

Progression in PSHE and RSE – Sheering C. of E. Primary School

Nothing in life is to be feared, it is only to be understood. Now is the time to understand, so that we may fear less.' Marie Curie

Intent

At Sheering C. of E Primary School, PSHE is taught using Twinkl Life's PSHE and Citizenship scheme of work which aims to equip children with essential skills for life. It aims to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful PSHE curriculum coverage is a vital tool in preparing children for life in society now and in the future. Lessons in this scheme of work have their foundations in seeing each and everybody's value in society, from appreciation of others in units such as British Values, to promoting strong and positive views of self in Think Positive and Be Yourself. Twinkl Life PSHE and Citizenship units aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident citizens. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing the knowledge of when and how children can ask for help.

Twinkl Life's PSHE and Citizenship resources are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association **Programme of Study** which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. This scheme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The scheme of work fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

Implementation

Twinkl Life's PSHE scheme of work is designed to be taught in thematic units consisting of six lessons, with supporting materials including a Planning Overview, assessment statements, Learning Journey Record and display materials. It is suggested that these units are taught in a spiral curriculum that revisits each theme every two years. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. Lessons signpost key words, building a rich vocabulary to develop understanding. Twinkl Life's PSHE units are designed for delivery in a creative manner, using many approaches such as role play, discussion and games in groupings of various sizes. These activities enable children to build confidence and resilience. Resources are also provided for communicating with parents and carers about how and why each theme is covered and suggestions for extending the learning at home.

Assessment for learning opportunities are built into each lesson and enhanced by the Learning Journey Records included in each unit, which enable self-evaluation and reflective learning and allow teachers to evaluate and assess progress. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning. Tools are provided for summative assessment, allowing progress to be recorded and tracked.

Impact

Twinkl Life's PSHE scheme of work provides schools with an effective curriculum for wellbeing. Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their interactions within communities, from the classroom to the wider community of which they are a part. Twinkl Life's PSHE scheme of work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Successful PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. The Twinkl Life PSHE and Citizenship scheme of work can be used as a whole-school approach to positively impact wellbeing, safeguarding and SMSC outcomes. This can ensure that all children can develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

Level Expected at the End of EYFS

The following early years goals are prerequisite skills for PSHE in KS1.

Personal, Social and Emotional Development (Making Relationships)

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Personal, Social and Emotional Development (Managing Feelings and Behaviour)

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take chances of routine in their stride.

Understanding the World (Technology)

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Physical Development (Health and Self-Care)

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Understanding the World (People and Communities)

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Government Guidance

SMSC, Personal Development and Behaviour and Attitude

▶ All schools must show how well they support children's spiritual, moral, social and cultural (SMSC) development, including the promotion of British Values, and the effectiveness of this will be evaluated as part of the 'personal development' judgement of a school inspection. PSHE and Citizenship Education encompasses many of the elements of effective SMSC provision as well as contributing to personal development by equipping pupils with the attributes, knowledge and skills they need to support physical, mental and emotional wellbeing in school and beyond. PSHE and Citizenship education also contributes to the 'behaviour and attitudes' judgement of school inspections by developing positive attitudes to learning, a positive and respectful culture and by encouraging learners to develop positive behaviour and conduct.

The curriculum for a maintained school [must be] a balanced and broadly-based curriculum which –

- (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Taken from: Section 78 (1) Education Act 2002

Safeguarding

▶ The **statutory guidance on safeguarding for children in schools and colleges** requires schools to 'ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. Effective PSHE education supports safeguarding by delivering protective learning opportunities on a range of potential safeguarding issues identified by Ofsted in the guidance **Inspecting Safeguarding in Early Years, Education and Skills Settings**, including:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- peer-on-peer abuse, such as sexual violence and harassment
- radicalisation and/or extremist behaviour
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- substance misuse
- domestic abuse
- female genital mutilation
- forced marriage
- poor parenting

Curriculum

▶ Although PSHE and Citizenship are non-statutory subjects for maintained schools, the **National Curriculum Framework** states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. All schools have an obligation to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, all of which fall within the non-statutory **Programme of Study for Citizenship at KS1 and KS2**.

▶ The 2019 Guidance for Personal, Social, Health and Economic (PSHE) education states that 'personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum'.

We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Taken from: **Guidance for Personal, Social, Health and Economic (PSHE) Education 2019**

▶ Two key aspects of PSHE education, Relationships Education and Health Education, will be compulsory in all primary schools from 2020. PSHE education is compulsory in independent schools.

Learning Outcomes and Core Themes

- ▶ Our resources for PSHE and Citizenship have been produced so that they are fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association **Programme of Study** which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.

The PSHE Association Programme of Study is based on three core themes within which there is broad overlap and flexibility.

- Health and Wellbeing
- Relationships
- Living in the Wider World

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Durrington	Cycle A	KS1 TEAM (Relationships)	KS1 Think Positive (Health and Wellbeing)	KS1 Diverse Britain (Living in the Wider World)	KS1 Be Yourself (Relationships)	KS1 It's My Body (Health and Wellbeing)	KS1 Aiming High (Living in the Wider World)
	Cycle B	KS1 VIPs (Relationships)	KS1 Safety First (Health and Wellbeing)	KS1 One World (Living in the Wider World)	KS1 Digital Wellbeing (Relationships)	KS1 Money Matters (Living in the Wider World)	KS1 Growing Up (Health and Wellbeing)
Fitzwalter	Cycle A	LKS2 TEAM (Relationships)	LKS2 Think Positive (Health and Wellbeing)	LKS2 Diverse Britain (Living in the Wider World)	LKS2 Be Yourself (Relationships)	LKS2 It's My Body (Health and Wellbeing)	LKS2 Aiming High (Living in the Wider World)
	Cycle B	LKS2 VIPs (Relationships)	LKS2 Safety First (Health and Wellbeing)	LKS2 One World (Living in the Wider World)	LKS2 Digital Wellbeing (Relationships)	LKS2 Money Matters (Living in the Wider World)	LKS2 Growing Up (Health and Wellbeing)
Quickbury	Cycle A	UKS2 TEAM (Relationships)	UKS2 Think Positive (Health and Wellbeing)	UKS2 Diverse Britain (Living in the Wider World)	UKS2 Be Yourself (Relationships)	UKS2 It's My Body (Health and Wellbeing)	UKS2 Aiming High (Living in the Wider World)
	Cycle B	UKS2 VIPs (Relationships)	UKS2 Safety First (Health and Wellbeing)	UKS2 One World (Living in the Wider World)	UKS2 Digital Wellbeing (Relationships)	UKS2 Money Matters (Living in the Wider World)	UKS2 Growing Up (Health and Wellbeing)

		KS1	LKS2	UKS2
Health and Wellbeing	Safety First – Cycle B	<ul style="list-style-type: none"> Identify some everyday dangers; Understand some basic rules that help keep people safe; Know what to do if they feel in danger; Identify some dangers in the home; Identify some dangers outside; Identify which information they should never share on the Internet; Know that their private body parts are private; Recall the number to call in an emergency; List some people who can help them stay safe. 	<ul style="list-style-type: none"> Identify and discuss some school rules for staying safe and healthy; List some of the dangers we face when we are using roads, water or railways; Describe drugs, cigarettes and alcohol in basic terms; Identify some common injuries and know they can be treated with first aid; Recognise hazards and dangers in an emergency situation; State 999 as the number to call to seek help in an emergency. 	<ul style="list-style-type: none"> Describe what a dare is and identify situations involving peer pressure Know when to seek help in risky or dangerous situations Identify and discuss some school rules for staying safe and healthy Recall the number to dial in an emergency List some of the hazards they may find at home Understand some substances at home can be dangerous List some of the dangers we face when we are around roads, railways or water Know the key points of the firework code
	It's My Body – Cycle A	<ul style="list-style-type: none"> Explain how much sleep they need Discuss why exercise is good for them Understand they can choose what happens to their bodies List healthy snacks Know to ask a trusted adult if uncertain about whether something is safe to eat or drink Demonstrate hygienic ways to look after their bodies 	<ul style="list-style-type: none"> Understand the importance of sleep, exercise and healthy eating Discuss what happens to muscles when we exercise them Understand they can choose what happens to their body and know when a 'secret' should be shared Explain that too much sugar is bad for health Know the difference between medicine and harmful drugs and chemicals Explain how germs travel and spread disease Identify ways to protect their bodies from ill health 	<ul style="list-style-type: none"> Understand that they can choose what happens to their own bodies Know where and how to get help if they are worried Understand the importance of sleep, exercise and healthy eating Identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies, Identify positive aspects about themselves Discuss the choices related to health that they make each day Identify choices that will benefit their health and provide a 'balanced lifestyle' Identify ways to protect their bodies from ill health

		KS1	LKS2	UKS2
	Think Positive - Cycle A	<ul style="list-style-type: none"> Identify and discuss feelings and emotions, using simple terms Describe things that make them feel happy and unhappy Understand that they have a choice about how to react to things that happen Talk about personal achievements and goals Describe difficult feelings and what might cause these feelings Discuss things for which they are thankful Focus on an activity, remain calm and still 	<ul style="list-style-type: none"> Understand that it is important to look after our mental health; Recognise and describe a range of comfortable and uncomfortable emotions; Discuss changes people may experience in their lives and how they might make them feel; Talk about things that make them happy and help them to stay calm; Identify uncomfortable emotions and what can cause them; Discuss the characteristics of a good learner. 	<ul style="list-style-type: none"> Talk about their thoughts, feelings and behaviours; Identify unhelpful and helpful thoughts; Suggest outcomes linked to certain thoughts, feelings and actions; Discuss ways in which positive thinking can be beneficial; Identify and discuss uncomfortable emotions; Identify common choices we have to make in life; Use basic mindfulness techniques, when guided; Describe what makes a good learner.
	Growing Up – Cycle B	<ul style="list-style-type: none"> Talk about their own likes and dislikes Understand that different people like different things Understand that girls and boys can like different things or the same things Describe how they have changed since they were a baby Understand peoples' needs change as they grow older Talking about things they would like to do when they get older Discuss some changes that people might go through in life Talk about their family and ask others questions about their family 	<ul style="list-style-type: none"> Name the main male and female body parts needed for reproduction; Describe some of the changes boys go through during puberty; Describe some of the changes girls go through during puberty; Describe some feelings young people might experience as they grow up; Talk about their own family and the relationships within it; Understand that there are many different types of family; Identify similarities and differences in different loving relationships; Explain in simple terms how babies are made and how they are born; Identify someone they could talk to about their changing body should they need to. 	<ul style="list-style-type: none"> Name physical changes young people will experience during puberty; Describe emotional changes young people might experience during puberty; Appreciate that there is no such thing as a perfect body; List things that all loving relationships have in common; Explain what a sexual relationship is; Understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this; Explain how babies are conceived and how they are born; Identify someone they could talk to about their changing body, should they need to.

		KS1	LKS2	UKS2
Living in the Wider World	Aiming High – Cycle A	<ul style="list-style-type: none"> • Discuss their star qualities; • Identify what a positive learning attitude is; • Talk about jobs they can do when they grow up; • Discuss what skills and interests are needed for different jobs; • Talk about hopes they have for the future; • Discuss what they are looking forward to about next year. 	<ul style="list-style-type: none"> • Discuss their personal achievements and skills; • Identify what a positive learning attitude is; • Talk about a range of jobs that people do; • Discuss what skills and interests are needed for different jobs; • Talk about jobs they might like to do in the future; • Discuss what skills they might need to do certain jobs. 	<ul style="list-style-type: none"> • Discuss their personal achievements and skills; • Discuss different learning styles; • Identify what a helpful learning attitude is; • Talk about the range of jobs that people do; • Understand what a stereotype is; • Talk about skills employers look for in employees; • Work with others in a team; • Discuss the skills everyone needs to succeed.
	One World – Cycle B	<ul style="list-style-type: none"> • Talk about special people in their life and say why they are special; • Talk about different homes around the world and identify how they are the same as and different from their own; • Describe what their school is like; • Explain what an environment is; • Explain what natural resources are and identify how people use them; • Say what they love about the world in which they live and describe how they would feel if these things disappeared. 	<ul style="list-style-type: none"> • Describe similarities and differences between people's lives; • Identify opinions that are different from their own; • Express their own opinions; • Recognise that their actions impact on people in different countries; • Know what climate change is; • Know there are organisations working to help people in challenging situations in other communities. 	<ul style="list-style-type: none"> • Explain what a global citizen is; • Say what global warming is; • Understand that human energy use can harm the environment; • Understand the importance of not wasting water; • Understand what biodiversity is; • Understand that their choices can have far reaching consequences.

		KS1	LKS2	UKS2
	Diverse Britain - Cycle A	<ul style="list-style-type: none"> Identify groups and communities that they belong to; Explain how to be a good neighbour; Pick out things that harm and things that help a neighbourhood; Describe what it is like to live in Britain; Identify similarities and differences between British people; Talk about what makes them feel proud of being British. 	<ul style="list-style-type: none"> Describe what it is like to live in Britain; Talk about what democracy is; Talk about what rules and laws are; Talk about what liberty means; Describe a diverse society; Describe what being British means to them. 	<ul style="list-style-type: none"> Talk about the range of faiths and ethnicities in Britain; Explain how and why laws are made; Explain what a community is; Discuss some roles of local government; Describe the basic structure of national government; Talk about the role of charities and voluntary groups in the community.
	Money Matters – Cycle B	<ul style="list-style-type: none"> Discuss things they can buy in the shops; Talk about different sources that money can come from; Identify things they want; Identify things they need; Talk about ways we can keep track of what we spend; Discuss ways they can keep money safe; Discuss some methods of payment. 	<ul style="list-style-type: none"> Discuss where money comes from; Talk about reasons people go to work; Discuss payment resources we can use to spend money; Consider why and how people might borrow money; Discuss the choices we have about how to spend our money; Explain ways we can keep track of what we spend. 	<ul style="list-style-type: none"> Talk about what financial risk is; Discuss the ways advertisers try to influence consumers; Identify what it means to be a ‘critical consumer’; Describe what ‘value for money’ means; Talk about what it means to budget; Discuss how money can affect people’s emotions; Talk about ethical spending; Talk about what tax is.

		KS1	LKS2	UKS2
Relationships	TEAM – Cycle A	<ul style="list-style-type: none"> • Talk about the different teams they belong to; • Describe how we can listen to others; • List some ways we can show kindness to others; • Provide examples of friendly joking, teasing and bullying behaviours; • Identify helpful and not-so-helpful thoughts; • Talk about different choices we can make within our team. 	<ul style="list-style-type: none"> • Talk about changes people may go through and what feelings or emotions these changes may bring; • List some helpful behaviours that support teamwork; • Understand how different behaviours affect the whole team; • Talk about different emotions our teammates may experience; • Discuss ways we can resolve disputes within a team; • Talk about how fulfilling our responsibilities benefits our team. 	<ul style="list-style-type: none"> • Talk about qualities and attributes of teams they identify as successful; • Talk about the importance of respectful communication; • Explain what it means to compromise and collaborate; • Describe ways we can care for people in our team; • List examples of unkind behaviour and talk about what we can do to help; • Talk about different responsibilities we have to help the team function well.
	VIPS– Cycle B	<ul style="list-style-type: none"> • Explain who the special people in their lives are; • Talk about the importance of families; • Describe what makes someone a good friend; • Know how to resolve an argument in a positive way; • Know the skills involved in successful cooperation; • Identify a way to show others that they care. 	<ul style="list-style-type: none"> • Talk about ways we can show respect to our VIPs both online and offline; • Talk about different ways to make new friends; • Talk about ways we can tell whether a relationship is healthy or unhealthy; • Describe positive resolutions we can use to solve a dispute in a friendship; • List different forms of bullying and suggest effects of these; • Identify people and organisations who can offer support if we or someone we know is being bullied. 	<ul style="list-style-type: none"> • Share ideas for ways we can care for our VIPs; • Identify some aspects of healthy and unhealthy relationships; • Discuss a range of calming techniques with support; • Discuss ways to handle a disagreement with support; • Explain ways to resist pressure with support; • Identify which secrets are OK to keep and which need to be shared with support; • List factors that might show a relationship is unhealthy.

		KS1	LKS2	UKS2
	Be Yourself - Cycle A	<ul style="list-style-type: none"> Identify their own special traits and qualities; Identify and name common feelings; Select times and situations that make them feel happy; Talk about what makes them feel unhappy or cross; Explain how change and loss make them feel; Understand the importance of sharing their thoughts and feelings. 	<ul style="list-style-type: none"> List some of their achievements and say why they are proud of them; Identify facial expressions associated with different feelings; Describe some strategies that they could use to help them cope with uncomfortable feelings; Suggest assertive solutions to scenarios; Explain that the messages they receive from the media about how they should look, think and behave are not always realistic; Suggest ways to make things right after a mistake has been made; Explain that mistakes help them to learn and grow. 	<ul style="list-style-type: none"> Discuss scenarios where children are torn between 'fitting in' and being true to themselves; Explain how to communicate their feelings in different situations; Discuss different ways to manage uncomfortable feelings; Discuss which situations would make people fight or flee and why; Create resolutions to different tricky situations; Identify the feelings involved in making a mistake and understand how to make amends.
	Digital Wellbeing– Cycle B	<ul style="list-style-type: none"> Identify ways we use the Internet; Talk about different activities they like to do both online and offline; Discuss some of the risks that are present when we go online; Explain how to get help if anything online frightens them; Give examples of personal information and understand that we keep it private; Talk about ways people communicate online and explain what to do if something they see worries them; Understand that not everything we see on the Internet is true. 	<ul style="list-style-type: none"> Identify some positives and negatives of the Internet; Explain what to do if they experience or see bullying online; Explain ways to communicate safely online and identify ways to get support if they do not feel safe; Assess the reliability of online information; Explain what personal information includes; Know why we shouldn't share passwords and private information; Explain why we have rules and restrictions around the technology we use. 	<ul style="list-style-type: none"> Identify the benefits and risks of the Internet; Understand it is important to look after their digital wellbeing; Recognise the signs of inappropriate and harmful online relationships; Identify the benefits and risks of social media; Understand that online bullying is wrong and what to do to get help to make it stop; Explain that not all online information is true.