

Scheme of Learning: PSHE



PSHE education is a school curriculum subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. When delivered well, PSHE education has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and my relationships <i>Includes feelings/emotions/ conflict resolution/friendships</i>	Valuing difference <i>Includes British Values focus</i>	Keeping myself safe <i>Includes aspects of Relationships Education</i>	Rights and responsibilities <i>Includes money/living in the wider world/environment</i>	Being my best <i>Includes keeping healthy/Growth Mindset/goal setting/achievement</i>	Growing and changing
The school's RHE curriculum (supported by the AMS resources and our bespoke resources) is taught throughout each unit.					

Vocabulary Progression in PSHE

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Same, different, friends, family, special, favourite, help, feelings, happy, excited, sad, upset, angry, kind, caring, safe, unsafe, body, trust, online, resilient, fail, can, can't, try, food, strong, energy, healthy, sleep, germs, exercise, seasons, cycle, babies.	Jobs, responsibilities, behaviour, rules, comfortable, uncomfortable, feelings, emotions, happy, angry, sad, fearful, surprised, nervous, worried, safe, safety, controlled, body, mind, hurt, adults, trust, special, friends, family, conflict, resolution, qualities, difference, relationships, behaviour, teamwork, tolerance, racism, cooperation, caring, same, different, fair unfair, respect, unkind, teasing, bullying, rules, laws, thoughtful, generous, food, strong, energy, healthy, clean, unclean, hygiene, sleep, germs, exercise, regular, important, medicine, environment, resilient, fail, can, can't, difficult, portion, fruit, vegetable, baby, toddler, adult, grow, change, appropriate, inappropriate, good touch, bad touch, red/green areas, money, sensible, Growth Mindset, goals, aspirations, praise, dream, secrets, privates (incl. NSPCC Underpants Rule).	Listen, agree, disagree, resolve, argue, argument, dispute, communities, tolerance, diversity, respectful, needs, emotional needs, example, risk, risky, situation, cigarettes, alcohol, medicine, health, influence, online, personal details, share, information, communication, cyber, opinion, fact, false facts, responsibility, health, benefits, talents, skills, goals, goal-setting, careers, aspirations, improve, resilience, achieve, positive negative, human, body space, comfortable, uncomfortable, body language, assertive, religion, faith, culture, differences, tolerance, stereotyping, racism, labels, challenge, influence, media, celebrity, image, body image, awareness, self-awareness, confidence, Growth Mindset, choice, harmful, positive, negative, selective, accurate, inaccurate, media, cyber, trolls, environment, bystander, active, rights, responsibilities, witness, biased, money, limited, resource, generations, future, puberty, marriage, civil ceremony, couples, gender, law, parental consent, consent, aggressive, passive, response, ignorance, misunderstanding, external, internal, male, female, develop.				

Procedural Knowledge in PHSE

PHSE at the end of EYFS		
Physical Development: 1. Children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe. 2. They manage their own basic hygiene and person needs successfully, including dressing and going to the toilet independently.	Making relationships: 1. Children play co-operatively, taking turns with others. 2. They take account of one another's ideas about how to organise their activity. 3. They show sensitivity to others' needs and feelings. 4. They form positive relationships with adults and other children.	Managing Feelings and Behaviour: 1. Children talk about how they and others show feelings. 2. Children talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. 3. They work as part of a group or class and understand and follow the rules. 4. They adjust their behaviour to different situations. 5. They take changes of routine in their stride.

Strand	By the end of Year 2	By the end of Year 4	By the end of Year 6
Knowing and understanding about being informed citizens	1. Begin to show understanding of simple citizenship concepts, for example right and wrong, fairness and rules 2. Begin to show understanding of values, for example honesty, tolerance, respect and concern for others. 3. Talk about and consider topics and issues, including moral and social dilemmas with others	1. Investigate topical issues and problems using a range of sources, including the media, to find answers to simple questions or information and advice 2. Show understanding of values, for example honesty, tolerance, respect and concern for others.	1. Show understanding of some citizenship concepts, for example rights, responsibilities, rules, right and wrong and fairness 2. Demonstrate a broad knowledge and understanding of the topics and issues they have explored 3. Understand the role of the media in presenting information to the public and appreciate that information can be interpreted in different ways. 4. Demonstrate understanding of key citizenship concepts, for example rights and responsibilities, democracy, government, fairness, justice, rules, laws, diversity, identities and communities, power and authority, sustainable development and so

			on, and values, for example honesty, tolerance, respect and concern for others
Skills of enquiry and communication	1. Respond to simple questions and explain their own views and ideas in pairs and to the class 2. Listen to the views of others. 3. Take part in simple discussions and debates on topical issues that affect themselves and others 4. Understand that people may have different views on issues and use imagination to understand other people's experiences.	1. Talk and write about their opinions explaining their views 2. Ask and respond to questions and listen to the view of others	1. Identify questions, consider and discuss different issues, drawing simple conclusions and justifying personal views and opinions 2. Listen to and consider the views and experiences of others and can express views that are not necessarily their own. 3. Through investigation of topical issues, problems and events, analyse and evaluate a range of sources of information, including ICT and the media 4. Through group and class discussion and debate, present and develop ideas and views
Skills of participation and responsible action	1. Make real choices and know how to ask for help. 2. Take part in class and school citizenship activities, demonstrating they can play and work cooperatively and take and share responsibility	1. Take part responsibly in group, class and school citizenship activities such as resolving differences by exploring alternatives and making choices 2. Meet and talk with different adults from the community, for example nurse, police officer, councillor 3. Begin to recognise that their actions affect themselves and others around them.	1. Take part in group and decision-making activities, demonstrating 2. Responsibility in their attitudes to themselves and others 3. Reflect on their participation in citizenship activities. 4. Negotiate, decide and take part in responsible actions, both in the school and in the wider community, and reflect on their participation 5. Communicate their findings and experiences with others and make suggestions for improvements or changes

We follow the SCARF Scheme of Learning for PHSE, which is supplemented with our own Islamic input.

The declarative knowledge for each block of learning is available via their website.