



Haworth Primary School

**PSHE Education Programme
(Key Stages 1-2)**

Purpose of Study

Personal, Social, Health and Economic (PSHE) education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

As part of our whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education can help to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The PSHE education programme is designed to promote pupil's wellbeing and to make a significant contribution to their behaviour and safety and their Spiritual, Moral, Social and Cultural (SMSC) development.

Aims

The overarching aim for our PSHE education is to provide pupils with:

- Accurate and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and other's values, attitudes, beliefs, rights and responsibilities
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Subject Content

The programme across the school uses three overlapping and linked '**Core Themes**' (Health and Wellbeing, Relationships, Living in the Wider World). These are taught in accordance with pupils' readiness, are appropriate across the Key Stages and build upon Early Years Foundation Stage Learning.

Our PSHE education takes account of pupils' prior learning and experiences and reflects the universal needs shared by all children and young people as well as the specific needs of the pupils in the school. It is taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope and deepening pupil's thinking.

PSHE education prepares pupils for both their futures and their present day-to-day lives. It is essential that our pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. PSHE education has a rich body of knowledge taught through topics. The chosen topics provide a context to progressively expand and enrich overarching concepts and transferable skills.

Overarching Concepts

- **Identity** (their personal qualities, attitudes, skills, attributes and achievement and what influences these)
- **Relationships** (including different types and in different settings)
- **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Risk** (to be managed rather than simply avoided) and **safety** (including behaviour and strategies in different settings)
- **Diversity** and **equality** (in all its forms)
- **Rights, responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **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)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Career** (including enterprise and economic understanding).

PSHE education makes a significant contribution to the development of a wide range of essential skills

| Essential Skills | | |
|---|---|--|
| The <u>intrapersonal</u> skills required for self-management | The <u>interpersonal</u> skills for positive relationships in a wide variety of settings | The skills of <u>enquiry</u> |
| <ul style="list-style-type: none"> • 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 peer's behaviour) • Learning from experience to seek out and make use of constructive feedback • Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them) • Making decisions (including knowing when to be flexible) • 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) • Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress) • Self-regulation (including managing strong emotions e.g. negativity and impulse) • Recognising and managing the need for peer approval • Self organisation (including time management) | <ul style="list-style-type: none"> • Active listening • Empathy • 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) • Team working (including agreeing clear and challenging outcomes, facilitation, cooperation, 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) • Negotiation (including flexibility, self-advocacy and compromise) • Recognising and strategies for managing pressure, persuasion and coercion • Responding to the need for positive affirmation for self and others | <ul style="list-style-type: none"> • Formulating questions • Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources) • Analysis (including separating fact from opinion) • Planning and deciding • Recalling and applying knowledge creatively and in novel situations • Drawing and defending conclusions using evidence and not just assertion • Identification, assessment (including prediction) and management of risk • Evaluating social norms • Reviewing progress against objectives |

Core Theme 1: Health and Wellbeing

Suggested Programme of Study for 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, such as 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

Suggested Programme of Study for 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

Suggested Programme of Study for Living in the Wider World

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 quality 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

PSHE Education Spiral Curriculum (Key Stages 1-2)

PSHE Programme

YEAR 1

| Health & Wellbeing | | Relationships | | Living in the Wider World Economic Wellbeing & Being a Responsible Citizen | |
|---|---|---|---|--|---|
| Health | Risk | Relationships | Identity | Economic | Citizenship |
| To understand what constitutes a healthy lifestyle including the benefits of physical activity, rest and healthy eating and dental health. | To know rules for and ways of keeping physically & emotionally safe - Road safety (Including safety in the environment) | To identify their own special people (family, friends, carers), what makes them special & how special people should care for one another. | To think about themselves, to learn from their experiences, to recognise & celebrate their strengths and set simple but challenging goals. | To understand what improves & harms their local, natural & built environments and about some of the ways people look after them. | To help construct & agree to follow, group & class rules and to understand how these rules can help them. |
| To recognise what they like & dislike, how to make real, informed choices that improve their physical & emotional health, to recognise that choices can have good and not so good consequences. | To know about people who look after them, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them. | To identify & respect the differences & similarities between people. | To recognise what they like & dislike, how to make real, informed choices that improve their physical & emotional health, to recognise that choices can have good and not so good consequences. | To recognise that money comes from different sources & can be used for different purposes, including the concepts of spending & saving | To recognise what is fair & unfair, kind & unkind, what is right & wrong. |
| To recognise that household products, including medicines, can be harmful if not used properly. | To recognise that they share a responsibility for keeping themselves & others safe, when to say, 'Yes,' 'No,' 'I'll ask' and 'I'll tell.' | To listen to other people & play and work cooperatively (including strategies to resolve simple arguments through negotiation). | | | To recognise how their behaviour affects other people. |
| | | To share their opinions on things that matter to them & explain their views through discussions with one other person & the whole class. | | | To offer constructive support & feedback to others. |

PSHE Programme

YEAR 2

| Health & Wellbeing | | Relationships | | Living in the Wider World Economic Wellbeing & Being a Responsible Citizen | |
|--|---|--|--|--|---|
| Health | Risk | Relationships | Identity | Economic | Citizenship |
| To understand the importance of health & how to maintain personal hygiene. | To understand rules for and ways of keeping physically & emotionally safe (including safety on-line, the responsible use of ICT. The difference between secrets & surprises & understanding not to keep adult secrets, only surprises). | To understand there are different types of teasing & bullying, that these are wrong & unacceptable. | To understand the process of growing from young to old and how people's needs change. | To recognise that money comes from different sources & can be used for different purposes, including the concepts of spending & saving. | To contribute to the life of the classroom. |
| To know how some diseases are spread & can be controlled and the responsibilities they have for their own health & that of others. | To consider good and not so good feelings, a vocabulary to describe their feelings to others & simple strategies for managing feelings. | To know how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. | To understand about growing and changing and new opportunities and responsibilities that increasing independence may bring. | To understand about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices. | To understand that people & other living things have needs and that they have responsibilities to meet them (including being able to take turns, share & understand the need to return things that have been borrowed). |
| To understand the safe use of medicines and about people who look after them. | To recognise that they share a responsibility for keeping themselves & others safe, when to say 'yes,' 'no,' 'I'll ask,' & 'I'll tell.' | To judge what kind of physical contact is acceptable, comfortable, unacceptable & uncomfortable & how to respond (including who to tell & how to tell them). | To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends). | | To understand that they belong to various groups & communities eg. family & school. |
| | | To recognise that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). | To learn the names of the main parts of the body (including external genitalia) the similarities & differences between boys and girls. | | To offer constructive support & feedback to others. |
| | | To understand how to communicate their feelings to others, to recognise how others show feelings & how to respond. | | | |

PSHE Programme

YEAR 3

| Health & Wellbeing | | Relationships | | Living in the Wider World Economic Wellbeing & Being a Responsible Citizen | |
|---|--|---|---|--|--|
| Health | Risk | Relationships | Identity | Economic | Citizenship |
| To understand which, why and how, commonly available substances and drugs could damage their immediate and future health & safety, and that some are legal. | To understand strategies for keeping physically and emotionally safe including safety in the environment, safe places to play and personal safety. | To work collaboratively together towards shared goals. | To reflect on and celebrate their achievements and understand their own uniqueness and what makes them happy. | To learn about the role money plays in their own and others lives. | To understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. |
| To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread. | To understand about people who are responsible for helping them stay healthy and safe and ways that they can help these people. | To be aware of different types of relationship, including those between friends and families. | To understand about change, including transitions (between Key Stages and schools). | To learn about enterprise and the skills that can make someone 'enterprising.' | To realise the consequences of antisocial and aggressive behaviours on individuals and communities. |
| To recognise opportunities to make choices about food and the benefits of eating a balanced diet. | To understand that pressure to behave in a risky way can come from a variety of sources, including people they know. | To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. | | | To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. |
| | | To understand that their actions affect themselves and others. | | | |
| | | To be able to judge what kind of physical contact is acceptable or unacceptable and how to respond. | | | |

PSHE Programme

YEAR 4

| Health & Wellbeing | | Relationships | | Living in the Wider World Economic Wellbeing & Being a Responsible Citizen | |
|--|--|--|--|---|--|
| Health | Risk | Relationships | Identity | Economic | Citizenship |
| To understand which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health & safety. | To understand strategies for keeping physically and emotionally safe including road safety. | To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise & care about other peoples feelings and to try to see, respect and if necessary constructively challenge their points of view. | To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. | To learn about the role money plays in their own and others lives, including how to manage their money. | To think about the lives of people living in other places, and people with different values & customs. |
| To understand what positively and negatively affects their physical, mental and emotional health (including the media). | To differentiate between the terms 'risk,' 'danger' and 'hazard.' | To understand the concept of 'keeping something confidential or secret,' when we should or should not agree to this and when it is right to 'break a confidence,' or 'share a secret.' | To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. | To learn about enterprise and the skills that make someone 'enterprising.' | To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. |
| To begin to understand the concept of a 'balanced lifestyle.' | To deepen understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environments) and how to use this as an opportunity to build resilience. | To understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity.(See 'protected characteristics in the Equality Act 2010') | To recognise they may experience conflicting emotions and when they might need to listen to their emotions or overcome them. | | To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. |
| | To recognise and manage 'dares.' | | To understand about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. | | |
| | To understand about people who are responsible for helping them stay healthy and safe and ways that they can help these people. | | | | |

PSHE Programme

YEAR 5

| Health & Wellbeing | | Relationships | | Living in the Wider World Economic Wellbeing & Being a Responsible Citizen | |
|---|---|--|---|--|--|
| Health | Risk | Relationships | Identity | Economic | Citizenship |
| To understand which, why and how, commonly available substances and drugs could damage their immediate and future health & safety, some are restricted and some are illegal to own, use and supply to others. | To understand strategies for keeping physically and emotionally safe including safety in the environment and safety on-line (including the responsible use of ICT and mobile phones). | To be aware of different types of relationship including those between friends & families, civil partnerships and marriage. To recognise & respond appropriately to a wider range of feelings in others | To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences). Begin to understand the concept of a 'balanced lifestyle.' | To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. | To understand why & how rules and laws that protect themselves & others are made and enforced, why different rules are needed in different situations. |
| To understand 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. | To understand about people who are responsible for helping them stay healthy and safe and ways that they can get help. | To recognise what constitutes a positive, healthy relationship and to develop and maintain the skills necessary. | To recognise opportunities to make their own choices about food, what might influence their choices and the benefit of eating a balanced diet. | To recognise that there are different kinds of responsibilities towards the environment. | To understand how to take part in making & changing rules. |
| To recognise their increasing independence brings increased responsibility to keep themselves and others safe. | To recognise and manage 'dares.' | To understand that differences and similarities between people arise from a number of factors including family, cultural, age, sex, gender identity, sexual orientation and disability. (See 'protected characteristics in the Equality Act 2010') | To recognise how images in the media do not always reflect reality and can affect how people feel about themselves. | To recognise the role of voluntary, community and pressure groups. | To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. |
| | To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, and that makes them feel uncomfortable, anxious or that they believe to be wrong. | To understand about human reproduction including conception (and that this can be prevented) To understand how their body will change as they approach and move through puberty. | To understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex and disability. (See 'protected characteristics in the Equality Act 2010') | To learn about enterprise and the skills that make someone 'enterprising.' | To realise the consequences of anti-social and aggressive behaviours, such as bullying and discrimination on individuals and communities. |

PSHE Programme

YEAR 6

| Health & Wellbeing | | Relationships | | Living in the Wider World Economic Wellbeing & Being a Responsible Citizen | |
|--|---|--|---|--|--|
| Health | Risk | Relationships | Identity | Economic | Citizenship |
| To understand which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health & safety, that some are legal, some are restricted and some are illegal to own, use and supply to others. | To recognise when & how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that make them uncomfortable, anxious or that they believe to be wrong. | To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice-base language, how to respond & ask for help). | To understand how their body will change as they approach and move through puberty. | To learn about the role money plays in their own and others lives, including how to manage their money and about being a critical consumer. | To explore & critique how the media present information. |
| To understand what is meant by the term 'habit' and why habits can be hard to challenge. | To understand school rules about health & safety, basic emergency aid procedures and where to get help. | To recognise and manage 'dares' and challenge stereotypes. | To recognise how images in the media do not always reflect reality and can affect how people feel about themselves. | To develop an initial understanding of the concepts of 'interest,' 'loan,' 'debt' and 'tax.' (eg. their contribution to society through the payment of VAT). | To understand what being part of a community means, and about the varied institutions that support communities locally and nationally. |
| To recognise and challenge stereotypes. | To understand strategies for keeping physically and emotionally safe including safety in the environment and safety on-line (including the responsible use of ICT , mobile phones and social media). | To understand that differences and similarities between people arise from a number of factors, including age, sex, gender identity, sexual orientation and disability (see 'protected characteristics 'in the Equality Act 2010) | To understand about human reproduction including conception (and that this can be prevented) | To learn about enterprise and the skills that make someone 'enterprising.' | To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. |
| | To understand the importance of protecting personal information, including passwords, addresses and images | To resolve differences by looking at alternatives, seeing & respecting others' points of view, making decisions and explaining choices. | | | To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. |