

## PSHE Curriculum

The core themes covered in the PATHS programme are:

1. Health and wellbeing
2. Relationships
3. Living in the wider world

Pupils have a PATHS PSHE lesson each week. It is led by the class teacher. The following core themes are explored.

### Key Stage 1

Health and Wellbeing	Relationships	Living in the Wider World
<p>H1: what constitutes, and how to maintain a healthy lifestyle (including the benefits of physical activity, rest, healthy eating and dental health)</p> <p>H2: 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</p> <p>H3: to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>H4: about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p>	<p>R1: to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>R2: to recognise that their behaviour can affect other people</p> <p>R4: to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R5: to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>R6: to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p>	<p>L1: how they can contribute to the life of the classroom and school</p> <p>L2: to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p> <p>L3: 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)</p> <p>L8: ways in which they are all unique, understand that there has never been and will never be another 'them'</p>

<p>H5: about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>H9: about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>H12: rule 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)</p> <p>H14: about the ways that pupils can help the people who look after them to more easily protect them</p> <p>H15: to recognise 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</p>	<p>R&amp;: to offer constructive support and feedback to others</p> <p>R8: to identify and respect the differences and similarities between people</p> <p>R11: that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>R12: to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>R13: to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>R14: strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p>L9: ways in which we are the same as all other people, what we have in common with everyone else</p>
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## Key Stage 2

Health and Wellbeing	Relationships	Living in the Wider World
<p>H1: what positively and negatively affects their physical, mental and emotional health</p>	<p>R1: to recognise and respond appropriately to a wider range of feelings in others</p>	<p>L1: to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p>

<p>H2: how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of 'balanced lifestyle'</p> <p>H5: to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>H6: 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</p> <p>H7: to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H8: about change, including transitions (between key stages and schools) loss, separation, divorce and bereavement</p> <p>H9: to differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>H10: to recognise, predict and assess risks in different situation 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</p>	<p>R2: to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R&amp;: to recognise that their actions affect themselves and others</p> <p>R9: 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'</p> <p>R10: 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</p> <p>R11: to work collaboratively towards shared goals</p> <p>R12: 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</p> <p>R14: to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of</p>	<p>L2: 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</p> <p>L6: to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities</p> <p>L7: 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</p> <p>L8: to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>L9: what being part of a community means and about the varied institutions that support communities locally and nationally</p> <p>L12: to consider the lives of people living in other places, and people with different values and customs</p>
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<p>H11: to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H13: how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H14: 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</p>	<p>prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>R15: to recognise and manage 'dares'</p> <p>R18: how to recognise bullying and abuse in all its forms, prejudice-based bullying both in person, online and through social media</p> <p>R21: 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</p>	
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