

PSHE Coverage Overview

Guidance – Primary

This document has been designed by Cornwall Healthy Schools to provide schools with guidance about structuring their PSHE curriculum, including a possible way to organise the PSHE curriculum and different PSHE topics that could be covered throughout an academic year. It also provides schools with a range of free lesson plans and accompanying useful resources, which could be used to teach the different PSHE topics. However, it is just a guidance document; the school is best placed to make decisions about how to offer children a broad and balanced PSHE curriculum.



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PSHE Coverage Overview Guidance Introduction

This document provides schools with guidance about the different PSHE topics that could be covered throughout an academic year and suggests a possible way to organise the PSHE curriculum. It then goes on to provide schools with a range of free lesson plans and accompanying useful resources, which could be used to teach the different PSHE topics.

This curriculum structure involves the whole school focussing on the same PSHE topic at the same time, which may help to achieve a 'whole-school approach' to promoting children's health and wellbeing. Each half-term, two topics are covered, in an age appropriate way. In the example on pg. 4, certain topics are explored more than once throughout the year. It is important to make it clear that this document has been designed to provide schools with guidance about structuring their PSHE curriculum. The school is best placed to make decisions about how to offer children a broad and balanced PSHE curriculum– there is no right or wrong way! It is suggested that this document is used in conjunction with the [PSHE Education Programme of Study \(2014\)](#) which was created by the PSHE association and provides further guidance about how to structure the PSHE curriculum.

Schools may wish to consider 'The Public Health England Eight Principles of a Whole School Approach to Emotional Health and Wellbeing', which can be found below, when they are organising their PSHE curriculum, in order to promote a whole school approach to PSHE.



Half-Termly PSHE Coverage Overview

<u>Term</u>	<u>Brief overview</u>
Autumn (1)	First half Settling in – change focus, rules and expectations Second half Emotions , resilience and self-esteem*
Autumn (2)	First half Healthy lifestyles – healthy eating focus Second half Healthy lifestyles – physical activity focus
Spring (1)	First half Emotions, resilience and self-esteem* Second half Online safety
Spring (2)	First half Sex and relationships education Second half Road safety
Summer (1)	First half Emotions, resilience and self-esteem * Second half Body image and media**
Summer (2)	First half Healthy lifestyles eating/physical activity focus Second half Emotions, resilience and self-esteem catch-up/transition focus

*As emotions, resilience and self-esteem is a large focus area for many schools, it may be beneficial to focus on these individually throughout the year and revisit the topic a number of times.

**This topic may be considered to be more of an upper Key Stage Two topic, so perhaps other classes could continue to focus on emotions, resilience and self-esteem, or a different area of PSHE.

Please note, some schools choose to teach key spiritual, moral, social and cultural (SMSC) messages during PSHE, to ensure children receive a broad SMSC education. (For information and guidance on SMSC, see pg. 6-7 and 14).

Organising and Managing PSHE Content

Organising PSHE Content

While the guidance above involves the whole school focussing on the same PSHE topic at the same time, some schools may prefer each year group to focus on a different topic. The order of focus topics and where they appear in the academic year is best decided by the school and the above chart is just to be used as a guide - schools should not feel that they have to cover all of the suggested topics. Additional focus topics may be explored if a need arises, such as lessons on loss and bereavement or terrorism.

Guidance from the PSHE Association suggests that while it is vital PSHE education lessons are pacy, it is equally important to meet the needs of pupils. It may be beneficial to spend longer on a more extensive exploration of an activity or topic that has fired up discussion and imagination, as long as pupils are progressing towards the lesson objectives. When this is the case, it is useful to adopt a flexible approach, by extending topics rather than rushing them ([PSHE Education Programme of Study, 2014](#)).

Managing PSHE Content

Some schools may have a coordinator in place who decides what each year group will focus on – for example when covering road safety, Year One may focus on crossing the road safely and Year Two could focus on different types of crossings and so on. It is then the responsibility of each class teacher to find lessons to teach their focus area. While it may be useful to have set lessons taught in each year group, this can also be restricting and teachers are best placed to decide the needs of the children within their class, which are of course ever-changing!

Some schools may decide to provide children with PSHE folders, which are subdivided into areas, based on the schools PSHE programme of study, such as: emotions, resilience and self-esteem; healthy eating and lifestyles; sex and relationships education, as well as: online safety, road safety and body image and media. These folders could contain PSHE work that is completed as a whole class, in groups or individually, based on the children's needs.

These folders could accompany the children as they progress throughout the school, which would enable the current class teacher to look at the work the children have done in previous years. Based on this, teachers may avoid certain lessons or make the decision to repeat sessions already covered, to see if children's understanding and skills have progressed, or whether the topic needs to be explored further. Only the work the children have completed on paper will be in their folders and children will obviously have taken part in verbal discussions as well and this is to be considered.

Hopefully, schools using a PSHE folder or book that moves with the child throughout the school, will use this resource to generate discussions and celebrate how much the children have grown, personally, socially and emotionally, as well as physically.

Self-Esteem Questionnaires

Some schools may decide they would like children to answer age-appropriate, self-esteem questionnaires annually, or even more frequently. Your School Support Worker can provide you with some examples. This would help to gauge how children are feeling about themselves and used in conjunction with practitioner observations, help to identify any children who are of a concern. These could possibly be stored in children's PSHE folders.

If children completed these assessments termly, it would be useful to see if children's self-esteem was improving or tailor lessons around areas children need support with. Children who are of a concern, could receive more targeted support, possibly by attending nurture clubs or working more closely with the teacher or teaching assistant during sessions. Again, it is up to the school to decide how they would like to implement the PSHE curriculum and this is just an idea.

Spiritual, Moral, Social and Cultural (SMSC) Links

All schools in England must show how well their pupils develop in SMSC. SMSC is essential for children and young people's individual development, as well as the development of society as a whole. Ofsted highlights the importance of SMSC, stipulating that it is central to the development and growth of 'pupils as people' and it is also at the heart of what teachers say education is all about ([British Red Cross, 2014](#)).

Key SMSC learning outcomes, according to '[Doing SMSC](#)' (2015), are as follows:

- **Spiritual** - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity, as well as reflecting.
- **Moral** - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues, in addition to offer reasoned views.
- **Social** - Use a range of social skills; participate in the local community; appreciate viewpoints; participate, volunteer and cooperate; resolve conflict and engage with 'British values' (rules of laws, democracy, liberty, respect and tolerance).
- **Cultural** - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Some schools choose to teach children key SMSC messages, during PSHE and Religious Education (RE) studies, which proves to be an effective way of developing children and young people's SMSC knowledge and understanding. For example, when covering drug and alcohol education, teachers may encourage pupils to look at the viewpoints of different religions and cultures; the impact of drugs and alcohol on society; laws surrounding drugs and alcohol and also consequences of alcohol and drug use. At the end of this resource, there are some resources that provide guidance and activity ideas to reinforce key SMSC messages, which could be incorporated into PSHE and RE lessons.

Key Resources and Lesson Plans

Below is a list of some key resources, which can support the delivery of focus topics. They mainly consist of lesson plans for teachers to use. This is not a definitive list and schools may already be using resources they are familiar with, which they would like to continue using. Schools may choose to use a combination of one or more of the resources when exploring a focus topic and this can prove to be advantageous as children may gain a wider understanding. The resources listed below are all available at the time this guide was created – if you have any difficulties obtaining them, it may be worth speaking to your School Support Worker, as they may have an electronic copy they can send you. Underneath each resource, there is a brief outline of how you can access it and a hyperlink for the web address where you can access the resource.

- **Emotions, resilience and self-esteem**

ReSET (resilience and self-esteem toolkit)

This document was created by a member of the Healthy Schools team and consists of six lessons exploring emotions and six lessons focussing on self-esteem. There are also whole school focus day activities, which include assembly ideas and discussions. While the resource was initially created with the idea of the emotions and self-esteem lessons being delivered over six lessons, there are lots of ideas and teachers across all classes could use the sessions and amend them as necessary. If you would like training or more information about this resource, please contact your Healthy Schools Delivery Advisor.

How to access it: Healthy Schools – speak to your Healthy Schools Delivery Advisor

PSHE Association Teaching about Mental Health and Emotional Wellbeing

It is suggested that before teaching the sessions, which are for Key Stage One and Two, the PSHE Association's guidance document 'Preparing to teach about mental health and emotional wellbeing' is read. There are nine lessons in total and while schools may choose to teach them over the two key stages in set classes, the lesson plans are designed to be used flexibly, with a wide range of activities offered. Therefore many will select the lessons most relevant for their pupils and adapt them. The plans are based on one-hour lessons, however this is the minimum time required to deliver the activities, and teachers may choose to dedicate two or more hours to each lesson.

How to access it: [Online on the PSHE association website.](#)

Rtime

R time is a structured relationship programme for children from Early Years Foundation Stage to the end of Primary School. Key themes Rtime intends to build on relate to: respect, courtesy, good behaviour and reduction of bullying. There is a charge for the resource. The resource consists of lesson plans and activity ideas, which can be tailored to the school's needs. Cornwall Council's Social and Emotional Behaviour Support Service offer training in effective use.

How to access it: SEBBS can be contacted on sebbs@cornwall.gov.uk or www.rtime.info/uk

Expect Respect

The Expect Respect Educational Toolkit is produced by Women's Aid and is based on the themes that have been found to be effective in tackling domestic abuse. Although the resource consists of one lesson plan for each year group, they are designed to be used flexibly, with a wide range of activities offered that could perhaps be delivered over a longer series of lessons. The messages are delivered in an age appropriate way, with Reception children looking at gender expectations (using toys), Year Three looking at resolving conflict and where to get help and Year Five focussing on secrets and stories.

How to access it: [Online on the Women's Aid website.](#)

Healthy Lifestyles

This focus topic is broken down into two areas - pupils will explore the benefits of making positive choices about healthy eating and partaking in physical activity. It is important to make it clear the physical activity aspect is not intended to be taught as PE, but instead to generate discussions about taking part in physical activity throughout the day – such as walking to school and taking the stairs rather than the lift! Teachers may also provide children with the opportunity to take part in fun, non-competitive physical activity, to help foster a love of being active.

- **Healthy Eating/Food**

Food Smart – Change4Life

This resource supports pupils to find out how much sugar, saturated fat and salt is in their food and drink and how they can make healthier choices through films and curriculum-linked English and Maths activities. It supports pupils to use numerical data to work out the healthiest food and drink choice and also helps them understand why it's important to make healthier choices. Copies of the resource should be delivered with the School Fruit and Veg Scheme. You can also find the contents of the printed pack, along with supporting resources on the School Zone.

How to access it: [Online on the Change4Life website – Key Stage One](#)
[Online on the Change4Life website - Key Stage Two](#)

Our Healthy Year – Change4Life

This resource helps to keep Reception and Year 6 pupils healthy and also have fun! The 'Our Healthy Year' toolkits are designed to build healthy habits in children during the school years, in which they are weighed and measured (linked to the National Child Measurement Programme). Developed with educational experts, the activities are flexible and easy to use to help teachers build fun, healthy curriculum-linked activity into their existing lessons and everyday routines. Although these activities are created for Reception and Year Six, teachers from other classes will be able to use the resources to gain ideas. More information is available on the Change4Life website.

How to access it: [Online on the Change4Life website.](#)

Food Detectives – Change4Life

Developed by educational experts, the Food Detectives toolkit offers a wide range of fun and engaging activities that can be used within the classroom and at home. These resources have been designed to be flexible – you can choose how to fit them into your timetable. There is a Key Stage One and Two lesson, but they consist of lots of activity ideas, which can be used by different teachers, as they consider it appropriate. Again, more information is available on the Change4Life website.

How to access it: [Online on the Change4Life website – Key Stage One](#)
[Online on the Change4Life website - Key Stage Two](#)

E-Bug

E-Bug is a free resource for classroom and home use that makes learning about the spread, prevention and treatment of infection fun and accessible for all students. Lessons on hygiene, such as hand washing, may be useful to explore when focussing on food. The resource consists of: detailed lesson plans, fun student worksheets, extension activities, animations, activity demonstrations and PowerPoint presentations to assist with more difficult aspects of microbiology. The student website complements the teacher resources by providing online games and revision pages. (E-Bug Website).

How to access it: [Online](#) and Healthy Schools have some hard copies – speak to your School Support Worker.

- **Physical Activity**

British Heart Foundation - Early Movers

This pack is designed to be used to help practitioners organise physically active play for children under 5. The intention is to build on existing practice, by supporting a whole school approach to physical activity. It provides innovative ideas to extend physical activity provision. While the guide is relevant to all settings who provide care to children from birth up to five, Key Stage One teachers may also find it useful. There are a number of booklets available to support the delivery of Early Movers (Activity booklet 5 consists of practical physical activity ideas). More information is available on the BHF website.

How to access it: [Online on the BHF website.](#)

British Heart Foundation – Active Club

The Active Club pack is a resource to help plan and deliver fun and inclusive activity. The Active Club resource provides those delivering physical activities to children and young people with simple, straightforward advice and over 100 practical activity ideas for helping children and young people become more active. This resource is suitable for teachers, teaching assistants and lunch time supervisors. Contact your School Support Worker, if you would like to hear about the resource and the Active Club training we have on offer.

How to access it: Healthy Schools can deliver training and provide you with a copy of this resource and it is also available [online on the BHF website.](#)

- **Other aspects**

Sustrans lesson plans

Sustrans, which stands for SUSTainable TRANSport, are a civil engineering charity whose aim is to encourage people to walk and cycle more as a means of transport. They have a variety of lesson plans, aimed at Key Stage Two and above. Lessons include: being healthy, exploring, looking after your world, staying safe and future journeys. See the SUSTRANS website for more information and for additional lesson plans. It may be worthwhile looking on the website, as in some areas there are Sustrans coordinators, who can work with schools to promote active travel to school.

How to access it: [Online on the SUSTRANS website](#).

Christopher Winter Project (CWP) Drugs and Alcohol Education

Educational experts have used their classroom-based experience, to design "Teaching Drug and Alcohol Education with Confidence". There are lesson plans for Year One to Year Six, which aim to teach children about drugs and alcohol in an age-appropriate way. For example, in Year One children look at different types of medicines. The programme can be purchased directly from the CWP website, and includes schemes of work, lessons plans and exciting materials.

How to access it: Healthy Schools can provide you with a copy of this resource for 50% subsidy of the total cost of £125 (£62.50) *as at January 2019 or direct from the Christopher Winter www.cwpresources.co.uk

- **Online Safety**

NSPCC Share Aware

The Share Aware teaching resources and lesson plans have been created to provide straightforward, no-nonsense advice which will untangle the web, and let you know how, as a teacher or practitioner, you can show your pupils ways to be to be safe online. The central message is that: The internet is a great place for children to be. Being Share Aware makes it safer. These teaching resources support you to deliver the 'stay safe' messages to pupils. They've been written in conjunction with teachers and experts from the NSPCC. More information is available on the NSPCC website.

How to access it: [Online on the NSPCC website](#).

Child Exploitation and Online Protection Centre (CEOP) Thinkuknow Training and Resources

The CEOP Command's Thinkuknow programme provides resources, training and support for professionals who work directly with children and young people. The films, learning activities and other resources are designed to help children and young people keep themselves safe from sexual abuse and exploitation by developing skills in identifying and avoiding risk, learning how best to protect themselves and their friends, and knowing how to get support and report abuse if they do encounter difficulties. More information is available on the CEOP Thinkuknow website. Cornwall Healthy Schools offer free training in the themes covered in the resource. Contact your school Delivery Advisor for details or check the Cornwall Healthy Schools website for training dates.

How to access it: [Online on the CEOP Thinkuknow website](#) [Cornwall Healthy Schools website](#)

- **Sex and Relationships Education**

Christopher Winter Project (CWP) Sex and Relationships Education

Educational experts have used their classroom-based experience, to design "Teaching Sex and Relationships Education with Confidence". There are lesson plans for Reception to Year Six, which aim to teach children about sex and relationships education in an age-appropriate way. For example, in Year One children look at keeping clean and healthy relationships. The programme can be purchased directly from the CWP website, including schemes of work, lessons plans and exciting materials.

How to access it: Healthy Schools can deliver training to promote staff confidence and provide you with a 50% subsidy on the cost of this resource (RRP£125) – as at January 2019.

NSPCC 'PANTS' Underwear Rule

PANTS stands for:

- **P**rivates are private
- **A**lways remember your body belongs to you
- **N**o means no
- **T**alk about secrets that upset you
- **S**peak up, someone can help

The Underwear Rule teaching resource consists of one core lesson that is suitable for Reception and Key Stage 1. It is written in an easy-to-follow format, giving learning objectives, resources and methodology. This resource has been designed to be flexible – you can choose how to fit it into your timetable. Although it is a single lesson, it consists of lots of activity ideas, which can be used by different teachers, as they consider it appropriate. See the NSPCC website for more information.

How to access it: [Online on the NSPCC website.](#)

Road safety

THINK! Resources

There are 25 lesson packs that help teach a range of road safety topics to children and teenagers of all ages. The lesson packs are colour coded by key stage and age range, from early years to key stage 4. There are 5 lessons for early years, four for Key Stage One and six for Key Stage Two. Each lesson pack contains a lesson plan, links to road safety teaching resources, and activities; everything you need to plan and deliver effective road safety education. These resources are not limited to classroom use and we hope that they will be used by anyone with responsibility for educating. For more information, visit the THINK! Online resource centre.

How to access it: [Online on the THINK! website.](#)

Body Image and Media

Media Smart Resources

These lessons will help explain to pupils about how adverts portray appearance, helping them assess the impact the media has on how people feel about themselves. The resource is designed to help 9-11 year olds discuss issues related to body image and build their emotional resilience to appearance related media-pressure. The resource includes an online film (made up of several chapters) and teaching ideas. While the resource was initially created with the intention of it being used over two PSHE lessons, it can be used flexibly and provides teachers with lots of ideas that could be taught over more sessions. More information is available on the Media Smart website.

How to access it: [Online on the Body Image and Media website.](#)

Dove Self-Esteem Project

Free, evidence-based resources for teachers have everything schools need to run successful curriculum-aligned body confidence workshops for age 8 – 16 years. Confident Me body-confidence teaching materials explore influences on young people's body image and self-esteem. The self-esteem workshops address key topics, including the impact of society, professional and social media on appearance ideals, and give you strategies to boost confidence with students. To provide additional support, there are six training videos to help teachers deliver this content in the classroom.

Over five 45-60 minute sessions, through class discussions, small-group activities, engaging videos and activity worksheets, the workshop covers:

- Unrealistic appearance ideals
- The impact of social media, celebrity culture and advertising
- How to reduce appearance-focused conversations and comparisons
- Body activism and positive behaviour change

Research shows that students who attend the five session workshops have improved body image, higher self-esteem and feel more confident participating in social and academic activities.

How to access it: [Online at the Dove Self Esteem Project website](#)

Spiritual, Moral, Social and Cultural (SMSC) Resources and Guidance

As mentioned earlier in this document, all schools in England must show how well their pupils develop in SMSC (for a definition of SMSC, see pg. 6-7). One possible way of teaching SMSC objectives, is incorporating key messages into PSHE and RE sessions. Below, there are a number of resources that provide guidance about reinforcing SMSC messages. Some schools may find it useful to use the practical resources, or adapt lessons based on guidance documents, to ensure children are taught key SMSC messages effectively.

This information is taken from the SMSC resources section, of the Doing SMSC website (2015) (www.doingsmsc.org.uk/resources)

Please click on the hyperlink to access the resources. It is important to mention that these resources are not accredited by the PSHE Association or the Healthy Schools team and it is up to schools to make a decision regarding whether they are suitable, based on the needs of the children within the school.

[Talking about values in the classroom](#) introduces teachers to a method of working that develops students' skills of thinking and talking about moral issues. This teaching unit from citizenship education pioneer, Don Rowe, uses stories as a stimulus to generate discussions about moral issues.

[Controversial issues: Guidance for schools](#) takes teachers through some of the issues they will face at times of public conflict and controversy and advises them on how to respond. This is vital, as in an age of mass media and electronic communication, children and young people are regularly exposed to the conflicts and controversies of adult life.

[Dealing with the BNP and other radical groups](#) sets out key issues and arguments to help schools develop a clear policy on dealing with extreme views, which can be implemented confidently and enable teachers to explore controversial issues and British values. The resource includes help with developing a clear school policy.

This is not a definitive list of resources and you may already be using resources in school that you are familiar with to teach key SMSC messages. It is advised schools have a look online for additional resources to use.