

School Matters in Lifeskills Education (SMILE) is a framework which schools can adapt to help them implement the guidelines for PSHE and Citizenship and The Statement of Values at key stages 1 and 2.

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An Advisory Teacher in 'Slug' Education

Promoting drug education in Oxfordshire primary schools

The happiness that shone in the faces of children and adults in school was enough to drive away any anxiety about wet playtimes.

It was September 1999 and still very early on in the secondment. I had been an advisory teacher for only two weeks and I was visiting a primary school in Oxfordshire. Having met with the head, I was offered a tour of the school by the chair of governors. It was morning playtime and it was pouring down. As we meandered our way through busy, colourful classrooms the chair outlined her "other" responsibilities in school.

"Mrs P."

Mrs Peters was modest and proud. She was a cleaner, the caretaker, a dinner supervisor, a classroom assistant and the school librarian. She greeted everybody by name and with a huge smile, introducing me to all we met. I was made to feel very much at home. The sun had clearly decided it didn't really need to bother that day. The happiness that shone in the faces of children and adults in school was enough to drive away any anxiety about wet playtimes and make visitors feel most welcome.

"Mrs P.", as everyone called her, summarised her "out of school" activities: the land army reunion she was organising, the girl guides movement, governor training, the local horticultural society, the WI, the local VW Beetle Owners club, the local hospital and a night class she was running on flower arranging. Mrs P. was an inspiration. Life is a complex mixture of aspirations, values, relationships and experiences. Teaching Personal, Social and Health Education (PSHE) and Citizenship must reflect this.

PSHE and Citizenship enable all pupils to

develop as individuals within a wider society. For all pupils the basic premise of PSHE is an understanding of themselves (physically, emotionally, socially and sexually) and the interdependence of themselves with others.

Citizenship

Citizenship provides contexts in which pupils can move from a very personal view of themselves and the world, towards a much wider perspective where they think about people other than themselves and how they, as individuals, can make a difference to others and the world around them. PSHE and Citizenship enable pupils to be more self-confident and responsible both in and beyond the classroom, encouraging pupils to play a helpful part in the life of the school and local community. Citizenship helps them to become informed, thoughtful, active and responsible citizens aware of their rights, duties and responsibilities.

Primary schools are only too aware of the importance of PSHE and Citizenship. They are also inundated with guidance on matters directly or indirectly relating to the subject. Resources fill many school co-ordinators' cupboard to the brim. Some schools might not have made the development of their PSHE and Citizenship curriculum a priority at a time when their energies have been focused on the implementation of other curriculum strategies and the drive toward raising attainment. Good primary school teachers value good PSHE and Citizenship. They also value clear, appropriate and concise advice.

My secondment was initially supported through Standards Funding to promote the provision of high quality drug education in primary schools throughout Oxfordshire. Excellent county guidelines on the creation of drug education and drug incident policies had already been issued to schools and I had used them as PSHE and Citizenship co-ordinator in my own school. Drug education, as with any other aspect of Health Education, is most effectively delivered through a holistic programme of PSHE and Citizenship taught throughout a child's primary school education. The secondment has given me the opportunity to write such a programme called SMILE.

"SMILE"

School Matters in Lifeskills Education (SMILE) is a framework which schools can adapt or adopt to suit their needs and their context. It makes due consideration of the key guidance and recommendations made on PSHE and Citizenship and is based upon a small, select group of tried and tested resources which can always be supplemented at a later date.

The resources referred to in the SMILE Framework include:

- ✓ Health for Life 1 and 2 (Health Education Authority's Primary School Project)
- ✓ Skills for the Primary School Child, Foundation Programme (Tacade)
- ✓ You, Me, Us - Social and Moral Responsibility for Primary Schools (The Citizenship Foundation)

SMILE is in all schools with primary aged children in Oxfordshire. The SMILE Framework is not prescriptive - it might be appropriate for some schools to swap activities from one term to another. It will be available on disc and on the County Intranet, meaning schools can download it and edit it as they see best. The Intranet will also provide further opportunities for schools to share good practice. Mrs P. liked that idea.

This SMILE framework is designed to help schools implement the guidelines for PSHE and Citizenship and The Statement of Values at key stages 1 and 2 which were published in *The National Curriculum Handbook for Primary Teachers in England* (1999, QCA/99/457). The handbook sets out two broad aims for the school curriculum:

- ✓ To provide opportunities for all pupils to learn and achieve
- ✓ To promote children's spiritual, moral, and cultural development and prepare all pupils for the opportunities, responsibilities and experiences for life.

These independent aims for the school

curriculum cannot be fully achieved without the provision of PSHE and Citizenship. The guidelines in the National Curriculum Handbook are designed to be taught alongside the revised national curriculum from September 2000.

SMILE provides a framework through which schools can also deliver learning outcomes and entitlements outlined in *The Early Learning Goals for the Foundation Stage* and in *Target setting and Curriculum Guidelines for pupils with special educational needs*. Other, significant guidance which has directly influenced the SMILE framework include:

- ✓ The Healthy Oxfordshire Schools Award Scheme
- ✓ The National Healthy Schools Standard
- ✓ The UN convention on the Rights of the Child
- ✓ The Stephen Lawrence Inquiry Report
- ✓ Initial Guidance from QCA on PSHE and Citizenship at Key Stages 1 and 2.

Shared vision

If schools address the complete range of issues within PSHE and Citizenship successfully, educational achievement and social inclusion may be promoted. The way forward, to achieve the shared vision, comes from the acceptance and support of the pupils themselves. Throughout the last academic year, SMILE has been developed, comprehensively reviewed and carefully piloted. Initially a dozen schools, cross-phase and spread throughout Oxfordshire, agreed to trial the Framework in the spring of 2000. The number of schools keen to take on SMILE as soon as possible meant that this number quickly escalated.

In summarising the responses of these schools, SMILE:

- ☉ uses children's existing knowledge, experience and perceptions of issues relating to PSHE and Citizenship as a starting point
- ☉ offers opportunities to target information and approaches that take account of gender, social and cultural issues
- ☉ offers consistency of messages about PSHE, Citizenship and Values Education, using accessible and proven resources
- ☉ offers a useful auditing and monitoring tool and evaluation procedures for Co-ordinators/Heads/Link Governors
- ☉ identifies clear and realistic PSHE and Citizenship objectives that address young people's needs in terms of knowledge, attitudes and behaviour and in terms of those pupils with special educational needs
- ☉ will support specific training for teachers, staff and governors in PSHE and Citizenship which directly relates to the Framework
- ☉ covers drug awareness and sex education under the

wider umbrella heading of PSHE concerned with the well-being of the child, both in discrete and planned activities

- ⊕ recognises that our ultimate goal should be for pupils to make informed choices and decisions
- ⊕ establishes PSHE and Citizenship in the foundation stage
- ⊕ uses teaching approaches that encourage active learning
- ⊕ offers continuity and progression in knowledge and understanding of issues in PSHE that meets a developing awareness of social situations and the capacity to cope with them
- ⊕ can help provide the basis for involving parents and carers in supporting school activities and offers structure to the use of multi-agency contributions
- ⊕ regularly revisits issues meaning that children receive information appropriate to their needs
- ⊕ helps to establish in the eyes of the wider community a school's responsibilities with regard to the teaching of particular lifeskills
- ⊕ recognises the central importance of PSHE and Citizenship in special schools
- ⊕ offers a structure through which schools can best make use of available resources, including visitors
- ⊕ can play a central part in the cycle of whole-school curriculum planning and development
- ⊕ has helped to provide schools with a basis for reviewing teaching and learning, and pedagogy

Delivery

PSHE and Citizenship can be delivered in schools through:

- ✓ the ethos of the school ~ SMILE recognises the importance of whole-school initiatives such as: the School Council, the school newspaper, international links, playtimes and lunchtimes, the Healthy Tuck Shop, Cycling Proficiency
- ✓ cross-curricular links ~ a whole section of SMILE is devoted to this analysis
- ✓ discrete teaching in a PSHE and Citizenship session or lesson

Although SMILE offers support in all of these aspects it is with the latter that teachers in Oxfordshire schools, who have now begun to adopt a SMILE of their own, have been most pleased.

The activities outlined in this section of SMILE are designed to support the discreet teaching of skills and knowledge linked with PSHE and Citizenship.

Links

The SMILE Framework is based upon four "Strands" which provide relevant links between PSHE & Citizenship and Values Education (Table1).

PSHE	Strands	Values
Personal	Me	The Self
Social	Family and friends	Relationships
Health	Healthy lifestyles	The Environment
Citizenship	Community	Society

Table 1. PSHE, Citizenship and Values Education

Through these strands, the Smile Framework covers a number of important themes which can be summarised under the following headings:

- ✓ Citizenship ~ including Equal Opportunities, Anti-bullying, the World of Work, Rules and Laws, Rights and Responsibilities, Democracy, Sustainable Development, Career Related Learning, Financial Capability, Behaviour
- ✓ Cultural Diversity ~ including Sense of Community
- ✓ Drug Education ~ including the development of positive self-image and attitudes, informed decision making
- ✓ Emotional Literacy ~ including Self, Making Relationships
- ✓ Health ~ including Personal Hygiene, Nutrition, Road Safety, Environmental Health, Health and Safety, Health and Fitness, Self Care
- ✓ Sex Education ~ including Sex and Relationship Education
- ✓ Values ~ including Family Education, Self-esteem, Justice, Disposition and Attitudes, Self-control

The SMILE Framework contains a series of activities for each term, for each year group contained on one side of an A4 page. The relevant page(s) can be cut and pasted, adapted and adopted as the class teacher and PSHE and Citizenship co-ordinator see appropriate. The class teacher can decide upon the amount of time to be spent on each activity as a result of assessing the needs of their pupils. An extract from the spring term for Year 4 pupils showing activities and themes linked to the "ME" strand is shown (Figure 1).

Exemplar policies

SMILE will provide a framework upon which schools in Oxfordshire can base the teaching and learning of PSHE and Citizenship. It will also act as a structure for curriculum review and development in light of Curriculum 2000 and a means by which the monitoring of quality provision can effectively take place.

SMILE will also create a reference document through which to audit and subsequently provide in-service training to colleagues in schools and the agencies in a position to support them.

It also contains exemplar policies on PSHE and

Figure 1. An extract from the spring term for Year 4 pupils showing activities and themes linked to the 'Me' strand

There are four strands (Me, Family and Friends, Healthy Lifestyles, Community) covering a term's activities. Each strand therefore covers three to four weeks work. The strands can be covered in any order in the term. The class teacher can decide to continue an activity for more than one week as appropriate. The whole school might decide to visit a strand at the same time, offering an opportunity for through school projects.

This column contains references to National Curriculum guidance. The specific learning objectives are found under the title of the activity in the next column. Early Learning Goals/P levels are shown in bold italics.

This column contains the specific activities for PSHE and Citizenship sessions. These could also be closely linked to class and year assembly themes. The title of the activity is followed by a reference to a specific page in a core resource.

Year 4		Spring Term		Class...4PH	
NC	Activities	Date	Links	Theme	
Me	♦ What is it like to feel safe, unsafe or uncertain? #174-175	17th Jan.	3a - PE/4	Emot Lit	
to talk and write about their opinions, and explain their views, on issues that affect themselves and society			Drug Ed	
	♦ What is it like to feel high or feel low? #175-177			Environ	
what makes a healthy lifestyle....what affects mental health....			Cult. Div.	
	♦ What do we think we have to keep safe from and how do we keep safe? #177-179				
3gschool rules about health and safety, basic emergency aid procedures and where to get help	3g - D&T/2f			
2e	♦ Listening well T4:1				
to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences				

The date on which a class visit a particular activity can be entered in this column. This might provide a useful way of monitoring provision.

Links with other curriculum areas can be identified here. This also provides a space in which to record the use of visits or visitors. Links with other curriculum areas are contained in a subsequent section of the SMILE Framework.

The SMILE Framework considers a number of themes and summarises them using the headings: health, Citizenship, values, sex education, drug education, emotional literacy and cultural diversity. The theme most closely linked to the specific activity is outlined here. Coverage of these themes is outlined in a subsequent section of the SMILE Framework.

Citizenship, sex education, drug education and drug incident management for primary schools to use when creating or reviewing their own.

SMILE will itself need regular review and updating. The document will need revising in terms of the types of activities it might include,

whilst maintaining the structure of the framework and the way it works. These new activities need to be based upon examples of good practice. SMILE 2000 contains a number of such examples from Oxfordshire schools. The opportunity must be made to draw upon specific and appropriate

examples from across the country and to dovetail these into a SMILE for the future. Mrs P. would agree.

"The Crumby Club"

Mrs P. was an inspiration. She also seemed to have an endless supply of homemade biscuits and handed out a package full of them to each class on our tour. The biscuits were made by the after school club she helped to run, "The Crumby Club". They were sold at the school's healthy tuck shop or distributed on days like this one when it was raining and when playtime resembled more of a coffee morning than the wet playtimes I was used to back in my classroom.

We arrived at our final delivery point ~ a class of year 2 folk sat chatting in their wonderful and thrilling room. Mrs P. said later that it was probably the suit that did it. It was new, especially bought for the new job. It was only

"He's CID", one of them whispered. "It'll be about the toilet roll".

the third time I'd worn it and the starch tended to crack if I made any sudden movement. Mrs P. presented first the biscuits and then me to the class teacher.

"This is Paul Harrison and he's PSHE", she explained to Miss Woods.

Four children sitting at the table nearest to Mrs P. jumped bolt upright and folded their arms.

"He's CID", one of them whispered. "It'll be about the toilet roll".

Miss Woods looked confused. Mrs P. tried to explain across the group sitting quietly knitting that I was the "PSHE Chap" and that I was "going to be helping with D...R...U...G...S". Mrs P. took great care to mouth the last word ~ her exaggerated facial convolutions however, attracted considerable interest from the table of ornithologists by the window, not surprisingly as they were clearly very level 4 with independent use of binoculars.

For more information about SMILE (School Matters in Lifeskills Education) please contact:

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Other papers by Paul Harrison in this series on PSHE and Citizenship include:

Jack Fletcher, going off the point and cross-curricular links

"Personal Space", looking sad and emotional literacy

Smile ~ Circle time and "Do you know where London is?"

Graham, his story about "an Allien" and the importance of self-esteem

Traffic lights, seeing red and conflict resolution

Harold, great expectations and the use of visitors

"D...R...U...G...S", she repeated, nodding in my direction.

A group of children scrambled to their feet and moved across the classroom with armfuls of paintings and books and models and boxes and something that resembled that invaluable, but always missing, section from a home-brew kit.

"We've been doing all about that. We've done a picture", said one.

"Yes, we found some in the wild garden", said another.

I know I froze for a split second. But I always looked in a state of semi petrification in that suit so I don't suppose anyone noticed.

"Yes we found quite a lot of them actually", explained a very serious looking person with his spectacles half way down his nose and his shirt collar half way round the back of his neck. It was at this point that the room fell silent. Nobody had mentioned this at interview, I thought.

I adjusted my tie, paused for breath and asked, "And what did you do with them...when you found them?"

"We brought them in to show Miss Woods", said a little person from beneath a very large baseball cap with LegoLand emblazoned across it.

"And Miss Woods said we could draw them", explained the serious shirt collar.

"And we measured them", added the baseball cap.

"This is our collage and this is our bar chart on them all", said a small person wearing a cardigan which I suspected had come from the knitting table's Winter range ("Working towards Level 4 with Pearl stitch") from a couple of years ago.

"Oh really. What beautiful paintings", I said, truly impressed by the range of colour and the freedom of expression. I collected my thoughts, both of them, and coughed.

"Where are they now?" I asked in my most un-CID voice.

"We put them back in the wild garden", explained Shirt Collar. "Miss Nailer's class went and had a look at them and they're doing an assembly on it next week. You haven't eaten your biscuit."

The eyes and ears of the room were focused suddenly on my biscuit. It was at this point that the fourth member of the group spoke for the first time, adjusting before she did so, her Little Miss Naughty headband that threatened to bash her on the nose for the umpteenth time.

"I don't like them", she said. "I think they're horrible".

"Oh me too", I agreed. "They are horrible and they can be very dangerous", I said in my best "Listen up now because here comes the learning objective for this session" voice.

"Yes they can be very dangerous. But you know they can also be very useful. For instance in medicine". I thought things were picking up a bit now.

"Oh we did about them on the Internet", said serious Shirt Collar. "You mean leeches".

It was at this point that I suddenly realised why this enthusiastic group was particularly pleased to see me. These four "wild-gardeners" believed me to be an advisory teacher in slug education. I ate my biscuit carefully.

Graham, Ahmed, Thursday and Iona showed me their beautiful work. Mrs P. smiled.