



PSHE Subject Leaders' Sequence and Progression Document

INTRODUCTION

The purpose of this document is to outline the approach and method that has been adopted to implement the PSHE curriculum at St. Andrew's. It sets out what we aim to achieve and the knowledge and understanding that we have apportioned to each class and key stage. The decisions made have been done so by reference to the school's *Mission Statement*, the staff and Governing Body's vision for the future of our school. This document summarises the organisation of the PSHE curriculum and the school's method of securing children's entitlement to essential knowledge and skills to equip them for the next stage of their education and for later life.

AIMS

- To ensure standards remain high and English and Maths is taught discretely
- To ensure reading remains a high priority
- To utilize the rich resource and history of our local community of Boothstown
- To support our school's values and ethos
- To ensure pupils leave as 'well rounded' and confident individuals
- To ensure the wider sports curriculum and the arts are a key focus

LIFESKILLS WE DEVELOP

- Resilience
- Assertiveness and confidence
- Self esteem
- Communication skills
- Social skills
- Coping skills

- Stress management
- Problem solving
- Emotional awareness
- Strategies to care for mental and physical health

END POINTS IN THE CURRICULUM

- Children are confident and resilient learners who express their thoughts and feelings clearly and respect those of others. They are ready for the challenge of KS3.
- Children can identify and maintain healthy and happy friendships and know what to do if there are problems with their friendships
- They know the importance of families and that they are all characterised by love.
- They know how to take care of their physical health and the potential consequences of not doing so.
- They know the importance of taking care of their mental health and have strategies to use when they are struggling.
- They know the importance of showing respect in online relationships and how to take care of themselves online.
- They know the physical and emotional changes associated with puberty.
- They understand and celebrate diversity within our school community.
- They are familiar with the British values of democracy, rule of law, mutual respect, individual liberty and tolerance.

INTENT

By the end of EYFS, we want children to be able to identify who is in their family and their friends, know what are kind and unkind behaviours. They should know that it is important to keep their hands and teeth clean and to be active. They should know what things make them feel good and what to do if they feel sad. They will learn about the people who can keep them safe and which things could hurt them at school. They should be able to identify facial features and talk about how they have changed from being a baby to the end of Reception.

In KS1 we build on their learning in EYFS and the children will talk about different types of families and why they are all special, know what makes a good friend and how to support friends if they are feeling sad. They will be able to identify and describe bullying and know rules for keeping safe online. They will be able to

describe a poor diet and plan a healthy meal and talk about the importance of clean hands in not spreading germs. They will name a range of emotions and when they experience them and know the reasons for regular exercise. They will know how to keep themselves safe at home and in places they will visit with their parents. They will know how to keep their bodies safe and who to tell if they don't feel safe. They will identify and name a wider range of body parts, including muscles and will be able to identify their strengths and weakness in school and how they have progressed to the end of KS1.

During their time in KS2, pupils will work with increasing independence during PSHE lessons and use a wider range of vocabulary. They will earn skills that will help them increase their independence out of school and leave ready for KS3. Importance is given to the children learning that mental health needs to be taken care of like physical health and they will be taught strategies to take care of their mental health. They will learn about difficulties that families can face and strategies to support family members who are experiencing difficulties. They will be able to identify unhealthy relationships and know what to do if friendships are going wrong. They will learn about the potential impacts of bullying and know how to report harmful content and contacts online and protect their own information. They will understand the links between diet obesity and tooth decay as well as the dangers of smoking and alcohol and the importance of exercise for keeping your heart healthy. There will be continued emphasis on keeping safe but the emphasis will shift towards how to keep themselves safe when they are becoming more independent. The importance of keeping their bodies safe will continue to be stressed and they will know who to contact and what to do if they feel unsafe. They will know the changes to expect as their bodies go through puberty.

CULTURAL CAPITAL

- All children should understand the importance of PSHE within the school curriculum. They should be able to talk about the diversity within our country and school community and the importance of tolerance to those of other faith and beliefs. They should be familiar with the history of democracy within the UK and the importance of the rule of law. They will study inspirational figures who have made an important difference through our courageous advocates work.

IMPLEMENTATION

- CPD/Research in my subject
The staff at St. Andrew's have spent the last 12 months focussing on the curriculum. Staff have been introduced to new content and have attended staff meetings which have informed staff of changes to our curriculum. All staff attended a meeting outlining our new PSHE curriculum. Curriculum cluster meeting are arranged with schools in Salford. These allow curriculum leaders to share good practice and collaborate ideas.
- How are key concepts taught?
Medium term plans outline the knowledge, skills and vocabulary that all children are expected to know by the end of each topic. Teachers follow the curriculum document plan to carefully plan lessons. All year groups work on the same theme each half-term with one lesson on British Values also included. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in learning about family and friends, respectful relationships, physical and mental health, being safe and ourselves.

- How do teachers check understanding and correct misunderstandings?

High quality teaching responds to the needs of children. Children’s knowledge is assessed through informal retrieval quizzes which seek to inform the teacher of children’s understanding and to inform future planning. Misconceptions are identified through these retrieval quizzes and through class discussion and written feedback in books. Data is added to Target Tracker termly and these results are analysed to inform teacher’s future planning.

IMPACT

- Pupils achieve well in PSHE which can be seen from evidence in their books, their knowledge of the curriculum when questioned and teacher assessments. Alongside this children use the skills they have learnt and practised in PSHE to help manage their behaviour in school, which is good throughout the school.
- All children to have a ready willingness and ability to try new things, push themselves and persevere. To have a good understanding of how to stay safe, healthy and develop good relationships. To have an appreciation of what it means to be a positive member of a diverse, multicultural society. To have a strong self-awareness, interlinked with compassion of others.

PSHE Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Relationships: Family & friends British Values: Respect	Respectful & Online Relationships British Values: Individual Liberty	Mental & Physical Health British Values: Rule Of Law	Mental & Physical Health British Values: Tolerance	Being Safe British Values: Democracy	Ourselves: Growing & Changing Courageous Advocates (Global Neighbours)
Reception	Relationships: Family & friends British Values: Respect	Respectful & Online Relationships British Values: Individual Liberty	Mental & Physical Health British Values: Rule Of Law	Mental & Physical Health British Values: Tolerance	Being Safe British Values: Democracy	Ourselves: Growing & Changing Courageous Advocates (Global Neighbours)
Year 1	Relationships: Family & friends British Values: Respect Respectful relationships : British Values: Individual Liberty Protected characteristics - Disability		Mental and physical health British Values: Rule Of Law Mental and physical health British Values: Tolerance			Keeping safe British Values: Democracy Ourselves: growing and changing Courageous advocates (Global neighbours)
Year 2		Relationships: Family & friends British Values: Respect Respectful relationships : British Values: Individual Liberty Protected characteristics: Race & religion		Mental and physical health 1 British Values: Rule Of Law Mental and physical health 2 British Values: Tolerance		Keeping safe British Values: Democracy Ourselves: growing and changing Courageous advocates (Global neighbours)
Year 3	Relationships: Family & friends British Values: Respect Protected characteristics – Gender	Respectful relationships : online and face-to face British Values: Individual Liberty	Mental and physical health British Values: Rule Of Law	Mental and physical health British Values: Tolerance	Keeping safe British Values: Democracy	Ourselves: growing and changing Courageous advocates (Global neighbours)

Year 4	Relationships: Family & friends British Values: Respect Protected characteristics – Challenging stereotypes	Respectful relationships : online and face-to face British Values: Individual Liberty	Mental and physical health British Values: Rule Of Law	Mental and physical health British Values: Tolerance	Keeping safe British Values: Democracy	Ourselves: growing and changing Courageous advocates (Global neighbours)
Year 5	Relationships: Family & friends British Values: Respect Protected characteristics -Age	Respectful relationships : online and face-to face British Values: Individual Liberty	Mental and physical health British Values: Rule Of Law	Mental and physical health British Values: Tolerance	Keeping safe British Values: Democracy	Ourselves: growing and changing Courageous advocates (Global neighbours)
Year 6	Relationships: Family & friends British Values :Respect What are the 9 protected characteristics?	Respectful relationships : online and face-to face British Values: Individual Liberty	Mental and physical health British Values: Rule Of Law	Mental and physical health British Values: Tolerance	Keeping safe British Values: Democracy	Ourselves: growing and changing Courageous advocates (Global neighbours)

St Andrew's PSHE Curriculum- Content Summary

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Relationships: *Families and people who care for me, *caring friendships, *respectful relationships, *online relationships, *being safe.	families are important for children growing up because they can give love, security and stability. *how important friendships are in making us feel happy and secure courtesy and manners about different types of bullying	characteristics of healthy family life *how people choose and make friends. *about different types of bullying about the concept of privacy that it is not always right to keep secrets if they relate to being safe	the importance of spending family time together the characteristics of friendships and sharing interests and experiences and support with problems and difficulties that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	As a family, the importance of sharing each other's lives With friends, having mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust the impact of bullying	commitment to family members healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	Supporting family in times of difficulty how to recognise who to trust and who not to trust and how to manage these situations and how to seek help or advice from others, if needed. the importance of self- respect and how this links to their own happiness. what a stereotype is, and how stereotypes can be unfair, negative or destructive	protection and care for children and other family members how to judge when a friendship is making them feel unhappy or uncomfortable practical steps they can take in a range of different contexts to improve or support respectful relationships. the importance of permission-seeking and giving in relationships with friends, peers and adults. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
Key learning for all year groups - relationships	others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences (LGBT relationships, Different faiths etc) and know that other children's families are also characterised by love and care. stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right that people sometimes behave differently online, including by pretending to be someone they are not.						

	<p>Y1-6: online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online</p> <p>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>What bullying is and how to get help with bullying</p> <p>How to have safe relationships online (covered in computing curriculum)</p> <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>where to get advice e.g. family, school and/or other sources.</p>						
Physical health and wellbeing	<p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness)</p> <p>what constitutes a healthy diet</p> <p>safe and unsafe exposure to the sun</p> <p>benefits of good oral hygiene and regular check-ups at the dentist.</p> <p>personal hygiene and germs and the importance of handwashing</p>	<p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>what constitutes a healthy diet</p> <p>how to reduce the risk of sun damage,</p> <p>the benefits of rationing time spent online, the risks of excessive time spent on electronic devices</p>	<p>the benefits of physical exercise and time outdoors.</p> <p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>how to reduce the risk of sun damage,</p> <p>the importance of sufficient good quality sleep for good health</p> <p>personal hygiene and germs how they are spread and treated, and the importance of handwashing</p> <p>the benefits of rationing time spent online, the risks of excessive time spent on electronic devices</p>	<p>the benefits of, voluntary activity on mental wellbeing and happiness.</p> <p>the importance of building regular exercise into daily and weekly routines and how to achieve this.</p> <p>planning and preparing a range of healthy meals.</p> <p>a lack of sleep can affect weight, mood and ability to learn</p> <p>dental health and the benefits of good oral hygiene and dental flossing</p> <p>facts and science relating to allergies</p> <p>the importance of keeping personal information private.</p> <p>why social media, some computer games and online gaming, for example, are age restricted</p>	<p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>the characteristics of a poor diet</p> <p>the facts about smoking</p> <p>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>to consider the effect of their online actions on others and know how to recognise and display respectful behaviour</p> <p>online and the importance of keeping personal information private.</p> <p>the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p>	<p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>risks associated with unhealthy eating (including, for example, obesity and tooth decay)</p> <p>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</p> <p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>about menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>to consider the effect of their online actions on others and know how to recognise and display respectful behaviour</p> <p>online and the importance of keeping personal information private.</p>	<p>the benefits of, community participation on mental wellbeing and happiness..</p> <p>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p>the risks associated with an inactive lifestyle (including obesity).</p> <p>what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>the impact of alcohol and drug taking on diet or health)</p> <p>immunisation and vaccination.</p> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. •</p> <p>about menstrual wellbeing including the key facts about the menstrual cycle.</p>

							how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
Key learning for all year groups	<p>that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p> <p>the characteristics and mental and physical benefits of an active lifestyle.</p> <p>how and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>how to make a clear and efficient call to emergency services if necessary.</p> <p>for most people the internet is an integral part of life and has many benefits</p> <p>where and how to report concerns and get support with issues online.</p>						
British Values	Mutual Respect Rule of the Law Individual Liberty Tolerance Democracy	Mutual Respect Rule of the Law Individual Liberty Tolerance Democracy	Mutual Respect Rule of the Law Individual Liberty Tolerance Democracy	Mutual Respect Rule of the Law Individual Liberty Tolerance Democracy	Mutual Respect Rule of the Law Individual Liberty Tolerance Democracy	Mutual Respect Rule of the Law Individual Liberty Tolerance Democracy	Mutual Respect Rule of the Law Individual Liberty Tolerance Democracy

Skills-PSHE

RELATIONSHIPS					
*identify and name some feelings. *express some of their positive qualities.	*demonstrate that they can manage some feelings in a positive and effective way. *begin to share their views and opinions. *set themselves simple goals.	*demonstrate that they recognise their own worth and that of others. *express their views confidently and listen to and show respect for the views of others.	*express their views confidently and listen to and show respect for the views of others. * know what a friend is and does and how to cope with some friendship problems	*identify ways to face new challenges. *discuss some of the bodily and emotional changes at puberty *demonstrate some ways of dealing with changes in a positive way.	*identify positive ways to face new challenges. *discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. *talk about a range of jobs, and explain how they will develop skills to work in the future. *demonstrate how to look after and save money.
HEALTH AND WELLBEING					
*explain ways of keeping clean *name the main parts of the body. *explain that people grow from young to old.	*make simple choices about some aspects of their health and well-being and know what keeps them healthy. *talk about the harmful aspects of some household products and medicines * describe ways of keeping safe in familiar situations.	*make choices about how to develop healthy lifestyles.	*list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. *understand when they should keep secrets and promises, and when they should tell somebody about them.	*identify some factors that affect emotional health and well-being. *identify and explain how to manage the risks in different familiar situations.	*make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. *list the commonly available substances and drugs that are legal and illegal *describe some of the effects and risks of these.
LIVING IN THE WIDER WORLD					
*explain different ways that family and friends should care for one another.	*recognise that bullying is wrong and can list some ways to get help in dealing with it. *recognise the effect of their behaviour on other people, and can cooperate with others.	*explain how their actions have consequences for themselves and others. *describe the nature and consequences of bullying, and can express ways of responding to it. *show how they care for the environment	*describe the nature and consequences of bullying, and can express ways of responding to it. *identify different types of relationship *show ways to maintain good relationships.	*respond to, or challenge, negative behaviours such as stereotyping and aggression.	*describe some of the different beliefs and values in society * demonstrate respect and tolerance towards people different from themselves.

	*identify and respect differences and similarities between people.				
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