

PSHE & Citizenship Education

PSHE (Personal, Social, Health and Economic) & Citizenship Education is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and communities. It equips children with knowledge, understanding and practical skills, appropriate to their age and maturity, in order to live healthy, safe, fulfilled and responsible lives.

PSHE & Citizenship Education also enables children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. In short, PSHE & Citizenship Education makes a significant contribution to children and young people's personal, spiritual, moral, social and cultural development.

PSHCE Education is carefully planned for at Boxgrove C.E.P School as a result of the PSHCE Co-ordinator having completed and passed the National Certificate of Professional Development in PSHE through Roehampton University. The curriculum has been rewritten to ensure all aspects of PSHCE are covered in both key stages:

- Physical activity and nutritional choices
- Drug education
- Gender and physicality (SRE)
- Relationships (SRE)
- Feelings
- Safety
- Futures & careers
- Financial capability
- Enterprise
- Citizenship

All the teachers have had some staff training to ensure they know how to teach a good PSHCE lesson beginning very importantly with having ground rules written together. A range of materials from S.E.A.L, the Anti-bullying Alliance etc are used to help teachers plan their PSHCE lessons. PSHCE Education takes 5% of the curriculum timetable as well as being woven into other aspects of our school curriculum and life too.

PSHCE Progression overview

Concept	Key Stage 1	Key Stage 2
Physical activity and nutritional choices	<ul style="list-style-type: none"> • Know why healthy eating and physical activity are beneficial • Be able to make healthy eating choices and prepare simple healthy foods • Know about the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle 	<ul style="list-style-type: none"> • Be able to take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle • Be able to plan prepare and cook simple healthy meals • Understand that hygiene, physical activity and nutrition needs might change as a result of growth and adolescence
Drug Education	<ul style="list-style-type: none"> • Know that some substances can help or harm the body • Understand the impact of some harmful and beneficial substances on their body 	<ul style="list-style-type: none"> • Know how to make responsible informed decisions relating to medicines, alcohol, tobacco and other substances and drugs • Know about the impact of some harmful and beneficial substances on their body
Gender and Physicality (SRE)	<ul style="list-style-type: none"> • Know about the simple physical changes to their bodies they have experienced since birth and the similarities and differences between people • Know about the physical and emotional changes that take place as they grow and approach puberty 	<ul style="list-style-type: none"> • Know the emotional changes that take place as they grow and approach puberty • Understand the physical changes that take place and how these relate to human reproduction
Relationships (SRE)	<ul style="list-style-type: none"> • Be able to identify different relationships that they have and why these are important • Be able to recognise how attitude and bullying may affect others • Be able to form and maintain relationships with a range of different people 	<ul style="list-style-type: none"> • Be able to form and maintain relationships with a range of different people • Recognise how attitude and bullying may affect others • Be able to manage changing emotions and relationships and how

		new relationships may develop
Feelings	<ul style="list-style-type: none"> • Know how to recognise, manage and control strong feelings and emotions • Have strategies for managing and controlling strong feelings and emotions 	<ul style="list-style-type: none"> • Have strategies for understanding managing and controlling strong feelings and emotions and dealing with negative pressures
Safety	<ul style="list-style-type: none"> • Know how to keep safe and know how and where to get help • Be able to recognise and respond to issues of safety relating to themselves and others 	<ul style="list-style-type: none"> • Recognise and respond to issues of safety relating to themselves and others and how to get help • Take responsibility for their own safety and the safety of others and know where to seek help in an emergency
Futures and Careers	<ul style="list-style-type: none"> • Know about the different types of work people do and about different places of work • Understand why people work and the different jobs people do 	<ul style="list-style-type: none"> • Understand why people work and the different jobs people do • Know about and understand the connections between their learning, the Futures and Careers and their future economic wellbeing
Financial Capability	<ul style="list-style-type: none"> • Know about where money comes from and the choices people make to spend money on things they need and want • Understand what influences the choices people make about how money is spent 	<ul style="list-style-type: none"> • Understand what influences the choices people make about how money is spent • Understand how people manage money and about basic financial capability
Enterprise	<ul style="list-style-type: none"> • Know about ways to contribute to enterprise activities 	<ul style="list-style-type: none"> • Be able to show initiative and take responsibility for activities that develop enterprise capability
Citizenship	<ul style="list-style-type: none"> • Know what improves and harms environments and some of the ways they can be looked after • Recognise that all people have needs and wants and can identify the difference between the two. 	<ul style="list-style-type: none"> • Recognise the role they have in influencing decisions about environmental issues • Appreciate the rights of others and show some understanding of how democracy works

	<p>Understand the difference between rights and responsibilities</p> <ul style="list-style-type: none">• Identify some of the groups within their community that they belong to. Recognise similarities before differences• Identify the similarities and differences between people, places and environments and to know that they are linked.• Know how to express an opinion and understand that others may not agree with it. Understand that there are some decisions that they can be involved in and know some ways to do this	<ul style="list-style-type: none">• Recognise similarities before differences, understand that each individual is unique and should be valued equally• Recognise that inequality between countries and people exists.• Know some of the ways in which their choices can affect people nationally and internationally• Appreciate the different viewpoints of others. Contribute their own viewpoints to discussions and make informed choices based on the evidence before them
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