PSHE and Citizenship in Floreat’s Virtue Literacy Curriculum

PSHE and Citizenship provision in Floreat schools is mainly delivered through the Virtues Literacy Programme.

The Programme has been designed to cover most of the non-statutory content goals as outlined in the PSHE Association’s Suggested Programme of Study (2014), and the Department for Education’s programme of study for Citizenship in key stages 1 and 2 (2015). In some cases, the key stage 1 content is introduced in Reception, allowing pupils to build understanding as teachers take opportunities to reinforce this learning as the pupils progress through the primary phase.

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| **Virtue** | **Reception** | **Year 1** | **Year 2** |
| Self Control | *Cz: Pupils are taught to make simple choices which affect their health and wellbeing (3.a) To maintain personal hygiene (3.b) How some diseases are spread and can be controlled. (3.c)*  *PSHE: The importance of and how to maintain personal hygiene (1.6) How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others (1.7)* | *Cz: To agree and follow rules for their group and classroom and understand how rules help them (2.d)* |  |
| Bravery |  |  | *Cz: To name and deal with their feelings in a positive way.(1.c)*  *PSHE: About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. (1.4)* |
| Love and Kindness | *Cz: Friends and family should care for each other (4.d)* | *PSHE About people who look after them, their family networks, who to go to if they’re worried and how to get their attention, ways that pupils can help these people to look after them (1.13)* |  |
| Leadership and Teamwork |  | *Cz: Develop relationships through work and play (5.f)*  *Cz: Take and share responsibility (for example for their own behaviour by helping to make classroom rules and following them) (5.a)*  *PSHE: To offer constructive support and feedback to others (2.7)* | *Cz: To listen to other people and play and work cooperatively. (4.b)*  *PSHE: To listen to other people and play and work cooperatively (including strategies to resolve simple arguments though negotiation) (2.6)* |
| Fairness |  | *Cz: To relaise that people and other living things have needs and they have a responsibility to meet them. (2.e)*  *Cz: To recognise what is fair and unfair (1.a)*  *PSHE: To recognise what is fair and unfair, kind and unkind, what is right and wrong (2.4)* | *Cz: Taking part in discussions about topics of global concern eg. refugees. (5.c)* |
| Service |  | *Cz: To take and share responsibility for behaviour (5.a)*  *What improves and harms their local and natural built environments and about some of the ways people look after them (2.g)*  *Cz: To take part in a simple debate about a topical issue (2.b)* | *Cz: To contribute to the life of the class and school (2.h)* |
| Perseverance |  | *Cz: To think about themselves, learn from their experiences and recognise what they are good at. (1.d)*  *PSHE: To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. (1.3)* | *Cz: How to set simple goals (1.e)* |
| Optimism and Joy |  | *Cz: Feel positive about themselves (5.b)*  *PSHE: About growing and changing and new opportunities and responsibilities that increasing independence may bring. (1.9)* |  |
| Curiosity |  |  | *Cz: That all household products, including medicines can be harmful if not used properly (3.f)*  *PSHE: That household products , including medicines, can be harmful if not used properly. (1.11)* |
| Creativity |  |  |  |
| Honesty |  | *Cz: To take part in discussion with one other person and the whole class (2.a)* | *Cz: To recognise choices they can make and recognise the difference between right and wrong. (2.c)*  *PSHE: The difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises. (2.3)* |
| Humour |  | *Cz: There are different types of teasing and bullying and that bullying is wrong and how to get help with bullying (4.e)*  *PSHE: To recognise that they share a responsibility for keeping themselves and others safe, when to say ‘yes’, ‘no’ and ‘I’ll ask’ and ‘I’ll tell’. (1.14)*  *PSHE: That people’s bodies and feelings can be hurt (including what makes them comfortable and uncomfortable) (2.11)*  *PSHE: That there are different types of teasing and bullying, that these are wrong and unacceptable (2.13)*  *PSHE: How to resist bullying, if they experience teasing or bullying, if they experience or witness it, whom to go to and how to get help. (2.14)* | *PSHE: To recognise when people are being unkind either to them or to others, how to respond, who to tell and what to say (2.12)* |
| Judgement and Prudence | *Cz: Rules for, and ways of keeping safe including basic road safety and about people who help them to stay safe. (3.g)*  *Cz: Make real choices (for example, between healthy options in school meals, what to watch on television) (5.d)* | *Cz: How far their behaviour affects other people (4.a)*  *PSHE (1.2) 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 both good and not so good consequences.*  *PSHE: To recognise how their behaviour affects other people (2.2)* | *Cz: To realise that money comes from different sources and can be used for different purposes (2.i)* |
| Forgiveness |  | *Cz: Consider social and moral dilemmas that come across in everyday life. (5.g)* | *PSHE: To share their views on things that matter to them and explain their views to one other person and the whole class. (1.5)* |
| Appreciation and Awe |  | *Cz: To identify and respect differences between people. (4.c)*  *Belonging to different communities, such as family and school (2.f)*  *PSHE: To identify and respect the differences between people (family, friends, carers), what makes them special and how special people should care for one another. (2.8)* | *Cz: To meet and talk with people eg outside visitors (5.e)* |
| Humility |  |  | *Cz: Ask for help (eg. from parents, friends, teachers and the police) (5.h)* |
| Empathy and Perspective | *Cz: To share their opinion on something that matters to them and explain their views (1.b)* | *PSHE: To communicate their feelings to others, to recognise how others show feelings and respond. (2.1)* |  |
| Gratitude |  |  | *PSHE: About change and loss and the associated feelings (including moving home, losing toys, pets or friends) (1.5)* |

All of the content goals in the programme of study for **Citizenship** are included in the Virtues Literacy programme with the exception of:

* *About the process of growing young to old (3.d)*
* *The names for the main parts of the body (3.e)*

At Floreat, these are incorporated into our knowledge curriculum.

All of the content goals in the programme of study for **PSHE** are included in the Virtues Literacy programme with the exception of:

* *What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. (1.1)*

This is covered in the Core Knowledge Curriculum for Reception, and later in the Year 2 science curriculum. Discussions about what constitutes a healthy lifestyle and the benefits of exercise also take place in PE lessons throughout the key stage.

* *About the process of growing young to old and how people’s needs change. (1.8)*

This is included in the Core Knowledge Curriculum for Reception.

* *The names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls. (1.10)*

The Core Knowledge Curriculum for Reception teaches children the names of the main parts of the body. This is developed in more detail in the Year 2 science curriculum.

* *Rules for, and ways of keeping physically safe including safety online, cycle safety, safety in the environment (including rail and water safety.) (1.12)*

Pupils learn about the importance of online safety as part of the ICT curriculum in Key Stage 1. Children are taught ways to stay safe in their environment including road and rail safety as preparation for going on school trips. Water and rail safety is also covered in the Judgement and Prudence character lesson in Reception. The dangers of electricity are also covered in the science curriculum. Pupils will have the opportunity to take a cycling proficiency course at the end of key stage 2.

* *To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable (and how to respond and how to tell them.)* (2.10)

Through the unit on bravery pupils are taught to name their feelings. When they study humour pupils are explicitly taught how to tell someone when they are unhappy about their behaviour and are feeling uncomfortable. Throughout every aspect of school life staff ensure that pupils feel safe and are aware of who they can ask for help.

Further reading:

Non-statutory programmes of study for key stage 1 and 2 Citizenship from the DfE:

<https://www.gov.uk/government/publications/citizenship-programmes-of-study-for-key-stages-1-and-2>

Non-statutory programmes of study for key stage 1 and 2 PSHE from the PSHE Association:

<https://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=495>