

Edward Peake CofE Middle School
PSHCE Curriculum Progression

Curriculum Intent:

The intention of the PSHCE curriculum is to equip pupils with essential skills for life so that pupils can stay safe and healthy, including online. Pupils have the knowledge and skills to build and maintain healthy relationships and are able to assess risk and make safe and informed decisions now and in the future. The PSHCE curriculum ensures every child is offered challenging and engaging learning experiences with Christian values at heart.

Our main aims are to:

- **Live:** Ensure pupils develop as independent, confident and successful learners so that they can make an active contribution to society and their communities, as well as making informed and safe decisions within their own lives
- **Love:** Ensure pupils are prepared for the next stage of their education and broaden pupils' horizons through developing the knowledge, skills and attributes to manage life's challenges
- **Learn:** Develop an understanding of self and the importance of physical and mental wellbeing and to support pupils in recognising risks and how to ask for or receive support

The PSHCE curriculum has three core concepts threaded throughout. These are: **Health and Wellbeing, Relationships and Living in the Wider World**. The curriculum has been designed with these concepts in mind to ensure that all pupils benefit from a well structured approach to their learning in PSHCE.

Skills and Knowledge	Year 5	Year 6	Year 7	Year 8
Valuing Differences (Relationships) Develop relationships with others within the wider community and how to tolerate the differences of others respectfully	Know what mutual respect is, how to be polite and how personal behaviour can affect others Know how to respectfully listen and respond to people with a range of beliefs, traditions and lifestyles Know how to behave respectfully online	Know how positive friendships can support wellbeing Know how friendships change (including context such as moving home or schools) Know how to manage change in different contexts (including loss and bereavement)	Know how to develop self-worth and confidence to support decision making Know to manage influences on beliefs and decisions Know strategies for managing group-think and persuasion Know about gender identity, transphobia and gender-based discrimination, homophobia	Know how to manage group friendships Know how to manage social influences, peer pressure and the desire for peer approval in a range of contexts, including in relation to substance use and antisocial behavior Know how to manage personal safety in social situations

	Know about stereotypes and how they influence behaviour Know about the impact of bullying and hurtful behaviour, including online Know strategies for responding to bullying and hurtful behavior witnessed or experienced Know how to challenge discrimination, seek help and report concerns	Know how to access appropriate support during times of change Know how to empathise and how people can help to support each other in times of difficulty	and biphobia, racism and religious discrimination and disability discrimination through discussion of equality Know strategies to challenge prejudice-based bullying and discrimination Know how to access support services in relation to inclusion or discrimination	Know how to access support and advice in relation to friendship and peer influence issues Know why young people may join gangs and the consequences of gang behavior Know how to access support in relation to gangs Know about exit strategies for pressurised situations Know how to tackle racism and religious discrimination Know how to promote human rights
	<u>Where in the curriculum this is taught:</u> Autumn Term - Respect & Bullying	<u>Where in the curriculum this is taught:</u> Autumn Term - Managing Change	<u>Where in the curriculum this is taught:</u> Autumn Term - Friendships & Diversity	<u>Where in the curriculum this is taught:</u> Autumn Term - Friendships & Managing Influences
Healthy Lifestyles (Health & Wellbeing) Develop an understanding of what physical health and mental health is	Know what mental health is, and how to take care of it Know how feelings and emotions are affected at changing, challenging or difficult times Know ways of managing these feelings and how to seek support and advice when needed Know what strategies and behaviours support mental	Know how choices can affect a healthy lifestyle Know what constitutes a healthy diet and how to plan healthy meals Know how bacteria and viruses can affect health Know how hygiene routines limit the spread of infection	Know how to manage influences on healthy lifestyle choices including diet and physical activity Know the link between sleep and wellbeing Know how to maintain healthy sleep habits Know how to balance time between school work, leisure, exercise and time spent outdoors and online	Know about the attitudes to mental health and how to challenge stigma and misconceptions Know ways to promote and maintain emotional wellbeing Know how to build resilience and reframe disappointments and setbacks Know what the impact of social media has on mental health and emotional wellbeing

	health Know about the benefits of exercise to mental and physical health Know what the risks associated with an inactive lifestyle are Know how to stay safe in the sun and reduce the risk of sunburn, heat stroke and skin cancer	Know how to take responsibility for personal hygiene during adolescence Know how medicines contribute to health, and how to use them responsibly and safely Know how to manage allergies including how to respond in an emergency Know how vaccines and immunisations can prevent some diseases Know how to deal with emotions, challenges and change	Know how to manage influences on, and maintain, good oral hygiene and dental health Know strategies to manage stress, puberty and the physical and mental changes that are a part of growing up Know how to access health services	Know strategies to develop digital resilience Know how to manage influences, including the media, on body image Know what unhealthy coping strategies are, including self-harm and eating disorders Know what healthy ways there are to manage difficult feelings, challenging circumstances, stress and anxiety Know why, when and how to access support for themselves or others
	<u>Where in the curriculum this is taught:</u> Autumn Term - Healthy Lifestyles - Mental Wellbeing and Keeping Active	<u>Where in the curriculum this is taught:</u> Autumn Term - Healthy Lifestyles - Health & Hygiene and Mental Health	<u>Where in the curriculum this is taught:</u> Autumn Term - Healthy Lifestyles	<u>Where in the curriculum this is taught:</u> Autumn Term - Healthy Lifestyles - Mental Health & Wellbeing
Careers (Living in the Wider World) Know what careers and jobs are available and the skills needed in order to achieve these	Know what living in a community means Know how to value different contributions that people make Know that there is a range of different jobs/careers that can be pursued Know that there are stereotypes in the workplace Know what influences people's	Know why some jobs are paid more than others Know what influences people's job choices Identify skills that will help in future careers Know the kinds of jobs they might like to do Know how to recognise routes into careers	Know how to be enterprising Know different types of career and work patterns Know how to identify abilities and qualities required for different careers Know young people's employment rights	Know how to identify their life and career aspirations Know how to identify personal strengths and skills for employment Know how to challenge stereotypes and expectations that limit aspirations Know about routes into different careers

	decisions about a job or career Know what skills will help them carry out jobs in the future (i.e. teamwork, communication, negotiation) Know the kind of job they may like to do when older		Know about ethical and unethical business practices and consumerism	Know how to evaluate progression routes Know how a person's online presence can affect employability Know how to manage online presence including on social networking sites Know how to manage emotions in relation to future employment
	<u>Where in the curriculum this is taught:</u> Spring Term - Careers	<u>Where in the curriculum this is taught:</u> Spring Term - Careers & Personal Identity	<u>Where in the curriculum this is taught:</u> Spring Term - Careers	<u>Where in the curriculum this is taught:</u> Spring Term - Careers
Money (Living in the Wider World) Build knowledge and understanding, skills, attributes and values of money which will equip them for the opportunities of being responsible with money	Know how to be a critical consumer Know how to look after money, including interests and loans Know about debt management of money Know ways of paying for things Have a positive attitude towards saving and spending Know that people's spending decisions impact on environment and others		Know about financial choices including saving, spending and budgeting Know about attitudes and values in relation to finance, including debt and payday loans Know how to manage influences over financial decisions Know how to manage emotions in relation to finance Know how to recognise risk and financial exploitation and access help and advice	Tenner Challenge

	Where in the curriculum this is taught: Spring Term - Money		Where in the curriculum this is taught: Summer Term - Money - Economic Well Being	Where in the curriculum this is taught: Summer Term
Growing & Changing (Health & Wellbeing) How to manage the physical and emotional changes at puberty and challenges of adolescence and their increasing independence	Know about intensities of feelings Know how to manage complex feelings Know how to cope with change and transition Know about bereavement and grief Know about personal identity (ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) Know about gender identity and biological sex Know how to resist pressure Know where to get help and advice Know how puberty changes can affect our emotions and feelings and ways to manage this Know what questions to ask about puberty and change, including periods and wet dreams	Know how to manage change – new roles and responsibilities as they grow up Know how to manage the physical and emotional changes that happen during puberty Know about hygiene routines during puberty Know about adult relationships and the human life cycle Know about human reproduction Know how a baby is made and how it grows	Know about KS2 puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence Know how puberty enables reproduction	Know how to manage change and transition, including feelings

	<u>Where in the curriculum this is taught:</u> Spring Term - Growing & Changing Summer Term - Health & Wellbeing - Puberty	<u>Where in the curriculum this is taught:</u> Summer Term - Growing & Changing - Puberty & Reproduction	<u>Where in the curriculum this is taught:</u> Summer Term - Growing & Changing - Puberty, Conception & Reproduction	<u>Where in the curriculum this is taught:</u> Summer Term - Rights & Responsibilities - Moving Forward
Drugs, Alcohol and Substances (Health & Wellbeing) Recognise the positive and negative uses of drugs, alcohol and substances in society, including the safe use of these		Know the risks and effects of legal drugs (cigarettes, e-cigarettes/vaping, alcohol, medicines) and about the impact on health these may have Know the laws around use of legal drugs Know why people choose to use or not use substances Know about the mixed messages in the media about substances Know how to seek help and support from organisations	Know about substance use and misuse, including laws relating to this Know about the effects of alcohol, tobacco, nicotine and e-cigarettes; attitudes and social norms regarding substances Know about dependence, including the over-consumption of caffeine-based energy drinks Know how to safely use over the counter and prescription medications Know how to manage peer influence in relation to substance abuse Know about strategies to manage personal safety in situations, including online Know how to assess and reduce the risk in relation to health, wellbeing and personal safety	
		<u>Where in the curriculum this is taught:</u>	<u>Where in the curriculum this is taught:</u>	

		Summer Term - Keeping Safe - Substances	Spring Term - Growing & Changing - Substances	
Personal Skills and Setting Goals (Living in the Wider World) Identify personal skills and abilities, and how these may change as we get older, and how to set ambitious, yet attainable, goals	Know how to recognise personal skills and abilities and setting goals and aspirations now and in the future	Know what contributes to who we are (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) Know how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) Know how to recognise positive things about themselves and their achievements Know how to set goals to help achieve personal outcomes Know how to manage setbacks and perceived failures Know how to reframe unhelpful thinking Know about new opportunities and responsibilities that come from increasing independence Know how resources are allocated	Know how to review strengths, interests, skills, qualities and values and how to develop them Know how to set realistic but ambitious goals	Know how to review personal strengths and targets Know how to identify opportunities to develop strengths and skills Know how to set realistic yet ambitious goals for the future Know options available in senior school
	<u>Where in the curriculum this is taught:</u> Spring Term - Careers	<u>Where in the curriculum this is taught:</u> Spring Term - Careers & Personal Identity	<u>Where in the curriculum this is taught:</u> Summer Term - Rights & Responsibilities	<u>Where in the curriculum this is taught:</u> Summer Term - Rights & Responsibilities - Moving Forward

Keeping Safe (Health & Wellbeing) How to stay safe in the wider community, including online, and use positive strategies to assess risk	Know how to respond in an emergency situation Know how to deal with increased independence and responsibility	Know strategies for managing personal safety in the local environment Know how to predict, assess and manage risk in different situations Know about online safety including sharing images and mobile phone safety regulations and restrictions (social media, television programmes, films, games and online gaming)	Know how to assess and reduce the risk in relation to health, wellbeing and personal safety	Know how to manage personal safety, including when out, travelling, at home and online Know how to respond in an emergency situation Know how to perform basic first aid, including CPR; when and how to safely use defibrillators
	<u>Where in the curriculum this is taught:</u> Spring Term - Keeping Safe - Emergencies & First Aid	<u>Where in the curriculum this is taught:</u> Summer Term - Keeping Safe	<u>Where in the curriculum this is taught:</u> Spring Term - Keeping Safe	<u>Where in the curriculum this is taught:</u> Spring Term - Keeping Safe - First Aid & Keeping Safe
Responsibilities, including online (Living in the Wider World) Understand what our responsibilities are in the wider community, and how online activity can affect these	Know about changing rules and laws Know about antisocial behavior Know how to recognise ways in which the Internet and social media can be used positively and negatively Know how to assess reliability of online sources Know how information and data is shared and used online	Know about the role of the Internet in everyday life Know about the positive and negative uses and effects of the Internet and social media Know how data is shared and used online, and how information can be targeted Know how images and information online can be manipulated or invented Know about strategies to evaluate reliability of sources and identify misinformation	Know how to safely manage personal information and images online	

		Know how and why to choose age-appropriate media including TV, film, games and online content; risk in relation to gambling, including online Know how to manage influences in relation to gambling		
	<u>Where in the curriculum this is taught:</u> Summer Term - Rights & Responsibilities	<u>Where in the curriculum this is taught:</u> Summer Term - Rights & Responsibilities	<u>Where in the curriculum this is taught:</u> Summer Term - Rights & Responsibilities	
Healthy Relationships (Relationships) Learn about different types of relationships, including friendships and family, as well as online relationships. How to be safe and assess risks within different types of relationships	Know about the role of trust, respect and boundaries in healthy relationships (including friendships and family) Know how to recognise if a friendship is making them feel uncomfortable or unsafe Know how to maintain and respect privacy and boundaries, including online Know how to recognize different types of physical contact and what is, or is not, acceptable Know about seeking and giving/not giving permission in different situations	Know about strategies for disputes Know what to do if a friendship is making them feel unsafe, including online Know about opportunities to connect with others, including friends, online Know what it means to 'know someone online' and how this differs to knowing someone face to face Know why someone may behave differently online, including pretending to be someone they are not; how to manage the risks of communicating online with others not know face-to-face	Know about different types of relationships and the qualities and behaviours associated with positive relationships Know media stereotypes and their effect on relationship expectations Know how to manage expectations for romantic relationships Know how to manage strong feelings in relationships Know how to identify unhealthy relationships and seek support when necessary Know about the concept of consent Know how to seek and give/not give consent in a variety of contexts	Know about relationship norms and expectations Know about forming new partnerships and developing relationships Know about the impact of stereotypes on expectations of gender roles, behaviour and intimacy Know about gender identity and sexual orientation Know about the choice to delay sex and the right to enjoy intimacy without sex Know effective communication strategies and consent in intimate situations Know the law in relation to relationships, sex, consent (including sharing of sexual

	Know how to seek or report concerns about their personal safety or that of others in a range of contexts	Know about strategies to respond to harmful behavior, including online Know how to report concerns and access help or advice		images), FGM and forced marriage Know about contraception, its role in preventing pregnancy and sexually transmitted infections Know how condoms and the pill are used safely Know about the HPV vaccination programme Know about FGM and forced marriage, and how to access help and support
	<u>Where in the curriculum this is taught:</u> Summer Term - Healthy Relationships - Staying Safe and Feelings & Emotions	<u>Where in the curriculum this is taught:</u> Spring Term - Feelings & Emotions and Healthy Relationships	<u>Where in the curriculum this is taught:</u> Summer Term - Healthy Relationships	<u>Where in the curriculum this is taught:</u> Summer Term - Healthy Relationships

Curriculum Impact:

The PSHCE schemes of work provides an effective curriculum for wellbeing. Pupils are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part. The schemes of work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing pupils with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Successful PSHCE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. PSHCE education also helps disadvantaged and vulnerable pupils achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face.

Within the classroom, independent, confident and successful learners are developed through quality first teaching, supporting and challenging activities and a broad and balanced offering. Pupils are prepared for the next stage of their education through sequenced learning with prior learning revisited and built upon. Pupils' horizons are broadened through a Careers programme, recognising and celebrating diversity and multiculturalism and discussion opportunities to support curriculum content covered in lessons.

Outside of the classroom, pupils can develop as independent, confident and successful learners by completing appropriate and challenging home learning activities. Being able to access online resources shared within lessons and knowing where and how to get support. Pupils are prepared for the next stage of their education by the school and department having close links with feeder lower schools and upper schools, and staff receiving CPD opportunities on recent changes to the curriculum. Pupils' horizons are broadened by giving them opportunities to contribute to the school community and allowing pupil voice through informal discussions, pupil feedback and questionnaires.