



Herne Junior School's PSHE Curriculum Progression

PSHE (Personal, Social, Health and Economic education) is a school subject through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. It develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It helps children and young people to make informed choices, to be critical thinkers and to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE also helps pupils to achieve their academic potential. There is a proven link between pupils' health and wellbeing, and their academic progress. At Herne Junior School, we believe **every child** has the right to achieve. The teaching of PSHE plays a fundamental role in achieving our vision 'Knowing Every Child - Inspiring Every Mind – Achieving Every Day' and is key to encouraging life-long learners. PSHE is not identified as a statutory subject by the government however large parts of our PSHE curriculum are identified as statutory under the government's latest guidance,

'Relationships Education, Relationships and Sex Education (RSE) and Health Education' Crown copyright 2019.

We believe PSHE is an essential curriculum area, integral to our children's wellbeing and development as global citizens in a multicultural society.

Our Curriculum

We follow the PSHE Association (the national body for PSHE Education) Programme of Study. Their Programme of Study sets out learning opportunities based on three core themes:

CORE THEME 1: HEALTH AND WELLBEING

CORE THEME 2: RELATIONSHIPS

CORE THEME 3: LIVING IN THE WIDER WORLD

By following their programme our PSHE curriculum aims to provide a comprehensive programme that integrates, but is not limited to, the statutory content outlined by the government. Our broader PSHE programme also covers economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

Our PSHE Curriculum sets out learning opportunities for each year group, in each core theme, organised under subheadings. Each year group has six units, which are divided equally between the six half terms of a schools' academic year. There is also an additional unit, which is taught by each year group at the start of the year, called 'Rights, Respect and Shared Responsibilities'. Developing Rights and Respect (RRSA) in our school is an important element of our PSHE rationale.



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Harmony, SMSC and British Values

Our PSHE curriculum includes learning about our schools' six core values: Honesty, Respect, Collaboration, Enjoyment, Independence and Motivation as well as Spiritual, Moral, Social and Cultural (SMSC) values and British Values. These values are regularly visited within lessons and assemblies. A Harmony week, which focuses on these principles, takes place each year to further embed these values within our school culture. Our aim is to develop a sense of spirituality, moral integrity, cultural respect and social adaptability in order for pupils to thrive and succeed as global citizens in an ever-changing world.

Flexibility in an evolving curriculum

We encourage teachers to use these learning opportunities flexibly according to the individual pupils' development, readiness and needs whilst also taking into account prior learning, experience and understanding. We also recognise that learning from one area may be related and relevant to others. Whilst there are three separate core themes, there is extensive overlap within many of our PSHE units. For example, Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships.

PSHE education addresses both pupils' current experiences and preparation for their future. Our programme of study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

Unlike many other subjects, much of the specific knowledge taught in PSHE education changes regularly, for example as a result of legal changes, medical or technological advances. It is therefore crucial that we regularly review all information used to develop pupils' knowledge on any aspect of PSHE education so that it is up to date, accurate, unbiased and balanced.

Assessment

PSHE education covers issues and areas of life which children and young people will be affected by in different ways and at different times. As such, we cannot make any assumptions based on pupils' age or year group about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. Therefore, to assess learning and progress effectively, it is important to carry out a baseline assessment before teaching anything new. As pupils' learning in topics such as healthy eating, online safety, relationships and so on will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had *before* any new teaching took place. Therefore pupils' learning is assessed through an 'ipsative' assessment approach. This means the child's existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes are assessed at the beginning of a lesson or series of lessons and then again at the end of the lesson/s. This way a comparison can be made and progress can be measured.

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1. Baseline assessment

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

2. Assessment for Learning (AfL)

Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. Assessment of Learning (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

'A GUIDE TO ASSESSMENT IN PRIMARY PSHE EDUCATION' PSHE ASSOCIATION 2020

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NB: This is not in the order in which units are taught. Instead it is organised into the three core themes in order to show clear progression.

Core Themes Year Group	Health and wellbeing			Relationships			Living in the Wider World	
Year 3	Emotional wellbeing: Expressing and managing every day feelings Seeking support for self or others	Physical health: Healthy lifestyles Physical exercise and its impact on mental wellbeing Balanced diets and making choices <i>(Covered in Science- 'Healthy Heroes' Animals Including Humans)</i>		Friendships: Making and maintaining healthy friendships Similarities and differences	Staying safe: Trusted people and feeling safe Keeping secrets and when to break confidentiality Recognising and reporting feeling unsafe Sun safety & Safety at home Safety in different environments;		Economic wellbeing: Attitudes and ideas about spending, saving and giving money Wants and needs Keeping money safe	Shared Responsibilities: Class charter Rights and respect Why we have rules Whole School Initiatives/weeks: HARMONY Week Anti-Bullying Week Fairtrade Week NSPCC Day
Year 4	Staying healthy: Dental health Hygiene, germs Basic first aid Early signs of illness and seeking help	Growing and changing: Growing up Puberty, including periods and wet dreams Sleep		Friendships: Managing conflict and repairing friendships Feeling lonely Friendship skills, including communicating safely online Listening and responding Respecting self and others	Families: Different types of relationships Characteristics of healthy family relationships Feeling safe and cared for		Economic wellbeing: Budgeting Saving Spending decisions How managing money makes us feel How spending choices affect others Communities: What makes a community Diversity: Freedom of expression Online communities Identifying and responding to prejudice	Whole School Initiatives/weeks: HARMONY Week Anti-Bullying Week Fairtrade Week NSPCC Day

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Core Themes Year Group	Health and wellbeing			Relationships			Living in the Wider World	
Year 5	Mental wellbeing: Taking care of mental health and emotional wellbeing Managing challenges Seeking support for themselves and others	Keeping active: Benefits of a balanced lifestyle Balancing internet use How physical activity affects wellbeing	Substances: Drugs common to everyday life Risks and effects of alcohol and smoking Rules and laws	Respect and bullying: Mutual respect; Sharing points of view Stereotypes Types of bullying and how to get help Discrimination	Staying safe: Privacy and personal boundaries Acceptable and unacceptable contact Permission-seeking and giving Personal safety.		Media literacy: How data is shared and used online Evaluating reliability of sources Misinformation and targeted information Choosing age-appropriate TV, games and online content Influences relating to gambling	Shared Responsibilities: Class charter Rights and respect Whole School Initiatives/weeks: HARMONY Week Anti-Bullying Week Fairtrade Week NSPCC Day
Year 6	Health and hygiene: Making informed choices regarding a healthy lifestyle, including nutrition <i>(Covered in Science – Animals including Humans)</i> Hygiene and bacteria and viruses <i>(Covered in Science – Living Things and their Habitats)</i> Allergies and getting help in an emergency Vaccination and immunisation	Puberty and reproduction: Growing up and developing independence Menstrual wellbeing Managing the changes of puberty How a baby is made Relationships and celebrating diversity Permission-seeking and giving		Managing change: Developing friendship skills Changing and ending Friendships Managing change, loss and bereavement Sources of support	Friendships and staying safe: Opportunities to connect online The nature of online-only friendships Reporting harmful content and contact Staying safe online Personal safety		Personal Identity: What contributes to who we are Personal strengths Interests Setting goals Managing setbacks New opportunities and responsibilities Careers: Career types Challenging career stereotypes Enterprise project Developing enterprise skills The world of work and young people's employment rights	