



SafeSkills Curriculum Grid

Ofsted Judgement: Personal development, behaviour and welfare September 2015
Effectiveness of leadership and management Whether leaders have the highest expectations for social behaviour from pupils and staff, so that respect and courtesy are the norm. The effectiveness of governors in discharging their core statutory functions (these include; ensuring provision for careers advice and guidance, promoting pupils physical, mental, emotional, social and economic wellbeing, protecting pupils from harm and neglect, listening to the pupil voice and promoting community cohesion). Ensuring that safeguarding arrangements to protect pupils meet statutory requirements. The work undertaken to raise awareness of, and keep pupils safe from, the dangers of abuse, sexual exploitation, radicalization and extremism and what the school does when it suspects that pupils are vulnerable to these.
Personal development, behaviour and welfare are deemed to be good if: The schools open culture promotes all aspects of pupil welfare. They are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology. Understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media Knowledge of how to keep themselves healthy, both emotionally and physically.



PSHE Association Programme of Study October 2014 – KS2
Core Theme 1: Health and wellbeing
Pupils should have the opportunity to learn:
What positively and negatively affects their physical, mental and emotional health (including the media).
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'.
To deepen their understanding of positive and negative feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
To recognise that they may experience conflicting emotions and determine when they might need to listen to their emotions or need to overcome them.
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). To use this as an opportunity to build resilience.
To recognise that their increasing independence brings increased responsibility to keep themselves, and others, safe.
That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including the media, as well as people they know.
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.
School rules about health and safety, basic emergency aid procedures, where, and how, to get help.
Strategies for keeping physically and emotionally safe.
The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.
About people who are responsible for helping them stay healthy and safe and the ways that they can help these people.

Core Theme 2. Relationships

Pupils should have the opportunity to learn:

To recognise and respond appropriately to a wider range of feelings in others.

To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.

To recognise ways in which a relationship can be unhealthy and, also, who to talk to if they are in need of support.

To be aware of different types of relationships, including those between acquaintances, friends, relatives and families.

That their actions affect themselves *and* others.

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'.

To listen and respond respectfully to a wide range of people, to feel confident in raising their own concerns, to recognise and care about other people's feelings and to try to see, respect and, if necessary, constructively challenge others points of view.

Core Theme 3. Living in the wider world

Pupils should have the opportunity to learn:

To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.

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

To understand that everyone has human rights, *all* peoples and *all* societies. That children have their own special rights set out in the United Nations Declaration of the Rights of the Child.



Spiritual, moral, social and cultural development

Moral:

Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives.

Understanding of the consequences of their behaviour and actions.

Interest in investigating, and offering reasoned views, about moral and ethical issues and the ability to understand the viewpoints of others on these issues.

The national curriculum in England Framework document July 2014

Spoken Language

The national curriculum for English reflects the importance of spoken language in pupil development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and improving their understanding in reading and writing. Teachers should therefore ensure the continual development of pupil confidence and competence in spoken language and listening skills.

Pupils should also be taught to understand and employ the conventions for discussion and debate. All pupils should be enabled to participate in - and gain knowledge, skills and understanding associated with - the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in performance. Pupils should have opportunities to improvise, devise and script drama for one another - and a range of audiences - as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupil confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.