

# Certification of the teaching of PSHE (Personal, Social and Health Education) – Teachers' handbook

Revised edition, February 2004

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Produced on behalf of  
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Department of Health,  
and the National Healthy School Standard,  
Health Development Agency

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## About the Health Development Agency

The Health Development Agency ([www.hda.nhs.uk](http://www.hda.nhs.uk)) is the national authority and information resource on what works to improve people's health and reduce health inequalities in England. It gathers evidence and produces advice for policy makers, professionals and practitioners, working alongside them to get evidence into practice.

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# 1 Introduction

This programme of continuing professional development (CPD) has been developed to enable you to gain recognition of your experience in teaching personal, social and health education (PSHE). You will receive training enabling you to enhance your skills and increase your confidence in delivering this extremely important curriculum area. The programme was also developed to improve the effectiveness and raise the profile of PSHE, including sex and relationship education (SRE) and drug education\*.

It is informed by the DfES CPD strategy *Learning and Teaching* (DfES, 2001a) and relevant national strategies and guidance (see Useful references).

The principles of the revised *Teachers' Standards Framework* (DfES, 2001b) have been used to devise standards for certification of the teaching of PSHE. These are in two sections:

- **Dimension A:** The context and the core skills of teaching and managing pupil learning in PSHE
- **Dimension B:** Knowledge and understanding and its application in the teaching of SRE **or** drug education (extension module)

\*Drug education includes medicines, volatile substances, alcohol, tobacco and illegal drugs.

## Useful references

DfES (2001a) *Learning and Teaching: A Strategy for Professional Development*. Department for Education and Skills, London.

DfES (2001b) *Teachers' Standards Framework*. Department for Education and Skills, London. [www.teachernet.gov.uk/professionaldevelopment/standardsframework/](http://www.teachernet.gov.uk/professionaldevelopment/standardsframework/)

DfEE (1999) *National Healthy School Standard Guidance*. Department for Education and Employment, London.

DfEE (2000) *Sex and Relationship Education Guidance*. DfEE Publications, Nottingham.

DfES (2004) *Drugs: Guidance for Schools*. Department for Education and Skills, London.

Drugs Strategy Directorate (2002) *Updated Drugs Strategy 2002*. Home Office, London.

NHSS (2001) *Sex and Relationship Education*. National Healthy Schools Standard, London.

Ofsted (2002) *Sex and Relationships*. Office for Standards in Education, London.

Ofsted (2002) *Drug Education in Schools: An Update*. Office for Standards in Education, London.

QCA (1999) *National Curriculum Framework for PSHE (and citizenship at key stages 1 and 2)*. Qualifications and Curriculum Authority, London.

Social Exclusion Unit (1999) *Teenage Pregnancy Strategy*. Social Exclusion Unit, London.

## The certification process

PSHE certification is not a qualification, but a recognition of your experience to date and a means to enhance your professional development. It enables you to achieve a standard through collecting evidence and developing your skills and understanding within your local PSHE CPD network.

The process is not cumulative – it is intended that a teacher who has gained certification will be of sufficient standard in all aspects of PSHE teaching, irrespective of the extension module for which they opted.

## Purpose of the handbook

This handbook was produced for the start of phase 2 in April 2004. Note should be taken of any DfES policy documents produced subsequently.

It is intended to help you understand the aims and scope of the standards for certification, and what the process involves. It includes suggestions about the sorts of evidence you can provide in your portfolio to demonstrate how you are meeting the requirements for the standards.

## Ten steps to certification

<b>Apr*</b>	<b>1</b>	<b>Access support</b>	You will work with your PSHE Lead within your local CPD network to identify your training needs and appropriate sources of evidence and support
	<b>2</b>	<b>Integrate with school's system to support professional development</b>	Liaise with your school line manager to ensure this programme contributes to your development objectives/targets as appropriate
	<b>3</b>	<b>Access professional development support</b>	Access appropriate support coordinated by the PSHE Lead, based on earlier needs assessment. Attend local CPD network sessions
	<b>4</b>	<b>Gather evidence</b>	Supported by the PSHE Lead, collect appropriate evidence to demonstrate how the standards have been met. The evidence is collected in your portfolio
<b>Nov*</b>	<b>5</b>	<b>Submit interim evidence</b>	Submit your portfolio of evidence for interim assessment
	<b>6</b>	<b>Respond to interim feedback</b>	Reflect on and respond to feedback. Produce further evidence where required. Identify areas for further development and, with the help of the PSHE Lead, draw up an action plan to cover any standards for which you need further evidence
	<b>7</b>	<b>Agree the action plan</b>	Agree the action plan with your Headteacher or line manager, who will produce a brief statement to support the evidence in your completed portfolio
<b>Mar/ Apr*</b>	<b>8</b>	<b>Submit your portfolio</b>	Give your portfolio to your PSHE Lead, who will send it to the National Assessor for final scrutiny
	<b>9</b>	<b>Achieve certification</b>	The National Assessor scrutinises the evidence and action plan against the standards and, if appropriate, recommends certification
	<b>10</b>	<b>Optional next steps</b>	You can use your evidence towards an application for DfES Threshold Assessment or Advanced Skills Teacher (AST) status, or cite the qualification as part of an application for the National Qualification for Headship (NPQH). You can also use it with a local higher education institution towards higher level accreditation. Discuss with your line manager and PSHE Lead how you might share your expertise with colleagues in your school and LEA.

\*Normally you will start the process in April of year 1. Submit your portfolio for interim feedback half-way through and complete the process in March/April of year 2. All dates, including those of local CPD network meetings, to be confirmed by your PSHE Lead.

## Who can participate?

This programme is aimed at all who have Qualified Teacher Status (QTS) or equivalent (to be negotiated with the CPD Programme Manager) and teach within the curriculum framework for PSHE – for example science, religious education or humanities teachers, form tutors and PSHE specialists. It is particularly useful for teachers who want to develop their confidence and effectiveness in delivering PSHE.

The programme is equally relevant for colleagues in primary, middle or secondary schools, pupil referral units (PRUs) or special schools. It would be most beneficial to you after your first few years of teaching, when you could use it as part of your development objectives and an application for DfES Threshold Assessment. If you are more experienced it could be used to support your application for Advanced Skills Teacher (AST) status, or you could cite the qualification as part of an application for the National Qualification for Headship (NPQH).

You could also use it to extend your expertise prior to applying for a coordinator's post, or if already a coordinator, you could use it as a framework for improvement.

Your evidence of CPD and the focus on PSHE, SRE and drug education could also form part of your school's submission to the local healthy schools programme, demonstrating the achievement of key criteria contributing to recognition of success as a healthy school.

## How do I access support?

There will be a PSHE Lead from the local education and health partnership, who will facilitate local CPD network meetings. You will have the opportunity during the next year to work with other teachers in your area who are engaged in this programme, from primary and secondary schools, PRUs and special schools.

During the CPD network meetings you will use the standards to evaluate your experience so far, and to identify your future training needs. You will be shown ways of collecting evidence of your achievements in a portfolio and using it to demonstrate how you have met the standards. Your completed portfolio of evidence will then be submitted to a National Assessor for scrutiny and, if the standards have been met, you will receive DfES certification for the teaching of PSHE.

If you wish to pursue higher level accreditation through these standards, you will need to register on a relevant course with a participating higher education institution, details of which can be accessed through your PSHE Lead.

## 2 Standards for certification of the teaching of PSHE

### Explaining the standards

The standards are organised in two sections, referred to as 'dimensions'. Each **dimension** is divided into **themes**, and each theme into individual **standards**.

Dimensions	Themes	Standards
<b>A</b> The context and the core skills: teaching and managing pupil learning in PSHE	<b>1</b> The context <b>2</b> Establishing a safe learning environment <b>3</b> Effective teaching and learning <b>4</b> Reflection, evaluation and assessment <b>5</b> Effective partnerships	Each theme has between three and six standards
<b>B</b> Extension module Knowledge and understanding and its application in the teaching of SRE <b>or</b> drug education*	Development of: <b>1</b> Personal awareness, confidence and responsibility <b>2</b> A healthy, safer lifestyle <b>3</b> Positive relationships and respect for difference and diversity	Each theme has between three and seven standards

\*You can only choose one extension module for Dimension B, **either** SRE **or** drug education.

The process is not cumulative: it is intended that a teacher who has gained certification will be of sufficient standard in all aspects of PSHE teaching, irrespective of the extension module for which they opted.

### Are all the standards compulsory?

#### *Dimension A*

For each standard under Dimension A, you must provide valid and sufficient evidence from a minimum of *two* different occasions, reflecting the range of aspects of PSHE.

#### *Dimension B (either SRE or drug education)*

For all the standards under Dimension B you must provide valid and sufficient evidence from a minimum of *one* occasion. (If you have been unable to provide sufficient evidence of the SRE standards, marked with an asterisk (B3.4 and B3.5 in SRE), by final submission, there is an option to cover them via an action plan which should indicate how they will be addressed over the following 12 months.)

These standards are intended for use by all who teach PSHE, whether in primary, middle or secondary schools, PRUs or special schools. Certain standards are more appropriate at particular key stages, and the process for certification allows for this.

## Dimension A: The context and the core skills of teaching and managing pupil learning in PSHE

### *To achieve the requirements for Dimension A*

For each standards you must provide valid and sufficient evidence from a minimum of *two* different occasions, reflecting the range of aspects of PSHE.

#### Exceptions

- Evidence for the standards in theme A1 will arise out of the local CPD network meetings. You will also need to demonstrate how they are reflected in your classroom practice.
- In theme A5, if there are circumstances (to be negotiated by you with your PSHE Lead) that make it impossible to provide evidence for either A5.1, A5.2 or A5.3, the additional standard from this theme may be substituted (see page 6).

### *Theme A1: The context for PSHE (including SRE and drug education)*

You need to demonstrate a secure knowledge and understanding of the following, and how they apply to your teaching:

- A1.1 National policies, statutory and non-statutory guidance appropriate to PSHE and how these are reflected in the school's policies
- A1.2 The law in relation to aspects of PSHE such as confidentiality, child protection, sexual activity, drug use and drug incident management.
- A1.3 An awareness of the national and local context, eg patterns of drug use and teenage pregnancies.

### *Theme A2: Establishing a safe learning environment*

To provide evidence for these standards you need to:

- A2.1 Consult with pupils to determine their needs, identify levels of knowledge and understanding, attitudes, language and misconceptions, and plan your teaching to be relevant to their lives
- A2.2 Plan lessons that include strategies to meet the needs of all pupils
- A2.3 Develop clear ground rules with classes and use them to maintain a climate of trust and mutual respect between yourself, pupils and visitors, and to maintain professional boundaries
- A2.4 Have strategies to respond appropriately to spontaneous issues raised by pupils while working within the planned programme
- A2.5 Recognise prejudice and have consistent strategies to challenge it
- A2.6 Manage discussions of sensitive and controversial issues.

### *Theme A3: Effective teaching and learning*

To provide evidence for these standards you need to:

- A3.1 Plan well structured lessons with clear intended learning outcomes, within a planned programme of PSHE
- A3.2 Use a range of teaching styles in which active learning plays a major part, maximising pupil participation
- A3.3 Use a range of groupings, including working in pairs, small groups and with the whole class
- A3.4 Make good use of a range of teaching resources.

### *Theme A4: Reflection, evaluation and assessment*

To provide evidence for these standards you need to:

- A4.1 Reflect on your personal values and their potential impact on classroom practice
- A4.2 Use a range of strategies, including pupil self-assessment, to assess the development of skills, knowledge and understanding
- A4.3 Evaluate teaching and learning, including with pupils, and use this to inform future planning.

### *Theme A5: Effective partnerships*

To evidence these standards you need to have:

- A5.1 Planned, delivered and evaluated lesson(s) in conjunction with a visitor such as a community health professional
- A5.2 Taught about the range of national and local support services, the support they offer to children, young people and parents, and referral procedures.
- A5.3 Contributed to the work of your school's Healthy School task group

With the agreement of your PSHE Lead, if for reasons particular to your school you are unable to provide evidence for either A5.1, A5.2 or A5.3, the following additional standard may be substituted (it is not otherwise required that you will cover it):

- A5.4 Liaised with external agencies regarding PSHE and/or pupil welfare in order to inform practice.

## Dimension B: Knowledge and understanding and its application in the teaching of SRE (extension module)

To achieve the requirements for Dimension B, you must provide valid and sufficient evidence of SRE, from a minimum of one occasion, for all the standards except those marked with an asterisk.

If you have been unable to provide valid and sufficient evidence of the standards marked with an asterisk by final submission, you have the option to include them in an action plan which should indicate how you will address them over the following 12 months.

All the standards relate to your PSHE teaching. However there are some that might be difficult to evidence at particular key stages, eg B2.5. If this is the case you will need to demonstrate a secure knowledge and understanding of the standards, how you might respond to pupils' questions, and how you would prepare them for their future learning. (This might apply to colleagues teaching KS1 or KS2. Colleagues teaching in a special school will judge what is appropriate to the level of maturity of their pupils.)

### *Theme B1: Development of personal awareness, confidence and responsibility*

You will need to demonstrate a secure knowledge and understanding of the following, and how they apply in your teaching:

- B1.1 Physical, emotional and social development of children and young people
- B1.2 Relationship between emotional health and wellbeing, and sex and relationships
- B1.3 Personal identity, gender roles, sexuality, sexual orientation and their influence on sex and relationships.

### *Theme B2: Development of a healthy, safer lifestyle*

You will need to demonstrate a secure knowledge and understanding of the following, and how they apply in your teaching:

- B2.1 Keeping safe, and the recognition and management of risk
- B2.2 How to support pupils through physical and emotional changes, including promoting positive sexual health
- B2.3 Human development and reproduction
- B2.4 Facts and myths regarding HIV and AIDS and how to challenge the associated prejudice
- B2.5 Safer sex and its negotiation
- B2.6 Planned and unplanned pregnancy, methods of contraception, abortion and fertility treatment
- B2.7 Sexually transmitted infections, including chlamydia.

### *Theme B3: Development of positive relationships and respect for difference and diversity*

You will need to demonstrate a secure knowledge and understanding of the following, and how they apply in your teaching:

- B3.1 A range of faiths, and the range of views within these, cultural and moral viewpoints and their influence on attitudes
- B3.2 Loss and change in family life and the issues presented by parenthood
- B3.3 Rights and responsibilities to yourself and others
- B3.4\* Nature and importance of marriage and the range of mutually supportive relationships, and their importance for family life
- B3.5\* Role of the media in relation to aspects of sex and relationships such as stereotyping.

## Dimension B: Knowledge and understanding and its application in the teaching of drug education (extension module)

To achieve the requirements for Dimension B, you must provide valid and sufficient evidence of drug education, from a minimum of one occasion, for all the standards.

If you have been unable to provide valid and sufficient evidence of the standards marked with an asterisk by final submission, you have the option to include them in an action plan which should indicate how you will address them over the following 12 months.

### *Theme B1: Development of personal awareness, confidence and responsibility*

You will need to demonstrate a secure knowledge and understanding of the following, and how they apply in your teaching:

- B1.1 Physical, emotional and social development of children and young people
- B1.2 Relationship between emotional health and wellbeing and drug use
- B1.3 Drugs that have particular significance to children and young people, including medicines, alcohol, tobacco, cannabis, volatile substances and Class A drugs.

### *Theme B2: Development of a healthy, safer lifestyle*

You will need to demonstrate a secure knowledge and understanding of the following, and how they apply in your teaching:

- B2.1 Keeping safe and assessing and managing drug-related risk, including how to ask for help
- B2.2 Effects and risks of drugs on people's lives, including physical, emotional and social
- B2.3 Basic emergency first-aid procedures, including the recovery position and calling for emergency help
- B2.4 How to identify and support pupils with drug-related needs, including those whose parents/carers use or misuse drugs
- B2.5 Links between drug use, sexual activity and sexual health
- B2.6 Effects of drug use on crime and antisocial behaviour.

### *Theme B3: Development of positive relationships and respect for difference and diversity*

You will need to demonstrate a secure knowledge and understanding of the following, and how they apply in your teaching:

- B3.1 Role of drugs in society
- B3.2 A range of attitudes and values, including cultural and religious viewpoints, in relation to drug issues<sup>†</sup>
- B3.3 Rights and responsibilities to yourself and others
- B3.4 Range of influences and pressures on children and young people and how these affect their decisions to use, or not use, drugs
- B3.5 Role of the media and its portrayal of drug issues, including stereotypes.

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<sup>†</sup>Drug issues = drugs, drug use and drug users.

# 3 What should go in my portfolio of evidence?

## Compulsory evidence requirements

Evidence of your own practice should be related to your school's PSHE policy which should take account of the sources listed in the box below.

- DfEE (1999) *National Healthy School Standard Guidance*. DfEE Publications, Nottingham
- DfEE and QCA (1999a) *The National Curriculum for Secondary and Primary: non statutory frameworks for personal, social and health education and citizenship (KS 1+2)*. Qualifications and Curriculum Authority, London.
- DfEE and QCA (1999b) *The National Curriculum Handbook for Secondary and Primary: science*. Qualifications and Curriculum Authority, London.
- DfEE (2000) *Sex and Relationship Education Guidance*. DfEE Publications, Nottingham
- DfES (2004) *Drugs: Guidance for Schools*. Department for Education and Skills, London

plus any other relevant documentation issued subsequent to the publication of this handbook.

Training will be provided by your PSHE Lead at the local CPD network meetings to help you meet these compulsory evidence requirements, particularly in respect of the following three:

- 1 Contextual statement
- 2 Reflection on your personal values
- 3 Response to session on difference and diversity.

You will also receive specific guidance from your PSHE Lead on how to provide evidence for theme A1, the context. Further guidance is provided throughout this handbook to support you in producing the remainder of the compulsory evidence requirements:

- 4 Lesson observations
- 5 Pupils' work assessed by you
- 6 Pupils' self-assessed work
- 7 Pupils' evaluations
- 8 Your own evaluations
- 9 Action plan (if required)
- 10 Headteacher's supporting statement.

Your PSHE Lead will be provided with examples of evidence to share with you in your CPD network meetings.

## Other suitable evidence

Other suitable types of evidence that might extend or enhance compulsory evidence could include:

- Annotated schemes of work
- Annotated evidence from relevant professional development activities, eg training courses, conferences, in-service training or award-bearing studies with higher education institutions or other providers
- Witness statements, eg from parent, school nurse or classroom support assistant
- Photographs with commentary
- Minutes of departmental/staff meetings, staff training, annotated to indicate your input
- Evidence of liaison with visitors and outside agencies.

Video and audiotaped evidence can be accepted only in exceptional circumstances due to the limited time assessors will have to make judgements on the portfolio. For example, such evidence may be relevant in the context of specific learning disabilities.

## Guidance on the compulsory evidence requirements

Some detailed guidance regarding the compulsory evidence requirements is provided below. You will be further supported through sessions at your local CPD network meetings for the first three.

### What is required?

Further guidance is provided throughout this handbook to support your production of the remainder of the compulsory evidence requirements.

#### *1 Contextual statement*

This statement should set out the context of the school in which you work and your PSHE role within it. It provides the backcloth against which your evidence has been produced. Keep it clear and concise.

Approximate length 300–500 words.

In relation to your school, it should include:

- A summary of the whole-school information and any other information that informs your teaching. This may be drawn from the Ofsted report, performance and assessment reports (PANDAs) and LEA document analyses. You might include, for example, details of age, ability range, cultural and gender mix, free school meals eligibility, numbers on special educational needs register, plus any other relevant local indices (provided by your PSHE Lead)
- An explanation of the organisation, staffing and status of PSHE in your school, including the amount of dedicated curriculum time
- A brief description of the school's involvement in the National Healthy School Standard and other PSHE-related programmes.

In relation to your role within PSHE, it should include:

- Your role in your school, your teaching experience to date, and details of your recent and relevant training
- Details of your current PSHE teaching (number of lessons/time spent on, age range, ability range, topics) and any other relevant involvement, eg study on relevant award-bearing courses, projects, research, etc.

## *2 Reflection on your personal values*

The purpose is to give you the opportunity to reflect with colleagues on the potential impact of your personal values on your classroom practice.

This process will be developed via local CPD network meetings. In preparation for this you should consider:

- What you believe effective teaching and learning in PSHE involves
- Your position regarding the teaching of potentially sensitive and controversial issues and confidentiality
- In what situations or ways you may be challenged by pupils' values and culture
- How you clarify personal boundaries, apply distancing techniques and ground rules, and handle difficult questions
- The extent to which your school's ethos and relevant policies affect your teaching
- Your own practice, and areas you want to develop in the future.

Following the CPD network meeting on the above, your reflection on your personal values may be presented as a series of bullet points, or as a piece of continuous writing of up to 750 words. This can be used as part of your evidence for A4.1.

You could also return to this later in the process if you wish to reflect on how your values might have been challenged, or how your thinking about this has developed over time. You could add another paragraph or annotate to make your addition clear to the assessor.

## *3 Response to session on difference and diversity*

Following your CPD network meeting, you should:

- Explain briefly what difference and diversity mean to you
- Bullet point the key issues and questions for you that arise from your discussions with colleagues
- Produce a lesson plan annotated to indicate how you will address one or more of the above issues with pupils.

The above can be used as part of the evidence towards standards in both Dimensions A and B, where appropriate.

## *4 Lesson observations*

You should follow these criteria:

- A minimum of one standard in each of the following themes – A2, A3, B1, B2 and B3 – must be evidenced by a lesson observation (you should submit a minimum of two lesson observations in total)
- Observations should be carried out by colleagues with QTS
- They should relate directly to the standards you have chosen to be observed – it would be advisable to give a copy of the observation proforma (page 42) to the observer in advance and discuss with him/her how you intend to meet each of the standards you have circled
- You could pair up with a colleague from your CPD network to do peer observations
- The same person should **not** carry out all your lesson observations
- If colleagues without QTS, such as school nurse or classroom support assistant, observe your lesson they can provide a 'witness statement' which can be included as evidence
- Do include the lesson plan related to the observation as this will enable the assessor to gain a fuller picture.

## *5–8 Planning, teaching, assessment and evaluation of learning*

This should demonstrate your skills as a teacher, reflecting a range of classroom activities and a variety of assessment strategies. You should include:

- Annotated schemes of work
- Annotated lesson plans with clear intended learning outcomes and strategies for assessment
- Examples of feedback given to pupils and assessed pupils' work
- Pupils' evaluations of their own learning
- Evaluations of the achievements of your intended learning outcomes and implications for future planning.

Your PSHE Lead will be able to show you examples of the above in your local CPD network meetings, and you can share your own with colleagues.

As a way of recording some of your evidence, you may choose to use either the proformas offered in this handbook, or those you already use if you are confident that they cover all the required information.

## *9 Action plan (if required)*

This relates to Dimension B: extension module (SRE).

If you have been unable to provide valid and sufficient evidence of the standards marked with an asterisk by final submission, you have the option to include them in an action plan which should indicate how you will address them over the following 12 months (see the example on page 22).

## *10 Headteacher's supporting statement*

Your Headteacher will need to agree the targets on your action plan (if required), to validate the evidence in your folder, and to reflect on your classroom practice. Where it would be more appropriate for another colleague, such as your direct line manager, to comment then the Headteacher should include their input.

Your PSHE Lead will have explained the process to your Headteacher in writing or in person, and will provide a sample supporting statement.

The guidance for headteachers states that they should provide:

'A statement of support, offered by the line manager which confirms the evidence as being an accurate representation of the teacher's practice and can provide another perspective on their teaching of PSHE

The statement should contain no more than 200 words, and could be written by yourself and/or other colleagues who have sufficient knowledge of the teacher's classroom practice in PSHE and can reflect on the evidence in the portfolio. It is quite a challenge to capture the essence of good practice via lesson plans, observations etc, and it could be that you are able to provide another perspective through a brief statement. It could also be that your colleague has found it difficult to provide evidence for a particular standard (if so, ask to see the standards), and that you could supplement this in your statement.'

## **How should I organise my portfolio?**

Begin the portfolio with a contents page with each page numbered. The sections of your portfolio must be ordered as follows:

- Contextual statement
- Reflection on your personal values
- Response to session on difference and diversity
- Evidence grids indicating on which page your evidence is located (pages 23–34)
- Lesson observations
- Pupils' work assessed by you

- Pupils' self-assessed work
- Pupils' evaluations
- Your own evaluations
- Action plan (if required)
- Headteacher's supporting statement.

You are requested not to use plastic wallets unless really necessary, in which case you should ensure evidence does not have to be removed from the wallets in order to be read. Ensure all the contents are securely fastened together in a way that facilitates easy access.

## How should I present my evidence?

- It is important that you make clear for the assessor how each piece of evidence relates to each of the different standards. Highlight and provide brief notes to explain the **relevance** of all documentation included in your portfolio.
- **Annotation** should be used to help you explain your thinking behind a piece of evidence – how you met the needs of pupils through a particular topic, activity, strategy, resources, etc; how you assessed it; and how this informed your future planning. (Annotate by writing on and attaching a post-it, by writing in contrasting ink, etc.)
- National Assessors will be best able to judge your evidence if they have an understanding of the context of each piece you submit, eg you may wish to include an example of pupils' work. If you are also able to submit any of the following related pieces – lesson plan, scheme of work, assessment of pupils' needs, teacher and pupil evaluation, lesson observation – that would provide a really coherent **evidence trail**.
- Please note that as many of the standards are interrelated, it is expected that most pieces of evidence, including individual pieces from an evidence trail, will be **cross-referenced** and used to meet the requirements of a number of standards.
- **Annotating and cross-referencing will help you make clear how all these pieces link together.**
- Title each piece of evidence and number it in the top right-hand corner. Indicate this number on the evidence grids.
- The evidence you submit must be your work. Whole-school or departmental evidence is not suitable without appropriate annotation or explanation of your role in relation to it.

## What is the purpose of interim submission of evidence?

The aim is to provide you with useful feedback on the evidence you have submitted halfway through the process and to indicate how best to proceed before the final submission of evidence (see example on pages 20–21).

For the interim submission of evidence (date to be confirmed with your PSHE Lead) you are required to produce the following in your portfolio:

- Contextual statement
- Reflection on personal values
- One lesson observation
- Evidence relating to the following standards:
  - Dimension A, themes 1–3
  - Dimension B, theme 1.

Between receiving the interim feedback and the final submission, there is sufficient time to enable you to act on the recommendations, receive further training via your local CPD network and collect further evidence, all supported by your PSHE Lead.

## Final submission of evidence

Your PSHE Lead will agree a final submission date with you and dispatch your portfolio to your CPD network's assigned assessor(s).

In exceptional circumstances (to be agreed by the Teachers' PSHE CPD programme manager) a portfolio could be admitted for final submission only.

## Does the evidence meet the required standard?

Assessment as to whether the evidence meets the requirements of the standards is a matter of skilled professional judgement by a trained team of independent National Assessors and moderators.

If the National Assessors deem that you have failed to submit valid and sufficient evidence to achieve certification, you will normally be entitled to one resubmission at an agreed resubmission date (this will be at the discretion of the Assessment and Moderation Panel).

## Concerns or suggestions

If you have concerns about any part of this process you should contact your PSHE Lead in the first instance, who will then contact the Teachers' PSHE CPD programme manager (within the National Healthy School Standard Team, Health Development Agency) where appropriate.

### *What criteria do National Assessors use to make judgements?*

#### *Dimension A*

For each of the standards you must provide valid and sufficient evidence from a minimum of two different occasions, reflecting the range of aspects of PSHE.

#### *Dimension B (either SRE or Drug education)*

- For all the standards, except those marked with an asterisk in SRE, you must provide valid and sufficient evidence from a minimum of one occasion. If you have been unable to provide valid and sufficient evidence of the standards marked with an asterisk by final submission, you have the option to include them in an action plan which should indicate how you will address them over the following 12 months (see the example on page 22).
- A minimum of one standard in each of the following themes – A2, A3, B1, B2, B3 – must be evidenced by a lesson observation (you should submit a minimum of two lesson observations in total; see page 11).
- Your evidence must demonstrate relevance to the key stage being taught and/or the level of maturity of pupils.
- Your evidence must be clearly dated and relate to teaching no more than three years before you began the certification process. If your evidence is more than three years old, it may be possible to include it if it has been effectively applied to your teaching within the past three years.
- Your evidence must be consistent with the legal requirements and the *National Curriculum Framework for PSHE (and citizenship at key stages 1 and 2)* (QCA, 1999).

### *Remember*

- It is not the quantity of evidence that is needed, but quality – one piece of evidence may be used as evidence for a number of different standards
- Assessors will not be expecting perfection – they will be looking for your reflections and evidence of your own learning
- Assessors will also be looking for evidence of impact on the learning of your pupils.

## 4 Examples of completed proformas

### Example: Completed evidence grid

<b>Dimension A: The context and the core skills of teaching and managing pupil learning in PSHE</b>			
Theme A2 Establishing a safe learning environment			
<b>Standard</b>		<b>Page</b>	<b>Title, type and date of evidence</b>
A2.1	Consult with pupils to determine their needs, identify levels of knowledge and understanding, attitudes, language and misconceptions, and plan your teaching to be relevant to their lives	1	Y9 module on families and relationships, introduction and diagnostic activity. Spring 2004
		2	Pupil evaluations re Police talk on drugs. 14/11/03
		3	My lesson evaluation re self esteem. 16/9/03
A2.2	Plan lessons that include strategies to meet the needs of all pupils	7	Annotated SOW for Y9 Personal Safety with identified strategies for inclusion and differentiation. Summer 2004
		8	Annotated LP for Y7 on different types of families, including strategies for pupils with special educational needs. 18/06/04
A2.3	Develop clear ground rules with classes and use them to maintain a climate of trust and mutual respect between yourself, pupils and visitors, and to maintain professional boundaries	8	Annotated LP. 18/06/04
		9	LO by head of department of above
		10	Pupils' assessed work on setting ground rules - including photos. 6/9/04
A2.4	Have strategies to respond appropriately to spontaneous issues raised by pupils while working within the planned programme	4	LO by LEA adviser of Y10 on mental illness. 6/9/04
		3	My lesson evaluation re self esteem. 16/9/03
		6	Witness statement by classroom support assistant on dealing with spontaneous questions in lesson on drug types. 03/04/04
A2.5	Recognise prejudice and have consistent strategies to challenge it	8	Annotated LP and evaluation of Y7 lesson on different types of family. 18/06/04
		11	Pupil evaluations and assessed work re stereotypes. 5/2/04
A2.6	Manage discussions of sensitive and controversial issues	8	Annotated LP and evaluation of Y7 lesson. 18/06/04
		12	Pupils' assessed work on smoking. 31/3/04

SOW, scheme of work; LO, lesson observation; LP lesson plan

## Example: Completed lesson plan and evaluation (1)

Name of teacher: <b>Mr Mann</b> School: <b>Hometown Primary</b> Topic title: <b>Raising self-esteem</b> Key stage: <b>2</b> Class: <b>45</b> Context: No. of girls No. of boys Pupils with SEN and provision: Date of lesson: <b>14th February</b>	Annotation (indicate which specific elements are evidenced)
Previous learning in this area <b>Developing ground rules for PSHE</b> <b>Bullying</b> <b>What makes a good friend</b>	
Intended learning outcomes (include knowledge, skills and understanding) <b>Each child will:</b> 1. <b>Have made a positive contribution about a classmate and understood how this can make someone feel about themselves</b> 2. <b>Recognise their own strengths and abilities as others see them</b> 3. <b>Use at least one new adverb in their descriptions</b> 4. <b>Increase their understanding of the reasons why we follow ground rules</b>	<b>A1.1</b>  <b>A2.1, B2.3, B2.4</b>  <b>A1.2</b>
Materials/resources <b>Materials to make 'special person board'</b>	
Main teaching and learning strategies <b>Circle time - structured talk</b> <b>Writing</b> <b>Display</b>	<b>A2.2</b>
Inclusion/differentiation strategies <b>Reinforcement of circle-time rules</b> <b>Pupils to speak only when holding 'Mr Melon' - all pupils to be given equal speaking time</b> <b>All pupils to have a chance to be the 'special person' at some point in the term</b>	<b>A1.1</b>
Assessment strategies <b>Teacher observation and feedback during circle-time talk</b> <b>Feedback on pupils' written work on what it felt like to be the special person</b>	<b>A3.3</b>
Homework (where appropriate)	

## Example: Completed lesson plan and evaluation (2)

Time	Teacher's activity	Pupils' activity
9.30	Move children in circle positions	Children move to places in the circle
9.35	Reinforce the rules of the 'special person' activity - can only speak when holding Mr Melon	Listening and recapping on rules
9.40	Choose the special person	Children to each say at least one positive thing about the special person while maintaining the ground rules
10.00	Discuss how to write up their feelings using 'powerful and descriptive words' - put these on the board	Discuss powerful and descriptive words
10.10	Help children with the writing task	Begin writing task on what it feels like to be the special person
10.25	Discuss what we have learned Display written work	Discuss
Outcome number	How far were the intended learning outcomes met? On what evidence do you base these judgements?	Annotation
<p>1. Pupils to recognise that they can each contribute positively to the way others feel about themselves</p> <p>2. Each child to recognise their own strengths and abilities as others see them</p> <p>3. To develop their ability to use powerful and descriptive language</p> <p>4. Pupils to understand the reasons why we follow ground rules</p>	<p>This was successful as all pupils engaged positively with the activity, saying positive things about the special person</p> <p>The success of this outcome is evidenced in the written work of the pupils where they have also used powerful and descriptive language to describe what it felt like to be the special person</p> <p>See evidence for outcome 2</p> <p>This was generally successful, although some pupils needed reminding of the ground rules during the activity</p>	
Reflections/comments	<p>Reinforcing and discussing the ground rules at the start of the lesson would help ensure the classroom atmosphere and ethos remain positive during this sensitive activity</p> <p>Some pupils need extra help to develop their descriptive writing skills - need help to use the word wall</p>	
Progression points for next lesson		

## Example: Scheme of work

Growing up and puberty: Year 5						
Week/ lesson	Lesson title	Learning objectives	Methodologies	Differentiation	Numeracy, literacy, ICT, other key skills	Assessment strategies
1	My changing body	Begin to understand physical and emotional changes associated with puberty	Video and associated worksheet - 'Our Changing Bodies'. Discussion and quiz	Differentiated, visual worksheet for pupil A Quiz in mixed-ability groups	Speaking Writing	Discussion, Q&A Worksheet Quiz
2	Growing up (1)	Develop more in-depth understanding of puberty, including menstruation	Group discussions and worksheet. Preparation for puberty booklet	Differentiated visual worksheet for pupil A Classroom assistant help with preparation for puberty booklet	Speaking Writing Working with others Numeracy	Discussion, Q&A Recap and plenary
3	Growing up (2)	As above	Working in groups to produce puberty booklets	Mixed-ability groups with assigned roles	Speaking Writing Working with others ICT	Recap and plenary Booklets
4	Different kinds of relationships	Understanding of the different roles played by family and friends Consider the responsibilities associated with growing up	Family and friends case studies Problem page	Mixed-ability groups with assigned roles Pair work for Problem Page, written and verbal feedback	Speaking Writing Working with others Problem solving	Q&A Problem page Plenary
5	Different kinds of families	Understand that there are different types of families Consider what makes a family	Soap family task Family ground-rules exercise	Pupil A - extra help with writing ground rules	Speaking Writing	Recap and plenary Q&A Ground rules
6	Intimate relationships and making relationships work	Explore close friendships and relationships What makes a relationship safe? Evaluation	Role-plays Evaluations	Mixed-ability task	Speaking Working with others ICT	Video of role-plays

Example: Completed and annotated observation record

<b>Name of teacher</b> Mr Teacher	<b>Name and role of observer</b> Ms Watcher, Deputy Headteacher
<b>Lesson topic</b> Reproduction	
<b>Class</b> 7H, 14 boys, 17 girls, no special educational needs	<b>Date of observation</b> 04/04/02
<b>Circle the standards to be observed:</b> A2.1 A2.2 A2.3 A2.4 A2.5 A2.6 A3.1 A3.2 A3.3 A3.4 B1.1 B1.2 B1.3 B2.1 B2.2 B2.3 B2.4 B2.5 B2.6 B2.7 B3.1 B3.2 B3.3 B3.4 B3.5	
<b>Comments</b>	<b>Annotation*</b>
You set out your aims clearly at the start of the lesson and recapped to ascertain the pupils' previous knowledge and misconceptions.	A2.1
There was evidence of good planning and the use and management of resources was most effective; the differentiated materials helped to meet the needs of those pupils with reading difficulties. All the students were able to participate and contribute at their own level.	A3.2, A2.2, A3.4
The classroom atmosphere was pleasant and stimulating, and pupils remained on task throughout the lesson, largely due to the variety of working arrangements - pair, then small group, then whole class. You demonstrated high expectations of pupil behaviour throughout and ensured all pupils were involved in the discussions through effective group work.	A3.3
Your materials and response to pupils' questions demonstrated sound knowledge and understanding of the topic.	B2.3
There was a very positive feel to the lesson and the subject was taught with good humour - the clear establishment of ground rules in previous lessons ensured that pupils showed respect towards each other, and no embarrassment when discussing delicate issues in front of their peers.	A2.3
It was good to select the five pupils in the lesson to assess their learning against the objectives, however you need to consider how you will evidence the learning of all pupils.	A4.3
Signature of teacher ..... Signature of observer .....	
*Indicate which specific standards are evidenced.	

## Extract from example of National Assessor's interim feedback

Name	School	PSHE Lead
Contextual statement	Your contextual statement is really helpful in giving a clear picture of the young people in your school and the area in which they live. Please add details about your own PSHE training and experience to date.	
Reflections on personal values	Your reflections indicate a very stimulating session which has raised several pertinent issues. It is challenging when one's personal views appear to conflict with those of the school, but your conclusion demonstrates a successful resolution.	
Difference and diversity		
Comment from assessor	<p>This was a very interesting portfolio to read. It shows the breadth and depth of your skills in PSHE.</p> <p>Good use of photos to exemplify lesson and the attached speech bubbles are a great way of providing clarification. Very clear lesson plans (LPs) with many key areas highlighted and completed - it is important to ensure all learning is assessed (using a variety of methods). It is important to show that pupils have learned and sustained that learning as a result of the teaching. This can be shown either by teacher narrative/annotating LPs, or pupils' comment sheets.</p> <p>There is clear evidence of coherence between content and methodology in dimension A.</p> <p>There is a sound, basic understanding of the concepts being taught. All work is clearly dated. Overall some good examples of lessons - with narrative about the impact of these on pupils, they will certainly meet the requirements.</p> <p>Remove the policies and details of courses unless they are directly linked to a standard by annotation and the evidence grids. Remember to date every piece of evidence.</p> <p>Include fewer LPs, but choose those that show general aspects, and cross reference to other relevant standards. Further evidence is needed in dimension B, with cross-referencing to LPs already submitted. See note in Handbook on 'evidence trails'. Link the LP to LO / evaluation/ assessed work / witness statements etc to provide the context and a coherent picture.</p> <p>I look forward to receiving your final submission of evidence next year.</p>	
<b>Dimension A</b> <b>The context and the core skills of teaching and managing pupil learning in PSHE</b>	<b>Evidence relates to min. two occasions</b>	<b>Standard met</b>
<b>Theme A1: The context for PSHE</b>		
A1.1 National policies, statutory and non-statutory guidance appropriate to PSHE and how these are reflected in the school's policies	Yes	Yes
A1.2 The law in relation to aspects of PSHE such as confidentiality, child protection, sexual activity, drug use and drug incident management	Yes	Yes
A1.3 An awareness of the national and local context, eg patterns of drug use and teenage pregnancies	Yes	No
		<p>Your CPD network activity, in which you reviewed all the relevant national guidance and then compared your school policy against others, was commendably thorough and you cite excellent ideas for revision of your school's policy. Good examples of how this has been applied to your teaching.</p> <p>Good examples of how your recent CPD related to your classroom practice. Excellent quiz.</p> <p>Interesting how your local patterns of drug use do not reflect the national picture.</p> <p>You could do a similar activity related to teenage pregnancy.</p>

## Extract from example of National Assessor's interim feedback

Theme A3: Effective teaching and learning			Lesson observation	Yes / No	Standard met
A3.1 Plan well structured lessons with clear intended learning outcomes, within a planned programme of PSHE	Yes	No	The LP (evidence 1) and lesson observation* (evidence 8) demonstrate excellent practice in structuring lessons, it would be helpful if the impact of your classroom practice on pupils' learning could be further highlighted - eg do pupils resolve problems better? Provide pupil evaluations or annotated LP to indicate. Good examples of role play indicated in planning. *Please include the LP to which this relates as it will provide the context.	<input checked="" type="radio"/> Yes / <input type="radio"/> No	
A3.2 Use a range of teaching styles in which active learning plays a major part, maximising pupil participation	Yes	No	Good examples of different teaching styles indicated, eg role-play and circle time. Replace weak evidence (12), a wordsearch is not sufficient evidence of pupil participation. Why not cross-reference to the dynamic lesson you used to evidence B2.1?		
A3.3 Use a range of groupings, including working in pairs, small groups and with the whole class	Yes	No	Some aspects are highlighted but further evidence is required to reflect range. The whole-class 'in-role debate' sounds like a fantastic activity. Could you provide any of the assessed written pupil responses and a witness statement from the classroom support assistant supporting J+P? This could then be cross-referenced to A2.2.		
A3.4 Make good use of a range of teaching resources	Yes	No	You have given examples of a range of resources but it would be helpful to know how the videos you refer to are used, also the one relating to HIV/AIDS is rather old - you could either replace/update or explain why you opt for this particular one.		
<b>Dimension B, extension module: Knowledge and understanding and its application in the teaching of SRE</b>	Valid and sufficient evidence from at least one occasion				Standard met
<b>Theme B1: Development of personal awareness, confidence and responsibility</b>					
B1.1 Physical, emotional and social development of children and young people	No	No	It is not clear how your understanding (of all the aspects of pupil development) is applied in the classroom - emotional/cognitive aspects. Physical development clearly outlined in LP. (This could be cross-referenced to cover several standards.) Useful to annotate LPs to show impact on pupils. How did you take account of pupils' feelings before teaching?	Yes / No	
B1.3 Personal identity, gender roles, sexuality, sexual orientation and their influence on sex and relationships	No	No	LP clearly shows teacher's understanding of the concepts. What evidence do you have of pupils' learning? A comparison of their attitudes 'before and after' might give evidence of learning taking place.		

## Example: Completed action plan

### Certification of the teaching of PSHE Dimension B: Knowledge and understanding and its application in the teaching of SRE

Standard	Aim	Intended outcome	Action to be taken	When by? Date
*B3.5	Role of the media in relation to aspects of sex and relationships such as stereotyping	New programmes of study for KS2	KS2 team to meet to discuss programmes and review available resources	Team to meet as part of training day activities in June 2005  New resources and programmes in place for September 2005

Signature of line manager .....

(comment if required)

I declare that the evidence within this portfolio is the work of the teacher seeking certification.

Signed:

.....Teacher seeking certification

.....Headteacher

..... PSHE Lead

For teachers doing the drug education extension module it is only necessary to complete the bottom two sign-off sections of this sheet.

## 5 Blank evidence grids

The following blank evidence grids and proformas are available and can be downloaded from [www.teachernet.gov.uk/pshe](http://www.teachernet.gov.uk/pshe) and [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk) under 'PSHE CPD'.

**Dimension A: The context and the core skills of teaching and managing pupil learning in PSHE**

Theme A1: The context for PSHE (including SRE and drug education)

<b>Standard</b>		<b>Page</b>	<b>Title, type and date of evidence</b>
A1.1	National policies, statutory and non-statutory guidance appropriate to PSHE and how these are reflected in the school's policies		
A1.2	The law in relation to aspects of PSHE such as confidentiality, child protection, sexual activity, drug use and drug incident management		
A1.3	An awareness of the national and local context, eg patterns of drug use and teenage pregnancies		

**Dimension A: The context and the core skills of teaching and managing pupil learning in PSHE**

Theme A2: Establishing a safe learning environment

Standard		Page	Title, type and date of evidence
A2.1	Consult with pupils to determine their needs, identify levels of knowledge and understanding, attitudes, language and misconceptions, and plan your teaching to be relevant to their lives		
A2.2	Plan lessons that include strategies to meet the needs of all pupils		
A2.3	Develop clear ground rules with classes and use them to maintain a climate of trust and mutual respect between yourself, pupils and visitors, and to maintain professional boundaries		
A2.4	Have strategies to respond appropriately to spontaneous issues raised by pupils while working within the planned programme		
A2.5	Recognise prejudice and have consistent strategies to challenge it		
A2.6	Manage discussions of sensitive and controversial issues		

**Dimension A: The context and the core skills of teaching and managing pupil learning in PSHE**

## Theme A3: Effective teaching and learning

Standard		Page	Title, type and date of evidence
A3.1	Plan well structured lessons with clear intended learning outcomes, within a planned programme of PSHE		
A3.2	Use a range of teaching styles in which active learning plays a major part, maximising pupil participation		
A3.3	Use a range of groupings, including working in pairs, small groups and with the whole class		
A3.4	Make good use of a range of teaching resources		

**Dimension A: The context and the core skills of teaching and managing pupil learning in PSHE**

Theme A4: Reflection, evaluation and assessment

Standard		Page	Title, type and date of evidence
A4.1	Reflect on your personal values and their potential impact on classroom practice		
A4.2	Use a range of strategies, including pupil self-assessment, to assess the development of skills, knowledge and understanding		
A4.3	Evaluate teaching and learning, including with pupils, and use this to inform future planning		

**Dimension A: The context and the core skills of teaching and managing pupil learning in PSHE**

## Theme A5: Effective partnerships

Standard		Page	Title, type and date of evidence
A5.1	Planned, delivered and evaluated lesson(s) in conjunction with a visitor such as a community health professional		
A5.2	Taught about the range of national and local support services, the support they offer to children, young people and parents, and referral procedures		
A5.3	Contributed to the work of your school's Healthy School task group		
With the agreement of your PSHE Lead, if for reasons particular to your school you are unable to provide evidence for either A5.1, A5.2 or A5.3, the following additional standard may be substituted (it is not otherwise required that you will cover it).			
A5.4	Liaised with external agencies regarding PSHE and/or pupil welfare in order to inform practice		

**Dimension B: Knowledge and understanding and its application in the teaching of SRE (extension module)**

Theme B1: Development of personal awareness, confidence and responsibility

Standard		Page	Title, type and date of evidence
B1.1	Physical, emotional and social development of children and young people		
B1.2	Relationship between emotional health and wellbeing, and sex and relationships		
B1.3	Personal identity, gender roles, sexuality, sexual orientation and their influence on sex and relationships		

**Dimension B: Knowledge and understanding and its application in the teaching of SRE (extension module)**

Theme B2: Development of a healthy, safer lifestyle

Standard		Page	Title, type and date of evidence
B2.1	Keeping safe, and the recognition and management of risk		
B2.2	How to support pupils through physical and emotional changes, including promoting positive sexual health		
B2.3	Human development and reproduction		
B2.4	Facts and myths regarding HIV and AIDS and how to challenge the associated prejudice		
B2.5	Safer sex and its negotiation		
B2.6	Planned and unplanned pregnancy, methods of contraception, abortion and fertility treatment		
B2.7	Sexually transmitted infections, including chlamydia		

**Dimension B: Knowledge and understanding and its application in the teaching of SRE (extension module)**

Theme B3: Development of positive relationships and respect for difference and diversity

Standard		Page	Title, type and date of evidence
B3.1	A range of faiths, and the range of views within these, cultural and moral viewpoints and their influence on attitudes		
B3.2	Loss and change in family life and the issues presented by parenthood		
B3.3	Rights and responsibilities to yourself and others		
*B3.4	Nature and importance of marriage and the range of mutually supportive relationships, and their importance for family life		
*B3.5	Role of the media in relation to aspects of sex and relationships such as stereotyping		

**Dimension B: Knowledge and understanding and its application in the teaching of drug education (extension module)**

Theme B1: Development of personal awareness, confidence and responsibility

Standard		Page	Title, type and date of evidence	
B1.1	Physical, emotional and social development of children and young people			
B1.2	Relationship between emotional health and wellbeing and drug use			
B1.3	Drugs that have particular significance to children and young people, including medicines, alcohol, tobacco, cannabis, volatile substances and Class A drugs			

**Dimension B: Knowledge and understanding and its application in the teaching of drug education (extension module)**

Theme B2: Development of a healthy, safer lifestyle

Standard		Page	Title, type and date of evidence
B2.1	Keeping safe and assessing and managing drug-related risk, including how to ask for help		
B2.2	Effects and risks of drugs on people's lives, including physical, emotional and social		
B2.3	Basic emergency first-aid procedures, including the recovery position and calling for emergency help		
B2.4	How to identify and support pupils with drug-related needs, including those whose parents/ carers use or misuse drugs		
B2.5	Links between drug use, sexual activity and sexual health		
B2.6	Effects of drug use on crime and antisocial behaviour		

**Dimension B: Knowledge and understanding and its application in the teaching of drug education (extension module)**

Theme B3: Development of positive relationships and respect for difference and diversity

Standard		Page	Title, type and date of evidence
B3.1	Role of drugs in society		
B3.2	A range of attitudes and values, including cultural and religious viewpoints, in relation to drug issues <sup>†</sup>		
B3.3	Rights and responsibilities to yourself and others		
B3.4	Range of influences and pressures on children and young people and how these affect their decisions to use, or not use, drugs		
B3.5	Role of the media and its portrayal of drug issues, including stereotypes		

<sup>†</sup>Drug issues = drugs, drug use and drug users.

## 6 Blank proformas

The following proformas are offered not as strict models, but rather as directions you may want to take. Other approaches may prove suitable, and it is for you to judge how you might best provide evidence for an area in your particular working context.

## Programme of study – proforma

Teacher .....			Year group/class .....			Date .....		
Title of module of study/ unit	Growing up and puberty					Annotation*		
Key concepts to be covered, learning objectives								
Prior learning relevant to the scheme								
Key pupil difficulties and misconceptions								
Inclusion – pupils with special educational needs/ social cultural needs  Differentiation								
Assessment strategies (subject knowledge, skills, attitudes)								
Resources								
Roles of outside agencies, teaching assistants etc								
Evaluations by pupils, others etc								
*Indicate which specific standards are evidenced.								

## Lesson plan and evaluation proforma (1)

Name of teacher: Topic title: Key stage: Context: No. of girls Pupils with SEN and provision: Date of lesson:	School:  Class:  No. of boys	Annotation (indicate which specific elements are evidenced)
Previous learning in this area		
Intended learning outcomes (include knowledge, skills and understanding)		
1		
2		
3		
Materials/resources		
Main teaching and learning strategies		
Inclusion/differentiation strategies		
Assessment strategies		
Homework (where appropriate)		

## Lesson plan and evaluation proforma (2)

Time	Teacher's activity	Pupils' activity
Outcome number	How far were the intended learning outcomes met? On what evidence do you base these judgements?	Annotation
Reflections/comments		
Progression points for next lesson		

## Scheme of work proforma

Standard	Week/ lesson	Lesson title	Learning objectives	Methodologies	Differentiation	Numeracy, literacy, ICT, other key skills	Assessment strategies

## List of standards

You could give a copy of pages 40 and 41 to your observer, along with the observation proforma on page 42, having highlighted the standards you would like commented on.

### *Dimension A*

#### *The context and the core skills of teaching and managing pupil learning in PSHE*

Theme A1: The context for PSHE (including SRE and drug education)

- A1.1 National policies, statutory and non-statutory guidance appropriate to PSHE and how these are reflected in the school's policies
- A1.2 The law in relation to aspects of PSHE such as confidentiality, child protection, sexual activity, drug use and drug incident management
- A1.3 An awareness of the national and local context, eg patterns of drug use and teenage pregnancies.

Theme A2: Establishing a safe learning environment

- A2.1 Consult with pupils to determine their needs, identify levels of knowledge and understanding, attitudes, language and misconceptions, and plan your teaching to be relevant to their lives
- A2.2 Plan lessons that include strategies to meet the needs of all pupils
- A2.3 Develop clear ground rules with classes and use them to maintain a climate of trust and mutual respect between yourself, pupils and visitors, and to maintain professional boundaries
- A2.4 Have strategies to respond appropriately to spontaneous issues raised by pupils while working within the planned programme
- A2.5 Recognise prejudice and have consistent strategies to challenge it
- A2.6 Manage discussions of sensitive and controversial issues.

Theme A3: Effective teaching and learning

- A3.1 Plan well structured lessons with clear intended learning outcomes, within a planned programme of PSHE
- A3.2 Use a range of teaching styles in which active learning plays a major part, maximising pupil participation
- A3.3 Use a range of groupings, including working in pairs, small groups and with the whole class
- A3.4 Make good use of a range of teaching resources.

Theme A4: Reflection, evaluation and assessment

- A4.1 Reflect on your personal values and their potential impact on classroom practice
- A4.2 Use a range of strategies, including pupil self-assessment, to assess the development of skills, knowledge and understanding
- A4.3 Evaluate teaching and learning, including with pupils, and use this to inform future planning.

Theme A5: Effective partnerships

- A5.1 Planned, delivered and evaluated lesson(s) in conjunction with a visitor such as a community health professional
- A5.2 Taught about the range of national and local support services, the support they offer to children, young people and parents, and referral procedures
- A5.3 Contributed to the work of your school's Healthy School task group
- A5.4 Liaised with external agencies regarding PSHE and/or pupil welfare in order to inform practice.

## *Dimension B: extension module*

### *Knowledge and understanding and its application in the teaching of SRE*

Theme B1: Development of personal awareness, confidence and responsibility

- B1.1 Physical, emotional and social development of children and young people
- B1.2 Relationship between emotional health and wellbeing, and sex and relationships
- B1.3 Personal identity, gender roles, sexuality, sexual orientation and their influence on sex and relationships.

Theme B2: Development of a healthy, safer lifestyle

- B2.1 Keeping safe, and the recognition and management of risk
- B2.2 How to support pupils through physical and emotional changes, including promoting positive sexual health
- B2.3 Human development and reproduction
- B2.4 Facts and myths regarding HIV and AIDS and how to challenge the associated prejudice
- B2.5 Safer sex and its negotiation
- B2.6 Planned and unplanned pregnancy, methods of contraception, abortion and fertility treatment
- B2.7 Sexually transmitted infections, including chlamydia.

Theme B3: Development of positive relationships and respect for difference and diversity

- B3.1 A range of faiths, and the range of views within these, cultural and moral viewpoints and their influence on attitudes
- B3.2 Loss and change in family life and the issues presented by parenthood
- B3.3 Rights and responsibilities to yourself and others
- B3.4\* Nature and importance of marriage and the range of mutually supportive relationships, and their importance for family life
- B3.5\* Role of the media in relation to aspects of sex and relationships such as stereotyping.

### *Knowledge and understanding and its application in the teaching of drug education*

Theme B1: Development of personal awareness, confidence and responsibility.

- B1.1 Physical, emotional and social development of children and young people
- B1.2 Relationship between emotional health and wellbeing and drug use
- B1.3 Drugs that have particular significance to children and young people, including medicines, alcohol, tobacco, cannabis, volatile substances and Class A drugs.

Theme B2: Development of a healthy, safer lifestyle

- B2.1 Keeping safe and assessing and managing drug-related risk, including how to ask for help
- B2.2 Effects and risks of drugs on people's lives, including physical, emotional and social
- B2.3 Basic emergency first-aid procedures, including the recovery position and calling for emergency help
- B2.4 How to identify and support pupils with drug-related needs, including those whose parents/carers use or misuse drugs
- B2.5 Links between drug use, sexual activity and sexual health
- B2.6 Effects of drug use on crime and antisocial behaviour.

Theme B3: Development of positive relationships and respect for difference and diversity

- B3.1 Role of drugs in society
- B3.2 A range of attitudes and values, including cultural and religious viewpoints, in relation to drug issues<sup>†</sup>
- B3.3 Rights and responsibilities to yourself and others
- B3.4 Range of influences and pressures on children and young people and how these affect their decisions to use, or not use, drugs
- B3.5 Role of the media and its portrayal of drug issues, including stereotypes.

<sup>†</sup>Drug issues = drugs, drug use and drug users.

## Observation record proforma

<b>Name of teacher</b>	<b>Name of observer</b>						
<b>Lesson topic</b>	<b>Role of observer</b>						
<b>Class</b>	<b>Date of observation</b>						
<b>Circle the standards to be observed:</b>							
A2.1   A2.2   A2.3   A2.4   A2.5   A2.6	B1.1	B1.2	B1.3				
A3.1   A3.2   A3.3   A3.4	B2.1	B2.2	B2.3	B2.4	B2.5	B2.6	B2.7
	B3.1	B3.2	B3.3	B3.4	B3.5		
<b>Comments</b>							<b>Annotation*</b>
Signature of teacher .....							Signature of observer .....
*Indicate which specific standards are evidenced.							

## Action plan proforma

<b>Certification of the teaching of PSHE</b> <b>Dimension B: Knowledge and understanding and its application in the teaching of SRE (extension module)</b>				
Standard	Aim	Intended outcome	Action to be taken	When by? Date

Signature of line manager .....

(comment if required)

I declare that the evidence within this portfolio is the work of the teacher seeking certification.

Signed:

.....Teacher seeking certification

.....Headteacher

..... PSHE Lead

For teachers doing the drug education extension module it is only necessary to complete the bottom two sign-off sections of this sheet.

## 7 Useful contacts

Roz Caught, manager of the Teachers' PSHE CPD programme is based at:

National Healthy School Standard Team  
Health Development Agency  
Holborn Gate, 330 High Holborn  
London WC1V 7BA  
Tel: 020 7061 3071, email: [pshe.cpd@hda-online.org.uk](mailto:pshe.cpd@hda-online.org.uk)

For more information on the NHSS PSHE, contact the above or visit [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)

For more information on PSHE teaching and learning and the National Curriculum, contact:

PSHE & Citizenship Team  
DfES  
Caxton House, 6–12 Tothill Street  
London SW1H 9NA  
Tel: 020 7273 5133, email: [admin.pshe@dfes.gsi.gov.uk](mailto:admin.pshe@dfes.gsi.gov.uk)

or visit [www.teachernet.gov.uk/pshe](http://www.teachernet.gov.uk/pshe) for information on this programme, training, resources and sources of support.

Classroom resources quality assured through the Sex Education Forum: visit [www.ncb.org.uk/sef](http://www.ncb.org.uk/sef)