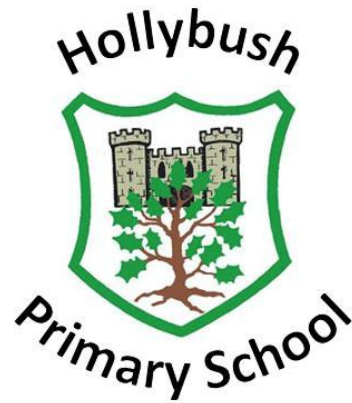




Our Approach to Teaching PSHE

Our Curriculum Intent :To create a flexible, responsive curriculum which can be adapted to reflect children's interests and teachers' passions whilst ensuring rigorous progression and coverage of key skills and knowledge

...we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions, DfE 2020

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

Key Concepts in PSHE

Family and relationships
Health and wellbeing
Safety and the changing body
Citizenship
Economic wellbeing
Identity (Y6 only)

Progression in Knowledge, Skills and Key Concepts (known as key areas in Kapow) in PSHE

Progression of skills and knowledge

Families and relationships

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Family	Learning how to talk about our families and discussing why we love them. Talking about people that hold a special place in my life.	To name and describe the different members of our families. To understand that all families are valuable and special.	Exploring how families are different to each other.	To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin). To know that some information about me and my family is personal.	Understanding ways to show respect for different families. Understanding that families offer love, care and support.	To know that families can be made up of different people. To know that families may be different to my family.
Friendships	Developing strategies to help when sharing with others. Exploring what makes a good friend.	To know that we share toys so that everyone feels involved and no one feels left out or upset.	Exploring how friendship problems can be overcome. Exploring friendly behaviours.	To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome.	Understanding difficulties in friendships and discussing action that can be taken.	To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing.
Respectful relationships	Thinking about what it means to be a valued person. Exploring the differences between us that make each person unique. Considering the perspectives and feelings of others. Learning to work as a member of a team. Developing listening skills.	To understand that different people like different things. To understand that all people are valuable. To know that it is important to help, listen and support others when working as a team. To know that it is important to tell the truth.	Recognising how other people show their feelings. Identifying ways we can care for others when they are sad. Exploring the ability to successfully work with different people.	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations.	To understand some ways people show their feelings. To understand what good manners are. To understand some stereotypes related to jobs.
Change and loss	N/A	N/A	N/A	N/A	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.

*Progression of skills and knowledge***Families and relationships**

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Family	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.	Using respectful language to discuss different families.	To know that families are varied in the UK and across the world.
Friendships	Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.	To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event. To know that violence is never the right way to solve a friendship problem	Exploring physical and emotional boundaries in friendships.	To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body.
Respectful relationships	Identifying who I can trust. Learning about the effects of non verbal communication. Exploring the negative impact of stereotyping.	To know that trust is being able to rely on someone and it is an important part of relationships. To know the signs of a good listener. To understand how to listen carefully and why listening is important. To understand that there are similarities and differences between people. To understand some stereotypes related to age.	Exploring how my actions and behaviour can affect other people.	To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability.
Change and loss	N/A	N/A	Discussing how to help someone who has experienced a bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.

Progression of skills and knowledge

Families and relationships

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Family	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.	N/A	N/A
Friendships	Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.	To know what attributes and skills make a good friend. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying.	Identifying ways to resolve conflict through negotiation and compromise.	To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.
Respectful relationships	Exploring and questioning the assumptions we make about people based on how they look. Exploring our positive attributes and being proud of these (self-respect).	To understand that positive attributes are the good qualities that someone has. To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.	To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination.
Change and loss	N/A	N/A	Exploring the process of grief and understanding that it is different for different people.	To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.

Progression of skills and knowledge

Health and wellbeing

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Health and prevention	Discussing ways that we can take care of ourselves.	To know that having a naturally colourful diet is one way to try and eat healthily.	Learning how to wash my hands properly. Learning how to deal with an allergic reaction.	To understand we can limit the spread of germs by having good hand hygiene. To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. To know that certain foods and other things can cause allergic reactions in some people.	Exploring the effect that food and drink can have on my teeth.	To know that food and drinks with lots of sugar are bad for our teeth.
Physical health and wellbeing	Exploring how exercise affects different parts of the body.	To know that exercise means moving our body and is important. To know that yoga can help our bodies and minds relax.	Exploring positive sleep habits. Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Exploring health-related jobs and people who help look after our health.	To know that sleep helps my body to repair itself, to grow and restores my energy.	Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises to aid relaxation.	To explain the importance of exercise to stay healthy. To understand the balance of foods we need to keep healthy. To know that breathing techniques can be a useful strategy to relax.
Mental wellbeing	Identifying how characters within a story may be feeling. Identifying and expressing my own feelings. Exploring coping strategies to help regulate emotions. Exploring different facial expressions and identifying the different feelings they can represent. Exploring ways to moderate behaviour, socially and emotionally. Coping with challenge when problem solving.	To name some different feelings and emotions. To know that I am a valuable individual. To know that facial expressions can give us clues as to how a person is feeling. To know that I can learn from my mistakes. To know some strategies to calm down.	Identifying personal strengths and qualities. Identifying different ways to manage feelings.	To know that strengths are things we are good at. To know that qualities describe what we are like. To know the words to describe some positive and negative emotions.	Exploring strategies to manage different emotions. Developing empathy. Identifying personal goals and how to work towards them. Exploring the need for perseverance and developing a growth mindset. Developing an understanding of self respect.	To know that we can feel more than one emotion at a time. To know that a growth mindset means being positive about challenges and finding ways to overcome them.

Progression of skills and knowledge

Health and wellbeing

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Health and prevention	Discussing why it is important to look after my teeth.	To understand ways to prevent tooth decay.	Developing independence in looking after my teeth.	To know key facts about dental health.
Physical health and wellbeing	Learning stretches which can be used for relaxation. Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.	To understand the positive impact relaxation can have on the body. To know the different food groups and how much of each of them we should have to have a balanced diet.	Identifying what makes me feel calm and relaxed. Learning visualisation as a tool to aid relaxation.	To know that visualisation means creating an image in our heads.
Mental wellbeing	Exploring my own identity through the groups I belong to. Identifying my strengths and exploring how I use them to help others. Being able to breakdown a problem into smaller parts to overcome it.	To understand the importance of belonging. To understand what being lonely means and that it is not the same as being alone. To understand what a problem or barrier is and that these can be overcome.	Exploring how my skills can be used to undertake certain jobs. Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset.	To know that different job roles need different skills and so some roles may suit me more than others. To know that it is normal to experience a range of emotions. To know that mental health refers to our emotional wellbeing, rather than physical. To understand that mistakes can help us to learn. To know who can help if we are worried about our own or other people's mental health.

*Progression of skills and knowledge***Health and wellbeing**

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Health and prevention	Developing independence for protecting myself in the sun.	To understand the risks of sun exposure.	Considering ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health.	To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness.
Physical health and wellbeing	Understanding the relationship between stress and relaxation. Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep.	To know that relaxation stretches can help us to relax and de-stress. To know that calories are the unit that we use to measure the amount of energy certain foods give us. To know that what we do before bed can affect our sleep quality.	Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle.	To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
Mental wellbeing	Taking responsibility for my own feelings.	To understand what can cause stress. To understand that failure is an important part of success.	Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations.	To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the effects technology can have on mental health.

Progression of skills and knowledge

Safety and the changing body

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Considering why it is important to follow rules. Exploring what it means to be a safe pedestrian.	To know that some rules are in place to keep us safe. To know how to behave safely on the pavement and when crossing roads with an adult.	Practising what to do if I get lost. Identifying hazards that may be found at home. Understanding people's roles within the local community that help keep us safe.	To know that some types of physical contact are never appropriate. To know what to do if I get lost. To know that a hazard is something which could cause an accident or injury.	Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road.	To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online. To understand the difference between secrets and surprises. To know the rules for crossing the road safely.
Drugs, alcohol and tobacco	N/A	N/A	Learning what is and is not safe to put in or on our bodies.	To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.	Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.	To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can.
The changing adolescent body	N/A	N/A	N/A	N/A	N/A	To know the names of parts of my body including private parts.
Basic first aid	N/A	N/A	Practising making an emergency phone call.	To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.	N/A	N/A

Progression of skills and knowledge

Safety and the changing body

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe. Beginning to recognise unsafe digital content.	To understand that cyberbullying is bullying which takes place online. To know the signs that an email might be fake. To know the rules for being safe near roads.	Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online.	To understand that there are risks to sharing things online. To know the difference between private and public.
Drugs, alcohol and tobacco	Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make.	To understand that other people can influence our choices.	Discussing the benefits of being a non-smoker.	To understand the risks associated with smoking tobacco.
The changing adolescent body	N/A	N/A	Discussing some physical and emotional changes during puberty.	To understand the physical changes to both male and female bodies as people grow from children to adults.
Basic first aid	Learning what to do in a medical emergency, including calling the emergency services.	To know that bites or stings can sometimes cause an allergic reaction. To know that it is important to maintain the safety of myself and others, before giving first aid.	Learning how to help someone who is having an asthma attack.	To know that asthma is a condition which causes the airways to narrow.

Progression of skills and knowledge

Safety and the changing body

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Developing an understanding of how to ensure relationships online are safe.	To know the steps to take before sending a message online (using the THINK mnemonic). To know some of the possible risks online.	Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems.	To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems.
Drugs, alcohol and tobacco	Learning to make 'for' and 'against' arguments to help with decision making.	To know some strategies I can use to overcome pressure from others and make my own decisions.	Discussing the reasons why adults may or may not drink alcohol.	To understand the risks associated with drinking alcohol.
The changing adolescent body	Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty.	To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people.	Discussing problems which might be encountered during puberty and using knowledge to help.	To understand how a baby is conceived and develops.
Basic first aid	Learning about how to help someone who is bleeding.	To know how to assess a casualty's condition.	Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.	To know how to conduct a primary survey (using DRSABC).

Progression of skills and knowledge

Citizenship

EYFS (Reception)		Year 1		Year 2	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Beginning to understand why rules are important in school.	To know that we have rules to keep everything fair, safe and enjoyable for everyone. To understand that we all have similarities and differences and that make us special. To know that we all have different beliefs and celebrate special times in different ways.	Recognising why rules are necessary and the consequences of not following rules. Discussing how to meet the needs of different pets. Exploring the differences between people. Recognising the groups that we belong to.	To know the rules in school. To know that different pets have different needs. To understand the needs of younger children and that these change over time. To know that voting is a fair way to make a decision. To understand that people are all different and that this is a good thing.	Explaining why rules are in place in different settings. Identifying positives and negatives about the school environment. Learning how to discuss issues of concern to me. Recognising the importance of looking after the school environment. Identifying ways to help look after the school environment. Recognising the contribution people make to the local community.	To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'. To know some of the jobs people do to look after the environment in school and the local community. To understand how democracy works in school through the school council. To understand that different groups of people make different contributions to the community.

Progression of skills and knowledge

Citizenship

Year 3		Year 4	
Skills	Knowledge	Skills	Knowledge
Exploring how children's rights help them and other children.	To understand the UN Convention on the Rights of the Child.	Discussing how we can help to protect human rights.	To know that human rights are specific rights that apply to all people.
Considering the responsibilities that adults and children have to maintain children's rights.	To understand how recycling can have a positive impact on the environment.	Identifying ways items can be reused.	To know some of the people who protect our human rights such as police, judges and politicians.
Discussing ways we can make a difference to recycling rates at home/school.	To know that the local council is responsible for looking after the local area.	Explaining why reusing items is of benefit to the environment.	To know that reusing items is of benefit to the environment.
Identifying local community groups and discussing how these support the community.	To know that elections are held where adults can vote for local councillors.	Identifying the benefits different groups bring to the local community.	To understand that councillors have to balance looking after local residents and the needs of the council.
	To understand some of the consequences of breaking rules.	Discussing the positives diversity brings to a community.	To know that there are a number of groups which make up the local community.
	To understand the role of charities in the community.		
Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge
Explaining why reducing the use of materials is positive for the environment.	To know what happens when someone breaks the law.	Learning about environmental issues relating to food.	To know that education is an important human right.
Discussing how rights and responsibilities link.	To understand the waste hierarchy.	Discussing how education and other human rights protect us.	To know that our food choices can affect the environment.
Exploring the right to a freedom of expression.	To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.	Identifying causes which are important to us.	To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.
Identifying the contribution people make to the community and how this is recognised.	To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.	Discussing how people can influence what happens in parliament.	To know that prejudice is making assumptions about someone based on certain information.
Developing an understanding of how parliament and Government work.	To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.	Discussing ways to challenge prejudice and discrimination.	To know that discrimination is treating someone differently because of certain factors.
Identifying ways people can bring about change in society.		Identifying appropriate ways to share views and ideas with others.	

Progression of skills and knowledge

Economic wellbeing

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Exploring how money is used by people.	To know that people use money to buy things, including things they need and things they want.	Explaining adult money sources.	To know that many adults earn money by having a job.	Considering pros and cons of payment methods.	To know that we can pay for things using cash, a debit card, a credit card, online banking, and digital wallets.
Discussing how to keep money safe.	To know that coins and notes are types of money and have different values.	Identifying whether something is a want or need.	To know some basic needs for survival, such as food, water and shelter.	Contemplating budgeting benefits.	To know that spending should be based on necessity, importance, and available budget.
Discussing what to do if we find money.	To know that notes are higher in value than coins.	Comparing and contrasting 'wants' and 'needs'.	To know that a bank account is like a special place in a bank that keeps money safe until it is needed.	Planning and calculating within a budget.	To know that budgeting is planning how to spend and save the money that you have available.
Exploring choices people make about money.	To know that it is wrong to steal money.	Identifying the main features of bank account cards.	To know that a bank account card is like a special key that unlocks a bank account to access the money inside.	Discussing attitudes and feelings about money.	To know that money can cause us to have positive and negative feelings.
Developing an understanding of how banks work.	To know that money is valuable and needs to be looked after.	Exploring personal skills and talents.	To know that saving money is when we keep some money and don't spend it straight away.	Developing empathy in financial situations.	To know how we spend money can affect other people and the environment, like buying environmentally friendly products to help protect the planet.
Listening to descriptions of professions.	To know that money should be stored in a safe place to keep it secure and should not be displayed in public places.	Exploring the reasons why people choose certain jobs.	To know that it is important for workplaces to include a variety of people to bring different viewpoints and skills.	Handling negative financial emotions.	To know that different jobs contribute to our society in different ways.
Thinking about questions they would like to ask others about their job.	To know that they should not show or give money to strangers.	Identifying some ways to make an environment inclusive and fair.		Making ethical spending decisions.	To know that stereotypes are oversimplified ideas about what jobs are suitable for people based on gender, race, or other characteristics.
Describing what different people do in their jobs.	To know that they can ask adults they know and trust about money and where to store it safely.	Reflecting on the importance of individuality and diversity.		Assessing impact of spending choices.	To know that it is important to consider what they are good at and enjoy doing when choosing future careers.
	To know that banks are places where we can store our money.			Reflecting on future job based on goals.	To know that they can aim for any career they are interested in and passionate about, regardless of stereotypes or other people's expectations.
	To know adults have jobs to help others and to earn money.			Challenging and understanding workplace stereotypes.	
	To know that skills are things that we can do well and that everyone has different skills.			Ranking factors influencing job choices.	
	To know that different jobs need different skills.				

Progression of skills and knowledge

Economic wellbeing

Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Recognising value for money.	To know that getting value for money involves considering the cost, usefulness and quality of items.	Discussing money risks and management.	To know that being 'in debt' or 'having debt' means that you have spent more money than you have and owe money to others or the bank.	Developing emotional intelligence related to financial matters.	To know that our emotions can be linked to money.
Understanding differing opinions on spending.	To know that purchases can be influenced by needs, wants, peer pressure, and advertising.	Making and prioritising budgets.	To know the difference between money earned (income) and money spent (expenditure).	Applying coping strategies for managing financial emotions.	To know an online scam is when someone uses the internet to trick or deceive people into giving away their money or personal information.
Recognising how to track money spent and saved.	To know that people often earn interest when they keep savings in a bank account.	Discussing money's role in career choices.	To know that borrowing money, like loans or credit, involves the responsibility to pay it back with interest.	Assessing risks in both physical and digital financial environments.	To know that a secure password should have a combination of letters, numbers and special symbols and be kept secret from others.
Understanding reasons for using a bank.	To know that earning interest is when the bank gives you some extra money as a reward for keeping your money with them.	Assessing loan and borrowing responsibilities and suitability.	To know that when a bank or someone lends you money, they may ask you to pay back more than what you borrowed. The extra amount is the interest, which is like a fee for using someone else's money.	Implementing safeguarding measures for money in real-world scenarios.	To know that at secondary school they may have to manage different types of expenses like lunches, travel costs, school materials, and social activities.
Exploring how to safeguard money effectively.	To know that people often change jobs or careers multiple times in their lives.	Implementing money safeguarding strategies.	To know that they should be cautious about sharing financial information.	Adapting to financial changes associated with transitioning to secondary school.	To know that gambling or betting is paying to play a game where you don't know if you will win more money or lose your money.
Identifying influences on job choices.	To know that stereotypes can be made on age, gender, culture, ability and interest and hobbies.	Navigating emotional implications in financial situations.	To know that money can cause a range of emotions, from stress and anxiety when finances are tight, to happiness and excitement when they can afford something they want.	Preparing personally for financial and career changes in secondary school.	To know that gambling can cause people to lose a lot of money and can be very addictive.
Understanding careers can change.		Seeking guidance for financial dilemmas.	To know that their educational choices and personal interests can play a significant role in determining their future career options and opportunities.	Identifying different forms of gambling and understanding their risks.	To know that a career route is the path you take to have a particular career and the qualifications and experience you have to gain along the way.
Challenging workplace stereotypes.		Integrating factors to inform career decisions.	To know that it is important to challenge work-related stereotypes to create a more inclusive and fair work environment.	Applying responsible gambling attitudes in real-world situations.	
				Recognising various workplace environments and their characteristics.	
				Identifying career options in multiple sectors.	
				Evaluating the suitability of different career paths.	
				Aligning career options with personal interests and strengths.	

*Progression of skills and knowledge***Identity****Year 6 only****Skills**

Discussing the factors that make our 'identity'.

Recognising the difference between how we see ourselves and how others see us.

Exploring how the media might influence our identity.

Knowledge

To know that identity is the way we see ourselves and also how other people see us.

*Progression of skills and knowledge***Transition****Year 1****Skills**

Recognising our own strengths.

Knowledge

To understand that changes can be both positive and negative.

Year 2**Skills**

Identifying people who can help us when we are worried about changes.

Knowledge

To understand that change is part of life.

Year 3**Skills**

Learning strategies to deal with change.

Knowledge

To understand that change often brings about more opportunities and responsibilities.

Year 4**Skills**

Recognising our own achievements.

Being able to set goals.

Knowledge

To know that setting goals can help us to achieve what we want.

Year 5**Skills**

Recognising own skills and how these can be developed.

Knowledge

To understand the skills needed for roles in school.

Year 6**Skills**

Exploring a greater range of strategies to deal with feelings associated with change.

Knowledge

To know that a big change can bring opportunities but also worries.

Knowledge organisers give further detail on each area of learning and can be found at:

<https://www.hollybush.herts.sch.uk/curriculum/>

Adaptations for SEND children

We pride ourselves on providing learning opportunities that are accessible and ambitious for all learners, enabling all children to make progress and have a sense of achievement. We achieve this through sequential planning, allowing skills to be scaffolded and extended as appropriate. We also create an ethos of not being afraid to make 'mistakes,' but instead, for children to be risk-takers, problem solvers and to develop resilience.

To support children with SEND to access the curriculum we will:

- Help all pupils achieve the best of their abilities, despite any special educational need or disability they may have.
- Ensure that staff are aware of and sensitive to the needs of individual pupils and that teaching is appropriate to meet those needs.
- Make suitable adaptations to the curriculum for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

Depending on the specific needs of each child, further adaptations may include, but are not limited to:

- Use of speaking frames to form reasoned answers.
- Resources labelled with Makaton symbols
- Tasks broken into chunks with communication in print instructions
- Larger/simpler resources eg. maps with picture keys
- Alternative resources eg. access to a you tube clip in place of a written hand out.
- Pre-teaching of key vocabulary

- Flexibility in group work eg. option to work alone if preferred
- ELSA sessions
- Individual counselling

Assessment

PSHE at Hollybush is assessed against key skills and knowledge objectives which can be found on the skills progression documents above.

Assessment takes two forms:

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.

Formative assessments may be questions, tasks, quizzes or more formal assessments. Often formative assessments may not be recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated.

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time may vary, depending on what the teacher wants to find out. There may be an assessment at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage.

A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded through writing, through photographs or other visual media, or through an audio recording. Whichever medium is used, the assessment will show what has been achieved. It will summarise attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stakeholders (e.g. parents, governors, etc.).

