



Your all-in-one solution for PSHE

We believe you won't find another PSHE/ Personal Development Education programme that offers all of the following features:

- Adaptability
- Continuous update policy
- A continually expanding resource library
- Materials available for 11-18
- Editable content and PowerPoints
- Videos
- Differentiation
- Progression
- A flexible system of assessment and pupil tracking
- Mapped to 4 UK nations curricula and the PSHE Subject Association
- Skills and values highlighted in every lesson
- 100s of hours of content to choose from
- Pre-prepared Home Learning materials
- Our unique 'How Are You?' pupil consultation service



We save you hours of planning time to find up-to-date information and resources that cover the important issues your students need



Our materials, pupil consultation service, and guidance documentation provide you with all the tools you need to lead and develop PSHE/ Personal Development Education in your setting



Whether your looking to upgrade your entire provision, or PSHE for specific year groups, we have the resources to help



Our whole scheme of work provides the best value for money, but you can also purchase single year group bundles, age-range bundles and the How Are You? pupil consultation service separately

Read on to find out more...

Try out our free sample resources at www.chameleonpde.com
or contact us info@chameleonpde.com

Richard: 07508 662284/ Angela: 07772 191210

OUR TEACHING MATERIALS

Suits any timetable

We don't write lesson plans that constrict you and your students to an hour-a week lesson. Although this is the ideal model, it's unrealistic for many schools

Provide variety

Our themed packs contain a range of activities in 10, 20, and 30 minute chunks that you can pull into a lesson, or several lessons to suit your timetable and class

Meet student needs

Having this much choice also allows you to pick and choose activities and themes that suit your class and their learning styles

Ensure progression

If you use our scheme of work overview and purchase materials for several year groups the progression is done for you, saving you hours of time and effort

You're covered

Our activity packs are compliant and cross-referenced to the Personal Development Education curricula for England (including Relationships, Health and Sex Education), Scotland, Wales and Northern Ireland

They also fully cover the PSHE Association Programme of Study

Fully resourced

Comprehensive activity notes support non-specialist and specialist teachers alike. All the templates, games, worksheets, video and audio files etc are included, saving you even more time

PowerPoint slides are fully editable meaning you can tailor them to your class

Engage students

We involve young people when we write our resources so we can guarantee they are relevant and cover the topics that students want to know about

Our continual update policy ensures our resource library remains up-to-date

Guidance

A range of guidance documents support you and the curriculum. This includes suggested ways (and proformas) to assess and track student progress in this tricky curriculum area which is now a statutory requirement in all 4 UK home nations



Some example activities

Mr and Mrs Singh No children Aged 73 and 75 Born in India but lived in UK since 1983 Hindus	Tina Jones (aged 34) and Scarlett (aged 12) mum to 2 children Finn (aged 6) and Scarlett (aged 12) White British Christians	Mark and Jacinda (both aged 46) 1 child Ben (aged 16) Black British Jacinda was born in the Caribbean Christians	Paula (aged 26) White British Lives on her own Welsh Not religious	Mo and Amira (aged 40) 2 children Sar (aged 2) Mo junior (aged 8) Refugees from Iran Muslim	Tony and Maria (both aged 41) 1 child Norah (aged 6) Norah is disabled and is partially sighted Not religious	Mr Oliver Aged 81 Lives on his own Scottish Not religious	Sarah & Tia (both aged 35) 1 child Harry (aged 6 months) Both from Northern Ireland Catholics
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Here's an example activity taken from one of our packs for students aged 11-12 about prejudice, discrimination and diversity

Diversity Street Party

For the start of this activity ask the students to think about the benefits of living in a diverse society and make a list on the whiteboard. They will hopefully come up with things like learning from each other, experiencing different cultures (e.g. food, customs, music, art), creating mutual understanding etc. Explain that a lot of prejudice comes from fear of the unknown or the unusual, so the more we can mix as a society the better the chances of reducing prejudice and discrimination.

Show the street scene PowerPoint slide (slide number 7) which shows a road and who lives in each of the houses. Explain the task is to plan a street party that involves everyone and celebrates diversity. You may wish to give students access to the internet so they can research ideas, particularly around faiths or cultures they may not be aware of. Ask them to think about what food and activities would be available at the street party, what people might wear, what music will be playing etc. If working in groups, students could record their ideas on flip chart and then feedback to the rest of class.

Ray has always been shy. It started at primary school when he developed a stammer. This made him feel embarrassed to speak up in class. He's managed to get the stammer under control but he's still a shy person and tends to blush when anyone speaks to him. He still feels uncomfortable when he has to answer questions in class, and he tends to panic if he has to read aloud. Everyone else in his year group seem so confident.



Unhelpful thoughts, feelings and behaviours

Explain that our brains are hard-wired with a thoughts-feelings-behaviour cycle, so when we think negative thoughts about ourselves, negative feelings and behaviours can follow. The good news is that if we become aware of this, we can do things to break the cycle. This task looks the cycle and possible strategies using scenarios. Split the class into groups and hand out the 'Unhelpful comparison' scenarios. You may want the groups to look at each in turn on a rotation, or have one group looking at one scenario and feeding back to the class. Show PowerPoint Slide 7 and for each scenario examined, ask the group to complete the table on the slide (unhelpful feelings, unhelpful thoughts, unhelpful behaviours, helpful suggestions) by copying the table onto flipchart and filling in the columns. Ask the groups to feedback their ideas and discuss.

Shannon and her friends seem to have this weird competition with each other about who looks the worst. It all started when Maria, who everyone thinks is really pretty, texted in a group chat that she hated her looks and wished she looked like a reality star instead. Since then, everyone is saying things like, 'You've got nothing to worry about, look at my hair, it's awful'. This has gone on for a few weeks and Shannon feels it's almost like a competition as to who hates themselves the most.



Cooper lives with his mum and three younger sisters in a council flat. His mum works in the local supermarket but it doesn't bring in much cash and they sometimes have to go the local foodbank to get extra. The good thing about mum's work is that she can get all the food that's near the 'sell by' date really cheaply, but sometimes he's embarrassed by the packed lunch his mum makes for him. All the other pupils seem to have much better food and he thinks they look down on him for being poor.



Katy's family are all doctors. Her parents met when they were at university and her older brother is in his last year of training to be a surgeon. Katy has no interest in medicine and is more arty. She likes to design fashion and make-up. Her parents are quite pushy about school work and tend to dismiss her interest in art as a hobby. She knows that science is her worst subject at school and feels she's going to let her family down if she doesn't become a doctor.



This activity is taken from a pack about unhelpful comparison for students aged 12-13

You can download free sample packs for ages 11-18 from our website

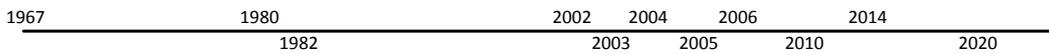


Some more examples from our packs

LGBT+ timeline in the UK Match the event with the year on the timeline.

- a) Being a gay man becomes legal in England and Wales
- b) The first civil partnerships for same sex couples
- c) Same sex marriage becomes legal in England, Wales and Scotland
- d) LGBT+ couples are given equal rights to adopt
- e) Being a gay man becomes legal in Scotland
- f) The age when it is legal to have sex is equalised with straight people – aged 16
- g) Trans people allowed to legally change their gender
- h) Same sex marriage becomes legal in Northern Ireland
- i) Being a gay man becomes legal in Northern Ireland
- j) It is made illegal to discriminate against gay, lesbian and bisexual people at work
- k) The Equality Act protects LGBT+ people against all discrimination and prejudice
- l) Gender reassignment is added as a protected characteristic to the new Equality Act

Clue: 2 events match with 2006



Here's an example activity taken from our LGBT+ History pack for students aged 14-16

This activity comes from one of our mental health packs for students aged 16-18

Scenario A

Sophie is starting University in a month's time. The University is in London which will be a big change. She currently lives in a small village with only a few houses, the nearest town is 25 miles away. Sophie is looking forward to exploring London and all it has to offer. Sophie is shy and not used to making new friends, but as she has a place in the Halls of Residence, she knows that everyone will be in the same position and that might help. She knows the course she's chosen will be tough and there is high drop-out rate in the first year, but if she works hard enough, she hopes she'll come through OK. On the first day in Halls, she challenges herself to speak to three other students.



Change and growth mindset

Show PowerPoint Slides 2 and 3 to the students without giving any information at this point. Ask them to read through the two scenarios and decide which student is showing a better 'growth mindset'. Don't be tempted to explain growth mindset yet, as you want the students to try and work out what this means from the task. If some students know the term, ask them to explain it using the scenarios as exemplification.

Take some feedback and reveal that the student in scenario A has developed a better growth mindset. Draw out the features using the notes below, and explain that having a fixed or growth mindset is linked to how well we manage and cope with change, such as starting University or work.

Some notes to help with feedback:

There has now been extensive research on growth and fixed mindsets. People with a better growth mindset are more resilient and generally cope better with change. People with fixed mindsets tend to believe change will be difficult and they are less adaptable. People with a healthy growth mindset tend to have a more optimistic outlook, can reframe change as a challenge not as a threat, and have a plan to manage the change which includes 'baby-steps' to acknowledge and reward achievement along the way. They are also more positive about their skills and personalities, and even if something is going to be a challenge, they recognise their own potential to succeed.

It is possible to improve growth mindset by checking our thinking, being more optimistic and re-framing negative thoughts into positive ones e.g. 'It may be difficult to make new friends, but I'm sure I will get better at it through experience'.

There are many examples of YouTube TED talks available on growth mindset if this is of interest to your group and you have additional time available.

You can download some complete sample activity packs for ages 11-18 from our website with our compliments

Frequently Asked Questions



What themes do you cover?

You can see the full range of resource packs with indicative release dates by downloading the scheme of work overview from our website. We guarantee you will receive and be able to download all of these packs as part of your subscription and we won't ask you to re-subscribe until we have fulfilled this minimum content promise. These materials will cover everything in the PSHE Association framework so you will have everything you need.



Why staggered release dates?

PSHE changes so rapidly, especially given the Covid situation, so we don't want to write too much in advance and have materials go out of date before you have used them. That's why we have a continual update policy where we constantly review what's already in the resource library, as well as writing the next batch of materials we have promised you.



How does the 'How Are You?' pupil consultation fit in?

We've developed the 'How Are You?' pupil survey over 10 years, so we know it works and is useful for schools. For subscribers to our full programmes (11-16 or 11-18) or our age range bundles this survey is part of the subscription (see subscription bundles and pricing on page 8 in this brochure).

We provide links to the online survey which you deploy in school for the year groups you want to include. Once the survey closes we compile the data and return it to you in easy to interpret data sets. This allows you to gain insights into your pupils' health-related behaviour and the effectiveness of your PSHE programme. This enables you to tailor your programme to match student need, and provides outstanding inspection evidence that you are listening to, and responding to pupils' personal development. As we get to see the anonymised data from schools across the UK we can react accordingly and review/ write additional teaching materials that will meet developing or changing issues that arise within the student population.

If you're keen to see your PSHE programme reflect ever changing student need, using the survey alongside our teaching materials provides an easy 'plan-do-review' process that's pretty much done for you!

If you wish to purchase the How Are You? survey service separately this is an option - see our website for further information and a more detailed brochure about this.



What's the benefit of renewing my license?

Firstly we know that annual subscription costs can mount up over the years, so that's why we are giving a substantial loyalty discount for schools that stick with us past year 1 (on average 66% off).

Schools who re-subscribe will renew their permission license to access the resource library, be able to download any new or updated activity packs we produce, and keep using the How Are You? survey to track their PSHE provision from year to year.

Some testimonials

“Chameleon PDE is a first-class, integrated Health and Well-Being resource, which provides, as part of an extensive package, cutting edge, modern PSHE materials which capture pupils' interest, offering meaningful, relevant and diverse teaching and learning materials. The materials are all editable, and really tackle the topics that pupils want to know about, and the ones that staff have to cover! For extremely busy teachers, Chameleon provide a complete programme of work for all secondary age pupils, age 11 - 18, with safeguarding and assessment built in as key features of the programme. It's brilliant and has already saved us so much planning and preparation time! There is lots of scope for flexibility, as it offers a full stand-alone course, opportunities for partners to co-deliver, materials for Home Learning, as well as having differentiated lessons, which offer both breadth and depth. All of this is closely aligned to national requirements. What more could we want!

Our pupils have just undertaken the How Are You? survey which was written and administered by Richard and Angela and both the ease of delivery and the results are amazing! All pupils had to do was click a link, and Richard and Angela took care of everything else - collecting the data, analysing it, and then producing easy to understand, pupil and parent/carer friendly results, which we are able to share across our school community. We now have data from our pupils about their behaviours, their attitudes, and their perceptions, and this has put us in a very strong position to continue working with our pupils on the areas that they themselves have identified as wanting more input on. Given that pupils also undertook this piece of work whilst in Lockdown, we were delighted by the huge numbers of pupils that responded - we now have the pupil voice very much at the centre of our planning - we have listened to what is going well, and know that we will be able to celebrate the very many healthy choices that our young people are making, as well as tackle the areas where they have identified gaps in our current provision.

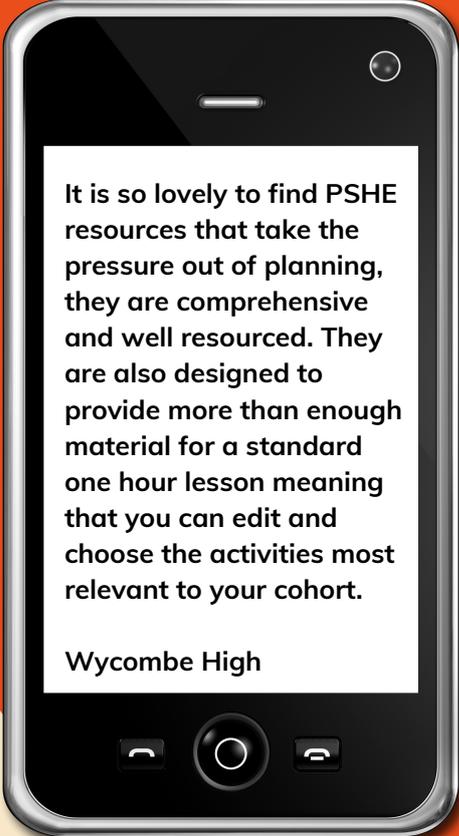
I cannot commend the programme highly enough - Angela and Richard are very approachable, keen to work closely with us and are developing a programme that supports the needs of our young people. ”

Kirkwall Grammar School (Orkney)

“Thank you, your resources are brilliant. I have lead PSHE for 12 years and I think the Chameleon PDE resources are the best that I have seen.

I would recommend them to any school that is looking to ensure their curriculum meets the statutory guidance for RSE and Health and Wellbeing. The resources and supporting guidance make it a complete package. I love the prepared, clear, uncluttered PowerPoints that can be edited to reflect our community. The activities are well presented and adding the safeguarding guidance is so important. It is evident that Chameleon PDE really know PSHE and schools. ”

PSHE Lead Swindon



It is so lovely to find PSHE resources that take the pressure out of planning, they are comprehensive and well resourced. They are also designed to provide more than enough material for a standard one hour lesson meaning that you can edit and choose the activities most relevant to your cohort.

Wycombe High



Information for...



Schools in Scotland

We have created an S1-S2 product as we recognise there is no equivalent of Year 7 in Scotland. However, some Scottish schools have found that our materials written for 11-12 year olds are suitable for S1 students, and that buying a programme that includes this year group affords them additional flexibility and access to more activity packs to choose from. All our products are cross referenced to CfE Es' & Os for Health and Wellbeing, and our assessment guidance is based on pupil profiling so sits within the system you are used to. As and when the Scottish curriculum is reviewed we will update our materials accordingly.



Schools in Wales

Our materials are written with the new Health and Wellbeing area of learning in mind. We have cross-referenced all our activity packs to the new framework so you can be assured the resources will provide full curriculum coverage. We also believe that our programme will support Welsh schools to create a flexible curriculum designed to meet student need which is the expectation. Using the How Are You? survey combined with the resource library we provide in our whole school packages will take you further forward in a shorter timescale. All these tools are ready and waiting for you!



Schools in Northern Ireland

We've mapped our teaching materials to the Northern Ireland Secondary Curriculum at KS3, particularly focusing on Learning for Life and Work (Employability, Home Economics, Local and Global Citizenship, Personal Development). We've also included referencing to cross-curricular Thinking Skills and Personal Capabilities as these sit very comfortably, and can be evidenced, within PSHE. At KS4 our materials cover the minimum statutory requirements of Learning for Life and Work for students who are not taking the subject to GCSE level.



Independent schools

We recognise that many independent schools have unique combinations of year groups, so if any of our programme packages don't suit, please get in touch to discuss your needs and we can build you a bespoke programme if that suits. We've also looked closely at the Independent Schools Inspectorate Handbook and are confident that our materials more than fulfil the expectations in regard to students' Personal Development.



International schools

Having worked with many International Schools that broadly follow a UK curriculum, we recognise the uniqueness of individual schools and the unique challenges of teaching PSHE that can sometimes go hand-in-hand with this. It's not an easy task to purchase an 'off-the-shelf' resource PSHE package without needing to spend lots of time adapting it. That's why we think we've got the solution, as you can build your own unique programme for your setting from our resource library. Please do contact us to discuss your needs.

Subscription bundles and pricing

Whole School Programmes

Bundle	Resources	How Are You? Survey	Year 1 Pricing*	Resubscription Pricing*
Ages 11-16	✓	✓ 2 year groups **	£725	£250
Ages 11-18	✓	✓ 3 year groups **	£985	£350

Age Range Bundles

Bundle	Resources	How Are You? Survey	Year 1 Pricing*	Resubscription Pricing*
Ages 11-14	✓	✓ 1 year group**	£525	£150
S1-S2 (Scotland)	✓	✓ 1 year group**	£350	£100
Ages 14-16	✓	✓ 1 year group**	£295	£100
Ages 16-18	✓	✓ 1 year group**	£295	£100

Single year groups

Bundle	Resources	How Are You? Survey	Year 1 Pricing*	Resubscription Pricing*
Ages 11-12	✓	✗ **	£185	£50
Ages 12-13	✓	✗ **	£185	£50
Ages 13-14	✓	✗ **	£185	£50
Ages 14-15	✓	✗ **	£185	£50
Ages 15-16	✓	✗ **	£125	£50
Ages 16-17	✓	✗ **	£185	£50
Ages 17-18	✓	✗ **	£125	£50

*All prices are for annual subscription and exclusive of VAT (20%)

**How Are You? can be purchased separately at £300 per year group (options are available to bespoke survey, analysis and reporting - see separate brochure available at www.chameleopard.com)

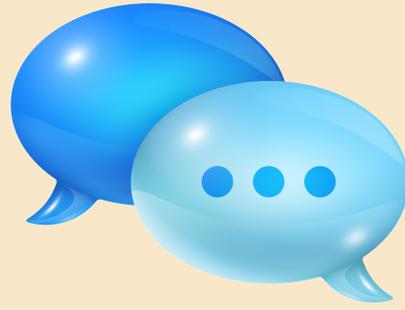
CONTACT US

We understand that purchasing decisions are complex and you may have unanswered questions or just want to chat through different options.

Please do contact us for an informal chat:

Angela 07772 191210
Richard 07508 662284

Email us at: info@chameleonpde.com



If you want to download some sample packs here's how to do it

- 1) Visit our website at www.chameleonpde.com
- 2) Navigate to the secondary or Post-16 resource pages
- 3) Create a free no-obligation account by clicking the 'Download for free' button
- 4) Fill in the form
- 5) A confirmation email will be sent to the email address you entered
(CHECK YOUR JUNK OR SPAM BOX IF THIS DOESN'T ARRIVE)
- 6) Open the email and confirm your account
- 7) Log in and you should see any sample resources and freebies we have on offer from your dashboard.

Please contact us if you have any problems with this process. Sometimes school spam filters don't allow emails from businesses through. We don't want you to miss out so if this is the case we can find a different way to get samples to you.



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