

## **West Park Primary HRE Programme of Study**

### **Key Stage 1 and 2 January 2021**

This programme of study has been written using the second edition of the PSHE association's programme of study and the DfE 'Guidance on promoting British Values in Schools' and 'A requirement to promote British values,' by Diocese of Bath and Wells Education Department. It has been updated to reflect the rapidly changing world in which our pupils are living and learning and to sit alongside the 2014 National Curriculum.

Section 2.5 of the national curriculum framework states that all schools should make provision for HRE, drawing on good practice. In order to help schools to meet this objective, our programme of study identifies the key concepts and skills that underpin HRE education and help schools to fulfil their statutory responsibility to support pupils' spiritual moral cultural mental and physical development and prepare them for the opportunities, responsibilities and experiences of life as set out in Section 78 of the Education Act 2002.

This programme of study covers Key Stages 1 and 2 and is based on three core themes within which there will be broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World including Fundamental British Values

This programme of study works in conjunction with our Early Years Framework and builds on the children's personal, social and emotional development as well as their understanding of people and communities in the world around them.

## **Purpose of study**

HRE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, HRE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

HRE education can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The HRE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing to ensure they leave school prepared for life in modern Britain.

HRE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning, career choices and in achieving economic wellbeing. A critical component of HRE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

HRE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

## **Aims**

The overarching aim for HRE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

## **Attainment targets**

There are no attainment targets for HRE education. Schools should continue to make use of the existing Department for Education end of Key Stage statements to inform the assessment process. These are available via the following hyperlinks:

## End of Key Stages 1 and 2 (Combined with citizenship)

Opportunities for both Assessment for Learning and Assessment of Learning should be built into provision. Baseline assessment, in order to understand pupils' prior learning, is essential to ensure new learning is relevant and progress can be assessed. Providing pupils with opportunities to reflect on and assess their learning, recognising its relevance to their day to day lives and how they are progressing is a fundamental aspect of HRE education. Assessment of HRE education should encompass opportunities for teacher, peer and self-assessment. Progress in HRE education should be recorded and reported to parents in line with all other non-core curriculum subjects.

### Subject Content

'Core Themes' The three overlapping and linked (Health and Wellbeing, Relationships, Living in the Wider World), expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with pupils' readiness are appropriate across all Key Stages and build upon Early Years Foundation Stage Learning. It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

HRE education should respect and take account of pupils' prior learning and experiences. Programmes should reflect the universal needs shared by all children and young people as well as the needs of our school community and the specific needs of the pupils in the school. HRE education should be taught through a spiral programme revisiting themes whilst increasing the challenge broadening the scope and deepening pupils' thinking.

HRE education prepares pupils for both their futures and their present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. HRE education has a rich body of knowledge taught through topics. Learners need to 'know about...' 'know how to...' and also 'be able to...' The chosen topics should provide a context to progressively expand and enrich overarching concepts and transferable skills as set out on the next page.

### Overarching Concepts

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. **Relationships** (including different types, healthy or unhealthy and in different settings)
3. **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
4. **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
5. **Diversity** and **equality** (in all its forms)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **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)

8. **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying negotiation and 'win -win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

HRE education makes a significant contribution to the development of a wide range of essential skills.

<b>Essential Skills</b>		
<b>The intrapersonal skills required for self-management</b>	<b>The interpersonal skills required for positive relationships in a wide variety of settings</b>	<b>Skills of enquiry</b>
<ol style="list-style-type: none"> <li>1. 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)</li> <li>2. Learning from experience to seek out and make use of constructive feedback</li> <li>3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)</li> <li>4. Making decisions (including knowing when to be flexible)</li> <li>5. 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)</li> <li>6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)</li> <li>7. Self-regulation (including managing strong emotions e.g. negativity and impulse)</li> <li>8. Recognising and managing the need for peer approval</li> <li>9. Self-organisation (including time management)</li> </ol>	<ol style="list-style-type: none"> <li>1. Active listening (concentrating, understanding, responding and remembering discussions)</li> <li>2. Empathy</li> <li>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)</li> <li>4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, 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)</li> <li>5. Negotiation (including flexibility, self-advocacy and compromise)</li> <li>6. Recognising and utilising strategies for managing pressure, persuasion and coercion</li> <li>7. Responding to the need for positive affirmation for self and others</li> </ol>	<ol style="list-style-type: none"> <li>1. Formulating questions</li> <li>2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</li> <li>3. Analysis (including separating fact from opinion)</li> <li>4. Planning and deciding</li> <li>5. Recalling and applying knowledge creatively and in novel situations</li> <li>6. Drawing and defending conclusions using evidence and not just assertion</li> <li>7. Identification, assessment (including prediction) and management of risk</li> <li>8. Evaluating social norms</li> <li>9. Reviewing progress against objectives</li> </ol>

The grid below, combined with the skills and concepts above supported West Park school in developing our HRE education programme and should be used flexibly according to pupils' prior learning experience needs and readiness.

Knowledge and understanding are interlinked and learning from one area may be pertinent to others (for example, enquiry into tobacco use and its impact on health will enrich pupils' concept of a healthy lifestyle; their understanding of the concept of persuasion helps them to recognise the power of peer approval and the need for assertiveness skills). It is important to recognise that many lifestyle choices, such as the use of alcohol, take place in social situations. It is therefore important to understand that, whilst this framework distinguishes between 'Health' and 'Relationships' as two separate themes, in reality there will always be extensive overlap and when planning, schools should draw from more than one theme.

This framework is not definitive and schools should adapt and enrich it as they feel appropriate, including relocating learning in different Key Stages where appropriate to pupils' readiness or needs. HRE education addresses both pupils' direct experience and preparation for their future. It is therefore important to provide a spiral programme of knowledge, skills and attitudinal development, where prior learning is revisited, reinforced and extended in age- and stage-appropriate contexts. Those planning HRE education should liaise with colleagues responsible for other relevant subjects in order to ensure consistency for pupils: science, computing, citizenship, P.E., design and technology and economic and business education, for example. They should also take account of existing school policies and DfE guidance documents. Quality not quantity –Why 'less' maybe 'more'

Whilst the framework below identifies a broad range of important issues that pupils should learn about, it is essential that their experience of HRE education is not simply a series of 'one -off, disconnected sessions each on a different topic and focussing only on factual content.

### **Key Stages 1 and 2**

During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. HRE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. HRE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

## **Core Theme 1: Health and wellbeing**

### **Suggested Programme of Study for Health and wellbeing**

*Pupils should be taught:*

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

## Notes & Guidance: Core Theme 1. Health and wellbeing

### Key Stage 1

#### Pupils should have the opportunity to learn:

1. what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
4. about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings
5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
6. the importance of and how to maintain personal hygiene
7. how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others
8. about the process of growing from young to old and how people's needs change
9. about growing and changing and new opportunities and responsibilities that increasing independence may bring
10. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
11. that household products, including medicines, can be harmful if not used properly
12. rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail, water and fire safety))
13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them
14. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

### Key Stage 2

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

1. what positively and negatively affects their physical, mental and emotional health (including the media)
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'
3. to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet
4. to recognise how images in the media do not always reflect reality and can affect how people feel about themselves
5. to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
6. 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
7. to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
8. about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
9. to differentiate between the terms, 'risk', 'danger' and 'hazard'
10. to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
11. to recognise their increasing independence brings increased responsibility to keep themselves and others safe
12. that bacteria and viruses can affect health and that following simple routines can reduce their spread
13. 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
14. to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
15. school rules about health and safety, basic emergency aid procedures, where and how to get help
16. what is meant by the term 'habit' and why habits can be hard to change
17. 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
18. how their body will, and emotions may, change as they approach and move through puberty
19. about human reproduction
20. about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.
21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail, water and fire safety), and safety online (including social media, the responsible use of ICT and mobile phones)
22. the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
23. about people who are responsible for helping them stay healthy and safe and ways that they can help these people

## Core Theme 2: Relationships

### Suggested Programme of Study for Relationships

*Pupils should be taught:*

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

Key Stage 1	Key Stage 2
<p>Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> <li>1. to communicate their feelings to others, to recognise how others show feelings and how to respond</li> <li>2. to recognise how their behaviour affects other people</li> <li>3. the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</li> <li>4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</li> <li>5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</li> <li>6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</li> <li>7. to offer constructive support and feedback to others</li> <li>8. to identify and respect the differences and similarities between people</li> <li>9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</li> <li>10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</li> <li>11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</li> <li>12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</li> <li>13. that there are different types of teasing and bullying, that these are wrong and unacceptable</li> <li>14. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</li> </ol>	<p>Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> <li>1. to recognise and respond appropriately to a wider range of feelings in others</li> <li>2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> <li>3. to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</li> <li>4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,</li> <li>5. that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</li> <li>6. to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so</li> <li>7. that their actions affect themselves and others</li> <li>8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>9. 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'</li> <li>10. 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</li> <li>11. to work collaboratively towards shared goals</li> <li>12. 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</li> <li>13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</li> <li>14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)</li> <li>15. to recognise and manage 'dares'</li> <li>16. to recognise and challenge stereotypes</li> </ol>

### Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen including Fundamental British Values

#### Suggested Programme of Study for living in the wider world

*Pupils should be taught:*

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people’s lives
8. a basic understanding of enterprise.
9. about democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs

#### Notes & Guidance: Core Theme 3. Living in the wider world incorporating Fundamental British Values

Please note that although the objectives should be covered in a spiral curriculum the British Values elements must be revisited each year within the key stage.

Key Stage 1	Key Stage 2
<p><b>Pupils should have the opportunity to learn:</b></p> <ol style="list-style-type: none"> <li>1. how to contribute to the life of the classroom</li> <li>2. to help construct, and agree to follow, group and class rules and to understand how these rules help them</li> <li>3. 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)</li> <li>4. that they belong to various groups and communities such as family and school</li> <li>5. what improves and harms their local, natural and built environments and about some of the ways people look after them</li> <li>6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> <li>7. about the role money plays in their lives including how to manage their money, keep it safe, choices</li> </ol>	<p><b>Building on Key Stage 1, pupils should have the opportunity to learn:</b></p> <ol style="list-style-type: none"> <li>1. to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people</li> <li>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</li> <li>3. to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</li> <li>4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</li> <li>5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation</li> <li>6. to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</li> <li>7. that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</li> <li>8. to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices</li> <li>9. what being part of a community means, and about the varied institutions that support communities locally and nationally</li> </ol>

<p>about spending money and what influences those choices</p> <p><b>Democracy:</b></p> <p>8. to understand and respect the democratic process, that each of us has an equal vote and that we can influence decision making through this process</p> <p>9. the importance of team work</p> <p><b>The Rule of Law:</b></p> <p>10. to recognise the difference between right and wrong</p> <p>11. ability to accept responsibility for their behaviour</p> <p>12. to understand the consequences of their behaviour and actions</p> <p><b>Individual Liberty:</b></p> <p>13. to understand rights and responsibilities</p> <p><b>Mutual respect and tolerance of those with different faiths and beliefs</b></p> <p>14. to be reflective about their own beliefs, religions or otherwise</p> <p>15. relective about their own experiences</p> <p>16. use a range of social skills in different contexts, including working and socialising with pupils form different religions, ethnic and socio-economic backgrounds</p> <p>17. understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes</p>	<p><b>10.</b> to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>12. to think about the lives of people living in other places, and people with different values and customs</p> <p>13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>14. 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)</p> <p>15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>16. about enterprise and the skills that make someone 'enterprising'</p> <p>17. to explore and critique how the media present information</p> <p><b>Democracy:</b></p> <p>18. to understand how to argue and defend a point of view</p> <p><b>The Rule of Law:</b></p> <p>19. to recognise the difference between right and wrong and apply this to our own lives</p> <p>20. ability to resolve conflicts effectively</p> <p><b>Individual Liberty:</b></p> <p>21. understand that the freedom to hold other faiths and beliefs is protected in law</p> <p>22. to understand rights and responsibilities</p> <p><b>Mutual respect and tolerance of those with different faiths and beliefs</b></p> <p>23. Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others</p> <p>24. Understand and appreciate the range of different cultures within our school and further afield as an essential element of their preparation for life in modern Britain.</p> <p>25. an acceptance that people having different faiths or beliefs to oneself, or having none, should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.</p> <p>26. an understanding of the importance of identifying and combatting discrimination</p>
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