

# St Mark's CE Primary School, Scarisbrick

## Progression of skills and knowledge for PSHE

### Levels expected at the END of EYFS

#### 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 changes of routine in their stride.

#### 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 events in their own lives and 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 talk about events in their own lives and 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.

### Mission Statement and Intent

As a Christian Faith School, we aim to provide a broad-based PSHE curriculum for all children that complements our already strongly embedded Christian Values and ethos. We aim to promote the spiritual, moral, mental and physical development of all pupils at our school and provide a curriculum that prepares them for the opportunities, responsibilities and experiences that they will have throughout their lives as well as enabling them to be confident in making safe and well-informed decisions.

## Intent

We aim to equip children with essential skills for life by focusing on developing the whole child through carefully planned and resourced lessons that develop knowledge, skills and attributes that we feel our children need to protect and enhance their present and future wellbeing. During PSHE sessions, children will learn how to stay safe and healthy both physically and mentally, build and maintain successful relationships and become active citizens, who are able to responsibly participate within their local community and wider society. We believe that successful PSHE curriculum coverage is a vital tool in preparing children for life in society now and in the future by helping them to appreciate and see their own self-worth as well as the value of others, which is linked very closely with our promotion of British Values. We aim for our children to grow strong and positive views of themselves through the development of their identity and self-esteem through lessons that develop resilience and cover a wide range of social and emotional aspects of learning. Our themes and topics fully support social, moral, spiritual and cultural development and aim to provide children with essential safeguarding skills and the knowledge of when and who to ask for help.

## Implementation

We employ and have adapted a scheme of work called 'Heart Smart' which links directly to the National Curriculum standards as well as our strong Christian ethos. Learning is categorised into 5 essential areas: Don't Forget to let Love in, Too much Selfie isn't Healthy, Don't Rub it In, Rub it Out, Fake is a Mistake and No Way Through isn't True. Each of these strands is taught throughout the year and revisited each year in order to properly embed skills and have the greatest impact on the pupils' wellbeing as well as enabling children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate to the age and stage of the child. Lessons are delivered in creative ways that link in with other areas of the National Curriculum and place the emphasis on talk and discussion as well as other creative approaches such as role play, games, digital projects or artwork. These activities are designed to build confidence and resilience for all pupils taking into account their individual strengths and weaknesses and not necessarily relying on a written outcome. Pupils record work within Learning Journey Records which help to enable self-evaluation. Teachers encourage reflective comments at the end of lessons to assess what pupils have gained from sessions; these may inform and additionally identify further areas for discussion in consecutive lessons and are used to evaluate and assess progress.

## Impact

Our teaching of PSHE at St Marks School enables children to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a safe environment of openness, trust and respect, as well as encouraging them to seek support from others if they are struggling. They will apply what is learnt about the diverse society that they live in through interactions both within school and their local communities, which will enable them to treat others with respect, understanding and equality. Teaching of PSHE at St Marks School, supports the active development of a school culture that prioritises physical and mental health and wellbeing, the practise of self-care and a family of children and adults who contribute positively to the wellbeing of those around them. This links directly with our School's Christian Vision: 'So in everything, do to others as you would have them do to you'. Additionally, we believe that the values and skills that we instill have a positive impact on the whole child including their academic development and progress, by helping to mitigate any social and emotional barriers to learning and building confidence and self-esteem. Therefore pupils leave our school ready and equipped with lifelong skills which will aid them in solving and overcoming challenges that they may face at secondary school and throughout their lives as adults.

## Relationships and Respecting Others

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).</p> <p>Children recognise what is fair/unfair, kind/unkind, right/wrong.</p> <p>The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprise.</p>	<p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p> <p>They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).</p> <p>They can identify and respect differences and similarities between people.</p> <p>They acknowledge that both people's bodies and feelings can be hurt.</p>	<p>Pupils are able to share their opinions on things that matter to them with one other person/class.</p> <p>They are able to offer constructive support/feedback to others.</p> <p>Children are able to communicate their feelings to others, to recognise how others show feelings and how to respond.</p>	<p>Children can respond appropriately to a wider range of feelings in others.</p> <p>Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>Children to being to judge what kind of physical contact is acceptable or unacceptable and to be aware of different types of use, how to respond and get help.</p> <p>The concept of 'keeping something secret of confidential' when we should agree to this and when it is right to 'break a confidence' or 'share a secret'.</p>	<p>Pupils are able to identify different types of relationships (e.g. marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting and caring).</p> <p>They can recognise and discuss the importance of relationships to marriage, parenthood and family life.</p> <p>Children have a clear understanding of what kinds of physical contact are acceptable and know how to get help.</p>	<p>Pupils can respond to, or challenge, negative behaviours such as stereotyping and aggression.</p> <p>They can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people different from themselves.</p> <p>Children can identify differences between male and female. Identify how people change and grow and make makes us special as individuals.</p> <p>They will explore and discuss in more detail different types of relationships.</p>	<p>Pupils can recognise difference and diversity (for example in culture, lifestyles, or relationships), and can demonstrate understanding and empathy towards others who live their lives in different ways.</p> <p>They can assertively challenge prejudice and discrimination (for example that related to gender, race, disability or beliefs).</p> <p>They are able to discuss the idea of peer pressure and social media.</p> <p>Children will be able to identify the emotional and physical changes that take place during puberty.</p> <p>They are able to identify healthy relationships.</p>

## Health and Wellbeing

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children can explain ways of keeping clean (for example by washing their hands and brushing their teeth) and they can name parts of the body.</p> <p>They can explain that people grow from young to old. Children can talk about good and not so good feelings and start to build simple strategies to manage these.</p> <p>They can begin to talk about change and loss (for example losing a toy or moving house).</p>	<p>Children can explain about people who look after them, who to go to if they are worried and ways to help these people look after them.</p> <p>Children can talk about growing and changing and new opportunities and responsibilities that increasing independence brings.</p> <p>They can think about themselves, learn from their experiences, recognising and celebrating their strengths and set simple but challenging goals.</p>	<p>They can make simple choices about some aspects of their health and well-being (for example choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy.</p> <p>Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely).</p> <p>They recognise they share a responsibility for keeping themselves and other safe.</p> <p>They can explain ways diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.</p>	<p>They know the school rules about health and safety, basic emergency aid procedures, where and how to get help.</p> <p>Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise).</p> <p>They can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions by talking with others about problems they have).</p> <p>They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.</p> <p>They can identify and explain how to manage the risks in different situations (for example issues connected to personal safety).</p>	<p>They can state the basic facts and laws about alcohol, tobacco and legal and illegal drugs (when appropriate).</p> <p>They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p> <p>Children can understand the term 'habit' and why these can be hard to change and differentiate between the terms 'risk, danger and hazard'.</p> <p>They can demonstrate effective ways of resisting negative pressure including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience).</p>	<p>Children recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>Children can discuss strategies for keeping physically and emotional safe (for example road safety, internet safety, mobile phones and social media usage).</p> <p>They can talk about the importance of protecting personal information (passwords/images).</p> <p>They can recognise their increasing independence brings increased responsibility to keep themselves and others safe. They understand that bacteria and viruses can affect health and that following simple routines can reduce the spread.</p> <p>Recognise when and how to ask for help (including outside organisations for example child line).</p>	<p>Pupils can explain how their body will change as they approach and move into puberty.</p> <p>They can talk about human reproduction including contraception (and that this can be prevented).</p> <p>They can identify positive ways to face new challenges (for example the transition to secondary schools).</p> <p>They can recognise some strong emotions and identify ways of managing these emotions positively (for example talking with a friend or teach about their feelings on divorce).</p> <p>They can reflect on and evaluate their personal achievements and strengths in all areas of their lives and recognise their self-worth. Equally they are able to identify areas of weakness and suggest how to improve these.</p>

## Living in the Wider World

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children can demonstrate how to contribute to the life of a classroom positively.</p> <p>Children can construct and agree to follow group and class rules and begin to understand how these help them to be happy and safe.</p> <p>They understand people and other living things have needs and that they have responsibilities to meet them (taking turns, sharing, returning things that have been borrowed).</p>	<p>Children understand they belong to various groups and communities (family, school, faith).</p> <p>They can recognise what improves and harms their local, natural and built environments and some of the ways people look after them.</p>	<p>Children can demonstrate that money comes from different sources and can be used for different purposes (spending, saving).</p> <p>They understand the role money plays in their lives (how to manage, keep it safe, spending choices and what influences these choices).</p> <p>Children understand there are a wide range of jobs and begin to challenge gender stereotypes about careers.</p>	<p>Children understand what being part of a community means, and about local and national charities that support communities.</p> <p>Recognise the role of voluntary, community and pressure groups, particularly health and well-being (Childline, Age UK).</p> <p>Children can research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</p>	<p>Children understand different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p>Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>They can demonstrate why and how rules/laws 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 (for example rules within class or the school council).</p> <p>Children can realise the consequences of anti-social behaviour and aggressive behaviours (bullying or discrimination on individuals or communities).</p>	<p>Children can demonstrate the role money plays in their/other's lives (how to manage and be a critical consumer).</p> <p>Develop an understanding of the concepts of interest, loans, debt and tax (VAT).</p> <p>Resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>They will appreciate the need for personal safety issues when using the internet.</p> <p>They will be aware of internet dangers and what children can do to keep themselves and others safe.</p>	<p>Children understand possible routes to different careers and be able to set goals towards these aspirations.</p> <p>They understand 'enterprise' and skills that make someone enterprising.</p> <p>They realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or others at risk</p> <p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p>