



# Be a part of our community!

## PSRHE Curriculum – Intent and Implementation Including statutory RSHE

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives

PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. Pupils are taught PSHE using 'Jigsaw' which is a spiral, progressive scheme of work, covering all of the above and 'aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world'. There is a strong emphasis on emotional Literacy, building resilience and nurturing mental and physical health. It includes mindfulness to allow children to advance their emotional awareness, concentration and focus. It also identifies links to British Values, and SMSC and is taught in such a way as to reflect the overall aims, values, and ethos of the school. Our school values of Kindness, Determination, Excellence, Teamwork and Being Unique underpin everything we aim to achieve in order for us to become the best that we can be!

### **Oracy**

Oracy is a key focus within the PSRHE curriculum, to develop Literacy skills across all subject areas and to establish pupils as reflective thinkers. Subject specific vocabulary is highlighted on the curriculum for each year group, and is progressive and ambitious.

## Being Me in My World - skills and knowledge

EYFS	Year 1	Year 2
<p>Identify feelings associated with belonging Identify feelings of happiness and sadness Skills to play cooperatively with others Be able to consider others' feelings</p> <p>Know special things about themselves</p> <p>Know that some people are different from themselves</p> <p>Know how happiness and sadness can be expressed</p> <p>Know that hands can be used kindly and unkindly</p> <p>Know that being kind is good</p> <p>Know they have a right to learn and play, safely and happily and follow the expectations that help with this</p>	<p>Understanding that they are special Understand that they are safe in their class and behave in a way that makes the class a safe place Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and negative consequences Understand that they have choices</p> <p>Know the rights and responsibilities of a member of school</p> <p>Know that their views are important</p> <p>Know that their choices have consequences</p>	<p>Recognise own feelings and know when and where to get help Know how to make their class a safe and fair place Show good listening skills Recognise the feeling of being worried Be able to work cooperatively</p> <p>Identifying hopes and fears for the year ahead</p> <p>Understand the rights and responsibilities of class members</p> <p>Know that it is important to listen to other people Know that their own views are valuable</p> <p>Know about rewards and consequences and that these stem from choices</p> <p>Know that positive choices impact positively on self-learning and the learning of others</p>
<p><b>Kind, gentle, similar, different, expectations, feeling, angry, happy, excited, nervous, sharing, taking turns</b></p>	<p><b>Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Rewards, Proud, Consequences, Upset, Disappointed</b></p>	<p><b>Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Problem-Solving.</b></p>

## Celebrating Difference - skills and knowledge

EYFS	Year 1	Year 2
<p><b>Identify feelings associated with being proud</b></p> <p><b>Identify things they are good at and share it with others</b></p> <p><b>Be able to vocalise success for themselves and about others successes</b></p> <p><b>Identify some ways they can be different and the same as others</b></p> <p><b>Recognise similarities and differences between their family and other families</b></p> <p><b>Identify and use skills to make a friend</b></p> <p><b>Identify and use skills to stand up for themselves</b></p> <p><b>Recognise emotions when they or someone else is upset, frightened or angry</b></p> <p>Know what being proud means and people can be proud of different things</p> <p>Know that people can be good at different things</p> <p>Know what being unique means</p> <p>Know that families can be different</p> <p>Know that people have different homes and why they are important to them</p> <p>Know different ways of making friends</p> <p>Know different ways to stand up for myself</p> <p>Know the names of some emotions such as happy, sad, frightened, angry</p> <p>Know that they don't have to be 'the same as' to be a friend</p> <p>Know why having friends is important</p> <p>Know some qualities of a positive friendship</p> <p>Know the difference between right and wrong</p>	<p><b>Recognise ways in which they are the same as their friends and ways they are different</b></p> <p><b>Identify what is bullying and what isn't</b></p> <p><b>Understand how being bullied might feel</b></p> <p><b>Know ways to help a person who is being bullied</b></p> <p><b>Verbalise some of the attributes that make them unique and special</b></p> <p>Know that people have differences and similarities</p> <p>Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Know skills to make friendships</p> <p>Know that people are unique and that it is OK to be different</p> <p>Know the difference between right and wrong and the role that choice has to play in this</p>	<p><b>Understand that boys and girls can be similar in lots of ways and that is OK</b></p> <p><b>Understand that boys and girls can be different in lots of ways and that is OK</b></p> <p><b>Explain how being bullied can make someone feel</b></p> <p><b>Can choose to be kind to someone who is being bullied</b></p> <p><b>Know how to stand up for themselves when they need to</b></p> <p><b>Recognise that they shouldn't judge people because they are different</b></p> <p><b>Understand that everyone's differences make them special and unique</b></p> <p>Know there are stereotypes about boys and girls</p> <p>Know that it is OK not to conform to gender stereotypes</p> <p>Know it is good to be yourself</p> <p>Know that sometimes people get bullied because of difference</p> <p>Know the difference between right and wrong and the role that choice has to play in this</p> <p>Know that friends can be different and still be friends</p> <p>Know where to get help if being bullied</p> <p>Know the difference between a one-off incident and bullying</p>
<p><b>Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family</b></p>	<p><b>Similarity, Same as, Difference, Bullying, Deliberate, On purpose, Unfair, Included, Celebrations, Special, Unique</b></p>	<p><b>Boys, Girls, Similarities, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.</b></p>

## Dreams and Goals - skills and knowledge

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<p><b>Understand that challenges can be difficult</b>  <b>Recognise some of the feelings linked to perseverance</b>  <b>Talk about a time that they kept on trying and achieved a goal</b>  <b>Be ambitious</b>  <b>Be resilient</b>  <b>Recognise how kind words can encourage people</b>  <b>Feel proud</b>  <b>Celebrate success</b></p> <p>Know what a challenge is</p> <p>Know that it is important to keep trying</p> <p>Know what a goal is</p> <p>Know how to set goals and work towards them</p> <p>Know which words are kind</p> <p>Know some jobs that they might like to do when they are older</p> <p>Know that they must work hard now in order to be able to achieve the job they want when they are older</p> <p>Know when they have achieved a goal</p>	<p><b>Recognise things that they do well</b>  <b>Explain how they learn best</b>  <b>Celebrate an achievement with others</b>  <b>Recognise their own feelings when faced with a challenges and obstacles</b>  <b>Recognise how they feel when they overcome an obstacle</b></p> <p>Know how to set simple goals</p> <p>Know how to achieve a goal</p> <p>Know how to work well with a partner</p> <p>Know that tackling a challenge can stretch their learning</p> <p>Know how to identify and overcome obstacles</p> <p>Know when a goal has been achieved</p>	<p><b>Be able to describe their own achievements and the feelings linked to this</b>  <b>Recognise their own strengths as a learner</b>  <b>Recognise how working with others can be helpful</b>  <b>Be able to work effectively with a partner</b>  <b>Be able to choose a partner with whom they work well</b>  <b>Be able to work as part of a group</b>  <b>Recognise how it feels to be part of a group that succeeds and store this feeling</b></p> <p>Know how to choose a realistic goal and think about how to achieve it</p> <p>Know that it is important to persevere</p> <p>Know how to recognise what working together well looks like</p> <p>Know what good group working looks like</p> <p>Know how to share success with other people</p>
<p><b>Dream, Goal, Challenge, Job, Perseverance, Achievement, Happy, Kind, Encourage, Determination</b></p>	<p><b>Proud, Success, Achievement, Goal, Learning, steps, Working together, Team work, Celebrate, challenge, obstacle, overcome, determination, Achieve, Dreams</b></p>	<p><b>Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Partner, Team work,</b></p>

## Healthy Me - skills and knowledge

<p>Recognise how exercise makes them feel            Recognise how different foods can make them feel            Can explain what they need to do to stay healthy            Can give examples of healthy food            Can explain how they might feel if they don't get enough sleep            Can explain what to do if a stranger approaches them</p> <p>Know the names for some parts of their body</p> <p>Know what the word 'healthy' means</p> <p>Know some things that they need to do to keep healthy</p> <p>Know that they need to exercise to keep healthy</p> <p>Know how to help themselves go to sleep and that sleep is good for them</p> <p>Know when and how to wash their hands properly</p> <p>Know what to do if they get lost</p> <p>Know how to say No to strangers</p>	<p>Feel good about themselves when they make healthy choices            Realise that they are special            Keep themselves safe            Recognise ways to look after themselves if they feel poorly            Recognise when they feel frightened and know how to ask for help            Recognise how being healthy helps them to feel happy</p> <p>Know the difference between being healthy and unhealthy</p> <p>Know some ways to keep healthy and clean</p> <p>Know that germs cause disease / illness</p> <p>Know that all household products, including medicines, can be harmful if not used properly</p> <p>Know that medicines can help them if they feel poorly</p> <p>Know how to keep safe when crossing the road</p> <p>Know about people who can keep them safe</p>	<p>Desire to make healthy lifestyle choices            Identify when a feeling is weak and when a feeling is strong            Feel positive about caring for their bodies and keeping it healthy            Have a healthy relationship with food</p> <p>Know what their body needs to stay healthy</p> <p>Know what relaxed means</p> <p>Know what makes them feel relaxed / stressed</p> <p>Know how medicines work in their bodies</p> <p>Know that it is important to use medicines safely</p> <p>Know how to make some healthy snacks</p> <p>Know why healthy snacks are good for their bodies</p> <p>Know which foods give their bodies energy</p>
<p><b>Healthy, Exercise, Body parts, Sleep, Wash, Clean, Stranger, Scared, Trust</b></p>	<p><b>Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Green Cross Code, Eyes, Ears, Look, Listen, Wait.</b></p>	<p><b>Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Stress, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Energy, Fuel, Nutritious</b></p>

## Relationships - skills and knowledge

<p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings          Can suggest ways to make a friend or help someone who is lonely          Can use different ways to mend a friendship          Can recognise what being angry feels like          Can use Calm Me when angry or upset</p> <p>Know what a family is</p> <p>Know that different people in a family have different jobs</p> <p>Know some of the characteristics of healthy and safe friendship</p> <p>Know that friends sometimes fall out</p> <p>Know some ways to mend a friendship</p> <p>Know that unkind words can never be taken back and they can hurt</p> <p>Know how to use Jigsaw's Calm Me to help when feeling angry</p> <p>Know some reasons why others get angry</p>	<p>Can express how it feels to be part of a family and to care for family members          Can say what being a good friend means and can demonstrate this          Can identify forms of physical contact they prefer          Can say no when they receive a touch they don't like          Can praise themselves and others          Can recognise some of their personal qualities</p> <p>Know that everyone's family is different and there are different types of families</p> <p>Know that families are founded on belonging, love and care</p> <p>Know how to make a friend</p> <p>Know the characteristics of good friends</p> <p>Know that physical contact can be used as a greeting</p> <p>Know about the different people in the school community and how they help</p>	<p>Can identify the different roles and responsibilities in their family          Can recognise the value that families can bring          Can recognise and talk about the types of physical contact that is acceptable or unacceptable          Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict          Can identify the negative feelings associated with keeping a worry secret          Can identify the feelings associated with trust          Can identify who they trust in their own relationships          Can give and receive compliments          Can say who they would go to for help if they were worried or scared</p> <p>Know that everyone's family is different          Know that families function well when there is trust, respect, care, love and co-operation          Know that there are lots of forms of physical contact within a family          Know how to stay stop if someone is hurting them          Know some reasons why friends have conflicts          Know that friendships have ups and downs and sometimes change with time          Know how to use the Mending Friendships or Solve-it-together problem-solving methods          Know there are good secrets and worry secrets and why it is important to share worry secrets          Know what trust is</p>
<p><b>Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.</b></p>	<p><b>Family, Belong, Same, Different, Friends, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate</b></p>	<p><b>Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Unacceptable, Friends, Conflict, Point of view, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Honesty, Reliability, Compliments, Celebrate, Appreciate.</b></p>

## Changing Me - skills and knowledge

<p>Can identify how they have changed from a baby                  Can say what might change for them they get older                  Recognise that changing class can illicit happy and/or sad emotions                  Can say how they feel about changing class/ growing up                  Can identify positive memories from the past year in school/ home</p> <p>Know the names and functions of some parts of the body (see vocabulary list)                  Know that we grow from baby to adult                  Know who to talk to if they are feeling worried                  Know that sharing how they feel can help solve a worry                  Know that remembering happy times can help us move on</p>	<p>Understand and accepts that change is a natural part of getting older                  Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)                  Can express why they enjoy learning                  Can suggest ways to manage change e.g. moving to a new class</p> <p>Know that animals including humans have a life cycle                  Know that changes happen when we grow up                  Know that people grow up at different rates and that is normal                  Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these                  Know who to ask for help if they are worried or frightened                  Know that learning brings about change</p>	<p>Can appreciate that changes will happen and that some can be controlled and others not                  Be able to express how they feel about changes                  Show appreciation for people who are older                  Can recognise the independence and responsibilities they have now compared to being a baby or toddler                  Can say what greater responsibilities and freedoms they may have in the future                  Can say who they would go to if worried or scared                  Can say what types of touch they find comfortable/ uncomfortable                  Be able to confidently ask someone to stop if they are being hurt or frightened                  Can say what they are looking forward to next year</p> <p>Know that life cycles exist in nature                  Know that aging is a natural process including old-age                  Know that some changes are out of an individual's control                  Know how their bodies have changed from when they were a baby and that they will continue to change as they age                  Know the correct names for private body parts                  Know that private body parts are special and that no one has the right to hurt these                  Know who to ask for help if they are worried or frightened                  Know there are different types of touch and that some are acceptable and some are unacceptable</p>
<p><b>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.</b></p>	<p><b>Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.</b></p>	<p><b>Change, Grow, Life cycle, Fully grown, Growing up, Old, Young, Respect, Appearance, Physical, Baby, Toddler, Child, Independent, Timeline, Freedom, Male, Female, Vagina, Penis, Public, Private, Touch, Cuddle, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.</b></p>