



HCAT

PSHCE Curriculum

Purpose of study

At HCAT the PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

CORE THEME 1: HEALTH AND WELLBEING

This core theme focuses on:

1. What is meant by a healthy lifestyle
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. About managing change, including puberty, transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing.

CORE THEME 2: RELATIONSHIPS

This core theme focuses on:

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help
5. How to respect equality and diversity in relationships

CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)

This core theme focuses on:

1. About respect for self and others and the importance of responsible behaviours and actions
2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. To respect diversity and equality and how to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. About where money comes from, keeping it safe and the importance of managing it effectively
7. The part that money plays in people's lives
8. A basic understanding of enterprise

	Transition	LKS1	UKS1	UKS2	UKS2
Health and Well being					
A - To show what is meant by a healthy lifestyle.	To identify healthy and nutritious food items.	To group food and identify foods within a group.	To know what makes a healthy diet.	To show the benefits of physical activity and rest.	To understand and know how to maintain, a healthy lifestyle including a balanced diet and the disadvantages of over exercising.
B- To show to maintain physical, mental and emotional health and wellbeing	To recognise what they like and dislike.	To recognise that choices can have good and not so good consequences.	To know how to make real informed choices that improve their physical and emotional health.	To show how to make informed choices (including recognising that choices can have positive, neutral and negative consequences).	To begin to understand the concept of a 'balanced lifestyle'
C - To know how to manage risks to physical and emotional health and wellbeing and to recognise sources of help with this	To think about themselves, to learn from their experiences.	To recognise and celebrate their strengths and set simple but challenging goals.	To show how choices around could affect physical health.	To recognise opportunities and develop the skills to make their own choices about food	To show understanding of what might influence their choices and the benefits of eating a balanced diet
D- To understand ways of keeping physically and emotionally safe		To explain about good and not so good feelings.	To use vocabulary to describe their feelings to others and to develop simple strategies for managing feelings	To recognise how images in the media (and online) do not always reflect reality.	To recognise how the media can influence people to make decisions that could affect their physical and emotional state.
E - To understand managing change, including puberty, transition and loss.			To discuss change and loss and the associated feelings (including moving home, losing toys, pets or friends)	To know about change, including transitions, loss, separation, divorce and bereavement.	To know how their body will, and their emotions may, change as they approach and move through puberty. To understand the transition between primary and secondary school.
F – To know how to keep myself safe in the wider world.			To know that household products, including medicines, can be harmful if not used properly.	To differentiate between the terms, 'risk', 'danger' and 'hazard'	To understand rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety
G - To identify different positive and negative influences on health and wellbeing.	To show understanding of their own family networks.	To show understanding of people who look after them and people who may not.	To recognise that they share a responsibility for keeping themselves and others safe, and knowing that they do not need to keep secrets.	To understand about people who look after them, who to go to if they are worried and how to attract their attention.	To know strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.

	Transition	LKS1	UKS1	LKS2	UKS2
Relationships					
A – To understand how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.	To know how to communicate their feelings to others. To be able to identify their special people (family, friends, carers), what makes them special and how special people should care for one another.	To recognise how others show feelings and how to respond.	To know how to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. To know how to offer constructive support and feedback to others.	To explain the different types of relationship, including those between acquaintances, friends, relatives and families. To know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people.	To know what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To be able to work collaboratively towards shared goals
B- To understand how to recognise and manage emotions within a range of relationships	To recognise that their behaviour can affect other people.	To know what is fair and unfair, kind and unkind, what is right and wrong.	To know that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).	To be able to recognise and respond appropriately to a wider range of feelings in others. To know that their actions affect themselves and others	To know how to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge others’ points of view.
C – To know how to recognise risky or negative relationships including all forms of bullying and abuse			To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.	To know the difference between, and the terms associated with, sex, gender identity and sexual orientation. To know how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).	To understand the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help)
D- To know how to respond to risky or negative relationships and ask for help			To be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.	To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.	To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy
E – To recognise the importance of respect, equality and diversity in relationships	To be able to listen to other people and play and work cooperatively.	To identify and respect the differences and similarities between people.	To be able to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.	To be able to recognise and challenge stereotypes.	To know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010).

	Transition	LKS1	UKS1	LKS2	UKS2
<u>Living in the wider world-economic wellbeing and being a responsible citizen</u>					
A – To understand their rights and responsibilities as members of families, other groups and ultimately as citizens.	To know how they can contribute to the life of the classroom and school.	To be able help construct, and agree to follow, group, class and school rules and to understand how these rules help them.	To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).	To understand that there are basic human rights shared by all peoples and all societies	To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practices. To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations.
B- To know about different groups and communities. To know how to respect diversity and equality and how to be a productive member of a diverse community.	To know that they belong to different groups and communities such as family and school.	To identify ways in which they are all unique; understand that there has never been and will never be another 'them'. To identify ways in which we are the same as all other people; what we have in common with everyone else	To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them.	To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. To know what being part of a community means, and about the varied institutions that support communities locally and nationally.	To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities. To understand the range of national, regional, religious and ethnic identities in the United Kingdom
C – To understand the importance of respecting and protecting the environment.			To know what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these.	To understand how the choices, they make can contribute to sustainability in the environment.	To know and explain how certain factors can have a positive or negative impact on the environment, linking their knowledge to the wider world.
D- To know where money comes from, keeping it safe and the importance of managing it effectively.			To know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.	To know the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.	To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax.'
E – To have a basic understanding of enterprise.				To know what is meant by enterprise and begin to develop enterprise skills.	To know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.