



Key stages 1 & 2

PSHE in Hydesville Tower School (Primary)

What is PSHE?



Personal, social and health education, or PSHE, aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives.

In the context of a whole-school approach, PSHE & Citizenship education helps children to develop the personal qualities and characteristics that they need to flourish as individuals, family members and members of their communities. It:

- contributes to their personal development by boosting their confidence, resilience and self-esteem;
- provides them with the knowledge, skills and understanding necessary for them to live healthy, safe and responsible lives;
- enables them to understand what influences their decisions, to identify and manage risk, and to understand the importance of making sound choices regarding their careers and economic well-being;
- helps to clarify their personal opinions, ideas and values by exploring the sometimes complex attitudes, ideas and values of other people, not just in Britain, but around the world.

How is PSHE taught in school?



It's up to the school to decide how we deliver PSHE. The PSHE Association advises that we should have one hour of specific, timetabled PSHE per week and this is guidance which we have followed for many years.

This includes, for example, lessons on bullying, different [world religions](#), why it's important to recycle, [Bikeability](#) training, and talks from visitors, such as people who help us (police, firefighters, doctors, etc).

PSHE is also taught across the curriculum.

- In [science](#), for instance, the National Curriculum states that pupils must be taught about how bodies change as people grow and age.
- In [geography](#), they might do a survey of their local area and count how many pieces of litter they find.
- In [ICT](#), they might discuss the risks that they may face online, and come up with rules for internet safety.
- In [PE](#), they'll learn different ways of keeping fit and active. They might reflect on how their bodies feel after physical activity, for example by taking their pulse or discussing how their breathing has changed.

PSHE is delivered implicitly as well as explicitly, through many areas of school life. Assemblies, [circle time](#), buddy or mentoring schemes and campaigns like Anti-Bullying Week all teach children the principles of PSHE.

PSHE in KS1



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. At this stage, in their studies in PSHE & Citizenship, children acquire a set of life skills that will help them to be safe, happy and active citizens.

They learn to:

- take and share responsibility (for their own behaviour; by helping to make classroom rules and following them; and by looking after pets well);
- feel positive about themselves (by having their achievements recognised and by being given positive feedback);
- take part in discussions (talking about topics of school, local and national concern);
- make real choices (between healthy options in school meals, what games to play and how to spend and save money sensibly);
- meet and talk with people (outside visitors such as religious leaders, police officers and the school nurse);
- develop relationships through work and play (by sharing equipment with other pupils, or their friends, in a group task);
- consider social and moral dilemmas that they come across in everyday life (aggressive behaviour, questions of fairness, right and wrong, use of money and simple environmental issues);
- ask for help (from family and friends, midday supervisors, older pupils and the police).

PSHE in KS2



During Key Stage 2 children become aware of themselves as developing individuals and as members of their communities. Physical changes and growing maturity and self-confidence provide opportunities for greater freedom and independence. Horizons are gradually lifted beyond the immediate vicinity, as they become knowledgeable of a wider world beyond. In school, and the local community, there are opportunities for pupils to make a more significant contribution.

As they pass through this stage, they can be encouraged to:

- make informed choices; assume greater personal responsibility;
- develop a sense of right and wrong; recognise the importance of developing effective relationships with those around them;
- become more fully engaged in school and outside activities;
- learn about how the local community functions and those who enable it to do so;
- find out more about those who rule us and the institutions through which they do so;
- become aware of the wider national and global community.

Core Theme: Living in the Wider World



Through this theme, children learn:

- About respect for themselves and others, and the importance of responsible actions and behaviour
- About rights and responsibilities as members of families, other groups and citizens
- About different groups and communities
- To respect equality and diversity, and how to be a productive member of a diverse community
- About the importance of [respecting and protecting the environment](#)
- About where money comes from, keeping it safe, and the importance of managing it effectively
- The part that money plays in people's lives
- A basic understanding of enterprise

Some of the things your child will learn include how to make and follow group, class and school rules; what protects and harms the environment; how to make choices about spending or saving money; ways in which we are all unique and the things we have in common; about basic human rights; and to respect national, regional, religious and ethnic identities.

Core Theme: Relationships



This theme includes:

- How to develop and maintain a variety of relationships, within a range of social and cultural contexts
- How to recognise and manage emotions within relationships
- How to respond to risky or negative relationships, including [bullying](#) and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

Among other things, children will learn to recognise that their behaviour can affect other people; to listen to other people and work and play cooperatively; to identify special people in their lives (parents, siblings, friends) and how they should care for each other; what physical contact is acceptable; and what to do if they're being bullied.

Core Theme: Health and Wellbeing



This area of PSHE teaches children:

- 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
- How to manage change, including [puberty](#), transition and loss
- How to make informed choices about health and wellbeing, and where to get help with this
- How to respond in an emergency
- To identify different influences on health and wellbeing

Pupils will learn things like the importance of personal hygiene; the physical differences between boys and girls; [road safety](#), [cycle safety](#) and [online safety](#); people who help us; how to talk about their feelings; and the benefits of physical activity.

This is just a snapshot of the many elements that the Health and Wellbeing core theme covers.

What are the new KS 1 & 2 statutory requirements?

- The **Health Education** and **Relationships Education** aspects of PSHE (personal, social, health and economic) education will be compulsory in all primary schools from September 2020.
- Health Education won't be a 'new' requirement in independent schools, where PSHE education is already compulsory. However, it is expected that independent schools will draw on the new statutory guidance for Health Education when planning their PSHE education.

What does the new statutory guidance cover?



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- The Department for Education published [statutory guidance for Health Education, Relationships Education and RSE](#) in June 2019.
- **This covers broad areas of particular relevance and concern to children and young people today.** It should ensure that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.

Should schools only cover what's included in this guidance?



- **Schools should not just ‘teach to the guidance’,** but see it as the basic requirement which forms part of broader PSHE education.
- **The statutory guidance outlines what schools *must* cover – though not everything that schools *should* cover** – in PSHE from 2020. The Department for Education (DfE) says: *‘All elements of PSHE are important and the government continues to recommend PSHE be taught in schools’.*
- The [PSHE Education Programme of Study KS 1 - 5](#), covers all of the statutory content as well as vital non-statutory content related to economic wellbeing and careers education.

Why is this all so important?

- PSHE education has [proven impact](#) on life chances and academic success when delivered well, but has suffered from reduced curriculum time and patchy provision.
- **This strengthening of PSHE education's status can have a major impact** on the quality of PSHE in all schools for all pupils.
- **These developments mean that all pupils can benefit** from an education that keeps them safe, healthy and prepared for the realities of modern life.

"The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success."

Department for Education [review](#) of PSHE education impact and effective practice

[An extensive 2017 literature review](#) by leading economists found 'Very strong evidence' that PSHE (personal, social, health and economic) learning has a positive impact on health, well being and academic attainment.

What about sex education?



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- These new statutory requirements do not extend to **sex education** at KS 1 and 2 (beyond the biological/reproductive aspects schools are already required to cover in science)
- However, the Department for Education *‘continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils’*
- *Years 5 and 6 Puberty Talk*

- There have been challenges from a vocal minority of parents to schools' commitment to equality and diversity, including LGBTQ+ inclusion.

Year 6-Lesson 10: Supporting Diversity- the case of LGBTQ+ relationships