**PSHE KNOWLEDGE, SKILLS & UNDERSTANDING**

***Churchfield Primary School***

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**National Curriculum Content**

**Purpose of Study & Aims**

PHSE , at Primary level, does not have a set programme of study in the National Curriculum.

At Churchfield Primary School 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 equips pupils 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 self-confidence, resilience and self-esteem, to identify and manage risk, make informed choices and understand the consequences of their actions. 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 live more successful and productively.

To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide explicit programmes of study. PSHE encompasses many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription. However, we ensure that through our PHSE and wider curriculum our pupils gain an understanding of drug education, financial education, relationship and education sex (RSE) and the importance of physical activity and diet for a healthy lifestyle.

PHSE may be taught as a discrete subject or as a golden thread throughout all other areas of the curriculum and day-to-day school life – in particular through information stations. When taught discretely, many PHSE sessions will take the form of circle time or be discussion based.

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| **YEAR 1 PSHE** | | |
| **Health & Wellbeing (inc. aspects of RSE)** | **Relationships (inc. aspects of RSE)** | **Living in the Wider World (inc. aspects of RSE)** |
| * Can they group foods into groups? * Can they recognise that choices can have good and bad consequences? * Can they recognise and celebrate own strengths and things they are good at? * Can they use vocabulary to describe own feelings and use simple strategies to manage them? * Can they talk about good and not so good feelings and emotions? * Can they set personal simple goals? * Can they recognise that they are responsible for keeping themselves safe? * Do they understand that they do not need to keep secrets? * Can they understand that people’s bodies and feelings can be hurt (including what makes them comfortable and uncomfortable)? * Do they know that choices can have good and bad consequences? * Can they recognise how other people show their feelings and know how to respond? | * Can they share own views on things that matter to them and give a basic explanation (whole class or with a partner)? * Can they understand what is fair and unfair, kind and unkind, right and wrong? * Do they take turns and share equipment? * Do they know that there is only one of ‘me’? * Can they recognise when people are being unkind either to them or others, and know how to respond? * Do they recognise what bullying is and know that it is wrong? * Can they say what physical contact is good or bad, comfortable & uncomfortable and know how to respond? * Can they identify and respect the differences and similarities between people? * Do they know who to tell if they feel worried or unsafe? | * Can they understand why we have rules and can construct and agree to follow group, class and school rules? * Do they understand that people and other living things have rights and that everyone has a responsibility to respect those rights (e.g returning things that have been borrowed, respecting feelings and bodies, taking turns)? * Can they identify ways in which they are unique, and understand that there is only one ‘me’? * Can they identify ways in which we are the same, and what they have in common with other people? * Do they recognise ‘special people’ in the community who have a responsibility for looking after other people or protecting them? * Do they show some understanding of what improves and harms the local, natural environment?   • Can they say who the ‘special people’ in the community are who have a responsibility for looking after other people or protecting them?   * Can they keep themselves safe in the home and when in the wider community? (stranger dander) |

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| **YEAR 2 PSHE** | | |
| **Health & Wellbeing (inc. aspects of RSE)** | **Relationships (inc. aspects of RSE)** | **Living in the Wider World (inc. aspects of RSE)** |
| * Can they group foods into groups? * Can they show an understanding of the basics of a healthy diet? * Can they recognise that choices can have good and bad consequences? * Can they recognise and celebrate own strengths and things they are good at and what they need to get better at? * Can they use vocabulary to describe own feelings and use simple strategies to manage them? * Can they talk about good and not so good feelings and emotions? * Can they set personal simple goals? * Can they recognise that they are responsible for keeping themselves safe? * Do they understand that they do not need to keep secrets? * *Can they recognise that they are responsible for keeping safe?* * Do they understand that actions have consequences on our environment? * Do they understand that a healthy mind is just as important as a healthy body? | * Can they recognise how other people show their feelings and know how to respond? * Can they share own views on things that matter to them and give a basic explanation (whole class or with a partner)? * Can they offer simple constructive support or feedback to others? * Can they understand what is fair and unfair, kind and unkind, right and wrong? * Can they understand that people’s bodies and feelings can be hurt (including what makes them comfortable and uncomfortable)? * Can they recognise when people are being unkind either to them or others, and know how to respond? * Do they recognise what bullying is and know that it is wrong? * Can they say what physical contact is acceptable & unacceptable, comfortable & uncomfortable and know how to respond? * Can they identify and respect the differences and similarities between people? * Do they know who is there to protect and look after them? | * Can they understand why we have rules and can construct and agree to follow group, class and school rules? * Do they understand that people and other living things have rights and that everyone has a responsibility to respect those rights (e.g returning things that have been borrowed, respecting feelings and bodies, taking turns)? * Can they identify ways in which they are unique? * Can they identify ways in which we are the same, and what they have in common with other people? * Do they recognise ‘special people’ in the community who have a responsibility for looking after other people or protecting them? * Do they show an understanding of what improves and harms the local, natural environment and develop ideas to care for it? * Do they have some understanding of ‘democracy’? * Can they keep themselves safe in the home and when in the wider community? (stranger dander/road safety) * Do they recognise that money comes from different sources and can be used for different things? |

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| **YEAR 3 PSHE** | | |
| **Health & Wellbeing (inc. aspects of RSE)** | **Relationships (inc. aspects of RSE)** | **Living in the Wider World (inc. aspects of RSE)** | |
| * Do they show an understanding of the benefits of physical activity & rest? * Can the make choices about which foods to choose and give reasons? * Do they know how mindfulness and breathing exercises can support mental well-being? * Can they recognise that choices can have good and bad consequences? * Can they recognise and celebrate own strengths and things they are good at? * Can they use vocabulary to describe own feelings and use simple strategies to manage them? * Can they talk about good and not so good feelings and emotions? * Can they recognise that they are responsible for keeping themselves safe? * Do they understand that they have different responsibilities, rights and duties at home, in school, in the community? * Do they recognise how images in the media (and online) do not always reflect reality? * Do they show an understanding of change, including transitions, loss, separation, divorce and bereavement? * Can they keep safe when using the internet? * Can they differentiate between the terms risk, danger & hazard? | * Can they recognise how other people show their feelings and know how to respond? * Can they share own views on things that matter to them and give an explanation (whole class or with a partner)? * Can they understand what is fair and unfair, kind and unkind, right and wrong? * Can they understand that people’s bodies and feelings can be hurt (including what makes them comfortable and uncomfortable)? * Can they recognise when people are being unkind either to them or others, and know how to respond? * Do they recognise what bullying is and know that it is wrong? * Can they say what physical contact is acceptable & unacceptable, comfortable & uncomfortable and know how to respond? * Can they identify and respect the differences and similarities between people? * Do they understand that their actions may impact other people as well as themselves? * Do they know that abuse can be physical, emotional and through neglect? * Do they recognise ways in which a relationship can be unhealthy and who they need to talk to when they need support? | * Can they understand why we have rules and can construct and agree to follow group, class and school rules? * Do they understand the consequences that breaking rules or laws may have? * Do they understand that people and other living things have rights and that everyone has a responsibility to respect those rights (e.g returning things that have been borrowed, respecting feelings and bodies, taking turns)? * Can they identify ways in which we are the same, and what they have in common with other people? * Do they understand that they have different responsibilities, rights and duties towards the wider world? * Do they show an understanding of what improves and harms the local, natural environment and develop ideas to care for it? * Can they keep themselves safe in the home and when in the wider community? (water danger/fire safety) | |

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| **YEAR 4 PSHE** | | |
| **Health & Wellbeing (inc. aspects of RSE)** | **Relationships (inc. aspects of RSE)** | **Living in the Wider World (inc. aspects of RSE)** |
| * Do they show an understanding of the benefits of physical activity & rest? * Can they make informed choices (including recognising that their choices might have a positive, negative or neutral consequence? * Can they make choices about which foods to choose and give reasons why? * Do they recognise how images in the media (and online) do not always reflect reality? * Can they differentiate between the terms risk, danger & hazard? * Can they keep themselves safe when using the internet? * Do they know how to report online activity that makes them feel uncomfortable, to a trusted adult? * Do they understand about people who are here to look after them and know who to go to if they are worried? * Do they know the basics of self-hygiene and how to provide for these? * Can they regulate their own emotions? * Are they able to draw upon a range of coping mechanisms? | * Do they understand different types of relationships, acquaintances, friends, relatives and close families? * Do they understand that a civil partnership or marriage are examples of a public demonstration of commitment made between two people? * Do they recognise and respond appropriately to a wider range of feelings in others? * Do they understand that their actions may impact other people as well as themselves? * Can they define and know the differences between the terms sex, gender, identity and orientation? * Do they recognise different forms of bullying and abuse (including prejudice-based bullying both online and in person)? * Can they recognise ways in which a relationship can be unhealthy and who they need to talk to when they need support? * Can they recognise and challenge stereotypes? * Do they show an understanding of change, including transitions, loss, separation, divorce and bereavement? | * Can they understand that there are basic human rights shared by all people and all societies? * Can they understand that they have different responsibilities, rights and duties at home, in school, in the community and towards the wider environment? * Do they recognise that they are part of a community, and understand the role of organisations that support the community locally and nationally? (e.g. Government, charities etc.) * Can they understand how the choices they make can contribute to sustainability in the environment? * Can they understand the consequences that breaking rules or laws may have? * Do they show an understanding of the role money plays in people’s lives, including how to manage money and about being a critical consumer? * Do they understand what is meant by enterprise and begin to develop enterprise skills? * Do they understand the dangers and know how to manage the risks associated with taking both prescribed and unprescri-bed medicines both at home and in the wider community? * Do they understand the term democracy? * Can they empathise with societies and communities in the wider world? |

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| **YEAR 5 PSHE** | | |
| **Health & Wellbeing (inc. aspects of RSE)** | **Relationships (inc. aspects of RSE)** | **Living in the Wider World (inc. aspects of RSE)** |
| * Do they show an understanding of the benefits of physical activity & rest, personal hygiene – general self-care? * Can they make informed choices (including recognising that their choices might have a positive, negative or neutral consequence? * Can they make choices about which foods to choose and give reasons why? * Do they recognise how images in the media (and online) do not always reflect reality? * Do they show an understanding of change, including transitions, loss, separation, divorce and bereavement? * Can they differentiate between the terms risk, danger & hazard? * Can they keep themselves safe when using the internet? * Do they know how to report online activity that makes them feel uncomfortable, to a trusted adult? * Do they understand about people who are here to look after them and know who to go to if they are worried? * Do they show an understanding of what might influence the choices that they make – peer pressure, advertising? * Can they tell you their personal goals and targets and elaborate on these? * Do they know the key facts about puberty? (body changes and menstruation) | * Do they understand different types of relationships, acquaintances, friends, relatives and close families? * Do they understand that a civil partnership or marriage are examples of a public demonstration of commitment made between two people? * Do they recognise and respond appropriately to a wider range of feelings in others? * Do they understand that their actions may impact other people as well as themselves? * o * Do they recognise different forms of bullying and abuse (including prejudice-based bullying both online and in person)? * Can they recognise ways in which a relationship can be unhealthy and who they need to talk to when they need support? * Can they recognise and challenge stereotypes? * Can they discuss change and loss and how it affects their feelings e.g. moving home, losing a toy, losing a pet, losing a family member? * Do they challenge others respectfully and provide constructive feedback (debating) | * Can they understand that there are basic human rights shared by all people and all societies? * Can they understand that they have different responsibilities, rights and duties at home, in school, in the community and towards the wider environment? * Do they recognise that they are part of a community, and understand the role of organisations that support the community locally and nationally? (e.g. Government, charities etc.) * Can they understand how the choices they make can contribute to sustainability in the environment? * Can they understand the consequences that breaking rules or laws may have? * Do they show an understanding of the role money plays in people’s lives, including how to manage money and about being a critical consumer? * Do they understand what is meant by enterprise and begin to develop enterprise skills? * Do they understand the dangers and know how to manage the risks associated with road safety, anti-social behaviour/legal and illegal substances/ risk of smoking, alcohol and drugs/peer pressure/water danger/unsafe physical contact? |

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| **YEAR 6 PHSE** | | |
| **Health & Wellbeing (inc. aspects of RSE)** | **Relationships (inc. aspects of RSE)** | **Living in the Wider World (inc. aspects of RSE)** |
| * Do they understand what a balanced lifestyle is and how to achieve it, both mentally and physically? (relaxation etc) * Can they make informed choices (including recognising that their choices might have a positive, negative or neutral consequence? * Do they show an understanding of what might influence choices – peer pressure, advertising. * Do they recognise how images in the media (and online) do not always reflect reality? * Do they show an understanding of change, including transitions, loss, separation, divorce and bereavement? * Can they differentiate between the terms risk, danger & hazard? * Can they keep themselves safe when using the internet? * Do they know how to report online activity that makes them feel uncomfortable, to a trusted adult? * Do they understand a wide context of keeping safe? | * Do they understand different types of relationships, acquaintances, friends, relatives and close families? (civil partnership) * Do they recognise and respond appropriately to a wider range of feelings in others? * Do they understand that their actions may impact other people as well as themselves? * Can they define and know the differences between the terms sex, gender, identity and orientation? ( * Do they recognise different forms of bullying and abuse (including prejudice-based bullying both online and in person)? * Can they recognise ways in which a relationship can be unhealthy and who they need to talk to when they need support? * Can they recognise and challenge stereotypes? * Can they discuss change and loss and how it affects their feelings e.g. moving home, losing a toy, losing a pet, losing a family member? * Do they understand that differences and similarities between people arise from a number of factors, including: family, cultural, ethnic, racial, age, sex? gender, identity, sexual orientation and disability? * Do they understand puberty, conception and birth of a baby? (RSE) | * Can they understand that there are basic human rights shared by all people and all societies? * Can they understand that they have different responsibilities, rights and duties at home, in school, in the community and towards the wider environment? * Do they recognise that they are part of a community, and understand the role of organisations that support the community locally and nationally? (e.g. Government, charities etc.) * Can they understand how the choices they make can contribute to sustainability in the environment? * Can they understand the consequences that breaking rules or laws may have? * Do they show an understanding of the role money plays in people’s lives, including how to manage money and about being a critical consumer? * Do they understand what is meant by enterprise and begin to develop enterprise skills? * Do they understand the dangers and know how to manage the risks associated with fire, electricity and water both at home and in the wider community? \***Recap on all safety information** |

**Assessment Criteria**

The following criteria should be used as a ‘best fit’ model. Teachers should consider whether or not a pupil is working towards meeting the KPIs, has met the KPIs or is exceeding the KPIs.

It is critical that pupils have depth to their learning, and can apply the KPIs independently in a range of scenarios.