

KS1 PHSE

Overarching concepts

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Relationships** (including different types and in different settings)
- **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Risk** (to be managed rather than simply avoided) and **safety** (including behaviour and strategies in different settings)
- **Diversity** and **equality** (in all its forms)
- **Rights, responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Career** (including enterprise and economic understanding).

The intrapersonal skills required for self-management

- Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)
- Learning from experience to seek out and make use of constructive feedback
- Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)
- Making decisions (including knowing when to be flexible)
- Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)
- Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)
- Self-regulation (including managing strong emotions e.g. negativity and impulse)
- Recognising and managing the need for peer approval
- Self-organisation (including time management)

The interpersonal skills required for positive relationships in a wide variety of settings

- Active listening
- Empathy
- Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)
- Team working (including agreeing clear and challenging outcomes, facilitation, cooperation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others experience)
- Negotiation (including flexibility, self-advocacy and compromise)
- Recognising and utilising strategies for managing pressure, persuasion and coercion
- Responding to the need for positive affirmation for self and others

The skills of enquiry

- Formulating questions
- Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)
- Analysis (including separating fact from opinion)
- Planning and deciding
- Recalling and applying knowledge creatively and in novel situations
- Drawing and defending conclusions using evidence and not just assertion
- Identification, assessment (including prediction) and management of risk

PSHE

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, such as 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

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.

Living in the wider world

Pupils should be taught:

- how to contribute to the life of the classroom
- to help construct, and agree to follow, group and class rules and to understand how these rules help them
- that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)
- that they belong to various groups and communities such as family and school
- what improves and harms their local, natural and built environments and about some of the ways people look after them
- 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 manage their money, keep it safe, choices about spending money and what influences those choices