

Deep Dive into PSHE: Whole-School Curriculum

Progression Map

Level Expected at the End of EYFS

The following early years goals are prerequisite skills for PSHE in KS1.

Personal, Social and Emotional Development (Making Relationships)

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Personal, Social and Emotional Development (Managing Feelings and Behaviour)

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Understanding the World (Technology)

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Physical Development (Health and Self-Care)

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Understanding the World (People and Communities)

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Government Guidance

SMSC, Personal Development and Behaviour and Attitude

- ▶ All schools must show how well they support children's spiritual, moral, social and cultural (SMSC) development, including the promotion of British Values, and the effectiveness of this will be evaluated as part of the 'personal development' judgement of a school inspection. PSHE and Citizenship Education encompasses many of the elements of effective SMSC provision as well as contributing to personal development by equipping pupils with the attributes, knowledge and skills they need to support physical, mental and emotional wellbeing in school and beyond. PSHE and Citizenship education also contributes to the 'behaviour and attitudes' judgement of school inspections by developing positive attitudes to learning, a positive and respectful culture and by encouraging learners to develop positive behaviour and conduct.

The curriculum for a maintained school [must be] a balanced and broadly-based curriculum which –

- (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Taken from: [Section 78 \(1\) Education Act 2002](#)

Safeguarding

▶ The **statutory guidance on safeguarding for children in schools and colleges** requires schools to 'ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. Effective PSHE education supports safeguarding by delivering protective learning opportunities on a range of potential safeguarding issues identified by Ofsted in the guidance **Inspecting Safeguarding in Early Years, Education and Skills Settings**, including:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- peer-on-peer abuse, such as sexual violence and harassment
- radicalisation and/or extremist behaviour
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- substance misuse
- domestic abuse
- female genital mutilation
- forced marriage
- poor parenting

Curriculum

▶ Although PSHE and Citizenship are non-statutory subjects for maintained schools, the **National Curriculum Framework** states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. All schools have an obligation to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, all of which fall within the non-statutory **Programme of Study for Citizenship at KS1 and KS2**.

▶ The 2019 Guidance for Personal, Social, Health and Economic (PSHE) education states that 'personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum'.

We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Taken from: **Guidance for Personal, Social, Health and Economic (PSHE) Education 2019**

▶ Two key aspects of PSHE education, Relationships Education and Health Education, has been compulsory in all primary schools since 2020. PSHE education is compulsory in independent schools.

Learning Outcomes and Core Themes

Our resources for PSHE and Citizenship have been produced so that they are fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.

The PSHE Association Programme of Study is based on three core themes within which there is broad overlap and flexibility.

- Health and Wellbeing
- Relationships
- Living in the Wider World

Order of Study

Here is a suggested order for teaching the units in the Twinkl Life PSHE and Citizenship Scheme of Work.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|---|---|---|---|--|
| Year 1 | KS1 TEAM (Relationships) | KS1 Think Positive (Health and Wellbeing) | KS1 Diverse Britain (Living in the Wider World) | KS1 Be Yourself (Relationships) | KS1 It's My Body (Health and Wellbeing) | KS1 Aiming High (Living in the Wider World) |
| Year 2 | KS1 VIPs (Relationships) | KS1 Safety First (Health and Wellbeing) | KS1 One World (Living in the Wider World) | KS1 Digital Wellbeing (Relationships) | KS1 Money Matters (Living in the Wider World) | KS1 Growing Up (Health and Wellbeing) |
| Year 3 | LKS2 TEAM (Relationships) | LKS2 Think Positive (Health and Wellbeing) | LKS2 Diverse Britain (Living in the Wider World) | LKS2 Be Yourself (Relationships) | LKS2 It's My Body (Health and Wellbeing) | LKS2 Aiming High (Living in the Wider World) |
| Year 4 | LKS2 VIPs (Relationships) | LKS2 Safety First (Health and Wellbeing) | LKS2 One World (Living in the Wider World) | LKS2 Digital Wellbeing (Relationships) | LKS2 Money Matters (Living in the Wider World) | LKS2 Growing Up (Health and Wellbeing) |
| Year 5 | UKS2 TEAM (Relationships) | UKS2 Think Positive (Health and Wellbeing) | UKS2 Diverse Britain (Living in the Wider World) | UKS2 Be Yourself (Relationships) | UKS2 It's My Body (Health and Wellbeing) | UKS2 Aiming High (Living in the Wider World) |
| Year 6 | UKS2 VIPs (Relationships) | UKS2 Safety First (Health and Wellbeing) | UKS2 One World (Living in the Wider World) | UKS2 Digital Wellbeing (Relationships) | UKS2 Money Matters (Living in the Wider World) | UKS2 Growing Up (Health and Wellbeing) |

However, each unit of the Twinkl Life PSHE and Citizenship Scheme of Work is independent so they can be taught in any order to complement the wider school curriculum.

Health and Wellbeing KS1

| |
|--|
| H1. about what keeping healthy means; different ways to keep healthy |
| H2. about foods that support good health and the risks of eating too much sugar |
| H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday |
| H4. about why sleep is important and different ways to rest and relax |
| H5. simple hygiene routines that can stop germs from spreading |
| H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy |
| H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health |
| H8. how to keep safe in the sun and protect skin from sun damage |
| H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV |
| H10. about the people who help us to stay physically healthy |
| H11. about different feelings that humans can experience |
| H12. how to recognise and name different feelings |
| H13. how feelings can affect people's bodies and how they behave |
| H14. how to recognise what others might be feeling |
| H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things |
| H16. about ways of sharing feelings; a range of words to describe feelings |

| |
|--|
| H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) |
| H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good |
| H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it |
| H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better |
| H21. to recognise what makes them special |
| H22. to recognise the ways in which we are all unique |
| H23. to identify what they are good at, what they like and dislike |
| H24. how to manage when finding things difficult |
| H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) |
| H26. about growing and changing from young to old and how people's needs change |
| H27. about preparing to move to a new class/year group |
| H28. about rules and age restrictions that keep us safe |
| H29. to recognise risk in simple everyday situations and what action to take to minimise harm |
| H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) |
| H31. that household products (including medicines) can be harmful if not used correctly |

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

H33. about the people whose job it is to help keep us safe

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

H35. about what to do if there is an accident and someone is hurt

H36. how to get help in an emergency (how to dial 999 and what to say)

H37. about things that people can put into their body or on their skin; how these can affect how people feel

Health and Wellbeing KS2

H1. how to make informed decisions about health

H2. about the elements of a balanced, healthy lifestyle

H3. about choices that support a healthy lifestyle, and recognise what might influence these

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

H5. about what good physical health means; how to recognise early signs of physical illness

H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

H11 how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H26. that for some people gender identity does not correspond with their biological sex

H27. to recognise their individuality and personal qualities

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H31. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹

H34. about where to get more information, help and advice about growing and changing, especially about puberty

H35. about the new opportunities and responsibilities that increasing independence may bring

H36. strategies to manage transitions between classes and key stages

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

H38. how to predict, assess and manage risk in different situations

H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe

H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

H43. about what is meant by first aid; basic techniques for dealing with common injuries²

H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);

H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping

H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

Relationships KS1

- R1.** About the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2.** To identify the people who love and care for them and what they do to help them feel cared for
- R3.** About different types of families including those that may be different to their own
- R4.** To identify common features of family life
- R5.** That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
- R6.** About how people make friends and what makes a good friendship
- R7.** About how to recognise when they or someone else feels lonely and what to do
- R8.** Simple strategies to resolve arguments between friends positively
- R9.** How to ask for help if a friendship is making them feel unhappy
- R10.** That bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- R11.** About how people may feel if they experience hurtful behaviour or bullying
- R12.** That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
- R13.** To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

- R14.** That sometimes people may behave differently online, including by pretending to be someone they are not
- R15.** How to respond safely to adults they don't know
- R16.** About how to respond if physical contact makes them feel uncomfortable or unsafe
- R17.** About knowing there are situations when they should ask for permission and also when their permission should be sought
- R18.** About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- R19.** Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- R20.** What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
- R21.** About what is kind and unkind behaviour, and how this can affect others
- R22.** About how to treat themselves and others with respect; how to be polite and courteous
- R23.** To recognise the ways in which they are the same and different to others
- R24.** How to listen to other people and play and work cooperatively
- R25.** How to talk about and share their opinions on things that matter to them

Relationships KS2

- R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R2.** that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- R3.** about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

- R4.** that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
- R5.** that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- R6.** that a feature of positive family life is caring relationships; about the different ways in which people care for one another

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

R13. the importance of seeking support if feeling lonely or excluded

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. about discrimination: what it means and how to challenge it

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R26. about seeking and giving permission (consent) in different situations

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

Living in the Wider World KS1

- L1. about what rules are, why they are needed, and why different rules are needed for different situations
- L2. how people and other living things have different needs; about the responsibilities of caring for them
- L3. about things they can do to help look after their environment
- L4. about the different groups they belong to
- L5. about the different roles and responsibilities people have in their community
- L6. to recognise the ways they are the same as, and different to, other people
- L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
- L8. about the role of the internet in everyday life

- L9. that not all information seen online is true
- L10. what money is; forms that money comes in; that money comes from different sources
- L11. that people make different choices about how to save and spend money
- L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- L13. that money needs to be looked after; different ways of doing this
- L14. that everyone has different strengths
- L15. that jobs help people to earn money to pay for things
- L16. different jobs that people they know or people who work in the community do
- L17. about some of the strengths and interests someone might need to do different jobs

Living in the Wider World KS2

- L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- L2. to recognise there are human rights, that are there to protect everyone
- L3. about the relationship between rights and responsibilities
- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
- L6. about the different groups that make up their community; what living in a community means
- L7. to value the different contributions that people and groups make to the community
- L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
- L11. recognise ways in which the internet and social media can be used both positively and negatively
- L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
- L13. about some of the different ways information and data is shared and used online, including for commercial purposes
- L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

L17. about the different ways to pay for things and the choices people have about this

L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

L20. to recognise that people make spending decisions based on priorities, needs and wants

L21. different ways to keep track of money

L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations

L24. to identify the ways that money can impact on people's feelings and emotions

L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life

L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them

L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid

L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

L31. to identify the kind of job that they might like to do when they are older

L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

The non-statutory **Citizenship Programme of Study for Key Stages 1 and 2** is largely covered by the Living in the Wider World Outcomes from the PSHE Association Programme of Study. To ensure full coverage of the non-statutory guidance for Citizenship, [Twinkl Life's Scheme of Work for PSHE and Citizenship](#) also covers the following objective from the Citizenship Programme of Study:

Cg. what democracy is, and about the basic institutions that support it locally and nationally

Intent

Twinkl Life's PSHE and Citizenship Scheme of Work aims to equip children with essential skills for life. It aims to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful PSHE curriculum coverage is a vital tool in preparing children for life in society, now and in the future. Lessons in this scheme of work have their foundations in seeing each and everybody's value in society, from appreciation of others in units such as Diverse Britain, to promoting strong and positive views of self in Think Positive and Be Yourself. Twinkl Life's PSHE and Citizenship units aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident citizens. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing the knowledge of when and how children can ask for help.

Twinkl Life's PSHE and Citizenship resources are fully in line with the Learning Outcomes and Core Themes provided by the **PSHE Association Programme of Study** which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. This scheme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The scheme of work fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

Implementation

Twinkl Life's PSHE and Citizenship Scheme of Work is designed to be taught in thematic units consisting of six lessons, with supporting materials including a Planning Overview, assessment statements, Learning Journey Record and display materials. It is suggested that these units are taught in a spiral curriculum that revisits each theme every two years. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. Lessons signpost key words, building a rich vocabulary to develop understanding. Twinkl Life's PSHE units are designed for delivery in a creative manner, using many approaches such as role play, discussion and games in groupings of various sizes. These activities enable children to build confidence and resilience. Resources are also provided for communicating with parents and carers about how and why each theme is covered and suggestions for extending the learning at home.

Assessment for learning opportunities are built into each lesson and enhanced by the Learning Journey Records included in each unit, which enable self-evaluation and reflective learning and allow teachers to evaluate and assess progress. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning. Tools are provided for summative assessment, allowing progress to be recorded and tracked.

Impact

Twinkl Life's PSHE and Citizenship Scheme of Work provides schools with an effective curriculum for wellbeing. Children 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 interactions within communities, from the classroom to the wider community of which they are a part. Twinkl Life's PSHE Scheme of Work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Successful PSHE 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. Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. The Twinkl Life PSHE and Citizenship Scheme of Work can be used as a whole-school approach to positively impact wellbeing, safeguarding and SMSC outcomes. This can ensure that all children can develop the knowledge, skills and attributes they need to succeed at school and in the wider world.