

## **NEWBOLD VERDON PSHE PROGRAMME OF STUDY (KEY STAGE 1 & 2)**

### **Purpose of study**

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 a 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 schools 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 makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing.

PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for 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.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

### **Aims**

The overarching aim for 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 others' values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

### **Attainment targets**

There are no attainment targets for PSHE education. Schools should continue to make use of the existing Department for Education end of Key Stage statements to inform the assessment process.

## Overarching Concepts

**Identity** (their personal qualities, attitudes, skills, attributes and achievements 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).

### Essential Skills

The intrapersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide variety of settings	The skills of enquiry
<p>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)                      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</p>	<p>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 utilising strategies for managing pressure, persuasion and coercion                      Responding to the need for positive affirmation for self and others</p>	<p>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</p>

<p>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)</p>		
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## Key Stages 1 and 2

During Key Stages 1 and 2 learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

## 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

## Notes & Guidance: Core Theme 1. Health and wellbeing

### Key Stage 1

**Pupils should have the opportunity to learn:**

what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health

to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences

to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals

about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings

about change and loss and the associated feelings (including moving home, losing toys, pets or friends)

the importance of and how to maintain personal hygiene

how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others

about the process of growing from young to old and how people's needs change

about growing and changing and new opportunities and responsibilities that increasing independence may bring

the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls

that household products, including medicines, can be harmful if not used properly

rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets)

about people who look after them, their family networks, 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

### Key Stage 2

**Building on Key Stage 1, pupils should have the opportunity to learn:**

what positively and negatively affects their physical, mental and emotional health (including the media)

how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet

to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals

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 recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them

about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement

to differentiate between the terms, 'risk', 'danger' and 'hazard'

to deepen their 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 environment) and to use this as an opportunity to build resilience

to recognise their increasing independence brings increased responsibility to keep themselves and others safe

that bacteria and viruses can affect health and that following simple routines can reduce their spread

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 recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes

<p>to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</p>	<p>them uncomfortable, anxious or that they believe to be wrong</p> <p>school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>what is meant by the term 'habit' and why habits can be hard to change</p> <p>which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</p> <p>how their body will change as they approach and move through puberty</p> <p>to recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>about human reproduction</p> <p>strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)</p> <p>the importance of protecting personal information, including passwords, addresses and images</p> <p>about people who are responsible for helping them stay healthy and safe and ways that they can help these people</p>
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## 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.

### Notes & Guidance: Core Theme 2. Relationships

## Key Stage 1

### **Pupils should have the opportunity to learn:**

to communicate their feelings to others, to recognise how others show feelings and how to respond

to recognise how their behaviour affects other people

the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises

to recognise what is fair and unfair, kind and unkind, what is right and wrong

to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)

to offer constructive support and feedback to others

to identify and respect the differences and similarities between people

to identify their special people (family, friends, carers), what makes them special and how special people should care for one another

to 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)

that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say

that there are different types of teasing and bullying, that these are wrong and unacceptable

how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

## Key Stage 2

### **Building on Key Stage 1, pupils should have the opportunity to learn:**

to recognize and respond appropriately to a wider range of feelings in others

to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.

to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage

that their actions affect themselves and others

to judge what kind of physical contact is acceptable or unacceptable and how to respond

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 listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view

to work collaboratively towards shared goals

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

that differences and similarities between people arise 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)

to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)

to recognise and manage 'dares'

to recognise and challenge stereotypes

## 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 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.

<b>Notes &amp; Guidance: Core Theme 3. Living in the wider world</b>	
<b>Key Stage 1</b>	<b>Key Stage 2</b>
<p><b>Pupils should have the opportunity to learn:</b> how to contribute to the life of the classroom to help construct, and agree to follow, group and class rules and to understand how these rules help them that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) that they belong to various groups and communities such as family and school what improves and harms their local, natural and built environments and about some of the ways people look after them that money comes from different sources and can be used for different purposes, including the concepts of spending and saving about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what</p>	<p><b>Building on Key Stage 1, pupils should have the opportunity to learn:</b> to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices what being part of a community means, and about the varied institutions that support communities locally and nationally</p>

influences those choices	<p>to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>to think about the lives of people living in other places, and people with different values and customs</p> <p>about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>about enterprise and the skills that make someone 'enterprising'</p> <p>to explore and critique how the media present information</p>
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### **PSHE Progression of Skills (Leicestershire Healthy Schools)**

Years 1 and 2	<p>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).</p> <p>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.</p> <p>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).</p>
Years 3 and 4	Children can demonstrate that they recognise their own worth and that of others (for example by making positive

	<p>comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others.</p> <p>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).</p> <p>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).</p>
Years 5 and 6	<p>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.</p> <p>They can make judgments and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being. 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).</p> <p>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.</p>