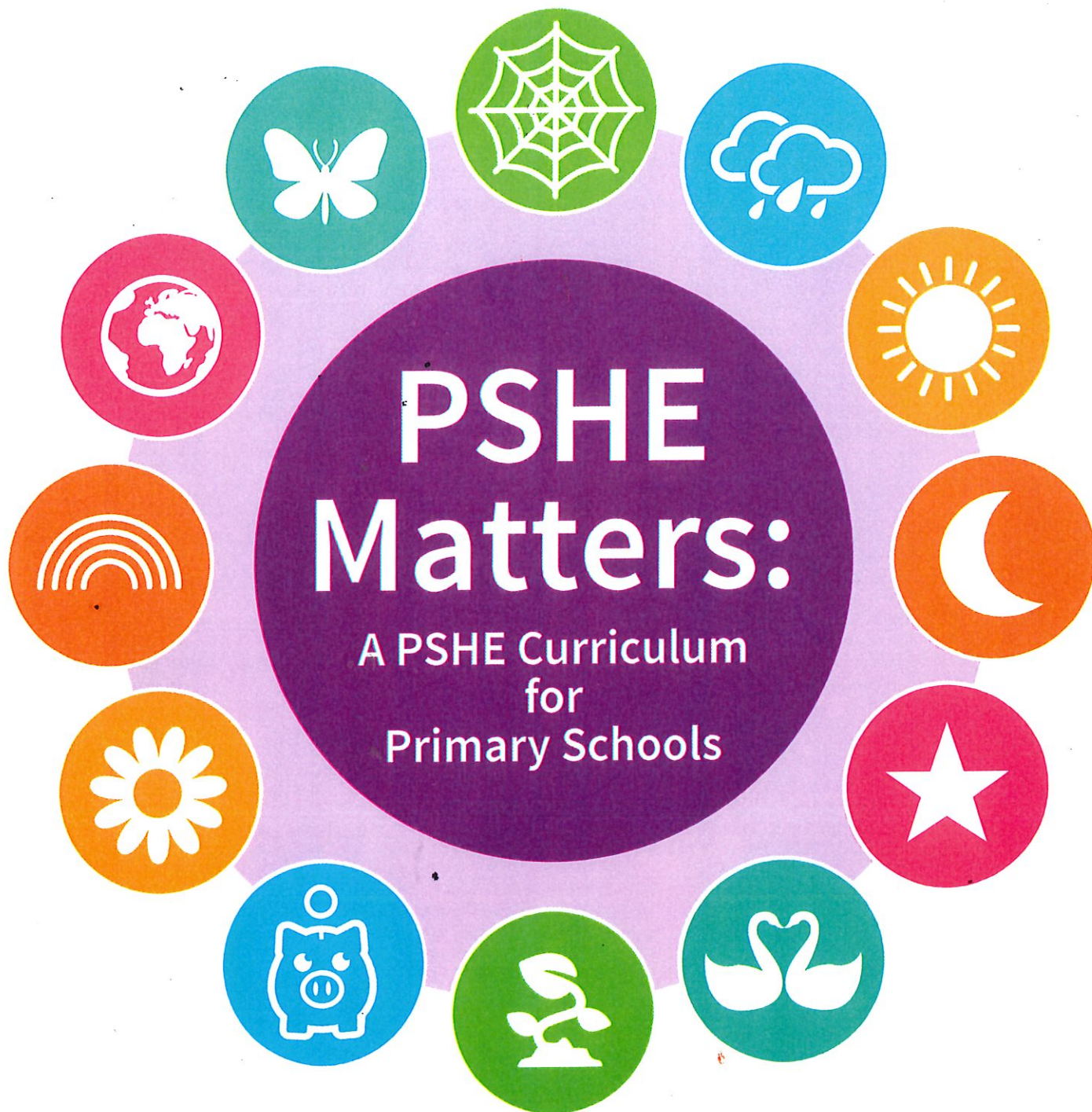


# PSHE Matters:

A PSHE Curriculum  
for  
Primary Schools





# INTRODUCTION TO PSHE MATTERS

## Why does PSHE Matter?

Personal, Social, and Health Education (PSHE) is central to giving pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens.

PSHE enables students to understand and respect our common humanity: it's diversity and it's differences so that they can go on to form, the effective, fulfilling relationships that are an essential part of life and learning.

Safeguarding is a key element of PSHE as pupils learn about their own identity, risks, decision-making and how to keep themselves safe.

PSHE helps pupils to learn to recognise their own value, work well with others and become increasingly responsible for their own learning. They can reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

PSHE doesn't just exist within the curriculum. The wide range of activities and experiences that schools offer beyond the curriculum in which pupils contribute to their school life and community, are a key part of PSHE. For truly effective PSHE, the whole school ethos will support the curriculum and principles.

### PSHE Matters strives to:

- promote best Personal Social and Health Education (PSHE) practice
- build on established practice in primary schools
- present a spiral curriculum which is easy to understand and accessible to all
- increase teacher confidence, particularly around teaching sensitive issues
- ease teachers' load by providing creative lesson ideas
- provide formative and summative assessment activities
- improve pupils' emotional literacy
- help pupils to stay safe and healthy
- impact positively on the school ethos/culture, help prepare pupils for life and work by developing 'Skills for Life'
- ensure schools are ready for statutory Relationships and Sex Education (RSE)

## The 10 Principles of Effective PSHE

The PSHE Association has developed the following evidence-based principles of good practice in PSHE that apply across all Key Stages. PSHE Matters has been designed with these in mind:

1. Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE programme.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before.
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHE, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant, and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
8. Embed PSHE within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.



## A Safe Learning Environment

It is important that PSHE is delivered within a safe, secure and supportive learning environment where children's genuine questions and concerns can be sensitively addressed. The class may already have an established set of ground rules.

### Ground Rules

It is important to think carefully about the possibility of disclosures from pupils who, as a result of the lesson, may develop the language, skills, knowledge and understanding needed to make a disclosure about their own experiences. Whilst this is not to be discouraged, it is very important that if pupils make personal disclosures to school staff, they do so in a suitable, one-to-one setting. It is not appropriate, therefore, to encourage pupils to talk about sensitive personal matters in the classroom in front of peers. Therefore, it is good practice before teaching PSHE to have clear ground rules introduced at the start of the lesson.

Being mindful of how topics could act as a trigger for pupils, should always be considered as some topics raise very sensitive issues. Having clear ways of supporting pupils should be made clear in the PSHE policy.

To be effective, students and teachers need to develop ground rules together and then test them in discussion and group activities, amending them as necessary.

### Possible Ground Rules:

- We will not ask each other personal questions.
- We have the right to 'pass' if we do not wish to comment.
- We agree to join in and make a positive contribution.
- We will listen to each other without interrupting.

Distancing techniques, using third person such as characters from a story, scenarios, role play and depersonalised discussions and anonymous question boxes are strategies that are promoted throughout 'PSHE Matters.'

School staff should not promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils.

Safeguarding procedures must be followed when any disclosures are made. It is important to take into account DFE guidance and all relevant school policies when planning and delivering PSHE.

## How to use PSHE Matters

### The PSHE Modules

The PSHE Modules are constructed around 3 age groups:

Key Stage 1	(Years 1 and 2)
Lower Key Stage 2	(Years 3 and 4)
Upper Key Stage 2	(Years 5 and 6)

Within each age group there 12 learning modules that could be taught in any order over a two-year period. If not taught over a two-year period then it is important that schools select content that is relevant to their pupils needs. This resource is not definitive and schools should use it flexibly and adapt it and develop it where appropriate.

The 12 modules are:

1. **Drug Education** - including how to manage risk and peer influences
2. **Exploring Emotions** - including how to recognise and manage feelings and emotions
3. **Being Healthy** - including the importance of looking after our mental health
4. **Growing up** - including the Sex Education element
5. **Changes** - including loss
6. **Bullying Matters** - including how to ask for help
7. **Being Me** - including identity and community
8. **Difference and Diversity** - including challenging stereotypes
9. **Being Responsible** - including looking after the environment
10. **Being Safe** - particularly featuring cyber, gaming and CSE
11. **Relationships** - including what is a healthy relationship
12. **Money Matters** - including enterprise

Each module starts with learning opportunities. These are taken from the PSHE Association Programme of Study 2017 statements which are based on the 3 core themes: Health and Well-Being; Relationships and Living in the Wider World. (The PSHE Association programme of study can be found on the PSHE Association website.) [www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935](http://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935)

Each of the 12 modules include a range of activities; some activities will take more time than others. It is up to the teacher to decide what is covered. This non-prescriptive approach allows schools to develop a relevant curriculum based on pupils' and community needs.