



Kenmore Park Infant & Nursery School.

PSHRE Curriculum Overview.



<p>Intent</p>	<p>At Kenmore Park Infants, we Intent to deliver a curriculum that will create happy, resilient pupils who are able to make informed decisions about their wellbeing, health and relationships. We aim to help children know and value who they are and how to relate to other people in this ever-changing world. In using Jigsaw our children will acquire knowledge, understanding and skills (outlined in our curriculum map) they need to manage their lives now and in their futures. It develops the qualities and attributes children need to thrive as individuals, family members and members of society.</p> <p>With these aspirations, our Intent for PSHRE curriculum:</p> <ul style="list-style-type: none"> • To promote children’s moral, social, spiritual, cultural and physical development through a broad and balanced curriculum • To build a PSHRE curriculum which embed and understanding of RSE. This will allow children to develop safe and healthy relationships. • To develop children self confidence and self-esteem so they can be active and happy members of the school and wider community. • To make our children ‘life-long learners’ by equipping them with learning dispositions (resilience, perseverance, team work and reflectiveness) • To understand what makes a healthy lifestyle. • To understand the importance of British values.
<p>Implementation</p>	<p>PSHRE will be taught in half termly blocks using the jigsaw SOW as discrete weekly lessons. All year groups will be working on the same theme (puzzle) at the same time. A total of six units will be taught over the academic year and this a spiral progressive curriculum so each year the knowledge and skills will be built on from the previous year.</p> <p>Autumn Term 1: Being Me in My World Autumn Term 2: Celebrating Difference (including anti-bullying) Spring Term 1: Dreams and Goals Spring Term 2: Healthy Me Summer Term 1: Relationships Summer Term 2: Changing Me (including Sex Education).</p> <p>We have used local data (fingertip PHP Public health profile-local health profile, NCMP) to identify the needs of our pupils and to ensure rigor in the following areas; healthy eating and oral hygiene. We use focused curriculum weeks and enrichment opportunities to further enhance pupils knowledge and experiences in these areas.(additional lessons on oral health, visits from the dentist, workshops)</p>
<p>Impact</p>	<p>The impact of our PSHE teaching is evident in school life as a whole – in the children’s positive behaviour, their attitudes to learning and their respect, care and understanding for and of, each other.</p> <p>Delivering a high quality PSHRE curriculum will improve relationships and emotional literacy across the school. Formative pupil assessment will be take place by the teacher during lessons through the use of the success criteria.</p> <p>Summative assessment will be used by the teacher at the end of each unit (not unit 1) to assess whether the pupil is working towards, at expected level or exceeding by highlight the descriptors that the pupils have achieved.</p>

Relationships & Sex Education

An important part of the Jigsaw PSHRE programme is delivered through the 'Relationships' and 'Changing Me' puzzle, which is covered in the summer term.

There are four main aims of teaching RSE:

- To enable children to understand and respect their bodies
- To help children develop positive and healthy relationships appropriate to their age and development
- To support children to have positive self-esteem and body image
- To empower them to be safe and safeguarded.

Each year group will be taught appropriate to their age and developmental stage. At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), this information will be shared with you by your child's class teacher.

Below is a summary of RSE coverage within the Jigsaw scheme for each year group:

- Foundation Stage - Growing up: how we have changed since we were babies
- Year 1 - Boys' and girls' bodies; naming body parts
- Year 2 - Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is linked to NSPCC PANTS)

Correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their bodies.

Further information about how the school approaches the teaching of Relationships and Sex Education can be found in the RE (relationship education) policy.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery						
Unit/Topic						
Knowledge, skills and understanding I can...	<p>Throughout the Year children will learn: To speak with confidence to new adults and friends To share toys with others To play alongside others Classroom routines and rules To develop relationships with other people To make new friends To take turns How to deal with our emotions appropriately To develop confidence during carpet time To express their feelings and interests To care for each other To understand others needs and feelings To deal with changes in a positive way</p>					
Reception						
Unit/Topic	Being me in the World	Celebrating Difference	Dreams and Goals	Healthy me	Relationships	Changing me
Knowledge, skills and understanding I can...	<p>Know they have a right to learn and play, safely and happily (linked to articles)</p> <p>Know that some people are different from themselves e.g. physical features; hair, eye colour</p> <p>Know that hands</p>	<p>Know what being unique means</p> <p>Know the names of some emotions such as happy, sad, frightened, angry</p> <p>Know why having friends is important</p> <p>Know some qualities of a positive</p>	<p>Know what a challenge is</p> <p>Know that it is important to keep trying (making links with VL –tough tortoise)</p> <p>Know what a goal is</p> <p>Know how to set goals and work towards them</p>	<p>Know what the word 'healthy' means</p> <p>Know some things that they need to do to keep healthy</p> <p>Know the names for some parts of their body (head, shoulders, eyes, ears, nose, elbow, toes, leg, knee, arm,</p>	<p>Know what a family is</p> <p>Know that different people in a family have different responsibilities (jobs)</p> <p>Know some of the characteristics of healthy and safe friendships</p> <p>Know that friends sometimes fall out</p>	<p>Know the names and functions of some parts of the body (see vocabulary list)</p> <p>Know that we grow from baby to adult</p> <p>Know who to talk to if they are feeling worried (links to 5 trusted adults)</p> <p>Know that sharing how they feel can help solve a</p>

	<p>can be used kindly and unkindly</p> <p>Know special things about themselves</p> <p>Know how happiness and sadness can be expressed</p> <p>Know that being kind is good</p> <p>Identify feelings associated with belonging</p> <p>Skills to play co-operatively with others</p> <p>Be able to consider others' feelings</p> <p>Identify feelings of happiness and sadness</p> <p>Be responsible in the setting (classroom charter)</p>	<p>friendship e.g. being kind, sharing</p> <p>Know that they don't have to be 'the same as' to be a friend</p> <p>Know what being proud means and that people can be proud of different things</p> <p>Know that people can be good at different things</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>Recognise emotions when they or someone else is upset, frightened or angry</p> <p>Identify and use skills to make a friend</p> <p>Identify some ways</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>Understand that challenges can be difficult</p> <p>Resilience</p> <p>Recognise some of the feelings linked to perseverance</p> <p>Recognise how kind words can encourage people</p> <p>Talk about a time that they kept on trying and achieved a goal</p> <p>Be ambitious</p> <p>Feel proud</p> <p>Celebrate success</p>	<p>forehead, fingers, hand, hip, belly button, tummy, wrist ankle, chest)</p> <p>Know when and how to wash their hands properly</p> <p>Know how to say no to strangers</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 what to do if they get lost</p> <p>Can explain what they need to do to stay healthy (eating healthy foods, washing hands, sleep)</p> <p>Recognise how exercise makes them feel</p> <p>Can give examples of healthy food</p> <p>Can explain what to do if a stranger</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 identify what jobs they do in their family and those carried out by parents/carers and siblings</p> <p>Can suggest ways to make a friend or help someone who is lonely</p> <p>Can use different ways to mend a friendship</p> <p>Can recognise what being angry feels like</p> <p>Can use Calm Me when angry or upset</p>	<p>worry</p> <p>Know that remembering happy times can help us move on</p> <p>Recognise that changing class can elicit happy and/or sad emotions</p> <p>Can say how they feel about changing class/ growing up</p> <p>Can identify how they have changed from a baby</p> <p>Can say what might change for them they get older</p> <p>Can identify positive memories from the past year in school/home</p>
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		<p>they can be different and the same as others</p> <p>Identify and use skills to stand up for themselves</p> <p>Identify feelings associated with being proud</p> <p>Identify things they are good at</p> <p>Be able to vocalise success for themselves and about others successes</p> <p>Recognise similarities and differences between their family and other families</p>		<p>approach them</p> <p>Can explain how they might feel if they don't get enough sleep</p> <p>Recognise how different foods can make them feel</p>		
Year 1						
Unit/Topic	Being me in the World	Celebrating Difference	Dreams and Goals	Healthy me	Relationships	Changing me
National Curriculum						
Knowledge, skills and understanding I can...	<p>Understand their own rights and responsibilities with their classroom</p> <p>Understand that their choices have consequences</p> <p>Understand that their views are important (linked to</p>	<p>Know what bullying means (linked to school definition)</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Know that people are unique and that</p>	<p>Know how to set simple goals</p> <p>Know how to achieve a goal</p> <p>Know how to identify obstacles which make achieving their goals difficult and work out how to</p>	<p>Know the difference between being healthy and unhealthy</p> <p>Know some ways to keep healthy e.g. eating certain foods, washing, exercising, sleep, drinking water</p> <p>Know how to make</p>	<p>Know that everyone's family is different</p> <p>Know that families are founded on belonging, love and care</p> <p>Know that physical contact can be used as a greeting</p> <p>Know how to make a</p>	<p>Know the names of male and female private body parts (see vocabulary list)</p> <p>Know that there are correct names for private body parts and nicknames, and when to use them</p> <p>Know which parts of the body are private and that they belong to that person</p>

<p>articles a right to be heard)</p> <p>Understand the rights and responsibilities of a member of a class</p> <p>Understand that they are safe in their class</p> <p>Identifying helpful behaviours to make the class a safe place</p> <p>Understand that they have choices</p> <p>Understanding that they are special</p> <p>Identify what it's like to feel proud of an achievement</p> <p>Recognise feelings associated with positive and negative consequences</p>	<p>it is OK to be different</p> <p>Know skills to make friendships</p> <p>Know that people have differences and similarities</p> <p>Identify what is bullying and what isn't</p> <p>Understand how being bullied might feel</p> <p>Recognise ways in which they are the same as their friends and ways they are different</p> <p>Know ways to help a person who is being bullied</p> <p>Identify emotions associated with making a new friend</p> <p>Verbalise some of the attributes that make them unique and special</p>	<p>overcome them</p> <p>Know when a goal has been achieved</p> <p>Know how to work well with a partner (links with VL –team ant)</p> <p>Know that tackling a challenge can stretch their learning</p> <p>Recognise things that they do well</p> <p>Explain how they learn best</p> <p>Recognise their own feelings when faced with a challenge/obstacle</p> <p>Recognise how they feel when they overcome a challenge/obstacle</p> <p>Celebrate an achievement with a friend</p> <p>Can store feelings of success so that they can be used in the future</p>	<p>healthy lifestyle choices</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 (linked to green cross code)</p> <p>Know how to keep themselves clean and healthy e.g. wash hands, teeth, have a shower/bath</p> <p>Know that germs cause disease/illness</p> <p>Know about people who can keep them safe (links to 5 trusted adults and people in the community)</p> <p>Keep themselves safe</p> <p>Recognise how being healthy helps them to feel happy</p> <p>Recognise ways to look after themselves if they feel poorly</p>	<p>friend</p> <p>Know who to ask for help in the school community</p> <p>Know that there are lots of different types of families</p> <p>Know the characteristics of healthy and safe friends</p> <p>Know about the different people in the school community and how they help</p> <p>Can express how it feels to be part of a family and to care for family members</p> <p>Can say what being a good friend means</p> <p>Can identify forms of physical contact they prefer</p> <p>Can say no when they receive a touch they don't like</p> <p>Can show skills of friendship</p> <p>Can praise themselves and others</p>	<p>and that nobody has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know that animals including humans have a life cycle</p> <p>Know that changes happen when we grow up</p> <p>Know that people grow up at different rates and that is normal</p> <p>Know that learning brings about change</p> <p>Understand and accept that change is a natural part of getting older</p> <p>Can suggest ways to manage change, e.g. moving to a new class</p> <p>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</p> <p>Can express why they enjoy learning</p>
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Year 2						
Unit/Topic	Being me in the World	Celebrating Difference	Dreams and Goals	Healthy me	Relationships	Changing me
Knowledge, skills and understanding I can ...	<p>Understand the rights and responsibilities of class members</p> <p>Know about rewards and consequences and that these stem from choices</p> <p>Know that it is important to listen to other people (link to RRS articles)</p> <p>Understand that their own views are valuable</p> <p>Know that positive choices impact positively on self-learning and the</p>	<p>Know the difference between a one-off incident and bullying</p> <p>Know that sometimes people get bullied because of difference i.e. younger, shorter than the bully</p> <p>Know that friends can be different and still be friends</p> <p>Know there are stereotypes about boys and girls i.e. girls like pink and boys like blue</p> <p>Know where to get help if being bullied (link with 5 trusted adults)</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 (linked to visible learning-tough tortoise)</p> <p>Know how to recognise what working together well looks like (linked to visible learning-team ant)</p> <p>Know what good group-working looks like</p>	<p>Know what their body needs to stay healthy</p> <p>Know what relaxed means</p> <p>Know why healthy snacks are good for their bodies</p> <p>Know which foods given their bodies energy</p> <p>Know that it is important to use medicines safely</p> <p>Know what makes them feel relaxed/stressed</p> <p>Know how medicines</p>	<p>Know that there are lots of forms of physical contact within a family i.e. hugs</p> <p>Know how to stay stop if someone is hurting them</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets</p> <p>Know what trust is</p> <p>Know that everyone's family is different</p> <p>Know that families function well when there is trust, respect, care, love and co-</p>	<p>Know the physical differences between male and female bodies</p> <p>Know that private body parts are special and that no one has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know there are different types of touch and that some are acceptable and some are unacceptable</p> <p>Know the correct names for private body parts</p> <p>Know that life cycles exist in nature</p>

	<p>learning of others</p> <p>Identifying hopes and fears for the year ahead</p> <p>Know how to make their class a safe and fair place</p> <p>Show good listening skills</p> <p>Be able to work co-operatively</p> <p>Recognise own feelings and know when and where to get help</p> <p>Recognise the feeling of being worried</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 the difference between right and wrong and the role that choice has to play in this</p> <p>Explain how being bullied can make someone feel</p> <p>Know how to stand up for themselves when they need to</p> <p>Understand that everyone's differences make them special and unique</p> <p>Understand that boys and girls can be similar in lots of ways and that is OK</p> <p>Understand that boys and girls can be different in lots of ways and that is OK</p> <p>Can choose to be kind to someone who is being bullied</p> <p>Recognise that they</p>	<p>Know how to share success with other people</p> <p>Recognise how working with others can be helpful</p> <p>Be able to work effectively with a partner</p> <p>Be able to choose a partner with whom they work well</p> <p>Be able to work as part of a group</p> <p>Be able to describe their own achievements and the feelings linked to this</p> <p>Recognise their own strengths as a learner</p> <p>Recognise how it feels to be part of a group that succeeds and store this feeling</p>	<p>work in their bodies</p> <p>Know how to make some healthy snacks</p> <p>Feel positive about caring for their bodies and keeping it healthy</p> <p>Have a healthy relationship with food</p> <p>Desire to make healthy lifestyle choices</p> <p>Identify when a feeling is weak and when a feeling is strong</p> <p>Express how it feels to share healthy food with their friends</p>	<p>operation</p> <p>Know some reasons why friends have conflicts</p> <p>Know that friendships have ups and downs and sometimes change with time</p> <p>Know how to use the Mending Friendships or Solve it together problem-solving methods</p> <p>Can identify the different roles and responsibilities in their family</p> <p>Can recognise the value that families can bring</p> <p>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</p> <p>Can identify the negative feelings associated with keeping a worry secret</p> <p>Can identify who they trust in their own relationships</p> <p>Can use positive problem-solving techniques (Mending</p>	<p>Know that aging is a natural process including old age</p> <p>Know that some changes are out of an individual's control</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p> <p>Can say who they would go to for help if worried or scared</p> <p>Can say what types of touch they find comfortable/uncomfortable</p> <p>Be able to confidently ask someone to stop if they are being hurt or frightened</p> <p>Can appreciate that changes will happen and that some can be controlled and others not</p> <p>Be able to express how they feel about changes</p> <p>Show appreciation for people who are older</p> <p>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</p> <p>Can say what greater</p>
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		shouldn't judge people because they are different			Friendships or Solve it together) to resolve a friendship conflict Can identify the feelings associated with trust Can give and receive compliments Can say who they would go to for help if they were worried or scared	responsibilities and freedoms they may have in the future Can say what they are looking forward to in the next year
Next steps(Yr 3)	Know that the school has a shared set of values Know why rules are needed and how these relate to choices and consequences Know that actions can affect others' feelings Know that others may hold different views Understand that they are important Know what a personal goal is Understanding what a challenge is Make other people	Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do Know that conflict is a normal part of relationships Know that some words are used in hurtful ways and that this can have consequences Know why families are important Know that everybody's family is different Know that sometimes family members don't get along and some reasons for this	Know that they are responsible for their own learning Know what an obstacle is and how they can hinder achievement Know how to take steps to overcome obstacles Know what dreams and ambitions are important to them Know about specific people who have overcome difficult challenges to achieve success Know how they can best overcome learning challenges	Know how exercise affects their bodies Know that the amount of calories, fat and sugar that they put into their bodies will affect their health Know that there are different types of drugs Know that there are things, places and people that can be dangerous Know when something feels safe or unsafe Know why their hearts and lungs are such important organs Know a range of strategies to keep	Know that different family members carry out different roles or have different responsibilities within the family Know some of the skills of friendship, e.g. taking turns, being a good listener Know some strategies for keeping themselves safe online Know that they and all children have rights (UNCRC) Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc. Know how some of the	Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults Know some of the outside body changes that happen during puberty Know some of the changes on the inside that happen during puberty Know that in animals and humans' lots of changes happen between conception and growing up Know that in nature it is usually the female that carries the baby Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops

	<p>feel valued</p> <p>Develop compassion and empathy for others</p> <p>Be able to work collaboratively</p> <p>Recognise self-worth</p> <p>Identify personal strengths</p> <p>Be able to set a personal goal</p> <p>Recognise feelings of happiness, sadness, worry and fear in themselves and others</p>		<p>Know what their own strengths are as a learner</p> <p>Know how to evaluate their own learning progress and identify how it can be better next time</p>	<p>themselves safe</p> <p>Know that their bodies are complex and need taking care of</p>	<p>actions and work of people around the world help and influence my life</p> <p>Know the lives of children around the world can be different from their own</p>	<p>Know that babies need love and care from their parents/carers</p> <p>Know some of the changes that happen between being a baby and a child</p>
		<p>Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</p> <p>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</p> <p>Be able to show appreciation for their families, parents and carers</p> <p>Empathise with people</p>	<p>Can break down a goal into small steps</p> <p>Can manage feelings of frustration linked to facing obstacles</p> <p>Imagine how it will feel when they achieve their dream/ambition</p> <p>Recognise other people's achievements in overcoming difficulties</p>	<p>Respect their own bodies and appreciate what they do</p> <p>Can take responsibility for keeping themselves and others safe</p> <p>Identify how they feel about drugs</p> <p>Can express how being anxious or scared feels</p> <p>Able to set themselves a fitness challenge</p>	<p>Can identify the responsibilities they have within their family</p> <p>Know how to access help if they are concerned about anything on social media or the internet</p> <p>Can empathise with people from other countries who may not have a fair job or are less fortunate</p> <p>Understand that they are connected to the global</p>	<p>Can express how they feel about puberty</p> <p>Can say who they can talk to about puberty if they have any worries</p> <p>Can suggest ways to help them manage feelings during changes they are more anxious about</p> <p>Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry</p> <p>Can express how they feel</p>

		<p>who are bullied</p> <p>Employ skills to support someone who is bullied</p> <p>Be able to recognise, accept and give compliments</p> <p>Recognise feelings associated with receiving a compliment</p>	<p>Recognise how other people can help them to achieve their goals</p> <p>Can share their success with others</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p>	<p>Recognise what it feels like to make a healthy choice</p>	<p>community in many different ways</p> <p>Can use Solve it together in a conflict scenario and find a win-win outcome</p> <p>Can identify similarities in children's rights around the world</p> <p>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</p>	<p>about babies</p> <p>Can describe the emotions that a new baby can bring to a family</p> <p>Can identify changes they are looking forward to in the next year</p>
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