PHSE combined with Citizenship

Advice taken from the PHSE Association

Subject Content

The three overlapping and linked '**Core Themes'** (**Health and wellbeing, Relationships, Living in the Wider World**), expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with pupils' readiness, are appropriate across all Key Stages and build upon Early Years Foundation Stage Learning. It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

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.

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** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including
- behaviour and strategies to employ in different settings)
- **Diversity and equality** (in all its forms)
- **Rights** (including the notion of universal human 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, employability and economic understanding)

Essential Skills

Intrapersonal Skills	Interpersonal Skills	Skills of Enquiry
• 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 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)	• 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, co-operation, 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	• 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

Core Theme 1: Health and wellbeing

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, including 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 One	**Key Stage Two**
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	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 recognise how images in the media do not always reflect reality and can affect how people feel about themselves • 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 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 safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety)) • 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 • 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'	• 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 them uncomfortable, anxious or that they believe to be wrong • school rules about health and safety, basic emergency aid procedures, where and how to get help • what is meant by the term 'habit' and why habits can be hard to change • 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 • how their body will, and emotions may, change as they approach and move through puberty • about human reproduction • about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers. • strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones) • the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

	• about people who are responsible for helping them stay healthy and safe and ways that they can help these people

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 One	**Key Stage Two**
• 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	• Building on Key Stage 1, pupils should have the opportunity to learn: • to recognise 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 acquaintances, friends, relatives and families, • that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment • to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so • 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 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	• 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.

Notes & Guidance: Core Theme 3. Living in the wider world	
Key Stage One	**Key Stage Two**
Pupils should have the opportunity to learn: • 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 influences those choices	Building on Key Stage 1, pupils should have the opportunity to learn: • 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 understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child • that these universal rights are there to protect everyone and have primacy both over national law and family and community practices • to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation • to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of 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 • to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing • to appreciate the range of national, regional, religious and ethnic identities in the UK • to think about the lives of people living in other places, and people with different values and customs • about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer • 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) • that resources can be allocated in different ways and that these • economic choices affect individuals, communities and the sustainability of the environment • about enterprise and the skills that make someone 'enterprising' • to explore and critique how the media present information