

Youth Social Action Implementation Guide

YOUTH SOCIAL ACTION IMPLEMENTATION GUIDE

SUPPLEMENTAL INFORMATION PREPARED FOR THE ORMISTON GRANT PROGRAMME 2022-2023



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Section 1 Contents: Key Youth Social Action Information

Introduction to #WeWill Youth Social Action

We believe social action can play an essential role in young lives the success of a school and its community. The programme has been designed based on ten key fundamentals, following the five stages of the implementation process.

A framework has been designed to guide schools on how to embed social action within their schools and engage stakeholders, including parents and links with local and national organisations.

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Further information is available on request regarding

- "How YSA delivers Ofsted Inspection priorities?"
- "How does YSA integrate with school curriculum subjects?"

1.1 YSA Meaning & Benefits

"Youth social action refers to activities that young people do to make a positive difference to others. There are many ways young people can take practical action to make a positive difference. It can take place in various contexts and can mean formal or informal activities. These include volunteering, fundraising, campaigning or supporting peers. Young people don't have to try and save the world independently. Taking small positive actions to improve your home, school, or local community can all make a big difference." #will Campaign

We believe social action can play an essential role in young lives and the success of a school. A range of benefits can be produced, such as:

1. **Agency and Engagement:** Chance for voice to be heard, to decide what happens, create new meaning and purpose (Representation, respect, consistency, boundaries)
2. **Skills and Character:** Develop new competencies, understand the perspectives of others, challenge yourself and your peers (Skills training, challenge, effort & reflection)
3. **Enjoyment and Wellbeing:** Freedom to express, an opportunity to create, chance to connect with others
4. **Variety of impacts on others:** Engage in a cause, focus your impact, see the change
5. In addition to the main youth social action benefits, **other key impacts on key**

school activity and outcomes can include:

- Personal Development outcomes
- Wellbeing and pastoral outcomes
- Transition practices
- Behaviour outcomes
- Attendance outcomes
- Academy community profile and intake
- Academic outcomes
- Disadvantaged cohort academic

1.2 YSA Underlying Fundamentals (summary)

Effective Youth Social Action is based on 10 underlying fundamentals to maximise impact and sustain practice

1. **Senior leadership:** School leaders will clarify purpose, align resources, and inspire their teams
2. **Supported, passionate staff:** School staff will need to be well 'supported' to deliver effective YSA (i.e., training, guides, templates).
3. **Student voice:** young people will need to feel like they have the predominant say on the choice of and or how to address a cause specifically
4. **Effort and challenge:** young people need to make YSA feel meaningful and like their engagement throughout has been challenging but exciting.
5. **Skills and reflection:** young people will need to be taught the skills (i.e., leadership, team building, communication, problem-solving) required to deliver effectively and reflect on what they have learnt and achieved to reinforce their learning and growth.
6. **Local and meaningful:** A YSA cause that is important to young people; often, the cause will be 'local', which will allow the young people to 'see' the difference they are making.
7. **Curriculum linked:** Discussion of YSA causes will enrich and contextualise the core curriculum and provide critical opportunities for young people to reflect on their cause during lessons throughout a school day.
8. **Stakeholders and resources:** YSA should engage with others who have already addressed a cause and consider how to generate additional resources.
9. **Evidence of impact:** School staff will need proof of impact to both adapt and refine practices and know they are making a difference (i.e., comms support)
10. **Sustained and progressive:** YSA should become embedded in schools, and students should have the opportunity to continue to engage during their time at school.

1.3 Key steps to implement youth social action (summary)

A fully developed Youth Social Action programme involves the following 5 key stages. Each step ensures activities are aligned with a school's curriculum and Ofsted priorities.

Step 1: Inspire

Inspire

Assess

Plan

Act

Reflect

This first stage involves understanding what social action is, what the benefits are, engaging key student and staff leaders and then confirming your detailed plan (i.e timescales, governance, evaluation etc). All students will then be made aware of the exciting journey in front of them and engage in some inspirational sessions about YSA. Some basic skills training will start to occur as will extensive discussions about YSA in assemblies and in class.

Step 2: Assess

Inspire

Assess

Plan

Act

Reflect

This second stage involves the further development of students' skill, students learning about existing youth social action activities and investigating the world around them. Gathering evidence and engaging with stakeholders will be critical. As will the discussion of YSA concepts to bring the core curriculum to life. Ideas are starting to emerge as are groups of students taking a lead to address specific issues.

Step 3: Plan

Inspire

Assess

Plan

Act

Reflect

This third stage involves students organising into groups, building their skills sets, confidence as a team, clarifying roles within the team, conducting further research, confirming delivery partners, and creating detailed plans. These plans and any budget available are agreed with lead staff who continue to play a crucial facilitation role for students.

Step 4: Act

Inspire

Assess

Plan

Act

Reflect

This fourth stage involves students delivering their plan of action, collecting monitoring and evaluation data, making immediate adaptations to plans where necessary all with the support from key staff lead facilitators.

Step 5: Reflect & progress

Inspire

Assess

Plan

Act

Reflect

This fifth stage involves finishing collection of monitoring and evaluation data, assessing impact, learning about what can be improved and celebrating success. Young people will then consider taking on new roles within their existing project, and or engage in new social action opportunities.

Repeat

Step 1: Inspire

Inspire	1. Agree YSA framework
Assess	2. Engage leaders
Plan	3. Plan in detail
Act	4. Inspire all students
Reflect	5. Skill-up
Progress	6. Reflect

This first stage involves understanding what youth social action is, what the benefits are, engaging key student and staff leaders, deciding on how you will integrate action into your school setting, creating your detailed plan / framework, and then preparing lead staff and students to engage in the process. It may also involve ascertaining some sense of a YSA focus area for young people, without describing in any detail what staff want young people to do.

Learning objectives: By the end of this key step, pupils will be able to define Social Action, related benefits, understand what other high impact social action projects have had, and have learnt key employability skills.

1.1 Agree on the Youth Social Action Framework

This is a crucial section for schools as it ensures you understand what is possible and the broad framework, structures and systems you will need to implement to allow YSA to flourish in your setting. [See section 2](#) covers a variety of implementation options a school will want to consider and the key information that will help you respond to the grant application for funding from the Ormiston Trust. Note that this stage is not about producing YSA project plans but agreeing on the overall YSA framework.

Key activities: i) Review YSA information ii) Determine broad YSA framework.

Time: Staff (10 hours)

1.2 Engage Leaders

Key lead staff *and* students are now identified and engaged in developing and driving the programme. Students drive all YSA work, but a small group of students are initially involved in contributing to the design and delivery of detailed strategic leadership levels. From the start, young people have a sense of ownership for the YSA programme and can help engage their peers. These leaders are given the time to understand the benefits, principles, and costs of YSA. They will meet to understand and or adapt, if necessary, the implementation plan and review all the resources available to aid their implementation journey.

We recognise the difference between each Key Stage, and it may not be possible to receive the same type of input from Key Stage 1 and lower Key Stage 2 pupils into the design or delivery of the programme.

Key activities: i) Staff lead selection and training ii) Student lead selection and training.

Time: Staff (5 hours), Students (2-3 hours)

1.3 Plan in Detail

The broad YSA implementation framework will have been set out in step 1.1. Now lead delivery staff and students will plan all other steps in more detail. Note that this planning involves putting in place the key process delivery steps and not determining what YSA projects will occur. Students choose YSA projects in step 4 once they have been immersed in YSA practice and given a chance to investigate issues and solutions.

Key activities: i) Detailed planning to confirm the YSA implementation plan.

Time: Staff (4 hours) Students (1-3 hours)

Step 1: Inspire (cont.)

1.4 Inspire all students

Only a small number of lead students will have been engaged so far to help start up the overall process. During this step, all other students will be involved in a programme of learning which inspires them about YSA and gives them significant knowledge about what YSA practice has occurred in the world around them. Lead students and staff will make all other students aware of the YSA meaning, initiative and principles during assemblies, in the classroom, and through media displayed throughout the school. Significantly [YSA is now also discussed as part of the curriculum](#) in a series of 6 lessons.

Key activities: i) Inform all students about YSA ii) Deliver YSA related lessons.

Time: Staff (9-10 hours per staff delivering lessons); Students (6-7 hours)

1.5 Skill-up

Concurrently with step 1.4, all participating students begin skill training to effectively assess, plan, deliver, and reflect on their YSA journey. [Skills development](#) can occur at home, during lessons, as part of the wider curriculum, and staff support when young people take part in all key social action steps. While a range of skills can be taught, four fundamental skills form part of all YSA programmes - Teamwork, Communication, problem-solving, and Reflection.

Key activities: i) Inform all students about YSA ii) Deliver YSA related lessons.

Time: Staff (3-4 hours per staff delivering skill elements in lessons); Students (4-5 hours)

1.6 Reflect & Report

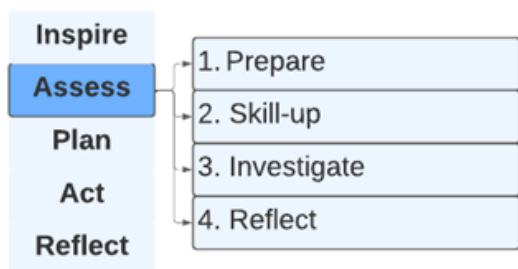
At each stage, students and staff will want to reflect on what has been achieved and what to undertake next. As the process has only just started, students will be introduced and asked to complete a

to help them consider what they want to achieve through the programme what skills they have already and now want to learn. Students will also be asked to complete a 'baseline' evaluation survey which will be used to capture in a validated manner their learning and progression. Students and staff 'leads' will want to assess the effectiveness of all 1.1 - 1.6 activities and report to executive staff about progress during this key stage.

Key activities: i) Inform all students about YSA ii) Deliver YSA related lessons.

Time: Staff (2-3 hours per staff delivering lessons); Students (1-2 hours)

Step 2: Assess



This second stage involves students continuing their basic skill development followed by their use of key skills to think about the world around them, what they are passionate about, and the issue (s) they want to act upon. They will consider evidence and learn about other individuals, solutions and or organisations that may be already trying to address the issue. A team of young people are starting to emerge, as is the potential plan to make a difference. YSA lessons can continue to occur during this stage.

Learning objectives: By the end of this key step, pupils will be able to explain what issues they would like to address, who else is addressing these issues, and what a social action solution might potentially involve.

2.1 Prepare

Lead staff and students will review key 'step 2' activities (i.e. confirm when students will complete investigation activities) and that they have the resources in place, and then convey this information to all students.

Key activities: i) Review step 2 activities ii) Convey next steps to students.

Time: Staff (2 hours); Lead students (1 hour), All students (1 hour)

2.2 Skill-up

Core skills (i.e. teamwork, communication, problem solving and reflection) training will continue in lessons with staff providing ongoing guidance to students as they put their skills into practice during this stage.

Key activities: i) Skill training lessons ii) Ongoing staff skills guidance.

Time: Staff (2-3 hours), Students (2-3 hours)

2.3 Investigate

Students are now afforded the time within the school day to investigate and consider the issues they want to address. They will want to start to connect with external stakeholders to inform their plans, and they will begin to create individual personal plans.

Key activities: i) Inform all students about YSA ii) Deliver YSA related lessons.

Time: Staff (4-5 hours); Students (6-7 hours)

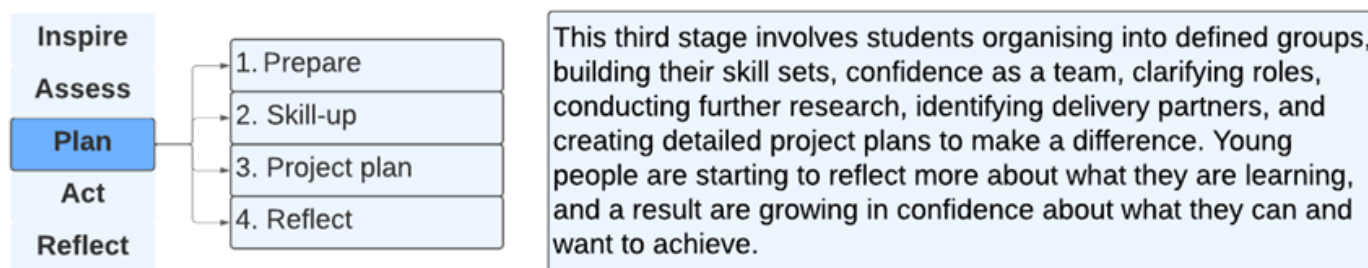
2.4 Reflect & Report

At each stage, students and staff will want to reflect on what has been achieved and what to undertake next. As the process has only just started, students will be introduced and asked to complete a YSA passport to help them consider what they want to achieve through the programme what skills they have already and now like to learn. Students will also be asked to complete a 'baseline' evaluation survey which will be used to capture in a validated manner their learning and progression. Students and staff 'leads' will want to assess the effectiveness of all 1.1 - 1.6 activities and report to executive staff about progress during this key stage.

Key activities: i) Inform all students about YSA ii) Deliver YSA related lessons.

Time: Staff (2-3 hours per staff delivering lessons); Students (1-2 hours)

Step 3: Plan



Learning objectives: By the end of this key step pupils will have finished their research, understood how to work as a team, accessed key financial resources and developed a plan for their social action project.

3.1 Prepare

Lead staff and students will review key 'step 2' activities (i.e. confirm when students will complete investigation activities) and that they have the resources in place, and then convey this information to all students.

Key activities: i) Review step 2 activities ii) Convey next steps to students.

Time: Staff (2 hours); Lead students (1 hour), All students (1 hour)

3.2 Skill-up

Core skills (i.e. teamwork, communication, problem solving and reflection) training will continue in lessons with staff providing ongoing guidance to students as they put their skills into practice during this stage.

Key activities: i) Skill training lessons ii) Ongoing staff skills guidance.

Time: Staff (2-3 hours), Students (2-3 hours)

3.3 Project Plan

Students are now afforded the time to consider and plan the YSA project and budget within the school day. With the support of teachers, pupils develop further connections with parents, the local community, and the beneficiaries of the social action project to understand what their plan should involve. Students will need to ensure project plans include aims, objectives, delivery timeline, roles for each person in the group and budgets. Once the plans are ready, students will present them to staff and or student key stakeholders for agreement or refinement.

Key activities: i) Consultation about the plan ii) Detailed project planning iii) refinement with key stakeholders.

Time: Staff (3-4 hours) Students (3-4 hours)

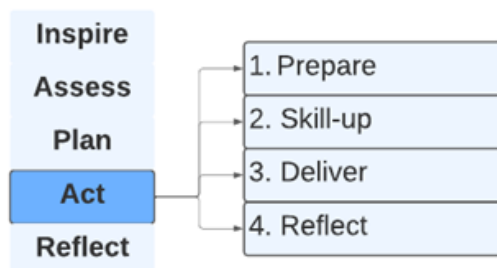
3.4 Reflect & Report

At each stage, students and staff will want to reflect on what has been achieved and what to undertake next. As the process has only just started, students will be introduced and asked to complete a YSA passport to help them consider what they want to achieve through the programme what skills they have already and now want to learn. Students will also be asked to complete a 'baseline' evaluation survey which will be used to capture in a validated manner their learning and progression. Students and staff 'leads' will want to assess the effectiveness of all 1.1 - 1.6 activities and report to executive staff about progress during this key stage.

Key activities: i) Inform all students about YSA ii) Deliver YSA related lessons.

Time: Staff (2-3 hours per staff delivering lessons); **Students** (1-2 hours)

Step 4: Act



This fourth stage involves students delivering their plan of action, collecting monitoring and evaluation data, adapting plans where necessary all with the support from key staff facilitators. Fundraising activities are bringing in extra resources and students see and are motivated by their impact. Students leaders engaged in the overall programme are working effectively with lead staff to oversee the social action programme.

Learning objectives: By the end of this key step, pupils will have carried out their chosen social action project, learnt multiple key employability and social and emotional skills, gathered some evidence of impact, and adapted their approach during delivery to achieve even greater impact.

4.1 Prepare

Lead staff and students will review key 'step 4' activities (i.e. confirm when students will complete investigation activities) and that they have the resources in place, and then convey this information to all students.

Key activities: i) Review steps 2 and 3 activities ii) Convey next steps to students.

Time: Staff (2 hours); Lead students (1 hour), All students (1 hour)

4.2 Skill-up

Core skills (i.e. teamwork, communication, problem solving and reflection) training will continue in lessons with staff providing ongoing guidance to students as they put their skills into practice during this stage.

Key activities: i) Skill training lessons ii) Ongoing staff skills guidance.

Time: Staff (2-3 hours), Students (2-3 hours)

4.3 Deliver

Students are supported to deliver their YSA project (s)

Key activities: i) Detailed planning to confirm the YSA implementation plan

Time: Staff (dependent on action activity) Students (dependent on action activity)

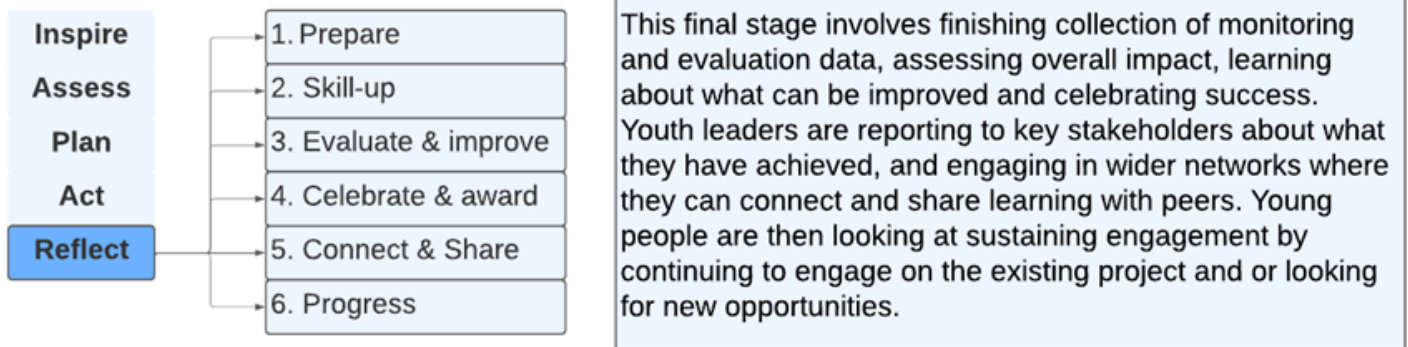
4.4 Reflect & Report

At each stage, students and staff will want to reflect on what has been achieved and what to undertake next. As the process has only just started, students will be introduced and asked to complete a YSA passport to help them consider what they want to achieve through the programme what skills they have already and now want to learn. Students will also be asked to complete a 'baseline' evaluation survey which will be used to capture in a validated manner their learning and progression. Students and staff 'leads' will want to assess the effectiveness of all 1.1 - 1.6 activities and report to executive staff about progress during this key stage.

Key activities: i) Inform all students about YSA ii) Deliver YSA related lessons.

Time: Staff (2-3 hours per staff delivering lessons); Students (1-2 hours)

Step 5: Reflect & Progress



Learning objectives: By the end of this key step, pupils will have learnt key analytical skills, be able to determine and communicate the success of their project based on their planned outcomes, and have the knowledge to be able to replicate another high impact social action project in the future. Pupils will also have learnt how to adapt their role and expand their engagement in youth social action.

5.1 Prepare

Lead staff and students will review key 'step 2' activities (i.e. confirm when students will complete investigation activities) and that they have the resources in place, and then convey this information to all students.

Key activities: i) Review step 2 activities ii) Convey next steps to students.

Time: Staff (2 hours); Lead students (1 hour), All students (1 hour)

5.2 Skill-up

Core skills (i.e. teamwork, communication, problem solving and reflection) training will continue in lessons with staff providing ongoing guidance to students as they put their skills into practice during this stage.

Key activities: i) Skill training lessons ii) Ongoing staff skills guidance.

Time: Staff (2-3 hours), Students (2-3 hours)

5.3 Evaluate & Improve

Students with support from staff will review the project based on evaluation data and key learning. They will likely want to consider i) the overall project success and how it can improve further, ii) students' achievements and how to improve them further iii) how the project has impacted the school in general.

Key activities: i) Detailed planning to confirm the YSA implementation plan.

Time: Staff (5 hours) Students (2-3 hours)

Step 5: Reflect & Progress (cont.)

5.4 Celebrate and Award

All students and staff are now recognised for their efforts to deliver the YSA process. Awards are also provided to some staff and students who have demonstrated excellence.

Key activities: i) Award for all and outstanding contribution

Time: Staff (2 hours); Students (1 hour)

5.5 Connect & Share

Students and staff will now want to share their success more widely (i.e. completing case studies for wider audiences, attending YSA project networks to meet other young people involved with YSA etc.)

Key activities: i) Complete write up of project activity ii) report to key executive stakeholders and external funders (if relevant)

Time: Staff (2 hours); Students (2-3 hours)

5.6 Progress

Staff will have already been considering how YSA can continue in their setting for years to come and will now support students as they consider their next engagement in YSA programmes.

Key activities: i) Inform all students about YSA ii) Deliver YSA related lessons.

Time: Staff (5 hours per staff delivering lessons); Students (1-2 hours)

1.5 Implementing Youth Social Action (key points)

It is important to note that Students will only confirm their social action project at the end of stage 3. Critically school staff and students prepare, think and learn about what is possible before agreeing on their plan and making a difference to others in step 4.

In addition, at each stage, students will engage in:

- Skill development (see skill training guide insert link) and
- Reflection to capture what they have learnt and plan to do next (see passport guide insert link)

Each element of the guide has been created to build on, link to and advance activities that already occur in schools. For instance:

- The skills training guides build on existing skills development requirements excepted of the core curriculum
- The YSA linked curriculum guides build on the learning objectives expected of core and wider curriculum subjects

The entire process has been crafted based on experience delivering the process before and focusing on ensuring that YSA can deliver Ofsted priorities.

We expect that every young person will engage in at least 25 hours of YSA related activity, including skill-building, consultation, planning etc.

We believe in delivering this process that staff will likely need to commit over 6-9 months, approximately 75 hours.

See the [grant YSA process timeline](#) with key activities to complete and hours, which summarises the commitment in time required by staff and students.

Section 2 Contents: YSA Framework Explored

Agreeing YSA framework: focus areas, scale, timescale staffing and commitment

There are key options you will want to consider before starting. This critical section contains what you will need to consider before and during the very early stages of implementing a sustainable youth social action programme at scale.

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2. Introduction

This section provides more information on the recommended process steps set out in section 1. Critically it provides information to help a school consider and make key decisions before starting the YSA journey.

2.1 Core Fundamentals and Key Stages

All guidance is underpinned by the [ten underlying fundamentals](#) of Youth Social Action and the five stages of the [Youth Social Action process](#): Inspire, Assess, Plan, Act and Reflect. We expect a clear commitment to these elements when delivering your programme.

2.2 Length of Programme

We expect the delivery of the YSA programme to take between 6 and 9 months. We hope that schools will sustain practice however many years to come. It is possible to undertake delivery in an academic year over shorter periods, but the impact will be lessened if students are rushed through each stage. For the grant programme, see the [grant delivery timeline section](#).

2.3 YSA Commitment (hours)

A summary page detailing the activities and time likely to be required by staff is found in the [grant delivery timeline](#) section.

Students

We expect every young person to engage in at least 25 hours of YSA related activity. This time is not just spent delivering a project but includes students' time during all other stages (i.e. undertaking skills training, assessing issues, planning projects etc.). Some students will want to spend more than 25 hours and can do the extra hours in their own time in breaks, after school, and at home.

Staff

We believe in delivering the core YSA process over 6 to 9 months, that *lead* staff will need to commit approximately 75 hours (i.e. 25 hours each term). Key activities for staff are set out during the process described in section 1. Other teams who will support the YSA implementation (i.e. those who teach YSA in their curriculum subject) may have to give approximately 6 hours. We have created detailed staff training guidance to make lead and supporting staff engagement as easy as possible.

2.4 YSA 'Focus areas' Identification and Selection

All YSA practice requires a significant role by students in selecting the YSA cause and determining what action should occur. Ideally, students should have a predominant say in the issue they want to focus on. We understand that school staff may already have some broad school priorities that have already been identified as important areas of focus. The other option is to narrow the focus areas for students during their social action journey (i.e. mental health, physical health, environment etc.), especially for the younger pupils at Key Stages 1 and 2.

2.5 Scale of Student Participation

We aim to have Youth Social Action embedded for as many students and pupils in each school -ideally, at least 100 young people or a whole year group should be involved throughout the academic year.

2.6 YSA Student and Staff Leadership

Our YSA vision is to have Youth Social Action embedded within and across significant parts of a school's core and wider curriculum. A YSA programme will require senior leadership to organise and support staff to help a programme succeed. Delivery staff have a key facilitator role when engaging with students on the programme.

YSA, of course, requires significant youth/child leadership. Programmes should be inclusive and young people should feel like they have a predominant say on what social action issues they want to address and the design and delivery of the project. In addition, grantees will be asked to bring student/pupil representatives from participating schools to attend progress update meetings with the Ormiston Trust.

We would also expect a small but critical strategic working group to bring staff and students together to oversee the entire process. We have further guidance on how staff and students can work effectively in strategic working groups.

2.7 Delivery YSA in the Core Curriculum

While it is possible to deliver a YSA programme in assemblies or tutor time, we believe that key YSA knowledge should be taught in the core curriculum in a way that enriches topics and delivers key, core subject learning objectives. Therefore, we have created curriculum guides that explain how schools can provide youth social action topics in lessons. These lesson plans, offered within the Inspire and into the Assess stage of the process, cover a broad range of areas to provide students with a foundational understanding of YSA.

The primary cross-curricular approach demonstrates how YSA could be delivered across various subject areas. Applying them to maths, English and science enable the subject to become "real."

Teaching poverty through science:

Pupils need to understand that poverty can impact an individual's performance academically and physically. Children raised in poverty experience many emotional and social challenges, chronic stressors, and cognitive lags due to significant changes in brain structure. In areas related to memory and emotion, lower academic achievement and more behavioural issues in the classroom.

NC Objective KS3 - Biology Nutrition and digestion:

- the content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed calculations of energy requirements in a healthy daily diet the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases ·comparing energy values of different foods (from labels)

Physics:

- comparing energy values of different foods (from labels)

Possible topics of investigation: Investigate what a healthy diet is?

- 1.How does food impact your ability to perform academically and physically?
- 2.What do you need to eat if you are training for a sport?
- 3.What do you eat if you are revising for a maths test?
- 4.How can we ensure every child is eating such a balanced diet?

2.8 YSA Wider Curriculum Links

While integration into the core curriculum is key, a YSA programme can also define a role in delivering wider curriculum objectives. We have further guidance on how YSA plays a key role in delivering: Citizenship, PHSCE; Careers Advice and Guidance; and Character Education. The links between YSA and these areas are set out below.

Citizenship:

The Youth Social Action Project provides pupils with knowledge, skills and understanding to explore social issues, weigh evidence, debate and make reasoned arguments.

The projects meet the aims of the citizenship curriculum by ensuring pupils develop an interest, commitment to participation in volunteering, and other forms of responsible activity that they will take with them into adulthood. The projects should enable pupils to be taught knowledge, skills and understanding to take responsibility, feel positive about themselves, participate in decision-making processes, meet and talk to people, develop relationships.

At Key Stage Four, pupils are encouraged to develop skills further by using a range of strategies, weighing up the evidence, making persuasive arguments and substantiating their conclusions. The journey through the projects should enable pupils to evaluate different ways they can help, solve problems and contribute to society.

PSHE:

Personal, Social, Health and Economic (PSHE) education is a school subject through which Pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. The journey pupils will take through their social action journey will enable them to cover some key themes. such as health and well-being, Setting realistic yet ambitious career and life goals that are matched to personal values, interests, strengths and skills., Living in the wider world, Economic well being: Aspirations, work and career

The key skills learnt from their projects can be added to CVs and personal statements. The activities in the passports support the development to support pupils for interviews,

Character Education:

The Jubilee Centre explains that: "Character education is about helping students grasp what is ethically important in situations and how to act for the right reasons, such that they become more autonomous and reflective." (Jubilee Centre, 2017)

We believe schools should teach youth Social Action across all key stages with age-appropriate contributions to social action. Allowing all pupils with the same high-quality experience enables them to break down the social barriers and prepare them to contribute to society.

It provides opportunities for pupils to apply their learning to the local context enabling pupils to feel as they belong and are valued whilst promoting consideration and respect towards each other. Youth Social Action projects have been designed to be challenging, prepare for teamwork, debate, and develop new interests of creating existing ones. The cultural capital needed to open doors and build their confidence in wider society.

Careers:

"All learning builds towards an endpoint. Pupils are being prepared for their next stage of education, training or employment at each stage of their learning. Inspectors will consider whether pupils are ready for the next stage." "They support readiness for the next phase of education, training, or employment so pupils can make the transition successfully." (Ofsted Handbook)

We have explored the link between youth social action and preparing pupils for the world of work through PSHE, Citizenship the Ofsted Framework. It can also link with the eight Gatsby Benchmark for good careers education. The YSA programme will give pupils opportunities to; learn about different labour markets, particularly the charity sector. Throughout the process, pupils have the chance to link their learning and approach to careers.

Ofsted:

The Ofsted inspections focus on four key areas. We have identified links between the Ofsted framework and have referenced them throughout the guide. Direct link.....

Quality of education:

- Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- The provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well.
- Learners are ready for the next stage of education, employment or training.

Behaviour and attitudes:

- They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements

Personal development:

- The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- At each stage of education, the provider prepares learners for future success in their next steps
- The provider prepares learners for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their knowledge and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Leadership and management:

- Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.

2.9 Skills Training

Focusing on students learning key skills is an essential component of any YSA programme. Research has shown that social action, aside from boosting young people's confidence, empathy, resilience and aspirations for the future, also boost key skills (Careers and Enterprise). Young people will therefore learn key transferable skills during the 'Act' phase. However, skills-building will start to happen even before the project occurs (during the 'Inspire', 'Assess' and 'Plan' stages), as students will begin to reflect and express their interests, the social issues around them and ways to solve them.

We have a [skills training package](#) available on request to enhance this process that focuses on four skills: teamwork, communication, problem-solving, and reflection. It contains many hours of skill-building activities that build on the national curriculum requirements. We selected these four skills as we believe that those skills allow delivering a high-quality social action project. We want students to engage in at least 5 hours of skills-training activities in the curriculum. On top of the 5 hours, we expect staff to provide ongoing skills guidance during all other activities.

2.10 Potential Delivery Models

The Youth Social Action programme has been designed with the flexibility to allow schools to embed social action into their current practice. It needs to be part of everyday school life. The flexibility of the approach will enable schools to deliver the #WeWill Youth Social Action project in several ways, depending on the structure and the time available.

Regardless of the approach taken, it is essential that pupils are taught the skills needed and the required teaching of a youth social action focus area.

Suggested ways to timetable Youth Social Action:

Primary Post SATs

Year 6 SATs are completed during the first two weeks of May, leaving the pupils with about two months of school time until they move into secondary school. We believe this can be a good opportunity for pupils to work together on a social action project as part of their transition process into high school.

Focusing on core subjects in the morning teaching Maths, English and Science through social action is an option, or the school can focus on the National Curriculum. Schoola could use the afternoons to deliver Youth Social Action across a whole year group combined with assemblies and entire year group work.

Schools could also use this approach for lower Key Stage 3 pupils.

Primary Cross-Curricular

The other approach of teaching youth social action is across a range of different subject areas. This would require subject areas to plan together. Each curriculum guide has project ideas that the staff can cover over subjects to support this. The range is entirely up to the school. Schools can deliver the topic of poverty across:

- Music - Making poverty history through music Analyse, write, record, and perform a song. Hold a concert to raise money for a chosen charity.
- Geography - is there a link between climate change and food?
- History - Investigate the history of poverty, the introduction of the welfare state in 1945, and the COVID response from the government. Did they do enough to support people?

If a cross-curricular approach, an area will need to ensure that pupils are taught the skills required, the key knowledge, and plan how they will carry out their own Social Action Projects.

Schools can also use this approach for lower Key Stage 3 pupils.

Primary one hour a week:

The project can be delivered one hour a week over a much longer period either as a discreet focus area or across different subject areas. Schools could do this by linking a topic to a subject area through which pupils cover the national curriculum requirements through youth social action.

Secondary subject-specific:

Delivering youth social action through one subject area can be done through a range of subject areas linking them through the national curriculum. Schools can also have youth Social Action projects through other schools' focus areas such as PHSE, Citizenship, British Values, character education, and Careers advice and guidance.

One example is using geography as a subject area at Key Stage 3, focusing on Reducing Carbon emissions. Pupils can investigate the link between human activity and its impact on the environment. Linking this to the National Curriculum Expectations from the Geography programmes of study: "Human and Physical geography understand how human and physical processes interact to influence and change landscapes, environments, and the climate; and how human activity relies on the effective functioning of natural systems."

Schools could deliver this over a term or more with pupils carrying out social action projects to raise awareness and reduce carbon emission.

Across several schools:

Projects can be delivered across several schools, with pupils leading projects across each phase. We have attached an example of how Gateway learning Academy (11-16) will be working with four of its primary schools. Year 8 pupils will be working with year four pupils through a mentorship programme with At least 100 primary pupils across the four schools. Enabling the primary pupils will create a sense of responsibility by leading on different aspects across the project.

We encourage partnership work across different phases, schools and year groups, and this does not have to be within the same Trust. Please refer to the grants team for more advice on logistics, finances etc.

Linking Youth Social Action to a Key Stage 4/5 subject area.:

Due to the nature and the aim of the social action projects, Projects can use them to contribute towards qualifications. One example is linking to the following:

BTEC Level 3 (NQF) Extended Diploma in Performing Arts – Year 12

Assignment: Title: Community Arts

In line with the objectives of the programme:

- o Understand community performance and practice (Inspire Stage)
- o Develop ideas for a community performance (Asses)
- o Apply skills to a community performance (Act)
- o Review own development and final community performance (Reflect) (Pupils will use the passport to reflect at each stage)

PLEASE ensure you cover the programme's grant criteria and adapt the resources where needed.

2.11 Monitoring, Evaluation and Reporting

We want to understand more about what works in different settings and the outcomes achieved by schools implementing YSA. We expect:

- To help young people reflect and deepen their learning, they complete a student journal/passport on at least three but ideally five occasions throughout the YSA programme.
- To gather formal feedback about progress, YSA process stages and resources that:
 - A baseline, midpoint and endpoint student survey is completed
 - A midpoint and endpoint staff survey is completed
 - At least one staff and student feedback focus group is held
 - That an information management excel sheet is completed which captures the number of students involved in your programme

We have the information and resources required to deliver the above on request. Note that the effort to undertake these evaluation requirements is not insignificant and is a key role for the iwill lead in your school.

Grant-related YSA Delivery Timeline.

This section summarises the key steps involved with the delivery of the YSA programme with a proposed timeline.

Step 1: Inspire

Agree level of YSA participation, how many pupils across how many year groups. Develop Strategy for embedding YSA into the school.	April - May 2022
Share vision with leaders with strategies on delivery, monitoring, and implementing YSA. Undertake training for staff and student leads to be able to oversee the process.	June - July 2022
Create a role for YSA lead, JD, Recruit, delivery model (i.e. timetabling) student recruitment	July - Sept 2022
Introduce YSA through Assemblies or other agreed methods. YSA implementation process. 6 hours of knowledge teaching.	Sept - Oct 2022
Teaching of the key four skills Teamwork, Communication, Problem Solving and Reflection. 5 hours of teaching.	Sept - Nov 2022
Introduction and implementation of passport and other evaluation processes (i.e baseline survey)	Sept-Oct 2022

Step 2: Assess

Ensure pupils have the resources needed to start the process of preparing for their own project.	Oct - Nov 2022
Ongoing skills training and guidance provided by teaching staff.	Oct - Dec 2022
Pupils to investigate issues they could potentially address. Connect with stakeholders.	Sept - Dec 2022
Guide pupils to reflect using passport	Dec 2022

Step 3: Plan

Staff to ensure pupils have all the resources needed to plan their YSA projects.	Oct - Nov 2022
Skills training continues in lessons with ongoing guidance from teaching staff.	Oct - Dec 2022
Using project planning templates and guidance a plan for the whole team needs to be in place.	Sept - Nov 2022
Consult with key stakeholders, refine and or agree the plan for delivery.	Nov 2022
Reflect on what has been achieved and whats next.	Dec 2022

Step 4: Act

Review step 2 and 3 activities	Jan 2023
Pupils to "put into action" skills they have learnt. Pupils will need to be guided through any problems or issues they encounter during the act stage.	Jan - Mar 2023
Pupils to deliver their planned projects. this can be over a number of hours based on the needs.	Jan - March 2023
Midpoint survey, guided reflection on outcomes of their project. Encourage pupils to reflect on skills used. Report/feedback on the effectiveness of activities and resources.	April 2023

Step 5: Reflect & progress

At this step reflection of the project will continue but the emphasis needs to be on the next steps encouraging pupils to continue youth social action either in school and out. Assess the impact the pupils have had on their chosen cause.	April - May 2023
Celebrate individual, groups and whole school successes.	April - May 2023
Students with support from staff will review the project based on evaluation data and key learning noting i) the overall project success and how it can improve further, ii) students' achievements and how to improve them further iii) how the project has impacted the school in general.	April - May 2023
Planning YSA for 2023-2024 next steps for pupils and the school.	April onwards 2023

Case Study: Gateway Learning Community

Context:

Gateway Learning Academy

The Gateway Learning Community [GLC] was launched in April 2012 and has grown into a partnership between the Gateway Academy, Herringham Primary Academy, Lansdowne Primary Academy, Tilbury Pioneer Academy and the Gateway Primary Free School. Gateway is an 11-16 academy with an intake of 215 students per year. Gateway prides itself on its ethos, where everyone is made welcome: with positive relationships, integrity and diligence at the heart of everything we do.

Gateway will be working across four primary schools and one secondary school to deliver their projects:

Target Audience

Primary (4 schools)	4	270	270
	5	270	270

Secondary (1 school)	8	210	210
	9	210	210
Totals	960	960	960

Focus areas for youth social action projects: **Poverty and Inclusion and Diversity: The staff decided that they would narrow the focus for the school on this theme but allow students significant flexibility about how to address this issue.**

At least 1000 pupils will develop a **deeper understanding** of **local issues**, obesity, hate crime and child poverty. At least 100 primary pupils will create a sense of responsibility by leading on different aspects across the project. Student surveys will show that 90% have a greater understanding of how to support their own and others' wellbeing, including the importance of healthy eating.

Students will have a greater awareness of the all different, all equal mission statement and play a fundamental role in creating an environment where all members feel part of one GLC family. This will be **measured and evaluated** through student, staff and parent interviews which will form part of the local governing body meetings on a termly basis.

Employability skills: Mentoring from secondary students, for example, those in Year 8 and will mentor those in year 4.

The **curriculum** will be adapted in response to the learning from the project and have **a long-lasting impact** on student, family, and community wellbeing. This will be measured through student, parent, staff, and community views.

Develop relationships and partnerships with the local community to better understand the views and needs of the local community. This will be done by the pupils developing at least two **joint projects between the GLC social activist group and community groups** working with parents/carers, staff and the local community.

One example of this is through the poverty project in conjunction with Thurrock Food Bank to increase donations to reduce hunger. At a local level. GLC will measure the **impact** through testimonials from all **stakeholders**.

Understanding of community [local, national, and global] Through **extensive research, being involved in and educating other students will have extensive knowledge of the importance of social action groups to mobilise change**, this will be measured using a range of parameters based on the action groups students lead on.

Programme **key outcomes and deliverables will be reported and reviewed termly** to the GLC **local governing body**, and the **overall Ormiston programme steering group**.

GLC **staff** will be given the **time to engage** in the high-quality evaluation planned to create evidence for the sector and to feed into the toolkit design.

Monitoring and evaluation

All core partners will be involved in the overall programme evaluation. GLC will contribute to the evaluations design and evidence collection. This will include:

- **Qualitative and quantitative** methods (e.g. surveys, focus groups etc) will assess the impact on each student and others supported by students (e.g. community) as well as identify key learning points about the overall process.
- Programme key outcomes and deliverables were reported and reviewed termly to the GLC **local governing body, and the overall Ormiston programme steering group**.

GLC **staff will be given the time to engage in the high-quality evaluation** planned to create evidence for the sector and to feed into the toolkit design.

