

PSHE



PSHE is taught through units which enable pupils to become conscientious and respectful citizens. You cover all aspects of personal, social and health education; social, moral, spiritual and cultural education; British values and the rule of law and all aspects of the statutory relationships and sex education. The PSHE curriculum is taught around 6 Key Concepts which are revisited and developed as pupils progress through school.

Key concepts: A range of these ideas are explored through each PSHE unit and provide lenses through which to consider different aspects of this area of the pupil's personal development.

- **Being me in your world** (Who am I? Understanding your own identity and how I fit well in the class, school and global community)
- **Celebrating differences** (Understanding diversity, respect, anti-bullying including cyber and homophobic bullying)
- **Dreams and goals** (achievement, goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society)
- **Healthy me** (body and mind, drugs and alcohol education, self-esteem, confidence, healthy lifestyles, sleep, nutrition, rest and exercise)
- **Relationships** (Friends, family and other relationships, conflict resolution and communication skills, bereavement and loss)
- **Changing me** (Change, transition, relationships and Sex Education)

Second order concepts: These are PSHE / life skills that are taught and applied through each unit of the PSHE curriculum. These skills build progressively as pupils move through the school.

- **Emotional literacy** – (Self-awareness, social skills, empathy, motivation, managing feelings)
- **Responsibility** – (Personal responsibility, responsibility towards others, relationships, world of work, staying safe, health)
- **Resilience** – (Developing strategies for resilience, ambition, personal best, managing emotions)
- **Written and oral expression:** (Using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)

SMSC, British Values and Protected Characteristics are key strands that are embedded across the whole PSHE curriculum and are revisited in most lessons. Therefore, the following concepts are explored through the PSHE curriculum:

- Social development
- Moral development
- Spiritual development
- Cultural development
- Emotional development
- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and belief
- Age
- Gender Reassignment
- Being Married or in a Civil Partnership
- Being pregnant or on Maternity leave
- Disability
- Race
- Religion
- Sex and Sexual Orientation

End points

By the end of EYFS, pupils will be able to:

- Begin to develop and form positive relationships.
- Show sensitivity towards the needs of others.
- Show self-confidence and awareness by trying new things and taking risks.
- Manage feelings and behaviour.
- Show and talk about your own emotions and those of others.
- Be able to differentiate between positive and negative behaviour and understand that negative behaviour has consequences.

By the end of Key Stage 1, pupils will be able to:

- Develop your awareness of yourselves in familiar contexts such as school and home.
- Understand how your behaviour impacts on others around them.
- Be able to identify what makes us all individuals and unique and celebrate diversity.
- Articulate your understanding of bullying and recognise the negative impact it has.
- Express how you can succeed and work collaboratively to achieve a goal.
- Understand how your body has changed from being a baby and describe the private parts of your bodies.
- Understand what kinds of things are health or unhealthy.

By the end of Key Stage 2, pupils will be able to:

- Apply your understanding of themselves and others in a wider context such as your communities and the rest of the world.
- Understand how to manage your emotions effectively.
- Understand more deeply the diverse world we live in and how discriminatory behaviour has a huge effect on people in all cultures and those who are part of the protected characteristics groups.
- Understand how your bodies change through puberty and into adulthood.
- Further your understanding of how lifestyle choices can have a dramatic effect on your health and wellbeing, including drugs, cigarettes and alcohol.
- Set themselves aspirational targets that will help them as you progress into key stage 3.
- Use the knowledge you have gained and apply it by becoming a positive role model and global citizen.

Pedagogy

The nature of a PSHE lesson encourages open and honest discourse between all participants in an environment that you feel safe in.

To ensure this happens:

- Teachers should allow enough time for all children to share thoughts and experiences in the safety of the classroom environment.
- The Jigsaw charter is an essential tool for the start of the lesson to remind the children of the expectations of them in the lesson.
- Teachers should not be afraid to allow the lesson to deviate if the discussion naturally moves away from the original intent however the teacher should steer this back towards achieving the learning outcome set out at the start.
- Pupils should feel confident in making mistakes and teachers should use misconceptions as a learning tool rather than telling children you are wrong.
- Discussions should lead into periods of reflection during which pupils make personal and collaborative observations about the subject matter.
- In each lesson, pupils should be able to apply what you have learned although this does not always have to be a written outcome.
- Pupils should be encouraged to make self-assessments alongside teacher assessments.

Progressive Objectives –

Our progressive objectives show what pupils should know and be able to do in each aspect of PSHE by the end of each year group. These are used to support planning and the ongoing assessments of pupils' work. The **6 key concepts** are revisited throughout these units to allow pupils to make links and draw comparisons between different areas of PSHE learning.

Year Group	
	Being me in your world (Who am I? Understanding your own identity and how I fit well in the class, school and global community)
EYFS	To understand that there are similarities and differences between you and your friends.
	To show an understanding of your own and others' feelings
	To understand how to manage your feelings
	To be able explain the reasons for rules, know right from wrong and try to behave accordingly
Year 1	To be able to explain why the class is a happy and safe place to learn.
	To be able to give different examples where you or others make the class happy and safe.
Year 2	To be able to explain why your behaviour can impact on other people in your class.
	To be able to compare your own and friends' choices and can express why some choices are better than others.
Year 3	To be able to explain how your behaviour can affect how others' feel and behave.
	To be able to explain why it is important to have rules and how that helps you and others in the class learn.
	To know why it is important to feel valued.
Year 4	To be able to explain why being listened to and listening to others is important in the school community.
	To be able to explain why being democratic is important and can help you and others feel valued.
Year 5	To be able to compare your life with other people in your country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.
Year 6	To be able to explain how the actions of one person can affect another and can give examples of this from school and a wider community context.
	To be able to explain how your choices can have an impact on people in your immediate community and globally.
	To be able to empathise with others in your community and globally and explain how this can influence the choices you make.

	Celebrating differences (Understanding diversity, respect, anti-bullying including cyber and homophobic bullying)
EYFS	To be able to show sensitivity to your own and others' needs
	To know how to be a kind friend
	To know what words to use to stand up for yourself if someone says something unkind
	To understand that being different is what make us special and that we are all good at different things
Year 1	To be able to explain some ways that you are different and similar to other people in your class, and why this makes us all special
Year 2	To be able to explain that sometimes people get bullied because you are seen to be different; this might include people who do not conform to gender stereotypes.
Year 3	To be able to describe different conflicts that might happen in family or friendship groups and the effects of what people say in these situations
Year 4	To be able to talk about a time when your first impression of someone changed as you got to know them. To be able to also explain why bullying might be difficult to spot and what to do about it if not sure.
Year 5	To be able to explain the differences between direct and indirect types of bullying and can offer a range of strategies to help themselves and others if you become involved (directly or indirectly) in a bullying situation.
Year 6	To be able to explain ways in which difference can be a source of conflict or a cause for celebration.

	Dreams and goals (achievement, goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society)
EYFS	To be able to talk about jobs you might like to have when you are older
	To be able to work towards simple goals, be patient for what you want and control your immediate impulses when appropriate;
	To be able to try new activities and show independence, resilience and perseverance in the face of challenge;
Year 1	To be able to explain how you feel when you are successful and how this can be celebrated positively.
Year 2	To be able to explain how you played your part in a group and the parts other people played to create an end product.
	To be able to explain how your skills complemented each other.
Year 3	To be able to explain the different ways that help you learn and what you need to do to improve.
Year 4	To be able to plan and set new goals even after a disappointment.
Year 5	To be able to compare your hopes and dreams with those of young people from different cultures.
Year 6	To be able to explain different ways to work with others to help make the world a better place

	Healthy me (body and mind, drugs and alcohol education, self-esteem, confidence, healthy lifestyles, sleep, nutrition, rest and exercise)
EYFS	To be able to manage your own basic hygiene and personal needs, including dressing, going to the toilet and personal safety
	To understand the importance of healthy food choices and exercise
Year 1	To be able to explain why your body is amazing and can identify a range of ways to keep it safe and healthy.
Year 2	To be able to explain why foods and medicines can be good for your body comparing your ideas with less healthy/ unsafe choices
Year 3	To be able to identify things, people and places that you need to keep safe from, and can tell you some strategies for keeping yourself safe and healthy including who to go to for help.
Year 4	To be able to recognise when people are putting you under pressure and can explain ways to resist this when you want to.
Year 5	To be able to explain different roles that food and substances can play in people's lives. To be able to also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.
Year 6	To be able to explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.

	Relationships (Friends, family and other relationships, conflict resolution and communication skills, bereavement and loss)
EYFS	To be able to form positive attachments to adults and have friendships with peers;
	To have some strategies to use if you feel upset or angry
	To be able to work and play cooperatively, take turns with others and think of ways to mend friendships
Year 1	To be able to explain why you have special relationships with some people and how these relationships help you feel safe and good about yourself. To be able to also explain how your qualities help these relationships
Year 2	To be able to explain why some things might make people feel uncomfortable in a relationship and compare this with relationships that make people feel safe and special.
Year 3	To be able to explain how your life is influenced positively by people you know and also by people from other countries.
Year 4	To be able to recognise how people are feeling when they miss a special person or animal.
Year 5	To be able to compare different types of friendships and the feelings associated with them. To be able to also explain how to stay safe when using technology to communicate with your friends, including how to stand up for yourself, negotiate and to resist peer pressure.
Year 6	To be able to identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.

	Changing me (Change, transition, relationships and Sex Education)
EYFS	To understand that we all grow from babies to adults
	To be able to name parts of the body
Year 1	To be able to compare how you are now to when you were a baby and explain some of the changes that will happen to me as you get older.
	To be able to use the correct names for private parts of the body and give reasons why they are private.
Year 2	To be able to use the correct terms to describe private parts of the body and explain why they are private.
	To be able to explain why some types of touches feel OK and others don't.
Year 3	To be able to explain how boys' and girls' bodies change on the inside/outside during the growing up process and can explain why these changes are necessary so that your bodies can make babies when you grow up.
Year 4	To be able to summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.
Year 5	To be able to explain how boys and girls change during puberty and why looking after yourself physically and emotionally is important.
	To be able to also summarise the process of conception.
Year 6	To be able to describe how a baby develops from conception through the nine months of pregnancy, and how it is born.