



PSHE and Citizenship Programme of Study

Our programme of study identifies the key concepts and skills that underpin PSHE education and supports pupils' spiritual, moral, cultural, mental and physical development. It prepares them for the opportunities, responsibilities and experiences of life in British society today.

The essential skills covered by the PSHE and citizenship programme of study are outlined below:

Skills for development within the PSHE programme		
Skills required for self-management	Skills required for building positive relationships	Skills of enquiry
<ul style="list-style-type: none"> • Critical, constructive self-reflection • Learning from experience • Setting challenging personal goals • Making informed decisions • Recognising unhelpful thinking (eg generalisation, misconceptions) • Resilience (including self-motivation, adaptability and constructively managing setbacks) • Self-regulation (including managing strong emotions) • Recognising and managing the need for peer approval • Self-organisation • Building self-confidence and self-esteem 	<ul style="list-style-type: none"> • Active listening • Empathy • Communication (verbal and non-verbal including assertiveness; being able to present ideas, arguments and thoughts effectively) • Team working (including agreeing clear outcomes; the ability to provide, receive and respond to constructive feedback; taking on different roles; the ability to recognise and learn from others' experience) • Negotiation (including self-advocacy, flexibility and compromise) • Recognising and utilising strategies for managing pressure, persuasion and coercion • Responding to the need for positive affirmation for self and others 	<ul style="list-style-type: none"> • Formulating questions • Gathering and using data • Analysis • Planning and decision making • Recalling and applying knowledge creatively • Drawing and defending conclusions using evidence • Identification, assessment and management of risk • Evaluating social norms • Reviewing progress against objectives

Core themes

The PSHE and Citizenship programme is delivered through the study of 3 core themes across EYFS, KS1 and KS2: Health and Wellbeing; Relationships and Living in the Wider World.

Health and Wellbeing

Pupils are 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

Health and Wellbeing – Learning in EYFS

Kindergarten

- about how to use tools and equipment safely
- can articulate to an adult whether they are hungry, tired and show preference between resting and playing
- about the importance of personal hygiene
- to dress themselves with some support and attend to toileting needs with increasing independence

Reception

- about the significance of physical exercise
- to start to understand what good practice is pertaining to sleep, nutrition and hygiene
- about how to transport and store equipment safely
- to start to understand the need for safety when tackling challenges and can consider and manage risks

Across EYFS

- to understand and talk about the relation between good health and physical exercise
- to know and explain ways to keep themselves safe and healthy without direct supervision
- to manage their own basic personal needs with increasing independence

Health and Wellbeing – Learning in KS1**Year 1**

- what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
- 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
- about the process of growing from young to old and how people's needs change

Year 2

- 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
- how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others
- about growing and changing and new opportunities and responsibilities that increasing independence may bring
- that household products, including medicines, can be harmful if not used properly

Across KS1

- 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
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- 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'
- *what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy*

Health and Wellbeing – Learning in KS2

Year 3 and Year 4

- 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
- that bacteria and viruses can affect health and that following simple routines can reduce their spread
- school rules about health and safety, basic emergency aid procedures, where and how to get help
- about people who are responsible for helping them stay healthy and safe and ways that they can help these people

Year 5 and Year 6

- to recognise how images in the media do not always reflect reality and can affect how people feel about themselves
- about change, including transitions, loss, separation, divorce and bereavement
- to recognise their increasing independence brings increased responsibility to keep themselves and others safe
- 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
- 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 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.)
- *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*

Across KS2

- 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
- 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 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
- 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)

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

Relationships

Pupils are 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

Relationships – Learning in EYFS

Relationships – Learning in EYFS	
Kindergarten	Reception
<ul style="list-style-type: none"> • to partake in group activities with peers, sometimes initiating play and responding to what others say or do • to approach adults and request assistance when necessary • to be aware of own feelings and start to consider that other children are affected by their actions • to take on responsibilities or tasks with increasing confidence 	<ul style="list-style-type: none"> • to initiate conversation with peers and take into account their views • to form good relationships with peers and familiar adults • to show awareness of other peoples' feelings and respond appropriately by comforting another child if they upset them • to be able to describe themselves in positive terms and discuss talents and abilities • to start to solve problems without aggression
Across EYFS	
<ul style="list-style-type: none"> • to play co-operatively, taking turns with other children 	

- to show increasing sensitivity towards the needs and feelings of their peers and form positive relationships with peers and adults
- to increase their confidence when taking risks and approaching new activities
- to express their wants, needs, interests and opinions
- to self-select appropriate resources

Relationships – Learning in KS1

Year 1

- to communicate their feelings to others, to recognise how others show feelings and how to respond
- 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 listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- to identify their special people (family, friends, carers), what makes them special and how special people should care for one another

Year 2

- to recognise how their behaviour affects other people
- 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 offer constructive support and feedback to others
- to identify and respect the differences and similarities between people

Across KS1

- 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

Relationships – Learning in KS2

Year 3 and 4

- 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,

Year 5 and 6

- 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
- to recognise and manage 'dares'
- to recognise and challenge stereotypes
- *about the difference between, and the terms associated with, sex, gender identity and sexual orientation*
- *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

Across KS2

- 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 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)
- *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*
- *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*

Living in the Wider World (economic wellbeing and responsible citizenship)

Pupils are 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. *to respect the civil and criminal law of England*
4. about different groups and communities
5. to respect equality and to be a productive member of a diverse community
6. about the importance of respecting and protecting the environment
7. about where money comes from, keeping it safe and the importance of managing it effectively
8. how money plays an important part in people's lives
9. a basic understanding of enterprise

Living in the Wider World – Learning in EYFS

Across EYFS

- to talk about their own and others' behaviour and its consequences
- to work as a part of a group or class, understanding and following the rules
- to know that others may not always enjoy the same things and are sensitive to this
- to learn about the similarities and differences between themselves and others
- to learn about and respect the similarities and differences amongst families, communities and traditions
- to understand and respect personal and collective property
- to start to learn about the importance of caring for the environment

Living in the Wider World – Learning in KS1

Year 1	Year 2
<ul style="list-style-type: none"> • how to contribute to the life of the classroom • 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 • that money comes from different sources and can be used for different purposes, including the concepts of spending and saving 	<ul style="list-style-type: none"> • to help construct, and agree to follow, group and class rules and to understand how these rules help them • what improves and harms their local, natural and built environments and about some of the ways people look after them • 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

Across KS1
<ul style="list-style-type: none"> • <i>ways in which they are all unique; understand that there has never been and will never be another ‘them’</i> • <i>ways in which we are the same as all other people; what we have in common with everyone else</i> • <i>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.</i>

Living in the Wider World – KS2

Year 3 and Year 4	Year 5 and Year 6
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<ul style="list-style-type: none"> • 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 • about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer 	<ul style="list-style-type: none"> • 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 recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing • 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
<p>Across KS2</p>	
<ul style="list-style-type: none"> • to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people • 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 appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- to think about the lives of people living in other places, and people with different values and customs
- *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*