



PSHE at St Martin's

PSHE education is a planned, developmental programme of learning through which children 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 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 confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. 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 better enjoy and manage their lives.

PSHE education can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition the learning provided through a comprehensive PSHE education provision is essential to safeguarding pupils, as Ofsted has set out.

The aim for PSHE education is to provide pupils with:

- Accurate, balanced and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

The programme of study is intended to support teachers to create a PSHE education programme that will enable children and young people to develop and gradually enrich their understanding of a set of overarching concepts, set out below. Although the specific content of PSHE education will constantly evolve as the world changes, these concepts are timeless.

It is not enough to simply teach pupils about the issues covered in the suggested subject content. It is vital they have the opportunity to explore their attitudes, values and beliefs about them and to develop the skills, language and strategies necessary to manage these issues should they encounter them in their lives.

For a school's PSHE education programme to support its pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging, it should take the 'learning opportunities' outlined within the three core themes of this programme of study for each key stage, as a context through which to develop the concepts, skills and attributes set out below.

Overarching concepts developed through the Programme of Study

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. Relationships (including different types and in different settings, including online)
3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. 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, including online in an increasingly connected world)
5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. 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)
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. Career (including enterprise, employability and economic understanding)

CORE THEME 1: HEALTH AND WELLBEING

Autumn Term

This core theme focuses on:

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
9. How to look after ourselves online. (Online Safety- OS)

Suggested learning opportunities - Core Theme 1. Health and wellbeing

KEY STAGE 1

Pupils should have the opportunity to learn:

H1. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health

H2. 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

H3. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals

OS1. Pupils and students learn that they can go to exciting places online, but they need to follow certain rules to remain safe.

OS2. Pupils and students search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet. This will relate to being aware of what are 'safe' images.

OS3. Pupils and students understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them.

OS4. Pupils and students learn that the information they put online leaves a digital footprint or "trail." This trail can be big or small, helpful or hurtful, depending on how they manage it.

KEY STAGES 1 & 2

H4. About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings

H5. About change and loss and the associated feelings (including moving home, losing toys, pets or friends)

H6. The importance of, and how to, maintain personal hygiene

H7. How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading

H8. About the process of growing from young to old and how people's needs change

H9. About growing and changing and new opportunities and responsibilities that increasing independence may bring

H10. The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls

H11. That household products, including medicines, can be harmful if not used properly

H12. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety

H13. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention

H14. About the ways that pupils can help the people who look after them to more easily protect them

H15. 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' including knowing that they do not need to keep secrets

H16/OS5. What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy- This will also be related to the context of Online Safety.

KEY STAGE 2

Building on Key Stage 1, pupils should have the opportunity to learn:

- H1. What positively and negatively affects their physical, mental and emotional health?
- H2. 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'
- H3. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet
- H4. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
- H5. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals
- H6. 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
- H7. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
- H8. About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
- H9. To differentiate between the terms, 'risk', 'danger' and 'hazard'
- H10. To recognise, predict and assess risks in different situations and decide 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
- H11. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe
- H12. That bacteria and viruses can affect health and that following simple routines can reduce their spread
- H13. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
- H14. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong
- H15. School rules about health and safety, basic emergency aid procedures, where and how to get help
- H16. What is meant by the term 'habit' and why habits can be hard to change?
- H17. Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others
- H18. How their body will, and their emotions may, change as they approach and move through puberty
- H19. About human reproduction
- H20. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation

(FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers

H21. Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)

H22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

H23. About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

H24. The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)

H25. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request

OS6(3) Pupils and students explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords.

OS7 (3) Pupils and students explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community.

OS8 (4) Pupils and students explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens.

OS9 (4) How can you protect yourself from online identity theft? Pupils and students think critically about the information they share online.

OS10 (5) Pupils and students learn how to create secure passwords in order to protect their private information and accounts online.

OS11 (5) Pupils and students work together to outline common expectations in order to build a strong digital citizenship community. Each member of the class signs a We the Digital Citizens Pledge.

OS12 (6) Pupils and students learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online.

OS13 (6) Pupils and students explore Spider-Man's motto, "with great power comes great responsibility" through the lens of digital citizenship. They create comic strips show a digital superhero who witnesses an act of poor digital citizenship, and then helps resolve it.

CORE THEME 2: RELATIONSHIPS

Spring Term

This core theme focuses on:

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts including online.
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- allow children the opportunity to recognise online risks as well.
4. How to respond to risky or negative relationships and ask for help
5. How to respect equality and diversity in relationships

Suggested learning opportunities - Core Theme 2. Relationships

KEY STAGE 1

Pupils should have the opportunity to learn:

R1. To communicate their feelings to others, to recognise how others show feelings and how to respond

R2. To recognise that their behaviour can affect other people

R3. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid

R4. To recognise what is fair and unfair, kind and unkind, what is right and wrong

R5. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

R6. To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)

R7. To offer constructive support and feedback to others

R8. To identify and respect the differences and similarities between people

R9. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another

R10. 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)

R11. That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

R12. To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say

R13. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable

R14. Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

OS14 (1) Pupils and students learn that many websites ask for information that is private and discuss how to responsibly handle such requests.

OS15 (2) Pupils and students learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.

Suggested learning opportunities - Core Theme 2. Relationships

KEY STAGE 2

Building on Key Stage 1, pupils should have the opportunity to learn:

R1. To recognise and respond appropriately to a wider range of feelings in others

R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R3. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

R4. To recognise different types of relationship, including those between acquaintances, friends, relatives and families

R5. That civil partnerships and marriage are examples of 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

R6. That marriage is a commitment freely entered into by both people that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves

R7. That their actions affect themselves and others

R8. To judge what kind of physical contact is acceptable or unacceptable and how to respond

R9. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

R10. 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 others' points of view

R11. To work collaboratively towards shared goals

R12. 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

R13. 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)

R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)

R15. To recognise and manage 'dares'

R16. To recognise and challenge stereotypes

R17. About the difference between, and the terms associated with, sex, gender identity and sexual orientation

R18. How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

R19. That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership

R20. That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others

R21. To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

OS16 (3) Pupils and students examine product websites and understand that the purpose of the site is to encourage buying the product. Pupils and students learn methods used to promote products on these sites.

OS17 (4) Pupils and students consider that they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful. Pupils and students identify actions that will make them upstanders in the face of cyberbullying.

OS18 (5) Pupils and students learn what spam is, the forms it takes, and then identify strategies for dealing with it.

OS19 (6) Pupils and students learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval.

CORE THEME 3: LIVING IN THE WIDER WORLD

(ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)

Summer Term

This core theme focuses on:

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 diversity and equality and how 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. The part that money plays in people's lives
8. A basic understanding of enterprise

*It is important to read this section alongside any guidance produced by citizenship education organisations such as the Association for Citizenship Teaching.

Suggested learning opportunities - Core Theme 3. Living in the wider world

KEY STAGE 1

Pupils should have the opportunity to learn:

- L1. How they can contribute to the life of the classroom and school
- L2. To help construct, and agree to follow, group, class and school rules and to understand how these rules help them
- L3. That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
- L4. That they belong to different groups and communities such as family and school
- L5. What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
- L6. That money comes from different sources and can be used for different purposes, including the concepts of spending and saving

L7. About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices

L8. Ways in which they are all unique; understand that there has never been and will never be another 'them'

L9. Ways in which we are the same as all other people; what we have in common with everyone else

L10. About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

OS20 (1) Pupils and students are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce.

OS21 (1) Pupils and students explore how they can use email to communicate with real people within their schools, families, and communities.

OS22 (2) Pupils and students understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results.

OS23 (2) Pupils and students discuss criteria for rating informational websites and apply them to an assigned site. Pupils and students learn that all websites are not equally good sources of information.

Suggested learning opportunities - Core Theme 3. Living in the wider world

KEY STAGE 2

Building on Key Stage 1, pupils should have the opportunity to learn:

L1. To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

L2. Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

L3. To understand that there are basic human rights shared by 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

L4. That these universal rights are there to protect everyone and have primacy both over national law and family and community practices

L5. To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)

L6. To 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 for others at risk

L7. That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities

L8. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

L9. What being part of a community means, and about the varied institutions that support communities locally and nationally

L10. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

L11. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

L12. To consider the lives of people living in other places, and people with different values and customs

L13. About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer

L14. 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)

L15. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world

L16. What is meant by enterprise and begin to develop enterprise skills

L17. To explore and critique how the media present information

L18. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

OS24 (3) Pupils and students explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages.

OS25 (3) Pupils and students explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages.

OS26 (4) Pupils and students learn strategies to increase the accuracy of their keyword searches and make inferences about the effectiveness of the strategies.

OS27 (4) Pupils and students learn that copying the work of others and presenting it as one's own is called plagiarism. They also learn about when and how it's ok to use the work of others.

OS27 (5) Pupils and students reflect on the importance of citing all sources when they do research. They then learn how to write bibliographical citations for online sources.

OS28 (5) Pupils and students learn how photos can be altered digitally. They will consider the creative upsides of photo alteration, as well as its power to distort our perceptions of beauty and health.

OS29 (6) Pupils and students explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises.

OS30 (6) Pupils and students explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles in two online activity zones for kids.

QUALITY NOT QUANTITY – – WHY 'LESS' MAY BE 'MORE'

Whilst the framework below identifies a broad range of important issues, it is essential that pupils' experience of PSHE education is not simply a series of 'one-off', disconnected sessions each on a different topic and focussing only on factual content.