

Progression of skills and knowledge in PSHE

INTENT

At Brabourne CEP School we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. Brabourne is a HeartSmart School. HeartSmart is a creative approach to build character, emotional health and resilience in children. Equipping children with foundational principles and skills that will improve their mental health, relationships and academic achievement, at Brabourne CEP School we want every child to know that they are loved, valued and cared for. We recognise the value of educating the heart alongside educating the mind. Our PSHE curriculum is linked with our Christian values, our sex and relationship education (SRE) and pastoral care programme. The vision for students, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude. We promote a growth mindset: this is supported through our 'HeartSmart' PSHE scheme of work which is delivered weekly from nursery – year 6.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through the HeartSmart scheme of work. Equality is embedded into everything that we do.

The Programme of Study will cover:

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- What is meant by a healthy lifestyle.
- How to maintain physical, mental and emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.

- Managing change, including puberty, transition and loss.
- How to make informed choices about health and wellbeing and to recognise sources of help with this.
- How to respond in various emergencies.
- Identifying different influences on health and wellbeing.
- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.
- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships including all forms of bullying and abuse, as well as how to respond to these and ask for help.
- How to respect equality and diversity in relationships.
- Respect for the self and others, and the importance of responsible behaviours and actions.
- Rights and responsibilities as members of families, other groups and ultimately, as citizens.
- Different groups and communities, and how to respect equality and be a productive member of a diverse community.
- The importance of respecting and protecting the environment.
- Where money comes from, keeping it safe and the importance of managing it effectively • how money plays an important part in people's lives
- A basic understanding of enterprise.

IMPLEMENTATION

A range of teaching and learning styles will be used to teach PSHE. The main Scheme of work that the school will adopt is HeartSmart, a resource that builds resilience, emotional intelligence and active empathy in children. HeartSmart lessons are taught on a weekly basis from nursery to Year 6 and its ethos is underpinned in all aspects of daily life.

- Teaching will be pupil-led and there will be an emphasis on active learning techniques such as discussion and group work.
- 'Ice-breaker' activities and clear ground rules regarding discussions will be put in place in order to ensure a safe, supportive and positive learning environment.
- Pupils will have the opportunity to engage in investigations and problem solving activities.
- All pupils will be encouraged to take part in charity work and volunteering as part of our school community, as well as organising school events such as assemblies and fundraisers.

- We will use visiting speakers, such as health workers and the police, to broaden the curriculum and share their real life experiences.
- Pupils' questions will, unless inappropriate, be answered respectfully by the teacher.
- Every lesson should reinforce that, if pupils have any personal concerns or wish to talk about any of the issues raised in the lesson, they should feel comfortable consulting their teacher or another member of staff about this.
- Teaching will take into account the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- All pupils with special educational needs will receive PSHE education, with content and delivery tailored to meet their individual needs.
- Pupils' knowledge and understanding is assessed through formative assessment via question and answer sessions, discussion groups and quizzes. The caring and positive ethos of our school will be an effective tool to measure the effectiveness of our PHSE curriculum.

IMPACT

Teachers assess children's work in PSHE by making informal judgments as they observe them during lessons. Children are encouraged to self, peer and group assess work in a positive way. As part of our assessment for learning process, children will receive verbal feedback in order to aid progress in the subject. Summative assessment is undertaken during the year, using the progression skills document. Work is then discussed as a staff and any adjustments to the delivery of the curriculum can be made. Progress is reported to parents at the end of the year and is measured from feedback from our school performances.

Knowledge and Progression in PSHE

Autumn 1: Get Heartsmart (Meet Boris)							
F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Explore different emotions through song, story and play -Think about ways of being kind 	<ul style="list-style-type: none"> -Explore reading facial expressions and body language to describe how someone is feeling -Talk about the things they love and how they make them feel 	<ul style="list-style-type: none"> -Begin to consider how they can use their power in positive and negative ways -Understand their different emotions -Identify who they are grateful for and why -Explore where people get money from 	<ul style="list-style-type: none"> -Describe using their power in positive and negative ways -Consider the reputations that they would like to have -Explore how feelings affect actions -Explore things to be grateful for 	<ul style="list-style-type: none"> -Look at ways that they can be positive and negative to each other -Recall memories and their associated feelings -Think about the things they need to guard our hearts from 	<ul style="list-style-type: none"> -Understand the consequences of the words they use about themselves and others -Consider what each sense helps them to enjoy -Think about and discuss how they know who they can trust 	<ul style="list-style-type: none"> -Consider how powerful people lead others -Describe the heart reputation that they would like -Discuss how to know what they should and shouldn't watch -Identify and appreciate people 	<ul style="list-style-type: none"> -Demonstrate that body language can be used to make people feel more powerful -Explore how to keep their hearts soft but strong -Develop the knowledge and skills to make healthy choices
			<ul style="list-style-type: none"> -Learn that there is a choice in spending and saving 	<ul style="list-style-type: none"> -List things that they are grateful for and why -Consider and prioritise needs and wants 	<ul style="list-style-type: none"> -Suggest ways that they can grow a desired characteristic e.g. kindness -Begin to develop the skills needed to become a critical consumer 	<ul style="list-style-type: none"> who support and encourage them -Recognise that resources can be allocated in different ways and these choices affect others 	<ul style="list-style-type: none"> -Think of reasons to be grateful for a variety of objects/items -Begin to develop an understanding of enterprise and enterprise skills

Autumn 2: Don't Forget to Let Love In (I am Special)							
F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Begin to describe themselves, using a mirror -Begin to explore what makes them special -Begin to understand that everyone is unique -Talk about themselves with increasing confidence 	<ul style="list-style-type: none"> -Know that we are all loved, special and important -Talk about our favourite things and know that different people like different things -Think about how we show different emotions -Identify their different skills and talents 	<ul style="list-style-type: none"> -Identify special people and how they show us love -Differentiate between truth and lies about themselves -List things that they are grateful for -Identify ways to take care of themselves every day 	<ul style="list-style-type: none"> -Recognise and celebrate their strengths and ways in which there are unique -Learn to differentiate between the truth and lies that they hear and speak about themselves -Discuss how being thankful for what they have changes their attitude -Understand the importance of looking after 	<ul style="list-style-type: none"> -Discuss learning to accept the encouragement given by others -Consider what love is and what love is not -list the people in their lives that they are grateful for -Know how to make good choices to keep their heart healthy 	<ul style="list-style-type: none"> -Look at the ways that they feel loved -Celebrate their strengths and achievements -Highlight things about their body that they are grateful for -Understand the importance of hand washing 	<ul style="list-style-type: none"> -Consider the way in which the words that they listen to about themselves makes them feel -Discuss the different ways that they attach value to things -Recall events from their own life and the lives of significant people -Think about different sources of pressure, including pressure from friends, and how they can respond 	<ul style="list-style-type: none"> -Discuss and explore self-worth -Encourage one another with kind and positive words and be able to accept words spoken about them -Recall significant events and people in their life so far -think of things that they are grateful for each week -Investigate how commonly available substances can damage their

			themselves through physical exercise.				immediate and future health
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Spring 1: Too Much Selfie Isn't Healthy (I Love Others)							
F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Identify people that you love and care for -Identify family members and friends -Begin to understand the importance of being kind to other people -Begin to understand the importance of being kind to animals 	<ul style="list-style-type: none"> -Talk about loved ones and the things that they like to do together -Know that everyone's families are different -Explore ways of showing feelings and how they can show that they care -Think about the roles within our school community and the things they should be grateful for 	<ul style="list-style-type: none"> -Develop awareness of surroundings and the people around them -Consider how to help others and how others have helped them -Consider the people who look after us and how we can show our appreciation -Explore working as a team to reach an end goal -Consider how we can keep safe online 	<ul style="list-style-type: none"> -Be aware of surroundings and people around them by noticing differences -Think about acts of kindness and the people who help us in our community -Look at how they are the same as others and how they are different -Be aware of the rules for keeping safe online 	<ul style="list-style-type: none"> -Consider how to be unselfish and be kind to others -Consider how to honour others for their kindness -Work together, listening to one another and respecting each other's views -Discuss why it is important to keep personal information private 	<ul style="list-style-type: none"> -Be aware of surrounding and people around them -Suggest how someone is feeling based on facial expressions and body language -Think about and thank the unseen heroes in the local community -Recognise that sometimes we need help from others and to work together to reach a goal -Develop an awareness of how to use mobile phones and tablets responsibly 	<ul style="list-style-type: none"> -Consider the impact that helping others has on themselves and others -Think of people who deserve honour and think of ways to honour them -Investigate the purpose and role of different groups, including pressure groups -Develop an awareness of what they should and should not share online 	<ul style="list-style-type: none"> -Demonstrate ways that they are different and ways that they are the same as each other -Practise being a good listener -Recognise the ways that the generations before them overcame challenges that they benefit from today -Consider ways that they can be friends and support each other -Discuss the benefits and dangers of social media
Spring 2: Don't Rub It In, Rub It Out (I am a Good Friend)							
F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<ul style="list-style-type: none"> -Think about what we like to do with our friends -Begin to play co-operative games -Continue to explore ways of being kind and being a good friend -Continue to explore how they are feeling 	<ul style="list-style-type: none"> -Talk about what makes a good friend: understand the importance of inclusion and listening to others -Consider how words they use make others feel -Begin to understand that they should be kind, even when others are unkind -Explore saying sorry through story 	<ul style="list-style-type: none"> -Think about the motive behind their behaviour, how their behaviour affects others and how they can make amends -Discuss how forgiveness can help hard situations -Explore handling negative emotions and disappointment -Consider the effect that our words have on other people 	<ul style="list-style-type: none"> -Talk about the importance of saying sorry and offering forgiveness between friends -Understand how holding on to unforgiveness makes them feel Reflect on helpful ways to deal with hurt and negative emotion -Understand the consequences of teasing or bullying 	<ul style="list-style-type: none"> -Understand the effects of saying sorry -Consider different ways to respond to scenarios -Understand the benefits of letting go of hurt -Discuss how trust is built and betrayed -Begin to recognise and challenge stereotypes 	<ul style="list-style-type: none"> -Discuss ways to fix broken friendships -Discuss what forgiveness is and the value of forgiving others -Talk about different types of stress and ways to manage negative stress -Discuss how to bounce back after mistakes -Discuss dares: when they are/are not fun and how to refuse to do them 	<ul style="list-style-type: none"> -Develop simple strategies to resolve conflict -Describe what Nelson Mandela's life teaches them about forgiveness -Talk about ways of handling their emotions -Discuss how they respond to their own mistakes -Recognise bullying in all its forms and think about strategies to deal with bullying 	<ul style="list-style-type: none"> -Develop strategies to resolve conflict and disputes -Discuss how people benefit when they choose to forgive others -Explore how tone and body language say more than words -Discuss how to build trust between friends -Consider the impact of bullying
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Summer 1: Fake is a Mistake (I Tell the Truth)							
F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Begin to explore the importance of telling the truth -Identify the difference between kind and unkind actions 	<ul style="list-style-type: none"> -Differentiate between lies and the truth -Understand the importance of telling the truth -Think about the importance of being themselves 	<ul style="list-style-type: none"> -Understand that is best to be their true self, without hiding their true thoughts and feelings -Consider who they can talk to when sad or angry 	<ul style="list-style-type: none"> -Understand that they are unique -Understand that not all thoughts about themselves are true -Discuss how different emotions feel 	<ul style="list-style-type: none"> -Know that it is best to be themselves -Understand the importance of telling the truth -Discuss sharing their true feelings -Recognise the importance of truth 	<ul style="list-style-type: none"> -Talk about celebrating each other for who they are, not what they do -Consider who speaks into their lives and if they use the voice of love 	<ul style="list-style-type: none"> -Explore how shame can make them hide how they really feel -Recognise that images that they see online and in the media do not 	<ul style="list-style-type: none"> -Be proud of who they are -Catch negative self-talk and replace with positive self-talk -Know how to use boundaries to

-Begin to explore the importance of being themselves -Begin to identify things to be thankful for -Identify things that they enjoy doing with their families	-Explore and celebrate the differences in different families.	-think about the impact that telling lies can have	-Explore the possible consequences of lying	in building strong friendships -look for ways to improve the school environment	-Talk about having the courage to tell the truth -Understand how feedback can help them become unstuck and help them to grow -Consider how the UK law fits into the Heartsmart principles	always represent reality -know who they can trust to be open and vulnerable with -Understand that feedback will help them to grow -Consider how fake good affect the UK	establish respectful friendships -Listen to others expressing different points of view with a view to understanding -Look at and talk about the UNCRC
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Summer 2: No Way Through Isn't True (I Can Do It!)							
F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Describe different things that they can do with their bodies -Begin to think about perseverance	-Consider how to move forwards after a mistake -Consider what to do when they are stuck -Discuss the importance of perseverance -Consider what they would like to be when they grow up	-Understand the importance of learning from our experiences and trying again -Begin to explore trusting their instincts (good secrets v bad secrets) -Talk about their potential and future goals -Explore loss (of people/animals)	-Explore finding alternative solutions to problems -Explore overcoming challenges and difficulties -Understand the importance of getting up and trying again -Explore grief through story	-Think about progress and setbacks -Imagine 'what if in a positive way -Explore overcoming challenges and difficulties -Consider the right attitude required to achieve their goals -Discuss how to manage change effectively	-Identify the skills and attitudes needed to meet a challenge -Think about the changes that we need to make to meet a challenge -Consider the habits they need to develop to reach their goals -Consider how to persevere and hold onto hope	-Demonstrate an attitude that acknowledges that "no way through isn't true" -Look at the power of hope and how it can keep them going -Explore risk versus danger and how they can safely pursue their dreams -understand that the successes that we achieve on the	-Demonstrate an attitude that acknowledges that "no way through isn't true" -Reflect on how they are feeling, why they are feeling that way and what they need -Look at the power of hope and how it can keep them going -Think about people who inspire them

		from their own experience			-Identify their dreams for the future -Consider how to deal with grief and loss	inside are often greater than those seen on the outside	because of who they are -Understanding the importance of stepping out of their comfort zones
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Vocabulary	<p>Please note Words highlighted in green we expect the child to be able to explain and understand by the end of their respective key stage.</p> <p><u>EY</u> Friends, feelings, share, team</p> <p><u>KS1</u> Love Kind Helpful Sharing Friends</p> <p><u>LKS2</u> Positive Thoughtful Understanding Peaceful forgiveness</p> <p><u>UKS2</u> Self-worth Trustworthy Resilience Compassion Positivity</p>
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Early Years Foundation Stage

Personal, Social and Emotional development is a Prime area within the EYFS and at Brabourne School this is element of the curriculum is promoted through all aspects of learning and interaction between children and adults within the classroom.

Through modelling and interaction the children learn how to take turns fairly and learn ways in which they can control and show their emotions appropriately. They are able to celebrate their achievements with their peers and respect and celebrate the achievements of others too. They are given opportunities throughout activities and interactions within the learning environment to develop their confidence as learners and develop resilience and the skills needed to persevere when challenges arise.

In the Reception year also have adult directed PSHE sessions which follow the Heart Smart scheme.

ELG: Personal, Social and Emotional Development

Managing Feelings:

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.

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.

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.