

## Life Skills Education - Teacher Outcomes Framework

Outcome	A. Teacher Confidence	B. Subject Knowledge and Awareness	C. Classroom Management and Environment	D. Curriculum Integration and Cross-Subject Application	E. Recognition and Management of Risk	F. Teacher-Pupil Relationship and Trust	G. Whole-School Communication and Consistency	H. Reflective and Responsive Teaching Practice
What it means...	... Teachers feel able and willing to lead discussions on sensitive topics with confidence and authority, without relying solely on external support	... Teachers have sufficient, accurate knowledge about risk-related topics to respond to pupil questions and support learning effectively	... Teachers have the skills to manage a respectful, safe classroom where sensitive or personal issues can be discussed openly and constructively	... Teachers are able to connect programme content to other subjects, reinforcing and embedding key messages across the curriculum	... Teachers are able to identify, understand, and respond to early warning signs of risk in pupil behaviour, both inside and outside the classroom	... Teachers can build a relationship of trust that allows pupils to share concerns, ask questions, and feel emotionally safe during lessons	... Teachers practice is consistent with a whole-school approach, contributing to shared understanding and collective responses around pupil risk and wellbeing	... Teachers actively reflects on their own delivery and makes appropriate changes to improve pupil engagement, safety, and learning
What we expect to see if the outcome is being met.	<b>A1.</b> The teacher can confidently lead discussions on substance use, peer pressure, and risky behaviour.	<b>B1.</b> The teacher can explain the physical, emotional, and legal consequences of substance use.	<b>C1.</b> The teacher can manage sensitive discussions in a structured, calm, and inclusive way.	<b>D1.</b> The teacher can reference programme concepts during unrelated curriculum subjects.	<b>E1.</b> The teacher can identify signs of risky or concerning behaviour in pupil discussions or conduct.	<b>F1.</b> The teacher can engage pupils in honest conversations on sensitive issues.	<b>G1.</b> The teacher can share information with colleagues on wellbeing or safeguarding consistently.	<b>H1.</b> The teacher can reflect on their confidence and skills in teaching sensitive material.
	<b>A2.</b> The teacher has delivered the programme with assurance, using their own voice and style.	<b>B2.</b> The teacher has increased their working knowledge of topics such as alcohol, vaping, and peer influence.	<b>C2.</b> The teacher has established a safe, trusting classroom environment.	<b>D2.</b> The teacher has adapted lesson content to reinforce DAaRT principles across subjects.	<b>E2.</b> The teacher has responded appropriately to disclosures or observed risks.	<b>F2.</b> The teacher has noticed increased pupil willingness to seek support or advice.	<b>G2.</b> The teacher has contributed to shared staff approaches to managing risk and behaviour.	<b>H2.</b> The teacher has adjusted lesson plans or strategies based on pupil needs and responses.
	<b>A3.</b> The teacher can address challenging questions without deflecting or shutting down conversation.	<b>B3.</b> The teacher can correct pupil misconceptions confidently and clearly.	<b>C3.</b> The teacher can de-escalate conflict and facilitate respectful peer interaction.	<b>D3.</b> The teacher can apply programme learning to PSHE, science, English, and pastoral care.	<b>E3.</b> The teacher can differentiate between low-level misbehaviour and indicators of risk.	<b>F3.</b> The teacher can support pupils to express feelings or ask difficult questions.	<b>G3.</b> The teacher has aligned their practice with school-wide safeguarding or behaviour policies.	<b>H3.</b> The teacher can identify gaps in their own practice or knowledge and seek improvement.
	<b>A4.</b> The teacher has grown in confidence over time through repeated delivery or observation.	<b>B4.</b> The teacher has made use of DAaRT or LSE resources to enhance their understanding.	<b>C4.</b> The teacher has used structure and routines to enable open discussion of difficult topics.	<b>D4.</b> The teacher has encouraged cross-topic thinking and linked DAaRT to wider life skills.	<b>E4.</b> The teacher can link behaviours or disclosures to wider contextual risks in the community.	<b>F4.</b> The teacher has noticed stronger trust and openness in the classroom atmosphere.	<b>G4.</b> The teacher can participate in joint planning or review of pupils at risk.	<b>H4.</b> The teacher has trialled new approaches in response to reflection or feedback.
	<b>A5.</b> The teacher has sustained their confidence across different year groups or pupil cohorts.	<b>B5.</b> The teacher can support colleagues with knowledge or resources on these issues.	<b>C5.</b> The teacher can create time and space for revisiting learning as needed.	<b>D5.</b> The teacher has linked DAaRT concepts to relevant national curriculum outcomes.	<b>E5.</b> The teacher has discussed contextual risks with school leaders or external partners.	<b>F5.</b> The teacher has supported pupils to apply what they've learned to real-life scenarios.	<b>G5.</b> The teacher can explain how their role fits within the whole-school approach to prevention.	<b>H5.</b> The teacher has contributed insights to programme evaluation or improvement efforts

\* We are in the process of developing an updated set of measurement tools to thoroughly assess the impact of our suite of programmes against our stated outcomes. Independent large RCTs (randomised control trials) show that our primary programme is effective against its learning outcomes.

The **Teacher Outcomes Framework** captures the specific ways in which the DAaRT programme is expected to influence classroom practice, professional confidence, and school-wide consistency. It identifies key areas such as teacher confidence in handling sensitive topics, improved subject knowledge around risk, and the integration of life skills content across subjects. These outcomes are important because teachers are not only facilitators of learning, but also frontline responders to emerging risks. When teachers are confident, knowledgeable, and supported, the impact of programme like DAaRT is amplified across the school environment.

The outcomes were developed by analysing qualitative data from teacher interviews, thematic insights from survey results, and structured review of the Life Skills Outcomes Framework. This process identified consistent patterns in how teachers described change, particularly in confidence, safeguarding awareness, and ability to link content to the wider curriculum. These were formalised into eight outcomes (A to H), each with five specific indicators.

These outcomes link directly to the Whole School Outcomes Framework. Changes in teacher practice contribute to broader institutional shifts, such as improved safeguarding systems, more consistent behaviour approaches, and increased parental trust. In this way, teacher-level outcomes serve as a core mechanism for delivering measurable whole-school and community impact.