

PSHE Curriculum Guidance-a snap shot

*PSHE education should be taught in **discrete lessons**, supported by **other learning opportunities across the curriculum**, including the **use of enhancement days** where possible. This is the position taken by Ofsted.*

A number of other models can be used to supplement discrete lessons with dedicated curriculum time. These include:

- learning opportunities in other curriculum subjects (PSHE education provision integrated within other subjects)*
- whole school and extended timetable activities*
- cross-curricular projects*
- one-to-one or small group support and guidance on specific areas of learning and development*
- learning through involvement in the life of the school and wider community*

These opportunities, wherever they occur, should be planned, coordinated, assessed, monitored and evaluated. Pupils should be involved in this process, influencing provision from the start as well as having a say in how learning develops.

Overarching Concepts

- 1. Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- 2. Relationships** (including different types and in different settings)
- 3. A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- 4. Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- 5. Diversity** and **equality** (in all its forms)
- 6. Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- 7. Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- 8. Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- 9. Career** (including enterprise, employability and economic understanding)

Core Themes and Suggested Programmes of Study

Core Theme 1: Health and wellbeing

Pupils should be taught:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

Core Theme 2: Relationships

Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

Pupils should be taught:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise.

Essential Skills

The intrapersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide variety of settings	Skills of enquiry
<ol style="list-style-type: none"> 1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour) 2. Learning from experience to seek out and make use of constructive feedback 3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them) 4. Making decisions (including knowing when to be flexible) 5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers) 6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress) 7. Self-regulation (including managing strong emotions e.g. negativity and impulse) 8. Recognising and managing the need for peer approval 9. Self-organisation (including time management) 	<ol style="list-style-type: none"> 1. Active listening 2. Empathy 3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively) 4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience) 5. Negotiation (including flexibility, self-advocacy and compromise) 6. Recognising and utilising strategies for managing pressure, persuasion and coercion 7. Responding to the need for positive affirmation for self and others 	<ol style="list-style-type: none"> 1. Formulating questions 2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources) 3. Analysis (including separating fact from opinion) 4. Planning and deciding 5. Recalling and applying knowledge creatively and in novel situations 6. Drawing and defending conclusions using evidence and not just assertion 7. Identification, assessment (including prediction) and management of risk 8. Evaluating social norms 9. Reviewing progress against objectives

Year 1	Green Zone	Red Zone	Blue Zone
Autumn	<p><u>Belonging to a group and taking responsibility</u></p> <ul style="list-style-type: none"> I can describe what my responsibilities towards other people are (including being able to take turns, share and understand the need to return things that have been borrowed). I can help construct and agree to follow, group and class rules. I can understand how these rules help me. I can recognise that choices can have good and not so good consequences. I can recognise what is fair and unfair, kind and unkind, what is right and wrong. I can understand and follow rules for keeping myself physically and emotionally safe. I can demonstrate that I belong to various groups and communities such as family and school. 	<p><u>Communities</u></p> <ul style="list-style-type: none"> I can demonstrate I know what communities I am part of. I can explain what a community is. I can recognise the role of voluntary and community groups, especially in relation to health and wellbeing. I can talk about a local organisation that supports a specific community. I can talk about a national charity that supports communities across the UK. 	<p><u>Managing Risks and Dangers</u></p> <ul style="list-style-type: none"> I can recognise and manage ‘dares’. I can recognise the danger in ‘keeping something confidential or ‘secret’. I can identify when it is right to ‘break a confidence’ or ‘share a secret’ and when I should not agree to keep a secret. <p><u>Money</u></p> <ul style="list-style-type: none"> I can identify the role money plays in my own and other people’s lives. I can recognise that money comes from different sources and can be used for different purposes, including for spending and saving. I can recognise how to manage my money, keep it safe, choices about spending money and what influences.
Spring	<p><u>Emotional Literacy</u></p> <ul style="list-style-type: none"> I can communicate my feelings to others. I can describe my feelings to others. I can recognise how others show feelings. I can respond appropriately to the feelings of others. I can use some simple strategies for managing my own feelings. 	<p><u>Emotional Literacy</u></p> <ul style="list-style-type: none"> I can understand and use a range of good and not so good feelings. I know some simple strategies for managing my own feelings. I can express how I feel about change and loss (including moving home, losing toys, pets or friends). 	<p><u>Medicines and Drugs/Alcohol-Peer Pressure and Habits</u></p> <ul style="list-style-type: none"> I can explain what it meant by the term ‘habit’ and say why habits can be hard to change. I can identify the people who are responsible for helping me stay healthy and safe and list the ways that I can help these people. I can explain how and why some commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety.

	<p><u>Looking after my environment</u></p> <ul style="list-style-type: none"> • I can demonstrate what improves and harms my local, natural and built environments. • I can talk about some of the ways people look after the environment. • I can describe what my responsibilities towards other living things are. 		<ul style="list-style-type: none"> • I can use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. • I can recognise 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. • I can show awareness that some substances are legal, some are restricted and some are illegal to own, use and supply to others.
<p>Summer</p>	<p><u>Physical Safety</u></p> <ul style="list-style-type: none"> • I can demonstrate that I share a responsibility for keeping myself and others safe. • I can identify the dangers in my environment. • I can demonstrate I know what to do in the event of a fire. • I can demonstrate how to stay safe near and on roads. • I can demonstrate how to stay safe in water. • I can show some awareness that household products, including medicines, can be harmful if not used properly. 	<p><u>Healthy Lifestyle</u></p> <ul style="list-style-type: none"> • I can identify how to take care of my body. • I can begin to understand the concept of a 'balanced lifestyle'. • I can recognise that bacteria and viruses can affect health and that following simple routines can reduce their spread. • I can recognise opportunities to make my own choices about food, what might influence my choices and the benefits of eating a balanced diet. 	<p>Sex and Relationships -Puberty & stable, loving relationships.</p> <ul style="list-style-type: none"> • I can recognise that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. • I can recognise that marriage is a commitment freely entered into by both people that no one should enter into a marriage if they don't absolutely want to do so. • I can demonstrate I know that differences and similarities arise between people. (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). • I can identify how my body will change as I approach and move through puberty. • I can identify how my emotions may change

			<p>as I approach and move through puberty.</p> <ul style="list-style-type: none">• I can explain how humans reproduce.• I can understand that I have the right to protect my body from inappropriate and unwanted contact.
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Year 2	Green Zone	Red Zone	Blue Zone
Autumn	<p><u>My special people and staying safe</u></p> <ul style="list-style-type: none"> I can identify my special people (family, friends, carers), what makes them special and how special people should care for one another. I can recognise who looks after me. I can recognise how people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). I can explain the difference between secrets and surprises. I can describe the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises. I can demonstrate that I know when to say 'yes', 'no' and 'I'll tell'. I can 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). I can demonstrate that I know I must not keep an adult's secret. 	<p><u>Healthy Relationships</u></p> <ul style="list-style-type: none"> I can recognise what constitutes a positive, healthy relationship and develop skills to form and maintain positive and healthy relationships. I can show awareness of different types of relationship, including those between acquaintances, friends, relatives and families. I can recognise ways in which a relationship can be unhealthy and name who I can talk to if I need support. <p><u>Money</u></p> <ul style="list-style-type: none"> I can identify the role money plays in my own and other people's lives. I can recognise that money comes from different sources and can be used for different purposes, including for spending and saving. I can recognise how to manage my money, keep it safe, choices about spending money and what 	<p><u>Identifying and tackling Bullying and Discrimination. Challenging stereotypes and Celebrating Diversity.</u></p> <ul style="list-style-type: none"> I can recognise bullying and abuse in all its forms. (Including prejudice-based bullying both in person and online/via text. I can identify the consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language). I can recognise and challenge stereotypes. I can recognise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities. I can think about the lives of other people living in other places and people with different values and customs to own. I can appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. I can use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.

		influences.	
Spring	<p><u>Personal Hygiene</u></p> <ul style="list-style-type: none"> • I can describe how some diseases are spread. • I can describe how some diseases can be controlled. • I can maintain my personal hygiene. • I can explain what might happen if I don't maintain my personal hygiene. • I can demonstrate that I know the responsibility I have for my own health and the health of others. • I can describe what a healthy lifestyle includes, including the benefits of physical activity, rest, healthy eating and dental health. <p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> • I can name the main parts of the body (including external genitalia). • I can describe the similarities and differences between boys and girls. • I can identify and respect the differences and similarities between people. • I can demonstrate I understand about the process of growing from young to old. • I can talk about how I have changed over time. • I can recognise that people and other living things have needs. • I can describe how people's needs change. 	<p><u>Physical Safety</u></p> <ul style="list-style-type: none"> • I can demonstrate how to keep myself safe in my local environment (including rail, water and fire safety). • I can use the roads sensibly and safely. • I can explain the school rules and health and safety. • I can identify risks in my local environment. • I can demonstrate appropriate strategies for keeping physically safe. • I can recognise, predict and assess risks in different situations and decide how to manage them responsibly. • I can explain basic emergency aid procedures including where and how to get help. 	<p><u>Emotional Literacy</u></p> <ul style="list-style-type: none"> • I can demonstrate a deeper understanding of good and not so good feelings. • I can recognise when I need to listen to my emotions and when I might need to overcome my emotions. • I can recognise that I may experience conflicting emotions. • I can demonstrate how to keep myself emotionally safe. • I can recognise how images in the media do not always reflect reality and can affect how people feel about themselves. • I can talk about what positively and negatively affects their physical, mental and emotional health (including the media and sexting).

<p>Summer</p>	<p><u>Identifying Teasing and Bullying and how to ask for help.</u></p> <ul style="list-style-type: none"> • I can recognise that there are different types of teasing and bullying, that these are wrong and unacceptable. • I can recognise when people are being unkind either to me or others, how to respond, who to tell and what to say. • I can describe how to resist teasing or bullying and whom to go to and how to get help, if they experience or witness it. • I can say who I could go to if I was worried and how I would get their attention. 	<p><u>Teasing, bullying, discrimination and aggressive behaviour.</u></p> <ul style="list-style-type: none"> • I can describe what teasing is and what is not. • I can describe what bullying is and what it is not. • I can describe what discrimination is and what is not. • I can describe what aggressive behaviour is and what it is not. • I can judge what kind of physical contact is acceptable or unacceptable and know how to respond appropriately. • I can explain how I can respond to bullying and name who to ask for help. 	<p><u>Sex and Relationships -Puberty & stable, loving relationships.</u></p> <ul style="list-style-type: none"> • I can recognise that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. • I can recognise that marriage is a commitment freely entered into by both people that no one should enter into a marriage if they don't absolutely want to do so. • I can demonstrate I know that differences and similarities arise between people. (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). • I can identify how my body will change as I approach and move through puberty. • I can identify how my emotions may change as I approach and move through puberty. • I can explain how humans reproduce. • I can understand that I have the right to protect my body from inappropriate and unwanted contact.
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End of Key Stage Statements

Key stage 1

Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys).

Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest). They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely). They can explain that people grow from young to old.

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).

Key stage 2

Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.

Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).

Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). They can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.