



# Be a part of our community!

## PSHE 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 PRSHE 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.

### **SEND**

We adapt the curriculum and supply resources to suit pupil's individual needs, including; social, emotional and mental health, physical, sensory and cognitive, so that every child can access the curriculum and further their learning. Children with complex needs including children with autism and social communication needs access the curriculum at their own level of personal development. This may not follow the continuum due to their individual learning profile, therefore they may not necessarily access all aspects of the progression map in order.

## Being Me in My World

### Enquiry Question – Who am I and how do I fit in?

EYFS	Year 1	Year 2
<p><b><u>Key Knowledge</u></b>            I know special things about myself            I know that some people are different from me            I know how happiness and sadness can be expressed            I know that hands can be used kindly and unkindly            I know that being kind is good            I know that I have the right to learn and play, safely and happily</p> <p>I will be able to identify and talk about my feelings and how I can play together cooperatively with others in my class.</p>	<p><b><u>Key Knowledge</u></b>            I know the rights and responsibilities of a member of our class            I know that my views are important            I know that my choices have consequences            I know my own rights and responsibilities within the classroom.</p> <p>I will be able to recognise feelings associated with making the right choices (e.g feeling proud). I will talk about being special and how to make everyone feel safe, as well as, recognising my own safety.</p>	<p><b><u>Key Knowledge</u></b>            I know hopes and fears for the year ahead            I know the rights and responsibilities of our class members            I know that it is important to listen to other people            I know that my own views are valuable            I know about rewards and consequences and that these stem from choices            I know that positive choices impact positively on self-learning and the learning of others</p> <p>I will be able to recognise my own feelings and know when and where to get help. I will be able to work cooperatively with others and know how to make our classroom a safe place to be.</p>
<p>special, kind, unkind, feelings, angry, happy, excited, nervous, sharing, taking turns, friend, safe</p>	<p>safe, special, calm, special, rights, responsibilities, proud, upset, rewards, choices, consequences, disappointed</p>	<p>hopes, fears, valuable, rights, responsibilities, responsible, actions, praise, reward, consequence, positive, negative, choices, co-operate</p>

## Celebrating Difference

### Enquiry question - What makes me, me? What makes you, you?

EYFS	Year 1	Year 2
<p><b><u>Key Knowledge</u></b>  <b>I know that people can be good at different things</b>  <b>I know what being unique means</b>  <b>I know that families can be different</b>  <b>I know that people have different homes and why they are important to them</b>  <b>I know the names of some emotions such as happy, sad, frightened, angry</b>  <b>I know that they don't have to be 'the same as' to be a friend</b></p> <p>I will be able to identify some ways I can be the same or different as someone else and how this makes me unique. I will recognise things I am good at and share them with others.</p>	<p><b><u>Key Knowledge</u></b>  <b>I know that people have differences and similarities</b>  <b>I know what bullying means</b>  <b>I know who to tell if someone is being bullied or is feeling unhappy</b>  <b>I know skills to make friendships</b>  <b>I know that people are unique and that it is OK to be different</b>  <b>I know the difference between right and wrong and the role that my choice has to play in this</b></p> <p>I will be able to recognise ways in which I am the same as my friends and ways I am different. I understand the term 'bullying' and know how to help a person who is being 'bullied'.</p>	<p><b><u>Key Knowledge</u></b>  <b>I know that it is OK not to conform to gender stereotypes</b>  <b>I know where to get help if being bullied</b>  <b>I know the difference between a one-off incident and bullying</b></p> <p>I understand that boys and girls can be similar and different in lots of ways and that people should not be 'judged' because they are different. I will explain how being bullied can make someone feel and know how to stand up for them when I need to.</p>
<p><b>different, special, kind, same, happy, sad, frightened, angry, family, unique, important</b></p>	<p><b>similar, same as, different, bullying, on purpose, unfair, included, celebrate, special, unique</b></p>	<p><b>boys, girls, similarities, differences, stereotypes, special, bullying, on purpose, kind, unkind, feelings, lonely, help, stand up for, male, female, diversity, friends, unique</b></p>

## Dreams and Goals

### Enquiry question – How can I achieve my goals and what challenges might I face?

EYFS	Year 1	Year 2
<p><b><u>Key Knowledge</u></b>  <b>I know what a challenge is</b>  <b>I know that it is important to keep trying</b>  <b>I know what a goal is</b>  <b>I know how to set goals and work towards them</b>  <b>I know which words are kind</b>  <b>I know that I must work hard now in order to be able to reach a goal</b>  <b>I know when I have reached my goal</b></p> <p>I can recognise some of the feelings linked to perseverance and understand that challenges can be difficult. I will talk about a time that I kept on trying and achieved a goal and how it made me feel.</p>	<p><b><u>Key Knowledge</u></b>  <b>I know how to set simple goals</b>  <b>I know how to achieve a goal</b>  <b>I know that tackling a challenge can stretch my learning</b>  <b>I know how to identify and overcome obstacles</b>  <b>I know when my goal has been achieved</b></p> <p>I am able to identify things that I can do well and things I would like to improve. I understand that sometimes I will face challenges and can recognise feelings associated with this. I am able to explain how I know I have achieved my goal and can describe my feelings of success.</p>	<p><b><u>Key Knowledge</u></b>  <b>I know how to choose a realistic goal and think about how to achieve it</b>  <b>I know what good group working looks like</b>  <b>I know how to share success with other people</b></p> <p>I am able to describe my own achievements and the feelings linked to this. I can recognise my own strengths as a learner and something I would like to improve. I will begin to recognise that working with others can help me to achieve my goal.</p>
<p><b>dream, goal, challenge, perseverance, happy, kind, encourage, determination, proud</b></p>	<p><b>proud, achievement, goal, learning, celebrate, challenge, obstacle, overcome, determination, achieve, dreams, persevere</b></p>	<p><b>realistic, proud, success, celebrate, achievement, goal, strength, persevere, challenge, difficult, easy, team work</b></p>

# Healthy Me

## Enquiry question – How do my choices affect my health?

EYFS	Year 1	Year 2
<p><b><u>Key Knowledge</u></b>  <b>I know the names for some parts of my body</b>  <b>I know what the word ‘healthy’ means</b>  <b>I know some things that I need to do to keep healthy</b>  <b>I know how to help myself go to sleep and that sleep is good for me</b>  <b>I know what to do if I get lost</b>  <b>I know how to say No to strangers</b></p> <p>I understand ways in which I can stay healthy. I will recognise how different foods can make me feel and can give examples of healthy food. I understand what a stranger is and can explain what to do if a stranger approaches me.</p>	<p><b><u>Key Knowledge</u></b>  <b>I know that germs cause disease / illness</b>  <b>I know that all household products, including medicines, can be harmful if not used properly</b>  <b>I know that medicines can help me if they feel poorly</b>  <b>I know how to keep safe when crossing the road</b>  <b>I know about people who can keep me safe</b></p> <p>I understand that when I make healthy choices it will make me feel good. I understand how to keep myself safe and look after myself if I feel poorly. I will have a good knowledge of road safety and can recognise familiar people who can keep me safe if I feel frightened.</p>	<p><b><u>Key Knowledge</u></b>  <b>I know what my body needs to stay healthy</b>  <b>I know what makes me feel relaxed / stressed</b>  <b>I know how medicines work in my body</b>  <b>I know that it is important to use medicines safely</b></p> <p>I feel positive about caring for my bodies and keeping it healthy. I recognise my own feelings and identify the impact this has on my healthy choices. I understand how medicines works and why medicine can be dangerous if not taken correctly.</p>
<p><b>healthy, exercise, body parts, sleep, wash, clean, stranger, scared, trust</b></p>	<p><b>clean, toiletry items (e.g. toothbrush, shampoo, soap), safe medicines, trust, familiar, safe, green cross code, eyes, ears, look, listen, wait</b></p>	<p><b>healthy choices, lifestyle, motivation, relax, stress, healthy, unhealthy, dangerous, medicines, safe</b></p>

## Relationships

### Enquiry question – How can I build positive, healthy relationships?

EYFS	Year 1	Year 2
<p><b><u>Key Knowledge</u></b>  <b>I know what a family is</b>  <b>I know some of the characteristics of healthy and safe friendship</b>  <b>I know that friends sometimes fall out</b>  <b>I know some ways to mend a friendship</b>  <b>I know that unkind words can never be taken back and they can hurt</b>  <b>I know what being angry feels like</b>  <b>I know some reasons why others get angry</b></p> <p>I understand what a family is and can name some members of my family. I can suggest ways to make a friend or help someone who is lonely. I understand that sometimes friends may fall out and can suggest ways to mend a friendship.</p>	<p><b><u>Key Knowledge</u></b>  <b>I know that everyone's family is different and there are different types of families</b>  <b>I know that families are founded on belonging, love and care</b>  <b>I know how to make a friend</b>  <b>I know the characteristics of good friends</b>  <b>I know that physical contact can be used as a greeting</b>  <b>I know about the different people in the school community and how they help</b></p> <p>I understand that there are different types of families and can express how it feels to be part of a family and to care for family members. I can say what being a good friend means and can demonstrate this. I can identify forms of physical contact I prefer and can say no when I receive a touch I do not like.</p>	<p><b><u>Key Knowledge</u></b>  <b>I know that everyone's family is different</b>  <b>I know that families function well when there is trust, respect, care, love and co-operation</b>  <b>I know that there are lots of forms of physical contact within a family</b>  <b>I know what types of touch they find comfortable/uncomfortable</b>  <b>I know how to stay stop if someone is hurting me</b>  <b>I know that friendships have ups and downs and sometimes change with time</b>  <b>I know there are good secrets (surprises) and worry secrets and why it is important to share worry secrets</b>  <b>I know what trust is</b>  <b>I know who to go to if I am worried or scared</b></p> <p>I understand that many families are different and can identify the different roles and responsibilities in my family. I recognise and talk about the types of physical contact that is acceptable or unacceptable. I understand the difference between a surprise and a secret and understand the importance of sharing worries with an adult I trust.</p>
<p><b>family, friend, lonely, argue, fall-out, feelings, angry, upset, breathing, safe</b></p>	<p><b>family, belong, same, different, friends, caring, kind, greeting, touch, like, dislike, help, community, feelings, relationships, special</b></p>	<p><b>family, trust, respect, love, co-operation, physical contact, touch, comfortable, uncomfortable, trust special, relationship, secret, worry, honesty, frightened, important, touch, communication, hugs, like, dislike</b></p>

## Changing Me - skills and knowledge

### Enquiry question – How do we change as we grow?

EYFS	Year 1	Year 2
<p><b><u>Key Knowledge</u></b>  <b>I know the names and functions of some parts of the body (see vocabulary list)</b>  <b>I know that we grow from baby to adult</b>  <b>I know who to talk to if I am feeling worried</b>  <b>I know that sharing how I feel can help solve a worry</b>  <b>I know that changes to a familiar routine may affect my feelings (e.g. transition to another year group)</b></p> <p>I can name various body parts and can talk about how they have changed from a baby. I can talk about I feel about changing class/ growing up and know that it is good to talk about their worries.</p>	<p><b><u>Key Knowledge</u></b>  <b>I know that changes happen when we grow up</b>  <b>I know that people grow up at different rates and that is normal</b>  <b>I know that learning brings about change and this can affect my feelings</b></p> <p>I understand that we change as we grow up and can identify some things that have changed and some things that have stayed the same since being a baby (including the body). I understand that changes happen and can talk about how these changes might make me feel.</p>	<p><b><u>Key Knowledge</u></b>  <b>I know that aging is a natural process including old-age</b>  <b>I know that some changes are out of my control</b>  <b>I know how my bodies have changed from when I was a baby and that they will continue to change as I age</b>  <b>I know the correct names for my private body parts</b>  <b>I know that private body parts are special and that no one has the right to hurt these</b>  <b>I know who to ask for help if I am worried or frightened</b>  <b>I know my independence and responsibilities will change as I age</b></p> <p>I understand that we change, as we get older and that some of these changes are out of my control. I can express how I feel about changes and how I can show appreciation for people who are older than I am. I can name my private body parts and understand that these should not be touched by anyone else. If I am uncomfortable/or being hurt I know who to speak to or how to tell someone to stop!</p>
<p>eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand, baby, grown-up, adult, change, worry, excited, memories.</p>	<p>changes, baby, adult, grown-up, male, female, learn, new, grow, feelings, anxious, worried, excited</p>	<p>change, grow, life cycle, growing up, old, young, respect, appearance baby, toddler, child, timeline, male, female, vagina, penis, public, private, touch, acceptable, unacceptable, comfortable, uncomfortable</p>