being healthy contribute to personal wellbeing, and the importance of balance between work, leisure and exercise
- g ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations

EXPLANATORY NOTES

Sexual activity: When planning work in relation to sexual activity, it is helpful to consider national and local data on sexually transmitted infections and teenage pregnancies.

High-risk behaviours: This includes risks associated with early sexual activity and links with work on drug use and misuse. Links could be made with citizenship on the impact of HIV/AIDS on whole communities/countries. This could also include other behaviours such as gambling.

Drug, alcohol and tobacco use and misuse: This should include medicines, alcohol, tobacco, volatile substances and illegal drugs. When planning work in relation to drugs, alcohol and tobacco, it is helpful to consider national and local data on their use and misuse as well as changes in legislation. This helps both planning and provision.

Diet: When learning about diet, links should be made with initiatives such as Food in Schools and with the National Healthy Schools Programme theme of healthy eating.

Balance between work, leisure and exercise: When teaching about the balance between work, leisure and exercise, links should be made with PE and the PE and School Sport initiative. Links should be made with the National Healthy Schools Programme theme of physical activity.

Emergency and risky situations: Organisations such as the Red Cross and St John Ambulance have information about first aid and dealing with emergencies and situations involving risk.

- h a knowledge of basic first aid
- i the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement
- j different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships
- k the nature and importance of marriage and of stable relationships for family life and bringing up children
- l the roles and responsibilities of parents, carers and children in families
- m the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities.

EXPLANATORY NOTES

Relationships: This includes features of friendships and dealing with breakdown in friendships. In discussing positive relationships, the negative aspects of some relationships, including use of violence and other forms of abuse, may arise and should be addressed.

Children: This could include children as carers, children at risk and looked-after children.

Impact of prejudice, bullying, discrimination and racism: Links should be made with the school's anti-bullying policy, including the importance of challenging homophobic bullying, compliance with the Race Relations Amendment Act and the requirement for schools to promote community/social cohesion.

Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives

4 Curriculum opportunities

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for pupils to:

- a make real choices and decisions based on accurate information obtained through their own research using a range of sources, including the internet, other media sources and visits/visitors to and from the wider community
- b meet and work with people from the wider community both in school and through external visits
- c use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour
- d take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them
- e work as members of groups and teams, taking on different roles and responsibilities

EXPLANATORY NOTES

The internet and other media sources: Pupils should have opportunities to research, interpret and use a wide range of sources of information to inform their decision-making. This includes looking at the ways in which different media portray young people and health and social issues and present a balanced or partial view of issues. Internet safety should be addressed explicitly.

Visits/visitors: When planning visits or inviting external contributors to the classroom, it is important that the input is part of the overall planned learning objectives and that the messages are compatible with the school's values and policies.

People from the wider community: For example, community health professionals and drug advisers.

Case studies, simulations, scenarios and drama: These could be used as distancing techniques. They allow issues that are very sensitive and that may impact on young people personally to be explored and discussed without reference to young people's lives and family circumstances.

Social and moral dilemmas: Effective personal wellbeing teaching requires regular exploration of social and moral dilemmas that may be relevant to young people as they grow up. Pupils will need to learn skills and ground rules to ensure work is carried out showing sensitivity to those who may be affected by such issues.

- f evaluate their own personal development and learning, set realistic targets and goals for future life choices and develop strategies for meeting them
- g identify sources of help and support and take responsibility for providing accurate information to others
- h make links between personal wellbeing and work in other subjects and areas of the curriculum and out-of-school activities.



EXPLANATORY NOTES

Sources of help: These include national organisations such as Relate, FPA, Brook, RoSPA, Childline, 'Talk to Frank' and many more, including local services. These organisations can also provide information about helpful websites.

Links between personal wellbeing and work in other subjects and areas of the curriculum: There are many ways in which links can be made between work in personal wellbeing and other subjects and areas of the curriculum. Examples include linking work on sex and relationships, drugs, alcohol and tobacco with work in science; and linking diversity, prejudice and discrimination with work in citizenship, history and RE. It is important that links are planned and coordinated and that young people have time to reflect on the sum of their experiences in order to maximise their learning and its impact on their lives.

SEAL, and similar personal development frameworks, are designed to be used across the whole curriculum. While they have a particular contribution to make to personal wellbeing, their use should not be limited to these programmes of study, but should extend across all subjects and areas of the curriculum and across the school day.

PSHE: Economic Wellbeing and Financial Capability

Programme of study (non-statutory) for key stage 3

Economic wellbeing and financial capability key stage 3

EXPLANATORY NOTES

Career: This refers to an individual's lifelong progression through learning and work.

Employability: Definitions of 'employability' vary, but most highlight initial preparation for employment and active management of career development as two main ways that people can realise their employment potential. Employability is not just a one-off preparation for work. Young people need to develop the skills to manage their continuing career development, including transitions, so that they can cope with change and create and seize career opportunities after their initial entry into the world of work.

Enterprising: Being enterprising involves applying:

- skills – decision-making (particularly under conditions of uncertainty), personal and social, leadership, risk management, presentational
- attitudes – self-reliance, open-mindedness, respect for evidence, pragmatism, commitment to making a difference
- qualities – adaptability, perseverance, determination, flexibility, creativeness, ability to improvise, confidence, initiative, self-confidence, autonomy, willingness to make things happen.

Plans for transition: These should draw on knowledge of available opportunities, understanding of how to seek and secure opportunities, and understanding of the consequences of not continuing with certain areas of study. Pupils should understand the importance of developing, reviewing and adapting plans.

Business: This includes all types of businesses in the public, private and voluntary sectors, including large, small and social enterprises.

1 Key concepts

There are a number of key concepts that underpin the study of economic wellbeing and financial capability. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

1.1 Career

- Understanding that everyone has a 'career'.
- Developing a sense of personal identity for career progression.
- Understanding the qualities, attitudes and skills needed for employability.

1.2 Capability

- Exploring what it means to be enterprising.
- Learning how to manage money and personal finances.
- Understanding how to make creative and realistic plans for transition.
- Becoming critical consumers of goods and services.

1.3 Risk

- Understanding risk in both positive and negative terms.
- Understanding the need to manage risk in the context of financial and career choices.
- Taking risks and learning from mistakes.

1.4 Economic understanding

- Understanding the economic and business environment.
- Understanding the functions and uses of money.

2 Key processes

These are the essential skills and processes in economic wellbeing and financial capability that pupils need to learn to make progress.

2.1 Self-development

Pupils should be able to:

- a develop and maintain their self-esteem and envisage a positive future for themselves in work
- b identify major life roles and ways of managing the relationships between them
- c assess their needs, interests, values, skills, abilities and attitudes in relation to options in learning, work and enterprise
- d review their experiences and achievements.

2.2 Exploration

Pupils should be able to:

- a use a variety of information sources to explore options and choices in career and financial contexts
- b recognise bias and inaccuracies in information about learning pathways, work and enterprise
- c investigate the main trends in employment and relate these to their career plans.

Pupils see the relevance of what they learn in school to their future lives

EXPLANATORY NOTES

Trends: Employment trends information should be based on sound intelligence of developments in the labour market locally, nationally and globally.

2.3 Enterprise

Pupils should be able to:

- a identify the main qualities and skills needed to enter and thrive in the working world
- b assess, undertake and manage risk
- c take action to improve their chances in their career
- d manage change and transition
- e use approaches to working with others, problem-solving and action planning
- f understand and apply skills and qualities for enterprise
- g demonstrate and apply understanding of economic ideas.

2.4 Financial capability

Pupils should be able to:

- a manage their money
- b understand financial risk and reward
- c explain financial terms and products
- d identify how finance will play an important part in their lives and in achieving their aspirations.

EXPLANATORY NOTES

Enterprise: Enterprise education consists of enterprise capability, supported by financial capability and economic and business understanding.

- Enterprise capability is the ability to handle uncertainty and respond positively to change, to create and implement new ideas and new ways of doing things, and to make reasonable risk/reward assessments and act on them in one's own personal and working life. It can also be described as innovation, creativity, risk management, having a 'can-do' approach and the drive to make ideas happen.
- Financial capability is the ability to manage one's own finances and to become questioning and informed consumers of financial services.
- Economic and business understanding is the ability to understand the business context and make informed choices between alternative uses of scarce resources.

Qualities: These include adaptability, perseverance, determination, flexibility, creativeness, ability to improvise, initiative, self-confidence, autonomy and action orientation.

3 Range and content

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes.

The study of economic wellbeing and financial capability should include:

- a different types of work, including employment, self-employment and voluntary work
- b work roles and identities
- c the range of opportunities in learning and work and changing patterns of employment (local, national, European and global)
- d the personal review and planning process
- e skills and qualities in relation to employers' needs
- f a range of economic and business terms, including the effect of competition on product and price
- g personal budgeting, money management and a range of financial products and services
- h risk and reward, and how money can make money through savings, investment and trade
- i how businesses use finance
- j social and moral dilemmas about the use of money.



EXPLANATORY NOTES

Opportunities in learning and work and changing patterns of employment

These include the full range of post-14 learning options and progression routes, drawing on the local area prospectus, and information supplied by careers specialists. Pupils should also draw on: up-to-date labour market information (showing the diversity of local and national employment opportunities); information on learning options, skills, occupations and progression routes; and information about self-employment.

Money management: Pupils need to be able to manage their money in a range of situations. Financial contexts should include personal situations as well as situations beyond their immediate control. Pupils should learn what influences how people spend money and how to become competent at managing personal money in a range of situations, including those beyond their immediate experience.

Dilemmas: These could include how the choices pupils make as consumers affect other people's economies and environments.

4 Curriculum opportunities

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for pupils to:

- a use case studies, simulations, scenarios, role play and drama to explore work and enterprise issues
- b recognise, develop and apply their skills for enterprise and employability
- c have direct and indirect contact with people from business
- d explore options and progression routes in learning
- e have contact with information, advice and guidance specialists
- f engage with ideas, challenges and applications from the business world
- g explore sources of information and ideas about work and enterprise
- h discuss contemporary issues in work
- i write a personal statement and make an individual learning and career plan for their transition into the 14–19 phase
- j make links between economic wellbeing and financial capability and other subjects and areas of the curriculum.

EXPLANATORY NOTES

Skills for enterprise and employability: These include:

- functional skills of English, mathematics and ICT
- working with others, independent enquiry, self-management, innovation and creativity
- problem-solving
- risk-taking and risk management, reflective thinking
- personal financial management, budgeting and accounts management.

Contact with people from business: Direct contact with people from business could include work-based activities (eg work visits, work shadowing and work-based projects) and school-based activities (eg enterprise activities, work simulations, talks, careers fairs). Indirect contact could include working with case-study material and multimedia resources.

Challenges: Business challenges could include an enterprise or problem-solving activity.

Sources of information and ideas: These could include the media and promotional channels (including recruitment literature), family, community culture and society; academic studies and factual information; first-hand experience of people who work, including taster courses, mini-enterprise, simulations, work shadowing, visits and visitors; and sources accessed through ICT.

Contemporary issues: These could include equality of opportunity, health and safety, sustainable living and ethical investment.

UNICEF UK

Rights Respecting School Award



Improves children's well-being

The Rights Respecting School Award (RRSA) is premised on the understanding that for children to want to achieve they have to feel included, that they belong, that they matter.

Learning that you have certain rights, now, simply because you are a child provides a starting point for building self-esteem. Bridges can be built to the very vulnerable and abused. They can become empowered by learning that there is an alternative to the negative world of their early years.

From this starting point too, children can begin to make connections with the needs and rights of other children. Thus begins the journey of learning about our rights and responsibilities and the values that underpin this way of seeing. This approach brings children into early contact with ideas of interdependence and the need for cooperation.

Learning that the way "things are done" in school is based on rights and responsibilities drawn from the articles of the United Nations Convention on the Rights of the Child (UNCRC) connects with all children because:

- It appeals to their self-interest
- It connects them to children everywhere.
- It derives from a higher authority (all but two of the world's nations have signed the Convention) and is not simply the school's rules or mission statement

Knowing that they have a right to participate, to have a voice in decisions that affect them arouses their interest and opens the way to exploring the skills, language and concepts required to exercise this right and the responsibilities that accompany it.

The UNCRC gives a values framework to the Department for Children, Schools and Families' SEAL programme and other projects to build social and emotional literacy which enhances their impact on children.

The idea in a nutshell

Children and young people can raise their achievement at school and improve the quality of their own and their families' lives, if they learn exactly what their rights and responsibilities are according to the United Nations Convention on the Rights of the Child and use this understanding as a guide to living.

Children and young people will know how to go about making informed decisions and become confident, active citizens if this "rights and responsibilities" guide to living is introduced at an early age and is reinforced throughout school life.

UNICEF's Rights Respecting School Award is an effective way of inspiring and supporting schools who want to provide children and young people with a rights-respecting guide to living.



Left: Children at King's Park Primary School, Bournemouth, discuss rights and responsibilities with Sir Al Aynsley-Green, the Children's Commissioner for England (left), and David Bull, Executive Director of UNICEF UK (March 2007). © UNICEF UK



Right: Children present a role play about their vision of a rights-respecting school to primary school headteachers at a Dorset RRSA training day (February 2007). © UNICEF UK

Some of the evidence so far

Schools that have used the Rights Respecting School Action Plan to embed the values of the UNCRC in their school ethos and curriculum have found the following:

By the end of Year 2, most children:

- Can distinguish between wants and needs and link needs to rights.
- Can understand the concept of rights and use the term appropriately in discussion
- Can understand that rights are linked with responsibilities
- Know about the UN Convention on the Rights of the Child (UNCRC) and can refer to individual rights under the Convention

By the end of Year 6, most children:

- Can give examples of how their own actions have consequences – positive and negative – for the rights of others in their everyday lives and globally
- Have a close working knowledge of several articles of the UNCRC
- Can explain how their own rights are linked with their own personal responsibilities
- Can give a range of examples of abuses of rights from the immediate context of school to the global context and can discuss ways of addressing them
- Can use the UNCRC as a framework for making moral judgements across a wide range of issues concerning justice and sustainability
- Can critically evaluate the actions of those with power, including governments, through reference to human rights

At schools with RRS action plans, teachers, children and parents have reported :

- Improved pupil self-esteem
- Pupils' enhanced moral development
- Improved behaviour and relationships
- More positive attitudes towards diversity in society and the reduction of prejudice
- Pupils' development as global citizens

- Overall school improvement including less truancy and bullying, better learning and academic standards
 - Enhanced job satisfaction for teachers
- Schools implementing the RRSA promote and model rights-respecting behaviour in all aspects of school life. By Year 6, children have become empowered to promote rights-respecting behaviour in a variety of contexts. This empowerment comes from the language, concepts, skills and experiences they have developed through a school culture in which the UNCRC has been embedded.

Schools have found that pupils become more engaged in discussing, planning and reviewing their own learning. Secondary schools working on the RRSA reinforce the values based on the UNCRC through peer-education schemes. The peer educators become enthusiastic ambassadors for the RRSA as it promotes an active, participatory ethos in the school

Further sources of evidence can be found in:

- The research of Covell and Howe (2005) on the impact of this approach on schools in Hampshire www3.hants.gov.uk/education/childrensrights

- The Office for the Children's Commissioner's *Bullying Today* report (2006), which recommended schools consider the RRSA as a way of creating a school ethos that, among other things, successfully reduces the incidence of bullying. This recommendation is based on its own research into RRSA schools.

www.11million.org.uk/bullying.html

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You can find out more about UNICEF's Rights Respecting School Award and register at the RRSA interactive website

www.unicef.org.uk/rrsa

Guidance on the teaching of potentially sensitive and controversial issues⁴

Handling sensitive and controversial issues

Learning from real-life experience is central to the development of social, emotional and behavioural skills. Sensitive and controversial issues are certain to arise. Children should not be

sheltered from such issues; through them, they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict and

dealing with difficult feelings. Teachers/practitioners need to be prepared however to handle

personal issues arising from the work, to deal sensitively with, and follow up appropriately,

disclosures made in a group or individual setting, and to know what to do in the case of a potential child protection issue. This will involve being clear about issues of confidentiality.

Issues that are likely to be sensitive or controversial are those that have a political, social or

personal impact and arouse strong feelings. Those which deal with values and beliefs are also

potentially sensitive or controversial. Issues likely to be sensitive or controversial include:

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

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

It is important to establish a classroom climate in which children can express a point of view that

may differ from those held either by their teachers/practitioners or their peers. The SEAL materials aid children in doing this by enabling children to establish ground rules about how they

will behave towards each other in discussion (as well as more generally through the completion

of the activities) and through the explicit focusing and celebrating of the differences between individuals. Ground rules will need to include being able to listen to and learn from the experiences of others, showing sensitivity to diversity of experience and lifestyle, respecting others' rights and taking care not to put each other down.

Social and emotional aspects of learning: guidance

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Primary National Strategy

4 This guidance is adapted from *Citizenship: a scheme of work for Key Stages 1 and 2* (QCA/02/877).

Teachers/practitioners need to be ready to:

- judge when to allow children to discuss issues confidentially in groups and when to support by listening into those group discussions;
- ensure that children have access to balanced information and differing views with which they can then clarify their own opinions and views, including contributions made by visitors to the classroom;
- decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the framework of the school's values;
- ensure they take due care of the needs of individuals in the class when tackling issues of social, cultural or personal identity (for example, preparing individuals in advance for the content of an assembly/Foundation Stage group time or social, emotional and behavioural skills session or activity if it may be of particular salience for that individual, as may be the case when working on the theme of loss where a child has experienced bereavement).

Ensuring balance

There is a need for balance when discussing sensitive or controversial issues, and teachers/practitioners can seek to avoid bias by using the measures outlined below.

However,

the need for balance should not be regarded as inhibiting a clear stand against racism and other

forms of discrimination. Our common values require that there are behaviours we should not

tolerate: for example, racism, bullying (including homophobic bullying), and cruelty are never

acceptable in any form and should be challenged.

Teachers/practitioners should seek to avoid bias by:

- trying not to highlight a particular selection of facts or items of evidence in a way that gives it a greater importance than other equally relevant information;
- actively encouraging children to offer alternative or contradictory interpretations of information (e.g. of facial expressions, conventions of deference or politeness);
- making clear that they are not the sole authority of matters of fact or opinion;

- helping children to distinguish opinions and value judgements from facts;
 - opening up opportunities for all children to contribute their views to a discussion, avoiding any implication by their choice of respondents;
 - challenging a consensus of opinion that emerges too easily.
- (The Education Act 1996, Sections 406 and 407, offers more information on the statutory requirements that ensure that children are offered a balanced presentation of opposing views on political or controversial issues by their teachers/practitioners).

Social and emotional aspects of learning: guidance

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 Primary National Strategy

Confidentiality

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

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

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

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

Guidance about confidentiality in respect of sex and relationship education can be found at www.dfes.gov.uk/sreguidance.

In lessons, teachers/practitioners should establish from the beginning that there is no pressure

to disclose personal experiences if children are not comfortable to do so. Equally, if children wish to discuss something personal and important to them, it is entirely appropriate for them to approach an adult individually at any time to do so.