

THORPE LEA PRIMARY AND NURSERY SCHOOL



A dedicated community working together, nurturing a safe, happy school where all children can achieve their potential

PSHE OVERVIEW AND SKILLS PROGRESSION

Subject Leader: Miss Nickless

This overview aims to:

- Outline the approaches/methods and schemes used to teach PSHE across the school including how these meet National Curriculum and Early Years Foundation Stage objectives.
- Map out specific topics across the year groups and outline skills progression across the school.
- Inform how PSHE is promoted within wider aspects of the school curriculum including how it supports and promotes British Values

Subject Overview

At Thorpe Lea Primary, our PSHE curriculum is planned in line with guidelines provided by the PSHE Association. During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

The programme of study is broken down into three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Furthermore, at Thorpe Lea we have implemented the Kapow PSHE scheme. The scheme develops these core themes further, developing skills across KS1 and KS2 based on the headings:

- Families and friendships
- Health and Wellbeing (including anti-bullying)

- Citizenship
- Economic Wellbeing
- Safety and the Changing Body
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The curriculum mapping and skills progression document below outlines the goals across all year groups from Year 1 to Year 6.

Early Years

The Kapow framework also has widespread application for Early Years specifically Reception. In the EYFS section of Kapow PSHE shows how each enquiry contributes to the specific ELGs in these areas of learning, as well as mapping the potential coverage of the characteristics of effective learning.

In the EYFS, the curriculum is taught weekly in six half-term units to reflect the Early Learning Goals:

- Term 1: Self-regulation: my feelings
- Term 2: Building relationships: Special relationships
- Term 3: Self-regulation: listening and following instructions
- Term 4: Managing self: Taking on challenges
- Term 5: Building relationships: My family and friends
- Term 6: Managing self: My wellbeing

Approaches To Teaching

PSHE is taught weekly across the school. Distinct lessons cover the curriculum objectives set out in the Kapow scheme.

Developing the Subject in the Wider Curriculum

In addition to the taught curriculum, assemblies are used weekly to explore and discuss topical issues and themes such as relationships, e-safety and more in ever changing modern Britain. We also ensure that our assemblies and PSHE time incorporates the themes outlined in the British Values.

These are:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

We celebrate themed days and weeks which encourage children to raise awareness on nationally recognised issues e.g. anti-bullying week, World Mental Health day. Furthermore, at Thorpe Lea we are currently working towards achieving accreditation for the Superkind Award. This has been designed to help teachers integrate social action and charity within the wider curriculum and their classrooms – in a way that minimises teacher workload while maximising student impact.

It's never been more important to teach children agency, empathy and the other values that come from social action, civic engagement and philanthropy. SuperKind is built around personal character development and active citizenship – key components of the Ofsted framework.

PSHE SKILLS PROGRESSION

<i>Topics Studied</i>	Families and relationships	Health and Wellbeing	Citizenship	Economic Wellbeing	Safety and the changing body
Reception	<p>Learning how to talk about our families and discussing why we love them.</p> <p>Talking about people that hold a special place in my life.</p> <p>Developing strategies to help when sharing with others.</p> <p>Exploring what makes a good friend.</p> <p>Thinking about what it means to be a valued person.</p> <p>Exploring the differences between us that make each person unique.</p> <p>Considering the perspectives and feelings of others.</p> <p>Learning to work as a member of a team.</p> <p>Developing listening skills.</p>	<p>Discussing ways that we can take care of ourselves.</p> <p>Exploring how exercise affects different parts of the body.</p> <p>Identifying how characters within a story may be feeling.</p> <p>Identifying and expressing my own feelings.</p> <p>Exploring coping strategies to help regulate emotions.</p> <p>Exploring different facial expressions and identifying the different feelings they can represent.</p> <p>Exploring ways to moderate behaviour, socially and emotionally.</p> <p>Coping with challenge when problem solving.</p>	<p>Beginning to understand why rules are important in school.</p>		<p>Considering why it is important to follow rules.</p> <p>Exploring what it means to be a safe pedestrian.</p>
Year 1	<p>Exploring how families are different to each other.</p> <p>Exploring how friendship problems can be overcome.</p>	<p>Learning how to wash my hands properly. Learning how to deal with an allergic reaction.</p> <p>Exploring positive sleep habits.</p>	<p>Recognising why rules are necessary and the consequences of not following rules.</p>	<p>Exploring how money is used by people. Discussing how to keep money safe. Discussing what to do if we find money.</p> <p>Exploring choices people make about money.</p>	<p>Practising what to do if I get lost.</p> <p>Identifying hazards that may be found at home.</p> <p>Understanding people's roles within the local community that help keep us safe.</p>

	<p>Exploring friendly behaviours.</p> <p>Recognising how other people show their feelings.</p> <p>Identifying ways, we can care for others when they are sad.</p> <p>Exploring the ability to successfully work with different people.</p>	<p>Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</p> <p>Exploring health-related jobs and people who help look after our health.</p> <p>Identifying personal strengths and qualities.</p> <p>Identifying different ways to manage feelings.</p>	<p>Discussing how to meet the needs of different pets.</p> <p>Exploring the differences between people.</p> <p>Recognising the groups that we belong to.</p>	<p>Developing an understanding of how banks work. Listening to descriptions of professions.</p> <p>Thinking about questions they would like to ask others about their job.</p> <p>Describing what different people do in their jobs.</p>	<p>Learning what is and is not safe to put in or on our bodies.</p> <p>Practising making an emergency phone call.</p>
<p>Year 2</p>	<p>Understanding ways to show respect for different families.</p> <p>Understanding that families offer love, care and support.</p> <p>Understanding difficulties in friendships and discussing action that can be taken.</p> <p>Learning how other people show their feelings and how to respond to them.</p> <p>Exploring the conventions of manners in different situations.</p> <p>Exploring how loss and change can affect us.</p>	<p>Exploring the effect that food and drink can have on my teeth.</p> <p>Exploring some of the benefits of exercise on body and mind.</p> <p>Exploring some of the benefits of a healthy balanced diet.</p> <p>Suggesting how to improve an unbalanced meal.</p> <p>Learning breathing exercises to aid relaxation.</p> <p>Exploring strategies to manage different emotions.</p> <p>Developing empathy.</p> <p>Identifying personal goals and how to work towards them.</p> <p>Exploring the need for perseverance and developing a growth mindset.</p> <p>Developing an understanding of self-respect.</p>	<p>Explaining why rules are in place in different settings.</p> <p>Identifying positives and negatives about the school environment.</p> <p>Learning how to discuss issues of concern to me.</p> <p>Recognising the importance of looking after the school environment.</p> <p>Identifying ways to help look after the school environment.</p> <p>Recognising the contribution people make to the local community.</p>	<p>Explaining adult money sources.</p> <p>Identifying whether something is a want or need.</p> <p>Comparing and contrasting 'wants' and 'needs'.</p> <p>Identifying the main features of bank account cards.</p> <p>Exploring personal skills and talents.</p> <p>Exploring the reasons why people choose certain jobs.</p> <p>Identifying some ways to make an environment inclusive and fair.</p> <p>Reflecting on the importance of individuality and diversity.</p>	<p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Learning how to behave safely near the road and when crossing the road.</p> <p>Exploring what people can do to feel better when they are ill.</p> <p>Learning how to be safe around medicines.</p>

<p>Year 3</p>	<p>Learning that problems can occur in families and that there is help available if needed.</p> <p>Exploring ways to resolve friendship problems.</p> <p>Developing an understanding of the impact of bullying and what to do if bullying occurs</p> <p>Identifying who I can trust.</p> <p>Learning about the effects of non-verbal communication.</p> <p>Exploring the negative impact of stereotyping.</p>	<p>Discussing why it is important to look after my teeth.</p> <p>Learning stretches which can be used for relaxation.</p> <p>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p> <p>Exploring my own identity through the groups I belong to.</p> <p>Identifying my strengths and exploring how I use them to help others.</p> <p>Being able to breakdown a problem into smaller parts to overcome it.</p>	<p>Exploring how children's rights help them and other children.</p> <p>Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Discussing ways we can make a difference to recycling rates at home/school.</p> <p>Identifying local community groups and discussing how these support the community.</p>	<p>Considering pros and cons of payment methods.</p> <p>Contemplating budgeting benefits.</p> <p>Planning and calculating within a budget.</p> <p>Discussing attitudes and feelings about money.</p> <p>Developing empathy in financial situations.</p> <p>Handling negative financial emotions.</p> <p>Making ethical spending decisions.</p> <p>Assessing impact of spending choices.</p> <p>Reflecting on future job based on goals.</p> <p>Challenging and understanding workplace stereotypes.</p> <p>Ranking factors influencing job choices.</p>	<p>Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Identifying things people might do near roads which are unsafe.</p> <p>Beginning to recognise unsafe digital content.</p> <p>Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Exploring choices and decisions that I can make.</p> <p>Learning what to do in a medical emergency, including calling the emergency services.</p>
<p>Year 4</p>	<p>Using respectful language to discuss different families.</p> <p>Exploring physical and emotional boundaries in friendships.</p> <p>Exploring how my actions and behaviour can affect other people.</p> <p>Discussing how to help someone who has</p>	<p>Developing independence in looking after my teeth.</p> <p>Identifying what makes me feel calm and relaxed.</p> <p>Learning visualisation as a tool to aid relaxation.</p> <p>Exploring how my skills can be used to undertake certain jobs.</p>	<p>Discussing how we can help to protect human rights.</p> <p>Identifying ways items can be reused.</p> <p>Explaining why reusing items is of benefit to the environment.</p>	<p>Recognising value for money.</p> <p>Understanding differing opinions on spending.</p> <p>Recognising how to track money spent and saved.</p> <p>Understanding reasons for using a bank.</p> <p>Exploring how to safeguard money effectively.</p>	<p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefits and risks of sharing information online.</p> <p>Discussing the benefits of being a non-smoker.</p>

	<p>experienced a bereavement.</p>	<p>Explore ways we can make ourselves feel happy or happier.</p> <p>Developing the ability to appreciate the emotions of others in different situations.</p> <p>Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p> <p>Developing a growth mindset.</p>	<p>Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community.</p>	<p>Identifying influences on job choices.</p> <p>Understanding careers can change.</p> <p>Challenging workplace stereotypes.</p>	<p>Discussing some physical and emotional changes during puberty.</p> <p>Learning how to help someone who is having an asthma attack.</p>
Year 5	<p>Identifying ways families might make children feel unhappy or unsafe.</p> <p>Exploring the impact that bullying might have.</p> <p>Exploring issues which might be encountered in friendships and how these might impact the friendship.</p> <p>Exploring and questioning the assumptions we make about people based on how they look.</p> <p>Exploring our positive attributes and being proud of these (self-respect).</p>	<p>Developing independence for protecting myself in the sun.</p> <p>Understanding the relationship between stress and relaxation.</p> <p>Considering calories and food groups to plan healthy meals.</p> <p>Developing greater responsibility for ensuring good quality sleep.</p> <p>Taking responsibility for my own feelings.</p>	<p>Explaining why reducing the use of materials is positive for the environment.</p> <p>Discussing how rights and responsibilities link.</p> <p>Exploring the right to a freedom of expression.</p> <p>Identifying the contribution people make to the community and how this is recognised.</p> <p>Developing an understanding of how parliament and Government work.</p> <p>Identifying ways people can bring about change in society</p>	<p>Discussing money risks and management.</p> <p>Making and prioritising budgets.</p> <p>Discussing money's role in career choices.</p> <p>Assessing loan and borrowing responsibilities and suitability.</p> <p>Implementing money safeguarding strategies.</p> <p>Navigating emotional implications in financial situations.</p> <p>Seeking guidance for financial dilemmas.</p> <p>Integrating factors to inform career decisions.</p>	<p>Developing an understanding of how to ensure relationships online are safe.</p> <p>Learning to make 'for' and 'against' arguments to help with decision making.</p> <p>Learning about the emotional changes during puberty.</p> <p>Identifying reliable sources of help with puberty.</p> <p>Learning about how to help someone who is bleeding.</p>
Year 6	<p>Identifying ways to resolve conflict through negotiation and compromise.</p>	<p>Considering ways to prevent illness.</p> <p>Identifying some actions to take if I am worried about my health or my friends' health.</p>	<p>Learning about environmental issues relating to food.</p>	<p>Developing emotional intelligence related to financial matters.</p> <p>Applying coping strategies for managing financial emotions.</p>	<p>Developing an understanding about the reliability of online information.</p> <p>Exploring online relationships including dealing with problems.</p>

	<p>Discussing how and why respect is an important part of relationships.</p> <p>Identifying ways to challenge stereotypes.</p> <p>Exploring the process of grief and understanding that it is different for different people.</p>	<p>Identifying a range of relaxation strategies and situations in which they would be useful.</p> <p>Exploring ways to maintain good habits.</p> <p>Setting achievable goals for a healthy lifestyle.</p> <p>Exploring my personal qualities and how to build on them.</p> <p>Developing strategies for being resilient in challenging situations.</p>	<p>Discussing how education and other human rights protect us.</p> <p>Identifying causes which are important to us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Identifying appropriate ways to share views and ideas with others.</p>	<p>Assessing risks in both physical and digital financial environments.</p> <p>Implementing safeguarding measures for money in real-world scenarios.</p> <p>Adapting to financial changes associated with transitioning to secondary school.</p> <p>Preparing personally for financial and career changes in secondary school.</p> <p>Identifying different forms of gambling and understanding their risks.</p> <p>Applying responsible gambling attitudes in real-world situations.</p> <p>Recognising various workplace environments and their characteristics.</p> <p>Identifying career options in multiple sectors.</p> <p>Evaluating the suitability of different career paths.</p> <p>Aligning career options with personal interests and strengths.</p>	<p>Discussing the reasons why adults may or may not drink alcohol.</p> <p>Discussing problems which might be encountered during puberty and using knowledge to help.</p> <p>Learning how to help someone who is choking.</p> <p>Placing an unresponsive patient into the recovery position.</p>
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