

# **Personal, social and health education (PSHE)**

The non-statutory programme of study for PSHE at key stages 1 and 2, and the attainment target level descriptions are accessible below.

This programme is non-statutory and schools are not required to follow it. It is included so that schools can plan a whole curriculum.

During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

## **Key stage 1**

### **Knowledge, skills and understanding**

#### **Developing confidence and responsibility and making the most of their abilities**

1. Pupils should be taught:
  - a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
  - b. to share their opinions on things that matter to them and explain their views
  - c. to recognise, name and deal with their feelings in a positive way
  - d. to think about themselves, learn from their experiences and recognise what they are good at
  - e. how to set simple goals.

#### **Preparing to play an active role as citizens**

2. Pupils should be taught:
  - a. to take part in discussions with one other person and the whole class
  - b. to take part in a simple debate about topical issues
  - c. to recognise choices they can make, and recognise the difference between right and wrong
  - d. to agree and follow rules for their group and classroom, and understand how rules help them
  - e. to realise that people and other living things have needs, and that they have responsibilities to meet them
  - f. that they belong to various groups and communities, such as family and school
  - g. what improves and harms their local, natural and built environments and about some of the ways people look after them
  - h. to contribute to the life of the class and school
  - i. to realise that money comes from different sources and can be used for different purposes.

#### **Developing a healthy, safer lifestyle**

3. Pupils should be taught:
  - a. how to make simple choices that improve their health and wellbeing
  - b. to maintain personal hygiene
  - c. how some diseases spread and can be controlled
  - d. about the process of growing from young to old and how people's needs change
  - e. the names of the main parts of the body

- f. that all household products, including medicines, can be harmful if not used properly
- g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

### **Developing good relationships and respecting the differences between people**

- 4. Pupils should be taught:
  - a. to recognise how their behaviour affects other people
  - b. to listen to other people, and play and work cooperatively
  - c. to identify and respect the differences and similarities between people
  - d. that family and friends should care for each other
  - e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

### **Breadth of opportunities**

- 5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:
  - a. take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well]
  - b. feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves]
  - c. take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from']
  - d. make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly]
  - e. meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse]
  - f. develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]
  - g. consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues]
  - h. ask for help [for example, from family and friends, midday supervisors, older pupils, the police].

### **Explanatory notes and cross-curriculum references**

#### **Note for 2a, 2b - Cross reference to English**

- En1 Speaking and listening: Group discussion and interaction
- 3. To join in as members of a group, pupils should be taught to:
    - a. take turns in speaking
    - b. relate their contributions to what has gone on before
    - c. take different views into account
    - d. extend their ideas in the light of discussion
    - e. give reasons for opinions and actions

#### **Note for 2g - Cross reference to geography**

Geographical enquiry and skills

- 1. In undertaking geographical enquiry, pupils should be taught to:
  - c. express their own views about people, places and environments [for example, about litter in the school]

Knowledge and understanding of environmental change and sustainable development

- 5. Pupils should be taught to:

- a. recognise changes in the environment [for example, traffic pollution in a street]
- b. recognise how the environment may be improved and sustained [for example, by restricting the number of cars]

### **Note for 2g - Cross reference to science**

Sc2 Life processes and living things: Living things in their environment

- 5. Pupils should be taught to:
  - c. care for the environment

### **Note for 3a - Cross reference to physical education**

Knowledge and understanding of fitness and health

- 4. Pupils should be taught:
  - a. how important it is to be active
  - b. to recognise and describe how their bodies feel during different activities

### **Note for 3d-3f - Cross reference to science**

Sc2 Life processes and living things: Humans and other animals

- 2. Pupils should be taught:
  - a. to recognise and compare the main external parts of the bodies of humans and other animals
  - b. that humans and other animals need food and water to stay alive
  - c. that taking exercise and eating the right types and amounts of food help humans to keep healthy
  - d. about the role of drugs as medicines
  - e. how to treat animals with care and sensitivity
  - f. that humans and other animals can produce offspring and that these offspring grow into adults
  - g. about the senses that enable humans and other animals to be aware of the world around them

### **Note for 3g - Cross reference to design and technology**

Working with tools, equipment, materials and components to make quality products

- 2. Pupils should be taught to:
  - f. follow safe procedures for food safety and hygiene

## **Key stage 2**

This programme is non-statutory and schools are not required to follow it. It is included so that schools can plan a whole curriculum.

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

## **Knowledge, skills and understanding**

### **Developing confidence and responsibility and making the most of their abilities**

1. Pupils should be taught:

- a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- d. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
- f. to look after their money and realise that future wants and needs may be met through saving.

### **Preparing to play an active role as citizens**

2. Pupils should be taught:

- a. to research, discuss and debate topical issues, problems and events
- b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- f. to resolve differences by looking at alternatives, making decisions and explaining choices
- g. what democracy is, and about the basic institutions that support it locally and nationally
- h. to recognise the role of voluntary, community and pressure groups
- i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- k. to explore how the media present information.

### **Developing a healthy, safer lifestyle**

3. Pupils should be taught:

- a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- c. about how the body changes as they approach puberty
- d. which commonly available substances and drugs are legal and illegal, their effects and risks
- e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- g. school rules about health and safety, basic emergency aid procedures and where to get help.

### **Developing good relationships and respecting the differences between people**

4. Pupils should be taught:

- a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- b. to think about the lives of people living in other places and times, and people with different values and customs
- c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships

- d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- e. to recognise and challenge stereotypes
- f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- g. where individuals, families and groups can get help and support.

## **Breadth of opportunities**

5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:
- a. take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]
  - b. feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]
  - c. participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]
  - d. make real choices and decisions [for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]
  - e. meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]
  - f. develop relationships through work and play [for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters]
  - g. consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]
  - h. find information and advice [for example, through helplines; by understanding about welfare systems in society]
  - i. prepare for change [for example, transferring to secondary school].

## **Explanatory notes and cross-curriculum references**

### **Note for 1d - Cross reference to science**

Sc2 Life processes and living things: Humans and other animals

2. Pupils should be taught:

Growth and reproduction

- f. about the main stages of the human life cycle

### **Note for 2a - Cross reference to English**

En1 Speaking and listening: Group discussion and interaction

3. To talk effectively as members of a group, pupils should be taught to:

- a. make contributions relevant to the topic and take turns in discussion
- b. vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions
- c. qualify or justify what they think after listening to others' questions or accounts
- d. deal politely with opposing points of view and enable discussion to move on
- e. take up and sustain different roles, adapting them to suit the situation, including chair, scribe and spokesperson

f. use different ways to help the group move forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences

En2 Reading: Reading for information

3. Pupils should be taught to:

- a. scan texts to find information
- b. skim for gist and overall impression
- c. obtain specific information through detailed reading
- d. draw on different features of texts, including print, sound and image, to obtain meaning
- e. use organisational features and systems to find texts and information
- f. distinguish between fact and opinion [for example, by looking at the purpose of the text, the reliability of information]
- g. consider an argument critically

### **Note for 2i - Cross reference to history**

Knowledge and understanding of events, people and changes in the past

2. Pupils should be taught:

- b. about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world

### **Note for 2j - Cross reference to geography**

Knowledge and understanding of environmental change and sustainable development

5. Pupils should be taught to:

- a. recognise how people can improve the environment [for example, by reclaiming derelict land] or damage it [for example, by polluting a river], and how decisions about places and environments affect the future quality of people's lives
- b. recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement [for example, taking part in a local conservation project]

### **Note for 2j - Cross reference to science**

Sc2 Life processes and living things: Living things in their environment

5. Pupils should be taught:

Micro-organisms

- a. about ways in which living things and the environment need protection

### **Note for 2k - ICT opportunity**

Pupils could use the internet to look at different reports about the same issue.

### **Note for 3 - Cross reference to science**

Sc2 Life processes and living things: Humans and other animals

2. Pupils should be taught:

Nutrition

- a. about the functions and care of teeth
- b. about the need for food for activity and growth, and about the importance of an adequate and varied diet for health

Circulation

- c. that the heart acts as a pump to circulate the blood through vessels around the body, including

through the lungs

d. about the effect of exercise and rest on pulse rate

Movement

e. that humans and some other animals have skeletons and muscles to support and protect their bodies and to help them to move

Growth and reproduction

f. about the main stages of the human life cycle

Health

g. about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health

h. about the importance of exercise for good health

### **Note for 3a - Cross reference to physical education**

Knowledge and understanding of fitness and health

4. Pupils should be taught:

a. how exercise affects the body in the short term

b. to warm up and prepare appropriately for different activities

c. why physical activity is good for their health and well-being

d. why wearing appropriate clothing and being hygienic is good for their health and safety

### **Note for 3b - Cross reference to science**

Sc2 Life processes and living things: Living things in their environment

5. Pupils should be taught:

Micro-organisms

f. that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial [for example, in the breakdown of waste, in making bread] or harmful [for example, in causing disease, in causing food to go mouldy]

### **Note for 3g - Cross reference to design and technology**

Working with tools, equipment, materials and components to make quality products

2. Pupils should be taught to:

f. follow safe procedures for food safety and hygiene

### **Note for 4b - Cross reference to geography**

Knowledge and understanding of places

3. Pupils should be taught:

a. to identify and describe what places are like [for example, in terms of weather, jobs]

### **Note for 4b - Cross reference to history**

Knowledge and understanding of events, people and changes in the past

2. Pupils should be taught:

a. about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past

# **End of key stage statements**

There is no attainment target for PSHE but end of key stage statements have been developed to help teachers assess progress.

The following statements describe the types and range of performance that the majority of pupils should characteristically demonstrate by the end of the key stage, having been taught a relevant programme of PSHE. The statements are designed to help teachers judge levels of achievement and the extent to which their pupils are making progress.

## **Key stage 1**

Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys).

Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest). They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body. 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). They can explain that people grow from young to old.

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. 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). They can identify and respect differences and similarities between people, and 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).

## **Key stage 2**

Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.

Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. 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. They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).

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. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). They can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the

different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.