

Taken from the B&H PSHE education Programme of Study 2014

Essential Skills

Schools should remember that skill development is an essential ingredient of an effective PSHE education programme and that these skills will need to be explicitly taught and opportunities provided for pupils and students to practice. Many of these skills support behaviour for learning.

The intrapersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide variety of settings	The skills of enquiry
<p>S1.1 Critical, constructive self-reflection (aware of own needs, motivations, strengths, next steps for development, influence of perception of peers' behaviour)</p> <p>S1.2 Learning from experience and mistakes to seek out and make use of constructive feedback</p> <p>S1.3 Setting challenging personal goals (strategies to achieve them, knowing when to change them)</p> <p>S1.4 Making decisions and choices (knowing when to be flexible, when to hold firm)</p> <p>S1.5 Recognising common ways we can develop unhelpful thinking (generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</p> <p>S1.6 Resilience (self-motivation, adaptability, constructively managing change including setbacks and stress)</p> <p>S1.7 Self-regulation (managing strong emotions, e.g. negativity, impulse, stress)</p> <p>S1.8 Recognising and managing the need for peer and other approval</p> <p>S1.9 Self organisation (time management).</p>	<p>S2.1 Active listening</p> <p>S2.2 Empathy</p> <p>S2.3 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)</p> <p>S2.4 Negotiation (including flexibility, self-advocacy and compromise)</p> <p>S2.5 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)</p> <p>S2.6 Recognising and developing strategies for managing and challenging pressure, conflict, persuasion, prejudice and coercion</p> <p>S2.7 Responding to the need for positive affirmation for self and others</p>	<p>S3.1 Formulating questions</p> <p>S3.2 Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</p> <p>S3.3 Analysis (including separating fact from opinion)</p> <p>S3.4 Planning and deciding</p> <p>S3.5 Recalling and applying knowledge creatively and in novel situations</p> <p>S3.6 Drawing and defending conclusions using evidence and not just assertion</p> <p>S3.7 Identification, assessment (including prediction) and management of risk</p> <p>S3.8 Evaluating social norms and recognising stereotypes</p> <p>S3.9 Reviewing progress against objectives.</p>

KS2 Attainment Target (Health and Wellbeing)

Children can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their safety, health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety). They know where they can go for help and support and can ask for the help they need.

Building on Key Stage 1, Key Stage 2 pupils should have the opportunity to learn:

H2.1 what positively and negatively affects their physical, mental and emotional health (including the media)

H2.2 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'

H2.3 to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet

H2.4 to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals

H2.5 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

H2.6 to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them

H2.7 about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement

H2.8 to differentiate between the terms, 'risk', 'danger' and 'hazard'

H2.9 to develop personal responsibility (including drugs and alcohol issues, sensible road use and risks in their local environment) and to use this as an opportunity to build resilience

H2.10 to recognise their increasing independence brings increased responsibility to keep themselves and others safe

H2.11 that bacteria and viruses can affect health and that following simple routines can reduce their spread

H2.12 that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media

H2.13 use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong

H2.14 school rules about health and safety, basic emergency aid procedures, where and how to get help

H2.15 what is meant by the term 'habit' and why habits can be hard to change

H2.16 which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others

H2.17 how their body will change as they approach and move through puberty

H2.18 about human reproduction including conception (and that this can be prevented)

H2.19 to recognise how images in the media do not always reflect reality and can affect how people feel about themselves

H2.20 strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)

H2.21 the importance of protecting personal information, including passwords, addresses and images

H2.22 to recognise when and how and who to ask for help (including outside organisations)

KS2 Attainment Target (Relationships)

Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others.

They can identify positive ways to face new challenges (for example the transition to secondary). Children can explain how their actions have consequences for themselves

and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). They can respond to, or challenge, negative behaviours such as stereotyping and aggression at school).

Building on Key Stage 1, Key Stage 2 pupils should have the opportunity to learn:

R2.1 to recognize and respond appropriately to a wider range of feelings in others

R2.2 to recognise what constitutes a positive, healthy relationship and that they have a right to be happy and safe

R2.3 to develop the skills to develop and maintain positive and healthy relationships

R2.4 to be aware of different types of relationship, including those between friends and families civil partnerships and marriage

R2.5 that their actions affect themselves and others

R2.6 to judge what kind of physical contact is acceptable or unacceptable, and to be aware of different types of abuse (Neglect, Emotional, Physical, Sexual Abuse and Bullying) and how to respond and get help

R2.7 the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

R2.8 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 their points of view

R2.9 to work collaboratively towards shared goals

R2.10 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

R2.11 that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

R2.12 to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language, and towards all minority groups (including gay lesbian, bisexual and transgender and those suffering from poor mental health), and how to respond to them and ask for help

R2.13 to recognise and manage 'dares'

R2.14 to develop the skills to recognise and challenge inequality, prejudice, stereotyping and injustice including bullying, racism, sexism, disablism, homophobia, biphobia and transphobia.

KS2 Attainment Target (Living in the Wider World)

Pupils can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Building on Key Stage 1, Key Stage 2 pupils should have the opportunity to learn:

E2.1 to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people

E2.2 why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

E2.3 to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities

E2.4 that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment

E2.5 to take a constructive interest and show a willingness to participate in the school's decision making processes.

E2.6 to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

E2.7 what being part of a community means, and about the varied institutions that support communities locally and nationally

E2.8 to recognise the role of voluntary, community and pressure groups, particularly in relation to health and wellbeing, for example ChildLine, Age UK

E2.9 to appreciate the diversity of national, regional, religious and ethnic identities in your school, Brighton & Hove and in the United Kingdom

E2.10 to think about the lives of people living in other places in the United Kingdom and globally, and people with similar and different values and customs

E2.11 about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer

E2.12 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)

E2.13 that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

E2.14 to understand the possible routes to different careers and be able to set goals towards these aspirations

E2.15 about enterprise and the skills that make someone 'enterprising'

E2.16 to explore and critique how the media present information.