

Stroud and Cotswold Alternative Provision School PSHE progression document.

Overview

This document sets out the plan for curriculum coverage of PSHE across the school. The objectives are taken from Gloucestershire Healthy Living and Learning team's 'Pink Curriculum'. All staff have access to 'Facts4life' training and resources. This plan will be updated in light of statutory guidance.

Aims

PSHE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

PSHE education helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils. There is evidence to show that PSHE education can address teenage pregnancy, substance misuse, unhealthy eating, lack of physical activity, and emotional health. The skills and attributes developed through PSHE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility.

Our Programme of Study aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

The [national curriculum](#) also states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the [Education Act 2002](#) and the [Academies Act 2010](#) to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. The relationships and health aspects of PSHE education [will be compulsory](#) in all schools from 2020.

In June 2019, the Department for Education [launched the final statutory guidance](#) to accompany introduction of compulsory health education, relationships education and relationships and sex education (RSE) in 2020.

Vocabulary

Overarching concepts and vocabulary developed through the Programme of Study

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. Relationships (including different types and in different settings, including online)
3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
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, including online in an increasingly connected world)
5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
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 online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. Career (including enterprise, employability and economic understanding)

HEALTH AND WELLBEING - Developing Risk Management

	Key Questions	Children will learn about	Methods of Coverage at Lakeside Primary School
Foundati on	<p>Who helps us?</p> <p>What are emergency services and how do they keep us safe?</p> <p>How do we keep ourselves safe?</p> <p>When is it safe or not safe to take medicine?</p>	<ul style="list-style-type: none"> • Safety in different situations (fire, road, sun) • Safe use of medicines and other substances 	Facts4life scheme of work
Key Stage 1	<p>What is a medicine?</p> <p>When can medicines be helpful and harmful?</p> <p>What could I do if I think something is not safe?</p> <p>Who helps us?</p> <p>What are emergency services and how do they keep us safe?</p> <p>How do we keep ourselves safe?</p> <p>Who can we speak to about our feelings?</p>	<ul style="list-style-type: none"> • Drugs and their uses (medicines are drugs that are intended to help us) • Safety in different situations (road, fire, sun) • Personal safety & stranger danger • Recognise that our feelings can affect the way we behave and who we can speak to about our feelings • Identify where we can go when we need to feel safe 	<p>Health and Wellbeing week</p> <p>Facts4life scheme of work</p>
Lower Key Stage 2	<p>How do we keep ourselves safe?</p> <p>Who can we speak to about our feelings?</p> <p>Who can I ask for help?</p> <p>Drugs:</p> <p>What is a drug, are all drugs medicines and what drugs have a non-medical use?</p> <p>What does 'age-restricted' mean?</p> <p>What does 'Smokefree' mean?</p> <p>What risks are there?</p> <p>What would someone need to know before they tried a legal /illegal drug (the risks)?</p> <p>What drinks contain drugs? (e.g. caffeine/alcohol)</p> <p>Is it normal for young people to use drugs?</p>	<ul style="list-style-type: none"> • Recognise that our feelings can affect the way we behave • Identify where we can go when we need to feel safe • Identify who we can speak to about our feelings • Alcohol & tobacco • Drugs and their uses including medical drugs • Effects and risks of drugs • Children learn that drug use is a minority activity • SunSmart 	<p>'Breath of fresh air' GHLL/NHS resource</p> <p>Facts4life scheme of work</p>
Upper Key Stage 2	<p>What does 'smokefree' mean & what is a drug?</p> <p>Why do we have laws that control drugs in this country and what they are?</p> <p>Why are some drugs illegal and some legal?</p> <p>What effects and risks do drugs have (including tobacco and alcohol – and volatile substances, if raised)?</p> <p>Is it normal for young people to use drugs?</p> <p>Is drug use increasing or decreasing among young people?</p> <p>Why do we sometimes take risks?</p> <p>How do we keep safe around the home?</p> <p>How do we keep ourselves safe outside?</p>	<ul style="list-style-type: none"> • Legal & illegal drugs, the law • Effects and risks of drugs • E-cigarettes • Drug use as a minority activity -use young people is decreasing • Different types of risks, including positive risk taking • Identifying and assessing risks • Hazards in the home e.g. electrical appliances, sources of fire, sharps and blades, cleaning substances etc. • SunSmart • Emergency Aid • Public transport • Hazards in our community e.g. power sub stations, sharps and blades, farms, construction sites. 	<p>'Breath of fresh air' GHLL/NHS resource Year 6 Science</p> <p>Facts4life scheme of work</p>

HEALTH AND WELLBEING – understanding personal change and responsibility

	Key Questions	Children will learn about	Methods of Coverage at Lakeside Primary School
Foundation	<p>Why am I special? Why should we brush our teeth? Why do we keep clean? What keeps me healthy/in balance? What are the correct names for body parts? What can I do for myself?</p>	<ul style="list-style-type: none"> Valuing their bodies and capabilities Knowing what makes each of us unique and special Brushing teeth Hygiene Being aware of body needs e.g. water, sleep, exercise etc. Introduce correct names for body parts 	<p>Health & Wellbeing Week Facts4life scheme of work RSE scheme of work</p>
Key Stage 1	<p>Why do we keep clean? What keeps me healthy? How can I develop my resilience? What is an 'active lifestyle' and why is it important? How do I feel? What affects my mood? How have I changed? What is similar and different about girls and boys? What are the names of the external body parts? Why am I special? What do we have in common/how are we different?</p>	<ul style="list-style-type: none"> Hygiene Resilience Diet & exercise Illness, wellness & balance Positive coping strategies The changes that have taken place since being a baby Some of the changes that will take place as a baby grows into an adult That humans produce babies that grow into children and then into adults The main external parts of the bodies of humans What makes each of us unique and special 	<p>Y1 Science 'Make me a superhero' GHLL resource supporting resilience 'Focused for Learning' GHLL resource based on mindfulness RSE scheme of work Health & Wellbeing Week Facts4life scheme of work</p>
Lower Key Stage 2	<p>What is special about me? What makes me feel good about myself? What gives me energy? Why do we keep clean? What keeps me healthy/in balance? How do I feel? What affects my mood? How can I manage my feelings? (including feelings of loss) How can I develop my resilience? What is an 'active lifestyle' and why is it important?</p>	<ul style="list-style-type: none"> My thoughts, feelings What affects our energy levels and the way we feel Recognising how these feelings can impact our behaviour Resilience Hygiene Diet, exercise & sleep Illness, wellness & balance Managing feelings Self worth Anxiety – triggers, positive strategies for coping. Bereavement (of pets) 	<p>Health & Wellbeing Week Primary Mental Health handbook 'Make me a superhero' GHLL resource supporting resilience 'Focused for Learning' GHLL resource based on mindfulness Facts4life scheme of work 'Counting Sleep' GHLL resource promoting positive sleep patterns Year 3 Science Year 4 Science RSE scheme of work</p>
Upper Key Stage 2	<p>How do I feel? What affects my mood? How can I manage my feelings (including feelings of loss)? Why do we keep clean? What keeps me healthy/in balance? How can I develop my resilience? What is an 'active lifestyle' and why is it important?</p> <p>What changes happen as we become adults? What are the stages in the human life cycle? How are babies made?</p>	<ul style="list-style-type: none"> Managing feelings (Bereavement, Self harm, Self worth, Anxiety – triggers, positive strategies for coping) Resilience Personal care – Hygiene, diet, exercise, sleep, illness Assertiveness (self-assured and confident without being aggressive) Puberty/body changes The physical changes that take place at puberty, why they happen and how to manage them Name and describe the functions of the sexual organs of boys and girls Describe some internal differences between males and females About the facts of the human lifecycle, including sexual intercourse 	<p>Health & Wellbeing Week 'Make me a superhero' GHLL resource supporting resilience Facts4life scheme of work</p> <p>Y5 SRE</p>

RELATIONSHIPS – understanding the dynamics of healthy relationships (Friends & Family, Kindness & Anti-bullying)

	Key Questions	Children will learn about	Methods of Coverage at Lakeside Primary School
Foundation	<p>What makes me a good friend? What behaviour makes us feel happy/ sad (inc appropriate and inappropriate touch)? How do we show kindness to ourselves and others?</p>	<ul style="list-style-type: none"> Protective behaviours (understanding what makes you and others feel happy or sad) Identifying kindness 	<p>Anti-bullying week SEAL</p>
Key Stage 1	<p>Who takes care of me? What does private mean? What makes a good friendship? What behaviour makes us feel happy/ sad (inc appropriate and inappropriate touch)?</p> <p>How do we show kindness to ourselves? How do we show kindness to others? How do I feel when I am shown kindness? How do I feel when I show kindness to others?</p>	<ul style="list-style-type: none"> Different relationships The responsibilities that parents have for babies and children The underwear rule (PANTS) Making and keeping friends Protective behaviours (understanding what makes you and others feel happy or sad) Positive touch activities - the need to seek permission when we touch someone else the need to be respectful of a person's personal boundaries <ul style="list-style-type: none"> Different types of unkind behaviour The difference between isolated incidents of unkind behaviour and bullying Identifying acts of kindness - Exploring how kindness benefits all involved 	<p>NSPCC PANTS SEAL Peer massage 'Protective behaviours' GHLL scheme of work RSE</p> <p>Anti-bullying week</p>
Lower Key Stage 2	<p>What responsibilities does a parent have for their child? What behaviour affects our feelings and how (including appropriate and inappropriate touch)?</p> <p>What is an unhealthy relationship? What is a healthy relationship? What is bullying? How do we show kindness to ourselves? How do we show kindness to others? How do I feel when I am shown kindness? How do I feel when I show kindness to others?</p>	<ul style="list-style-type: none"> Changes in relationships with parents & friends Different types of love The need for trust and love in marriage and established relationships The responsibilities that parents have for babies and children Positive touch activities - the need to seek permission when we touch someone else The need to be respectful of a person's personal boundaries <ul style="list-style-type: none"> The difference between isolated incidents of unkind behaviour and bullying Recognising that bullying behaviour is not the norm (most of the time, most children are not bullied and are not bullies) Identifying acts of kindness - Exploring how kindness benefits all involved 	<p>RSE 'Protective behaviours' GHLL scheme of work</p> <p>SEAL</p> <p>Anti-bullying week</p>
Upper Key Stage 2	<p>What is a healthy relationship? What is an unhealthy relationship? What behaviour affects our feelings and how (including appropriate and inappropriate touch)?</p> <p>What is bullying? What do you do if you are being bullied? What do you do if you see someone being bullied? How do we show kindness to ourselves? How do we show kindness to others? How do I feel when I am shown kindness? How do I feel when I show kindness to others?</p>	<ul style="list-style-type: none"> Friends Changes in relationships e.g. with parents, boyfriend/girlfriend The need for trust and love in marriage and established relationships Protective behaviours Assertiveness (self-assured and confident without being aggressive) Positive touch activities - the need to seek permission when we touch someone else The need to respect personal boundaries <ul style="list-style-type: none"> Peer pressure Different types of unkind behaviour and bullying (emotional, physical, verbal, cyber, sexual, homophobic, racial, cultural) Identifying acts of kindness - Exploring how kindness benefits all involved 	<p>RSE</p> <p>SEAL</p> <p>Anti-bullying week</p>

LIVING THE WIDER WORLD – how media, commerce and social issues shape our understanding of the world

	Key Questions	Children will learn about	Methods of Coverage at Lakeside Primary School
Four data	How do I stay safe online?	<ul style="list-style-type: none"> Games, applications, TV streaming, Passwords/Access codes, PINS, Appropriate websites 	E-safety Week, Spring Kidsmart internet safety
Key Stage 1	<p>How do I stay safe online?</p> <p>How do we feel about the events we see through the media?</p> <p>Does the media always present events factually?</p> <p>How do we engage with what we see through the media?</p> <p>How do I manage my pocket money?</p> <p>What is happening in my community?</p>	<ul style="list-style-type: none"> Games, applications, TV streaming, Passwords/Access codes, PINS, Appropriate websites Reacting to events on TV e.g. terrorism, racism, inappropriate behaviour of role models Advertising e.g. influence, bias, distortion Monetary value and the notion of saving up for a purchase Issues of interest/relevance to their locality 	E-safety Week, Spring
Lower Key Stage 2	<p>How do I stay safe online?</p> <p>How do I manage appropriate relationships online?</p> <p>How do we feel about the events we see through the media?</p> <p>Does the media always present events factually?</p> <p>How do we engage with what we see through the media?</p> <p>How do I manage my pocket money?</p> <p>Where does our money come from?</p> <p>What is happening in my community?</p> <p>How can we make a difference?</p> <p>(A sense of agency; we can all contribute to making a positive change)</p>	<ul style="list-style-type: none"> Internet Safety -Online games, email/chat Texting, instant messenger, 'kick' etc. Appropriate gaming, websites, applications, TV streaming Passwords/Access codes, PINS Appropriate websites Reacting to events on TV e.g. terrorism, racism, inappropriate behaviour of role models Advertising e.g. influence, bias, distortion Monetary value and the notion of saving up for a purchase Different sources of income Different forms of money and payment Issues of interest/relevance to their locality 	E-safety Week, Spring
Upper Key Stage 2	<p>How do I stay safe online?</p> <p>How do I manage appropriate relationships online?</p> <p>How do we feel about the events we see through the media?</p> <p>Does the media always present events factually?</p> <p>How do we engage with what we see through the media?</p> <p>How does what we see and hear through the media influence our own behaviours?</p> <p>How do I manage my pocket money?</p> <p>Where does our money come from?</p> <p>What is profit and loss?</p> <p>What is happening in my community?</p> <p>How can we make a difference?</p> <p>(A sense of agency; we can all contribute to making a positive change)</p>	<ul style="list-style-type: none"> Internet Safety – Facebook, grooming etc. Appropriate gaming, websites, applications, TV streaming Share Aware - what information you share online and how it could be used How events on TV are portrayed e.g. terrorism, racism, inappropriate behaviour of role models Advertising e.g. influence, bias, distortion Media influence Body image Monetary value and the notion of saving up for a purchase Different sources of income Different forms of money and payment Managing a budget Enterprise opportunities Issues of interest/relevance to their locality eg gang culture, young carers in the community 	E-safety Week, Spring Budgeting task

LIVING THE WIDER WORLD – Citizenship & British Values (Not Foundation Stage)

	Key Questions	Children will learn about	Methods of Coverage at Lakeside Primary School
Key Stage 1	<p>School and class rules (The Rule of Law and Democracy) What are our class / school rules? Why is it important we all stick to the class rules?</p> <p>Children’s rights and responsibilities – (Liberty) How can we help each other? What is the difference between a want and a need? What are our rights? What are our responsibilities to ourselves and others?</p> <p>The local community (Respect and tolerance) What do we mean by community? What sorts of communities are there? (e.g. class, school, local) Who is in our community? What groups do we belong to, in school or outside of school? Do we all believe in the same things?</p> <p>The local environment (Respect) What is good about where we live? What would make it even better? What can we do to improve our local area?</p>	<ul style="list-style-type: none"> Contributing to the life of the classroom and the school Group and class rules and understand how these rules help them Rights and responsibilities Belonging to various groups and communities such as family and school What improves and harms their local, natural and environments and about some of the ways people look after them 	<p>PSHE lessons</p> <p>Via School rules and values</p>
Lower Key Stage 2	<p>School, class and other rules (The Rule of Law and Democracy) What are our class and school rules and why do we have them? What other rules do you know about? What is the difference between a rule and a law? How are rules and laws made?</p> <p>Children’s rights and responsibilities (UN) – (Liberty) What are the UN Rights of the Child? What jobs do you do at home? What roles do we have at home and school? What are you responsible for at home and at school?</p> <p>The local/global community and Personal Identity (Tolerance and Respect) What does a community look like? How do religious beliefs affect the community? What are your school values? What are the different customs of people in your school community?</p> <p>The local environment (Respect) What is good about where we live? What would make it even better? (Link to Geography environmental topics)</p>	<ul style="list-style-type: none"> Why different rules are needed in different situations and how to take part in making them Human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child Different kinds of responsibilities, rights and duties at home and at school Being part of a community and understand that they belong to different groups The lives of people living in other places, and people with different values and customs What improves and harms their local and natural environments and about some of the ways people look after them 	<p>School Values</p>

Upper Key Stage 2	<p>Personal opinions (Liberty and respect) What topical issues are important to debate? How can speak so that people want to listen? How can we put across our viewpoint? Why do people have different viewpoints?</p> <p>Personal identities (Liberty and respect) What are the different religions and cultures represented in your community? How are the different world religions similar to each other? How are they different?</p> <p>Democracy How are rules and laws made and changed? What is a democracy? How are local councils and the government elected? What is the role of parliament? How are laws made and who makes them?</p> <p>Children’s and adults rights and responsibilities (UN) – (Liberty) What roles do we have in the community? What are you responsible for in the community? How do laws protect our rights?</p> <p>Conflict resolution (Tolerance) If we fall out, how can we still be friends? How can we help people to become friends again when they’ve fallen out? Why might we fall out and can we prevent it?</p> <p>Charitable work What is a charity? Who funds charities? Why do charities exist?</p>	<ul style="list-style-type: none"> • Topical issues, problems and events (including the global environment) and how to take part in debates • The range of national, regional, religious and ethnic identities in the United Kingdom • Rules and laws that protect themselves and others and how they are made and changed • Different kinds of responsibilities, rights and duties in the community • Rights in relation to the law • Resolving differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices • The role of voluntary and community groups 	
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Bold – could be included in Health & Wellbeing Week

Foundation – no colour

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6