Glenfall PSHE Curriculum Progression

We want all our children at Glenfall to grow up to be healthy, happy, safe and able to manage challenges and opportunities in modern Britain. Our PSHE curriculum is designed to equip our children with the knowledge to make informed decisions about their wellbeing, heath and relationships as well as preparing them to succeed in adult life. We realize that work in this area not only supports children’s social and mental development but their academic chances as well. Our curriculum ensures the children understand the importance of the sense of belonging to our school, the community and wider world. Our curriculum is accessible to all, enabling pupils to make choices to be healthy, independent and to become responsible members of society. With Guidance from PSHE Association, Glenfall’s Programme of Study for PSHE education supports us to provide a comprehensive programme that integrates, statutory content. Our PSHE programme also covers economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

PSHE at Glenfall sets out learning based on three core themes:

CORE THEMES

1: HEALTH AND WELLBEING CORE THEME

2: RELATIONSHIPS CORE THEME

3: LIVING IN THE WIDER WORLD

We look at many of the social, moral and cultural issues which are part of growing up and what it means to belong to a diverse society. We also support the mental health and well-being of our children in a number of ways, hoping to tackle barriers to learning, raise aspirations and improve the life chances of the most vulnerable and disadvantaged pupils. Each year we have celebration days which promotes being healthy and we have wellbeing days, focussing on the five ways to wellbeing.

Each year, the children explore the areas of:

*Taking responsibility and New beginnings*

*Healthy lifestyles*

*Keeping Safe*

*Feelings and relationships*

*Growing and changing including sex and relationships education*

*Making choices*

*Bullying*

*Internet safety*

**Progression of Skills, Knowledge & Understanding and Values & Attitudes**

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|  | **EYFS** | **By the end of KS1** | **By the end of KS2** |
| **Skills** | | | |
| Communication | * Ask for and give permission * Listen to the teacher and a friend * Hold the attention of a listener * Ask for help from adults * Follow simple rules and instructions | | * Use different ways to communicate and express personal and group views about social and environmental issues * Resolve problems/conflicts democratically through discussion * Express positive things about themselves and others * Recognise the need to ask for support sometimes, and whom to ask and how * Be able to express feelings in different ways and recognise the impact on others |
| Personal | * Recognising and showing my emotions and emotions in others * What causes different emotions * How we feel when things change * Simple ways to make myself feel better * How I can help to make other people feel better | * Recognise and name feelings and begin to manage feelings positively and effectively * Recognise and express what they are good at from what others tell them * set simple targets for themselves x Perform simple tasks independently * Say no when subject to pressure/feels something wrong | * Ask questions and talk confidently with adults and peers about their thoughts and feelings * Use simple vocabulary for describing personal effectiveness and setting personal goals * Recognise and respond to a variety of emotions in themselves and others Discuss and ask questions about changing bodily needs * Recognise risk in different situations and make judgements about behaviour and decisions about personal safety * Show reliance in finishing tasks * Recognise unwanted influence and pressure from friends particularly in relation to smoking and exercise some basic techniques for resisting * Treat animals with care and sensitivity |
| Participation | * Observe surroundings and suggest how they might help to improve them * Take part in discussions about matters relating to their lives | | * Contribute to decision making in a small group eg class and school councils |
| Practical | * Maintain personal hygiene e.g. washing, * teeth cleaning, toilet routines * Recognise potential risks to safety of self * and others from people situations and the environment | | * Manage hygiene procedures eg food safety, menstruation * Prepare for and manage the change to secondary school * Record information about current interests and choices that they will have to make in the future * Identify hazards to health and safety at home, at school and in the environment |
| Decision Making | * Recognise and make safe * choices based on right and wrong / good or bad * Make simple choices eg between foods, activities. | | * Make decisions about the use of scarce resources; evaluate information about priorities for spending; personal, community, environment * Make informed decisions on how to allocate fund-raising money Recognise when choices are influenced by the media etc * Choose healthy options in relation to food, exercise, rest etc * Decide who has access to their bodies |
| Working with others | * Respond with increasing confidence to new people and situations * Show some responsibility for self and others in and out of school * Work together as a group or class on a project about a social or environmental issue * Voice differences of opinion sensitively and courteously; say sorry, thank you * Recognise ways in which their choices and behaviour affect others * Co-operate with others in work and play; share; take turns. * Show respect by listening to what other people say * Recognise worth in others, and say why someone is special to them * Make new friends; cope with losing friends. * Help to care for pets and plants | | * Working and living with others * Interview adults to find out about job roles or tasks * Put themselves in someone else’s shoes * Recognise that actions have consequences for themselves and others * Put themselves in their parent’s shoes * Show care for others as well as themselves * Initiate friendships * Respond assertively to teasing and bullying * Recognise and challenge stereotypes * Demonstrate tolerance and respect for others * Recognise own and others’ feelings |
| **Knowledge and understanding** | | | |
| Self-awareness and development | * Know their personal likes and dislikes * Know some of the things which can cause different emotions * Know what they are good at * Know that it is alright to make mistakes * Know the choices open to them * Know the school and classroom rules and why they are necessary * Know how to behave in different situations | | * know what is special about them: abilities, interests, strengths and weaknesses * Know that puberty brings about changes in emotions * Know ways of coping with difficult emotions, fears and worries * Know the variety of communities to which they simultaneously belong: family, school, national, European, and worldwide and the interdependence of individuals, groups and communities * Know about the different national, regional, religious and ethnic groups reflected in their school and city community |
| Healthy Lifestyles and development | * How I keep my body healthy Why food and drink is good for us * How I can make healthy choices about food | * Know what keeps them healthy; food, exercise, rest * Know that some people need drugs to lead a normal life and that some drugs prevent disease e.g. immunisation * Understand the concept of growing older and that they are growing and changing * Know the correct names for the external parts of the body including the sexual parts | * Know some of the options open to them in developing a healthy lifestyle now and in the future * Know what makes them happy and positive about life ; the influence of exercise, leisure, relationships on mental health * Know bacteria and viruses affect health and how transmission may be reduced by using simple, safe routines * Know how changes at puberty affect body hygiene * Know that body changes are a preparation for sexual maturity, and understand the processes of conception and birth * Know about the range of legal and illegal drugs commonly used and their effects and risks |
| Keeping Safe | * What How to know if something is safe or unsafe * Simple safety rules for when I am home, at school or out and about * How to say ‘No’ if I feel unsure about something and it does not feel safe or good * How to ask for help and to tell people if I am worried I have to keep safe from | * Know what is safe to put onto/into the body * Know that all medicines are drugs but not all drugs are medicines * Know places that are safe, where to get help and the people in their community that can help them * Know the rules for keeping safe at home and at school * Know when to keep a secret and when to tell * Know they have rights over their bodies * Know what bullying is and what to do if they experience or see bullying * Understand that there is a difference between accidental and purposeful hurting | * Understand why school rules are made and the consequences of breaking them; relate this to simple knowledge about the law and understand that rules and laws should be designed to protect * Know safety rules relating to legal and illegal substances * Know basic emergency aid procedures and where to get help in different situations |
| Effective relationships | * How we are special * How I can make the classroom safe and happy * How to play and work with others * How my behaviour makes other people feel | * Understand that other people, pets and plants have needs * Know that all people have the same basic needs and the difference between needs and wants * Know the different groups to which they belong eg family, friends, school * Know that different types of family have common features and functions * Know that there are similarities and differences between people; gender, appearance, cultural background etc. * Understand that girls and boys can do the same tasks and enjoy the same things * Understand how to be a friend and that friendships can change * Know the people who look after them and their different roles and responsibilities | * Know how their strengths can help a group perform a task * Understand that rights bring responsibilities at home at school and in the community * Understand that groups have different views: peers, parents, teachers etc and people of different faiths and cultures * Know what helps or hinders friendships * Understand what families are and what members expect of each other * Know how to deal with friendship problems * Know about different types of bullying how to deal with it and stop it happening |
| The environment | * Know the world immediately around them including local services e.g. library, museum * Know what improves and harms their local environment and how they can look after it | | * Appreciate the positive impact of human activities on plants, animals and the environment and value the aesthetic qualities of their surroundings |
| Finance and the economy |  | * Know about the jobs of adults in the classroom, school and around them * Know about shops, services and advertising, and what they do for us; know that they have to pay for what they buy | * Know the range of job and work roles carried out by people they know and what they like /dislike about those jobs * Know the range of knowledge, skills and personal qualities required for different types of work * Know the basic ways of saving money * Have a simple understanding of democratic processes and how they can be applied in school and government * Know about local voluntary and community groups and what they do * Understand how their spending decisions affect them personally, the local economy, the environment and people in other parts of the world * Know how advertising influences supply and demand. * Understand how they and others can cause changes for better or for worse especially in their immediate surroundings and the wider community |
| **Values and Attitudes** | | | |
| The Self | * How we are similar and different to each other * Who the different people who make up a family are Similarities and differences in way people and families live their lives * Valuing different people, what they believe in and how they live their lives | * Develop confidence when expressing opinions about things that matter to them * Recognise their uniqueness, feel good about themselves and be proud of their achievements * Want to do well and make the most of opportunities and talents * Persevere and overcome difficulties * Be proud of their body, enjoy what it can do and treat it with respect * Think about why it is important to know what they are eating * Want to be healthy and clean * Think about why they need to take care and be safe in what they do * Caring about keeping themselves and others safe * Be proud of who they are and understand that difference does not mean better or worse | * Enjoy life at school acting confidently and appropriately * Have realistic aspirations when target setting * Look forward confidently to the transition to secondary school * Be honest * Consider the possible effects of lifestyle on health * Value their own identity and background and those of others * Consider the value of keeping healthy and different attitudes to health and illness * Accept responsibility for personal cleanliness * Develop a positive approach and self motivation towards personal safety and risk taking |
| Society | * Believe in fairness for all * Think about what responsibility means * Care about people who have unmet needs * Consider the value of being part of different groups and communities * Respect their own and other people’s property, personal and public * Think about how money can be spent other than on themselves * Begin to accept everyone as an individual | | * Appreciate the importance of taking responsibility for themselves and their behaviour * Respect other people’s work and career choices * Consider why saving money is important * Consider how different values influence how they spend money e.g. pocket money * Consider why it is wrong for children to be bullied or abused by other children or adults * Show interest in their local community and show a wider sense of social responsibility * Appreciate home, school and community values * Develop a concern for people and communities where human needs are not met and consider the effect of inequalities which exist between people both in this and other countries * Consider the important and beneficial role which drugs have played in society as well as the costs to society of drug misuse * Recognise that some role models for young people take drugs e.g. in sports/music and explore feelings about them * Value diversity of lifestyles, and the choices made within them * Consider why a sense of fair play is necessary in their dealings with their peers and others * Appreciate that similarities and differences between people are the result of the environment |
| The environment | * Appreciate and want to care for their local environment * Value natural resources and understand that they are limited | | * Appreciate the positive impact of human activities on plants, animals and the environment and value the aesthetic qualities of their surroundings |
| Relationships | * Think about their responsibilities to their friends, class, family * Show concern for the impact of their actions on others and the environment * Consider the value of being a friend and having friends * Value other people’s achievements * Respect others’ needs, feelings and opinions * Be willing to care for others * Value the ways in which their family is special * Think about what trust and reliability means * Think about why bullying is unacceptable | | * Value opportunities for new experiences in and out of school including opportunities to meet adults other than teachers * Consider why a sense of fair play is necessary in their dealings with their peers and others * Respect their own and other’s bodies * Respect other people’s feelings, decisions and rights * Consider why honesty, loyalty, understanding and respect are important in relationships * Appreciate different ways of loving and the importance of love in a relationship |
| Participation | * Be aware of their right to decide * Think about what is important to them in making choices * Want to participate and make a difference | | * Want to participate and make a difference in school and in the community * Consider their developing responsibilities at school and with friends and family |