1decision and the PSHE Programme of Study

Personal, Social, Health & Economic Education

Current PSHE Programme of Study

The third edition of the PSHE Association's programme of study for PSHE education has been written to sit alongside the 2014 National Curriculum changes, and has been updated to reflect the rapidly changing world in which our pupils live and learn.

"Section 2.5 of the national curriculum framework states that all schools should make provision for PSHE education, drawing on good practice. In order to help schools to meet this objective, our programme of study identifies the key concepts, skills and attributes that are developed through PSHE education. These help schools to fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life, as set out in Section 78 of the Education Act 2002, and their statutory safeguarding responsibilities, in line with the statutory guidance that schools 'should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum' ". [11]

The new programme of study is based on three core themes, within which there will be broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

The 1decision resources have been built around the above three core themes, and the 10 principles of effective PSHE education, which are as follows:

1. Start where children and young people are: find out what they already know, understand, are able to do, and are able to say. For maximum impact, involve them in the planning of your PSHE education programme.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

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11   PSHE Education Programme of Study, PSHE Association:
      https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935
      (Jan 2017), p.1

Using 1decision within the Current PSHE Programme of Study

In line with the most current programme of study, 1decision was reassuringly one of the first primary programmes to receive the PSHE Association kitemark. The current programme is recommended for children aged 5-11 (mainstream) and is also suitable for many students with SEN needs.

Although the programme is broken in to age ranges, it is recommended that schools choose where the resources fit best in terms of student maturity, current knowledge, and geographical location.

The PSHE framework is not definitive and schools should adapt and enrich it as they feel appropriate, including relocating learning in different key stages in accordance with pupils' readiness or needs. PSHE education addresses pupils' previous experiences and prepares them for the future.

Throughout the following pages, you will find the most recent programme of study for PSHE (released by the PSHE Association). Within each section, we have identified the areas not covered within the 1decision series by highlighting the text. This allows PSHE practitioners and teachers to build on our existing resources if necessary.

Each module within the 1decision series begins with a baseline assessment of the pupils' current knowledge, which allows teachers to address any gaps in their learning. Our 8-11 programme has clear progressive routes from our 5-8 programme, and the children's gained knowledge is highlighted throughout the assessment process.

Our assessment has been built in line with the PSHE Association's recommendation for assessment (please see page 16).
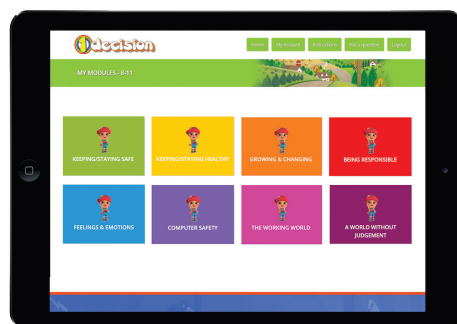
For more information on how to deliver the modules, please see the 'How It Works' tab in the online portal.

PSHE Association's Recommendation for Assessment

"There are a number of reasons why it is important that learning in PSHE education is assessed. It is important for pupils to have opportunities to reflect on their learning, assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. It also allows the leadership team, parents, governors and school inspectors to see the impact that PSHE education is having for pupils and for whole school outcomes, such as Ofsted judgements on personal development, behaviour and welfare, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessing your PSHE education, all you can do is describe your provision; you cannot show its impact.

The essential skills and attributes identified in the programme of study are arguably the hardest aspect of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment.

It would be inappropriate for assessment in PSHE education to be about levels or grades, passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus". [12]

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.
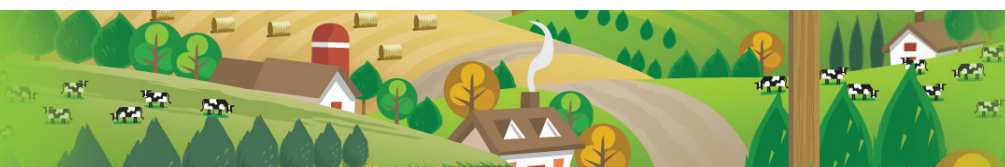
3. Assessment *of* Learning (AoL)

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

Source: PSHE Association's Programme of Study 2017.

1decision modules have been built around this assessment model.

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12   PSHE Education Programme of Study, PSHE Association:
      https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935
      (Jan 2017), p.4

Using 1decision within the Current PSHE Programme of Study

Key Stages 1 & 2

"During Key Stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities".

Core Theme 1: Health and Wellbeing

Pupils should be taught:

- 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
- about managing change, including puberty, transition, and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing

Key Stage One

what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health ● to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences ● to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals ● about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings ● about change and loss and the associated feelings (including moving home, losing toys, pets or friends) ● the importance of, and how to, maintain personal hygiene ● how some diseases are spread and can be controlled ● the responsibilities they have for their own health and that of others ● to develop simple skills to help prevent diseases spreading ● about the process of growing from young to old and how people's needs change ● about growing and changing and new opportunities and responsibilities that increasing independence may bring ● the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls ● that household products, including medicines, can be harmful if not used properly ● 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 ● about people who look after them, their family networks, who to go to if they are worried and how to attract their attention *(continued on page 18)*.

about the ways that pupils can help the people who look after them to more easily protect them ● to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.

January 2017 addition:

what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.

Key Stage Two

what positively and negatively affects their physical, mental and emotional health ● how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' ● to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet ● to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves ● to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals ● to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others ● to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these ● about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement ● to differentiate between the terms, 'risk', 'danger' and 'hazard' ● to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience ● to recognise how their increasing independence brings increased responsibility to keep themselves and others safe ● that bacteria and viruses can affect health and that following simple routines can reduce their spread ● how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media ● to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong ● school rules about health and safety, basic emergency aid procedures, where and how to get help ● what is meant by the term 'habit' and why habits can be hard to change ● which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others ● how their body will, and their emotions may, change as they approach and move through puberty ● about human reproduction ● about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers ● strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) -
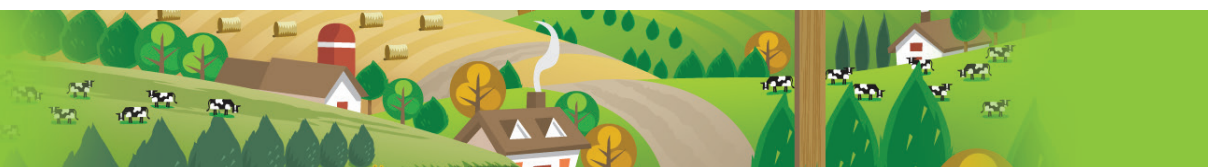
strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others • about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.

January 2017 addition:

the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) • how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.

Core Theme 2: Relationships

Pupils should be taught:

- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships

Key Stage One

to communicate their feelings to others, to recognise how others show feelings and how to respond • to recognise that their behaviour can affect other people the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid • to recognise what is fair and unfair, kind and unkind, what is right and wrong • 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 listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) • to offer constructive support and feedback to others • to identify and respect the differences and similarities between people • to identify their special people (family, friends, carers), what makes them special and how special people should care for one another • to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • 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 • strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

to recognise and respond appropriately to a wider range of feelings in others ● to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships ● to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support ● to recognise different types of relationship, including those between acquaintances, friends, relatives and families ● that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment ● that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves ● that their actions affect themselves and others ● to judge what kind of physical contact is acceptable or unacceptable and how to respond ● the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' ● 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 ● to work collaboratively towards shared goals ● to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves ● 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) ● to realise 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) ● to recognise and manage 'dares' ● to recognise and challenge stereotypes ● about the difference between, and the terms associated with, sex, gender identity and sexual orientation ● how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) ● that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership ● that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others ● 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.

Core Theme : Living in the wider world

Pupils should be taught:

- about respect for self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect diversity and equality 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

Key Stage One

how they can contribute to the life of the classroom and school ● to help construct, and agree to follow, group, class and school rules and to understand how these rules help them ● 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) ● that they belong to different groups and communities such as family and school ● what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) ● that money comes from different sources and can be used for different purposes, including the concepts of spending and saving ● about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices

January 2017 additions:

ways in which they are all unique; understand that there has never been and will never be another 'them' ● ways in which we are the same as all other people; what we have in common with everyone else ● about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people • why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules • to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child • that these universal rights are there to protect everyone and have primacy both over national law and family and community practices • to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) • to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk • that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities • to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices • what being part of a community means, and about the varied institutions that support communities locally and nationally • to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing • to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • to consider the lives of people living in other places, and people with different values and customs • about 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.g. their contribution to society through the payment of VAT) • 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 • what is meant by enterprise and begin to develop enterprise skills • to explore and critique how the media present information.

January 2017 additions:

to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.

1decision content in line with the PSHE Programme of Study

The following pages provide an overview of the content of each module within the 1decision portal. See page 40 for a suggested topic delivery overview.