

## Chantry PSHE Curriculum Coverage

September 2015

**British Values** and **SMSC** run throughout the PSHE curriculum and need to be made a focus when teaching takes place. According to Ofsted, 'fundamental British values' are:

- **democracy**
- **the rule of law**
- **individual liberty and mutual respect**
- **tolerance of those with different faiths and beliefs**

These will be referenced as **BV** throughout the Scheme of Work for teachers to focus on.

See below for further information and links for how **SMSC** and **British Values** run through the PSHE Curriculum, and where the responsibility of the class teacher lies in teaching it.

<u>Term One</u> <u>Focus - Belonging, Fresh Starts</u>
<u>KS1</u> <u>All</u> <ul style="list-style-type: none"><li>• to help construct, and agree to follow, group and class rules and to understand how these rules help them to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences <b>BV</b></li><li>• to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</li><li>• about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings (<b>THRIVE</b>)</li><li>• to communicate their feelings to others, to recognise how others show feelings and how to respond <b>BV</b></li><li>• about people who look after them, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</li><li>• to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll</li></ul>

tell'

- about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- that they belong to various groups and communities such as family and school
- how to contribute to the life of the classroom **BV**
- to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) **BV**
- to recognise how their behaviour affects other people **BV**

## KS2

### All

- about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
- why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) **BV**
- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others **(THRIVE)**
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them **(THRIVE)**
- school rules about health and safety, basic emergency aid procedures, where and how to get help **BV**
- strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones) **BV**
- the importance of protecting personal information, including passwords, addresses and images
- about people who are responsible for helping them stay healthy and safe and ways that they can help these people
- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) **BV**

### 5 and 6 Focus

- why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules how to make informed choices (including recognising

that choices can have positive, neutral and negative consequences) **BV**

- about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
- to recognise their increasing independence brings increased responsibility to keep themselves and others safe
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them (**THRIVE**)
- the importance of protecting personal information, including passwords, addresses and images
- strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)
- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) **BV**
- to recognise and manage 'dares'
- to recognise and challenge stereotypes **BV**

## Term Two

### Focus - Keeping yourself safe, including anti bullying

KS1

All

- about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings (**THRIVE**)
- to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets)
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them
- to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'
- to identify and respect the differences and similarities between people **BV**

- to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) **BV**
- that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) **BV**
- to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say **BV**
- that there are different types of teasing and bullying, that these are wrong and unacceptable **BV**
- how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

## KS2

### All

- what positively and negatively affects their physical, mental and emotional health (including the media)
- to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (**THRIVE**)
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them (**THRIVE**)
- to recognise how images in the media do not always reflect reality and can affect how people feel about themselves
- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) **BV**
- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) **BV**
- to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities **BV**

### 5 and 6 Focus

- what positively and negatively affects their physical, mental and emotional health (including the media)
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them (**THRIVE**)
- to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- to recognise their increasing independence brings increased responsibility to keep themselves and others safe
- to differentiate between the terms, 'risk', 'danger' and 'hazard'

- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong **BV**
- to recognise how images in the media do not always reflect reality and can affect how people feel about themselves
- to recognise and manage 'dares'
- to recognise and challenge stereotypes **BV**

### Term Three

#### Focus - Being Healthy, including Mental Health

##### KS1

##### All

- what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
- how to make real, informed choices that improve their physical and emotional health
- to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings
- the importance of and how to maintain personal hygiene
- how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others
- the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises
- to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet

##### KS2

##### All

- what positively and negatively affects their physical, mental and emotional health (including the media)
- how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' **BV**
- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- about change, loss, separation, divorce and bereavement
- to recognize and respond appropriately to a wider range of feelings in others **BV**

### **5 and 6 Focus**

- what positively and negatively affects their physical, mental and emotional health (including the media)
- how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' **BV**
- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- to differentiate between the terms, 'risk', 'danger' and 'hazard'
- to recognise their increasing independence brings increased responsibility to keep themselves and others safe
- about change, loss, separation, divorce and bereavement
- what is meant by the term 'habit' and why habits can be hard to change
- to recognize and respond appropriately to a wider range of feelings in others **BV**
- to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people **BV**

## Term Four

### Focus - Keeping yourself safe, including drug, alcohol and tobacco

***NB: Christopher Winter – Teaching Drug, Alcohol and Tobacco with Confidence makes up the bulk of our Scheme of Work. To be found in the Planning Drive. Books/ Resources see PSHE Lead.***

#### KS1

##### All

- that household products, including medicines, can be harmful if not used properly
- rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets)
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them
- to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

##### **NB:**

- **Medicine is the focus in KS1. In open ended discussion with children tobacco and alcohol may well come up, and as with SRE, teachers need to answer questions within their professional judgement in an age appropriate way.**
- **Illegal drugs may also come up. If you are unsure you can say to the child “that’s an interesting question, I’m going to need to think a bit about the answer to that and I’ll come back to you”, then come and ask HD or a member of SLT as to next step.**

#### KS2

##### All

- to differentiate between the terms, 'risk', 'danger' and 'hazard'
- that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media **BV**
- school rules about health and safety, basic emergency aid procedures, where and how to get help **BV**
- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong **BV**
- what is meant by the term 'habit' and why habits can be hard to change
- which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and

supply to others **BV**

### **Year 5 and 6 focus**

- what positively and negatively affects their physical, mental and emotional health (including the media)
- how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' **BV**
- to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- to recognise their increasing independence brings increased responsibility to keep themselves and others safe
- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong **BV**
- which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others **BV**
- to recognise and manage 'dares'

### **NB:**

- **Across KS2 medicine needs recapping.**
- **Alcohol and Tobacco is the focus in KS2, introducing illegal drugs in years 5 and 6.**
- **In year 3 the main focus is on tobacco with some work on alcohol.**
- **In year 4 the main focus is on alcohol with some recapping of tobacco.**
- **In year 5 the focus will be building on their understanding of alcohol and tobacco, with an introduction into illegal drugs.**
- **Illegal drugs will mainly be focused on during year 6 and it is hopeful that there may be a visitor each year to cover this. However, in open ended discussion with children illegal drugs may be raised earlier, and as with SRE, teachers need to answer questions within their professional judgement in an age appropriate way. If you are unsure you can say to the child "that's an interesting question, I'm going to need to think a bit about the answer to that and I'll come back to you", then come and ask HD or a member of SLT as to next step. It may be that you refer the child back to their parents also.**

## Term Five

### Focus - Economics and the Wider World

#### KS1

##### All

- how to contribute to the life of the classroom **BV**
- to help construct, and agree to follow, group and class rules and to understand how these rules help them **BV**
- that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) **BV**
- what improves and harms their local, natural and built environments and about some of the ways people look after them
- that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
- about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices
- to recognise what is fair and unfair, kind and unkind, what is right and wrong **BV**
- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) **BV**
- that they belong to various groups and communities such as family and school

#### KS2

##### All

- what positively and negatively affects their physical, mental and emotional health (including the media)
- how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) **BV**
- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- to recognize and respond appropriately to a wider range of feelings in others **BV**
- to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people **BV**
- why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules **BV**

- to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities **BV**
- that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment **BV**
- to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices **BV**
- to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom **BV**
- to think about the lives of people living in other places, and people with different values and customs **BV**
- about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

#### **Year 5 and 6 focus**

- what positively and negatively affects their physical, mental and emotional health (including the media)
- how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) **BV**
- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- to recognize and respond appropriately to a wider range of feelings in others **BV**
- to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people **BV**
- why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules **BV**
- that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment **BV**
- to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices **BV**
- to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- what being part of a community means, and about the varied institutions that support communities locally and nationally
- to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom **BV**
- to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society)

through the payment of VAT)

- to think about the lives of people living in other places, and people with different values and customs **BV**
- about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- about enterprise and the skills that make someone 'enterprising'
- to explore and critique how the media present information

***NB – Year 5 should focus heavily on aspirations for future jobs, opportunities available and what they need to do to get there. Research shows doing this at this age group has the most impact on future achievement.***

### Term Six

#### Focus - Keeping yourself safe, including SRE and Transition

***NB: Christopher Winter – Teaching SRE with Confidence makes up the bulk of our Scheme of Work. To be found in the Planning Drive. Books/ Resources see PSHE Lead.***

#### KS1

#### All

- to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings
- the importance of and how to maintain personal hygiene
- rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets)
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them
- to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) **BV**
- about the process of growing from young to old and how people's needs change

- about growing and changing and new opportunities and responsibilities that increasing independence may bring
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'
- the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises
- that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) **BV**

## KS2

### All

- what positively and negatively affects their physical, mental and emotional health (including the media)
- to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media **BV**
- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong **BV**
- how their body will change as they approach and move through puberty
- to recognise how images in the media do not always reflect reality and can affect how people feel about themselves
- about human reproduction
- strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)
- the importance of protecting personal information, including passwords, addresses and images
- about people who are responsible for helping them stay healthy and safe and ways that they can help these people
- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage **BV**
- to judge what kind of physical contact is acceptable or unacceptable and how to respond **BV**
- the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality

Act 2010) **BV**

- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) **BV**

### **Year 5 and 6 focus**

- to recognise and manage 'dares'
- to recognise and challenge stereotypes **BV**
- to explore and critique how the media present information
- to judge what kind of physical contact is acceptable or unacceptable and how to respond
- the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) **BV**
- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) **BV**
- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage **BV**
- to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
- about human reproduction
- strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)
- the importance of protecting personal information, including passwords, addresses and images
- about people who are responsible for helping them stay healthy and safe and ways that they can help these people
- to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
- to recognise their increasing independence brings increased responsibility to keep themselves and others safe

- that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media **BV**
- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong **BV**
- how their body will change as they approach and move through puberty
- to recognise how images in the media do not always reflect reality and can affect how people feel about themselves
- to differentiate between the terms, 'risk', 'danger' and 'hazard'
- what positively and negatively affects their physical, mental and emotional health (including the media)
- to recognise their increasing independence brings increased responsibility to keep themselves and others safe

**Through their provision of SMSC, schools should:**

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;

- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

### **Examples of actions that a school can take**

The following is not designed to be exhaustive, but provides a list of different actions that schools can take, such as:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

According to Ofsted, 'fundamental British values' are:

- **democracy**
  - **the rule of law**
  - **individual liberty and mutual respect**
  - **(tolerance) Respect of those with different faiths and beliefs.**
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- Further resources and programmes
  - Below we have linked to a number of resources and programmes that could help your school to embed “British values” in the school’s curriculum and activities.
  - [Rights respecting schools, UNICEF](http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/)  
<http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/>
  - [Promoting diversity and equality: developing responsible citizens for 21st century Scotland, Education Scotland \(Adobe pdf file\)](http://www.educationscotland.gov.uk/Images/Promoting_DE080313_tcm4-747988.pdf)  
[http://www.educationscotland.gov.uk/Images/Promoting\\_DE080313\\_tcm4-747988.pdf](http://www.educationscotland.gov.uk/Images/Promoting_DE080313_tcm4-747988.pdf)
  - [Volunteering England](https://vinspired.com/)  
<https://vinspired.com/>
  - [The Duke of Edinburgh’s Award](http://www.dofe.org/)  
<http://www.dofe.org/>
  - [Teaching resources and lesson plans, UK Parliament](http://www.parliament.uk/education/teaching-resources-lesson-plans/)  
<http://www.parliament.uk/education/teaching-resources-lesson-plans/>
  - [Learning resources, Imperial War Museum](http://www.iwm.org.uk/learning/resources/learning-resources)  
<http://www.iwm.org.uk/learning/resources/learning-resources>
  - [Learning resources, Peoples' History Museum](http://www.phm.org.uk/learning/resources/)  
<http://www.phm.org.uk/learning/resources/>
  - [Learning, British Library](http://www.bl.uk/learning/)  
<http://www.bl.uk/learning/>
  - [Schools, Women's History Month](http://womenshistorymonth.wordpress.com/schools/)  
<http://womenshistorymonth.wordpress.com/schools/>