



## Killamarsh Infant and Nursery School

### Key Learning in PSHE

#### **Curriculum Intent**

We are committed to providing a high quality educational experience for all pupils. The PSHE programme of study brings together citizenship with personal well-being, while promoting a British values based education. It is intended to support the school in developing a cohesive whole-school approach to personal, social, health and economic well-being (PSHE). The P.S.H.E curriculum is designed to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. The school follows the Jigsaw scheme of work across both EYFS and Key Stage 1.

Although PSHE is a non- statutory subject, at Killamarsh Infant and Nursery School we feel it is integral that children are exposed to PSHE in both discrete and cross-curricular learning.

This curriculum provides a context for the school to fulfil our responsibilities to:

- Promote the physical, social and emotional well-being of pupils.
- Provide sex and relationships education (SRE).
- Promote British values.
- Provide a safe place for discussion of current, relevant social issues.
- Protect our children from radicalisation.

#### **Curriculum Implementation**

Children are taught to:

- Develop their self-esteem, confidence and self-awareness to make the right choices.
- Develop their social skills and social awareness.
- Make sense of their personal and social experiences.
- Maintain responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle.
- Develop effective interpersonal relationships and a caring attitude towards others.

- Develop a caring attitude and sense of responsibility about the environment.
- Manage and understand their feelings.
- Understand how society works and the rights and responsibilities involved.
- Use technology safely and responsibly.

In EYFS:

The provision is planned to ensure development in Physical, Social and Emotional Development (PSED), which occurs daily. In provision, children will explore the ideas of relationships, feelings and appropriate behaviours, self-confidence and self-awareness, rules and routines, empathy and restorative justice.

In KS1:

We use the Jigsaw curriculum, as well as a continued focus on British Values in each half term.

**Curriculum Impact**

Pupil voice is used in forming the curriculum. We have many areas of PSHE that occur in our school regularly. These include (but are not limited to): school trips, sports events, PSHE lessons, exposing children to a wide variety of literature and asking them to see things from different perspectives, Open the Book Assemblies, various classroom visitors and our School Council. We are confident our children are developing their PSHE skills both in and out of lessons at every possible opportunity as was highlighted in our recent Ofsted – July '19.

**Key Learning in Early Years**

| <b>Unit</b>                 | <b>Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                      | <b>Social and Emotional Skills</b>                                                                                                                                                                                                                                                                 |
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| <b>Being me in my world</b> | <ul style="list-style-type: none"> <li>• Know special things about themselves</li> <li>• Know that some people are different from themselves</li> <li>• Know how happiness and sadness can be expressed</li> <li>• Know that hands can be used kindly and unkindly</li> <li>• Know that being kind is good</li> <li>• Know they have a right to learn and play, safely and</li> </ul> | <ul style="list-style-type: none"> <li>• Identify feelings associated with belonging</li> <li>• Identify feelings of happiness and sadness</li> <li>• Skills to play cooperatively with others</li> <li>• Be able to consider others' feelings</li> <li>• Be responsible in the setting</li> </ul> |

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| <b>Celebrating Difference</b> | <ul style="list-style-type: none"> <li>• Know what being proud means and that people can be proud of different things</li> <li>• Know that people can be good at different things</li> <li>• Know what being unique means</li> <li>• Know that families can be different</li> <li>• Know that people have different homes and why they are important to them</li> <li>• Know different ways of making friends</li> <li>• Know different ways to stand up for myself</li> <li>• Know the names of some emotions such as happy, sad, frightened, angry</li> <li>• Know that they don't have to be 'the same as' to be a friend</li> <li>• Know why having friends is important</li> <li>• Know some qualities of a positive friendship</li> </ul> | <ul style="list-style-type: none"> <li>• Identify feelings associated with being proud</li> <li>• Identify things they are good at</li> <li>• Be able to vocalise success for themselves and about others successes</li> <li>• Identify some ways they can be different and the same as others</li> <li>• Recognise similarities and differences between their family and other families</li> <li>• Identify and use skills to make a friend</li> <li>• Identify and use skills to stand up for themselves</li> <li>• Recognise emotions when they or someone else is upset, frightened or angry</li> </ul> |
| <b>Dreams and Goals</b>       | <ul style="list-style-type: none"> <li>• Know what a challenge is</li> <li>• Know that it is important to keep trying</li> <li>• Know what a goal is</li> <li>• Know how to set goals and work towards them</li> <li>• Know which words are kind</li> <li>• Know some jobs that they might like to do when they are older</li> <li>• Know that they must work hard now in order to be able to achieve the job they want when they are older</li> <li>• Know when they have achieved a goal</li> </ul>                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Understand that challenges can be difficult</li> <li>• Recognise some of the feelings linked to perseverance</li> <li>• Talk about a time that they kept on trying and achieved a goal</li> <li>• Be ambitious</li> <li>• Resilience</li> <li>• Recognise how kind words can encourage people</li> <li>• Feel proud</li> <li>• Celebrate success</li> </ul>                                                                                                                                                                                                        |
| <b>Healthy Me</b>             | <ul style="list-style-type: none"> <li>• Know the names for some parts of their body</li> <li>• Know what the word 'healthy' means</li> <li>• Know some things that they need to do to keep healthy</li> <li>• Know that they need to exercise to keep healthy</li> <li>• Know how to help themselves go to sleep and that sleep is good for them</li> <li>• Know when and how to wash their hands properly</li> <li>• Know what to do if they get lost</li> <li>• Know how to say No to strangers</li> </ul>                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Recognise how exercise makes them feel</li> <li>• Recognise how different foods can make them feel</li> <li>• Can explain what they need to do to stay healthy</li> <li>• Can give examples of healthy food</li> <li>• Can explain how they might feel if they don't get enough sleep</li> <li>• Can explain what to do if a stranger approaches them</li> </ul>                                                                                                                                                                                                   |
| <b>Relationships</b>          | <ul style="list-style-type: none"> <li>• Know what a family is</li> <li>• Know that different people in a family have different responsibilities (jobs)</li> <li>• Know some of the characteristics of healthy and safe friendship</li> <li>• Know that friends sometimes fall out</li> <li>• Know some ways to mend a friendship</li> <li>• Know that unkind words can never be taken back and they can hurt</li> <li>• Know how to use Jigsaw's Calm Me to help when feeling angry</li> <li>• Know some reasons why others get angry</li> </ul>                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Can identify what jobs they do in their family and those carried out by parents/carers and siblings</li> <li>• Can suggest ways to make a friend or help someone who is lonely</li> <li>• Can use different ways to mend a friendship</li> <li>• Can recognise what being angry feels like</li> <li>• Can use Calm Me when angry or upset</li> </ul>                                                                                                                                                                                                               |

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| <p><b>Changing Me</b></p> | <ul style="list-style-type: none"> <li>• Know the names and functions of some parts of the body (see vocabulary list)</li> <li>• Know that we grow from baby to adult</li> <li>• Know who to talk to if they are feeling worried</li> <li>• Know that sharing how they feel can help solve a worry</li> <li>• Know that remembering happy times can help us move on</li> </ul> | <ul style="list-style-type: none"> <li>• Can identify how they have changed from a baby</li> <li>• Can say what might change for them they get older</li> <li>• Recognise that changing class can illicit happy and/or sad emotions</li> <li>• Can say how they feel about changing class/ growing up</li> <li>• Can identify positive memories from the past year in school/ home</li> </ul> |
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## Key Learning in Year 1

| Unit                                 | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Social and Emotional Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Being me in my world</b></p>   | <ul style="list-style-type: none"> <li>• Understand the rights and responsibilities of a member of a class</li> <li>• Understand that their views are important</li> <li>• Understand that their choices have consequences</li> <li>• Understand their own rights and responsibilities with their classroom</li> </ul>                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Understanding that they are special</li> <li>• Understand that they are safe in their class</li> <li>• Identifying helpful behaviours to make the class a safe place</li> <li>• Identify what it's like to feel proud of an achievement</li> <li>• Recognise feelings associated with positive and negative consequences</li> <li>• Understand that they have choices</li> </ul>                                                          |
| <p><b>Celebrating Difference</b></p> | <ul style="list-style-type: none"> <li>• Know that people have differences and similarities</li> <li>• Know what bullying means</li> <li>• Know who to tell if they or someone else is being bullied or is feeling unhappy</li> <li>• Know skills to make friendships</li> <li>• Know that people are unique and that it is OK to be different</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>• Recognise ways in which they are the same as their friends and ways they are different</li> <li>• Identify what is bullying and what isn't</li> <li>• Understand how being bullied might feel</li> <li>• Know ways to help a person who is being bullied</li> <li>• Identify emotions associated with making a new friend</li> <li>• Verbalise some of the attributes that make them unique and special</li> </ul>                        |
| <p><b>Dreams and Goals</b></p>       | <ul style="list-style-type: none"> <li>• Know how to set simple goals</li> <li>• Know how to achieve a goal</li> <li>• Know how to work well with a partner</li> <li>• Know that tackling a challenge can stretch their learning</li> <li>• Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</li> <li>• Know when a goal has been achieved</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>• Recognise things that they do well</li> <li>• Explain how they learn best</li> <li>• Celebrate an achievement with a friend</li> <li>• Recognise their own feelings when faced with a challenge</li> <li>• Recognise their own feelings when they are faced with an obstacle</li> <li>• Recognise how they feel when they overcome an obstacle</li> <li>• Can store feelings of success so that they can be used in the future</li> </ul> |
| <p><b>Healthy Me</b></p>             | <ul style="list-style-type: none"> <li>• Know the difference between being healthy and unhealthy</li> <li>• Know some ways to keep healthy</li> <li>• Know how to make healthy lifestyle choices</li> <li>• Know how to keep themselves clean and healthy</li> <li>• Know that germs cause disease / illness</li> <li>• Know that all household products, including medicines, can be harmful if not used properly</li> <li>• Know that medicines can help them if they</li> </ul> | <ul style="list-style-type: none"> <li>• Feel good about themselves when they make healthy choices</li> <li>• Realise that they are special</li> <li>• Keep themselves safe</li> <li>• Recognise ways to look after themselves if they feel poorly</li> <li>• Recognise when they feel frightened and know how to ask for help</li> <li>• Recognise how being healthy helps them to feel happy</li> </ul>                                                                          |

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|                      | feel poorly • Know how to keep safe when crossing the road • Know about people who can keep them safe                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Relationships</b> | <ul style="list-style-type: none"> <li>• Know that everyone's family is different</li> <li>• Know that there are lots of different types of families</li> <li>• Know that families are founded on belonging, love and care</li> <li>• Know how to make a friend</li> <li>• Know the characteristics of healthy and safe friends</li> <li>• Know that physical contact can be used as a greeting</li> <li>• Know about the different people in the school community and how they help</li> <li>• Know who to ask for help in the school community</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>• Can express how it feels to be part of a family and to care for family members</li> <li>• Can say what being a good friend means</li> <li>• Can show skills of friendship</li> <li>• Can identify forms of physical contact they prefer</li> <li>• Can say no when they receive a touch they don't like</li> <li>• Can praise themselves and others</li> <li>• Can recognise some of their personal qualities</li> <li>• Can say why they appreciate a special relationship</li> </ul> |
| <b>Changing Me</b>   | <ul style="list-style-type: none"> <li>• Know that animals including humans have a life cycle</li> <li>• Know that changes happen when we grow up</li> <li>• Know that people grow up at different rates and that is normal</li> <li>• Know the names of male and female private body parts</li> <li>• Know that there are correct names for private body parts and nicknames, and when to use them</li> <li>• Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</li> <li>• Know who to ask for help if they are worried or frightened</li> <li>• Know that learning brings about change</li> </ul> | <ul style="list-style-type: none"> <li>• Understand and accepts that change is a natural part of getting older</li> <li>• Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</li> <li>• Can express why they enjoy learning</li> <li>• Can suggest ways to manage change e.g. moving to a new class</li> </ul>                                                                                                                                        |

## Key Learning in Year 2

| <b>Unit</b>                   | <b>Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Social and Emotional Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Being me in my world</b>   | <ul style="list-style-type: none"> <li>• Identifying hopes and fears for the year ahead</li> <li>• Understand the rights and responsibilities of class members</li> <li>• Know that it is important to listen to other people</li> <li>• Understand that their own views are valuable</li> <li>• Know about rewards and consequences and that these stem from choices</li> <li>• Know that positive choices impact positively on self-learning and the learning of others</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>• Recognise own feelings and know when and where to get help</li> <li>• Know how to make their class a safe and fair place</li> <li>• Show good listening skills</li> <li>• Recognise the feeling of being worried</li> <li>• Be able to work cooperatively</li> </ul>                                                                                                                                                                                                                                                        |
| <b>Celebrating Difference</b> | <ul style="list-style-type: none"> <li>• Know there are stereotypes about boys and girls</li> <li>• Know that it is OK not to conform to gender stereotypes</li> <li>• Know it is good to be yourself</li> <li>• Know that sometimes people get bullied because of difference</li> <li>• Know the difference between right and wrong and the role that choice has to play in this</li> <li>• Know that friends can be different and still be friends</li> <li>• Know where to get help if being bullied</li> <li>• Know the difference between a one-off incident and bullying</li> </ul> | <ul style="list-style-type: none"> <li>• Understand that boys and girls can be similar in lots of ways and that is OK</li> <li>• Understand that boys and girls can be different in lots of ways and that is OK</li> <li>• Explain how being bullied can make someone feel</li> <li>• Can choose to be kind to someone who is being bullied</li> <li>• Know how to stand up for themselves when they need to</li> <li>• Recognise that they shouldn't judge people because they are different</li> <li>• Understand that everyone's differences make them</li> </ul> |

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| <b>Dreams and Goals</b> | <ul style="list-style-type: none"> <li>• Know how to choose a realistic goal and think about how to achieve it</li> <li>• Know that it is important to persevere</li> <li>• Know how to recognise what working together well looks like</li> <li>• Know what good group working looks like</li> <li>• Know how to share success with other people</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Be able to describe their own achievements and the feelings linked to this</li> <li>• Recognise their own strengths as a learner</li> <li>• Recognise how working with others can be helpful</li> <li>• Be able to work effectively with a partner</li> <li>• Be able to choose a partner with whom they work well</li> <li>• Be able to work as part of a group</li> <li>• Recognise how it feels to be part of a group that succeeds and store this feeling</li> </ul>                                                                                                                                                                                                                                                                       |
| <b>Healthy Me</b>       | <ul style="list-style-type: none"> <li>• Know what their body needs to stay healthy</li> <li>• Know what relaxed means</li> <li>• Know what makes them feel relaxed / stressed</li> <li>• Know how medicines work in their bodies</li> <li>• Know that it is important to use medicines safely</li> <li>• Know how to make some healthy snacks</li> <li>• Know why healthy snacks are good for their bodies</li> <li>• Know which foods given their bodies energy</li> </ul>                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Desire to make healthy lifestyle choices</li> <li>• Identify when a feeling is weak and when a feeling is strong</li> <li>• Feel positive about caring for their bodies and keeping it healthy</li> <li>• Have a healthy relationship with food</li> <li>• Express how it feels to share healthy food with their friends</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Relationships</b>    | <ul style="list-style-type: none"> <li>• Know that everyone's family is different</li> <li>• Know that families function well when there is trust, respect, care, love and co-operation</li> <li>• Know that there are lots of forms of physical contact within a family</li> <li>• Know how to stay stop if someone is hurting them</li> <li>• Know some reasons why friends have conflicts</li> <li>• Know that friendships have ups and downs and sometimes change with time</li> <li>• Know how to use the Mending Friendships or Solve-it-together problem-solving methods</li> <li>• Know there are good secrets and worry secrets and why it is important to share worry secrets</li> <li>• Know what trust is</li> </ul>                                             | <ul style="list-style-type: none"> <li>• Can identify the different roles and responsibilities in their family</li> <li>• Can recognise the value that families can bring</li> <li>• Can recognise and talk about the types of physical contact that is acceptable or unacceptable</li> <li>• Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict</li> <li>• Can identify the negative feelings associated with keeping a worry secret</li> <li>• Can identify the feelings associated with trust</li> <li>• Can identify who they trust in their own relationships</li> <li>• Can give and receive compliments</li> <li>• Can say who they would go to for help if they were worried or scared</li> </ul>          |
| <b>Changing Me</b>      | <ul style="list-style-type: none"> <li>• Know that life cycles exist in nature</li> <li>• Know that aging is a natural process including old-age</li> <li>• Know that some changes are out of an individual's control</li> <li>• Know how their bodies have changed from when they were a baby and that they will continue to change as they age</li> <li>• Know the physical differences between male and female bodies</li> <li>• Know the correct names for private body parts</li> <li>• Know that private body parts are special and that no one has the right to hurt these</li> <li>• Know who to ask for help if they are worried or frightened</li> <li>• Know there are different types of touch and that some are acceptable and some are unacceptable</li> </ul> | <ul style="list-style-type: none"> <li>• Can appreciate that changes will happen and that some can be controlled and others not</li> <li>• Be able to express how they feel about changes</li> <li>• Show appreciation for people who are older</li> <li>• Can recognise the independence and responsibilities they have now compared to being a baby or toddler</li> <li>• Can say what greater responsibilities and freedoms they may have in the future</li> <li>• Can say who they would go to for help if worried or scared</li> <li>• Can say what types of touch they find comfortable/ uncomfortable</li> <li>• Be able to confidently ask someone to stop if they are being hurt or frightened</li> <li>• Can say what they are looking forward to in the next year</li> </ul> |