

# Keevil CofE Academy PSHE Curriculum

**“We presume children to achieve their very best.”**

*Keevil CofE Academy Mission Statement*

We know that for children to achieve their best our curriculum needs to be designed in order to enable the maximum amount of learning, through the recall and understanding of knowledge and concepts. Therefore, our curriculum is organised as a progression which facilitates the re-visiting of learning through recurrent themes, such that it becomes embedded in children’s long term memory. We also understand the importance of children making connections between prior and new learning. The cyclical nature of our curriculum design, in which topics are returned to over the course of a child’s time with us, helps to enable this.

Our rationale for the teaching of Personal, Social and Health Education (PSHE) follows that detailed by the PSHE Association:

## **PSHE Intent**

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve (see our evidence briefing). The PSHE education programme makes a significant contribution to pupils’ spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school’s statutory responsibility to promote pupils’ wellbeing. In addition the learning provided through a comprehensive PSHE education provision is an essential to safeguarding pupils, as Ofsted has set out.

PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

**Aims**

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

## Keevil C of E Academy PSHE Knowledge and Skills Progression

<b>Keevil Characteristics</b>	How we develop our core values known as <b>Keevil Characteristics</b> is interwoven through our PSHE curriculum. Our Keevil Characteristics are: Learning, Team-Work, Communication, Problem-Solving, Resilience and Diligence. Specific opportunities to do this are highlighted in <b>green</b> below.			
<b>British Values</b>	One way in which we teach <b>Fundamental British Values</b> is through our PSHE curriculum. This learning is highlighted in <b>red</b> below.			
<b>THEME</b>	<b>EYFS</b>	<b>KS1</b>	<b>Lower KS2</b>	<b>Upper KS2</b>
<b>Relationships - Peers</b>	<ul style="list-style-type: none"> <li>Children play co-operatively, taking turns with others.</li> <li>They take account of one another's ideas about how to organise their activity.</li> <li>They give their attention to what others say and respond appropriately</li> </ul>	<ul style="list-style-type: none"> <li>to recognise how their behaviour affects other people</li> <li>to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class <b>COMMUNICATION</b></li> <li>to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) <b>TEAMWORK AND PROBLEM-SOLVING</b></li> <li>to offer constructive support and feedback to others <b>TEAMWORK</b></li> </ul>	<ul style="list-style-type: none"> <li>that their actions affect themselves and others</li> <li>to work collaboratively towards shared goals <b>TEAMWORK</b></li> <li>to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices <b>TEAMWORK AND PROBLEM-SOLVING</b></li> </ul>	<ul style="list-style-type: none"> <li>to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> <li>to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</li> <li>to work collaboratively towards shared goals <b>TEAMWORK</b></li> <li>to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves <b>TEAMWORK AND PROBLEM-SOLVING</b></li> </ul>
<b>Anti-Bullying</b>	<ul style="list-style-type: none"> <li>Children show sensitivity to others' needs and feelings, and form positive relationships with other children.</li> <li>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</li> </ul>	<ul style="list-style-type: none"> <li>to recognise what is fair and unfair, kind and unkind, what is right and wrong</li> <li>to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</li> <li>that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</li> <li>to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say <b>RESILIENCE</b></li> <li>that there are different types of teasing and bullying, that these are wrong and unacceptable</li> <li>how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should have the opportunity to recognise bullying and abuse in all its forms (both in person and online)</li> <li>to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)</li> </ul>	<ul style="list-style-type: none"> <li>to recognise and manage 'dares' <b>RESILIENCE</b></li> <li>Pupils should have the opportunity to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text)</li> <li>to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</li> </ul>
<b>Keeping Safe</b>	<ul style="list-style-type: none"> <li>Children say when they do or don't need help.</li> <li>They can exploring appropriate personal safety strategies</li> <li>They begin to realise the importance of road safety</li> <li>They understanding that many substances can be dangerous</li> <li>They know the safety rules that apply when taking medicines.</li> </ul>	<ul style="list-style-type: none"> <li>that household products, including medicines, can be harmful if not used properly.</li> <li>rules for and ways of keeping physically and emotionally safe (the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety))</li> <li>to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</li> <li>the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</li> </ul>	<ul style="list-style-type: none"> <li>to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build <b>RESILIENCE</b></li> <li>to recognise their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>strategies for keeping physically and emotionally safe including road safety and safety in the environment (including rail , water and fire safety)</li> <li>about people who are responsible for helping them stay healthy and safe and ways that they can help these people</li> </ul>	<ul style="list-style-type: none"> <li>to differentiate between the terms, 'risk', 'danger' and 'hazard'</li> <li>that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</li> <li>to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</li> <li>school rules about health and safety, basic emergency aid procedures, where and how to get help</li> <li>strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety)</li> <li>to judge what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</li> </ul>
<b>Emotions</b>	<ul style="list-style-type: none"> <li>Children talk about how they and others show feelings.</li> <li>They adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise what they like and dislike, how to make real informed choices that improve their emotional health, to recognise that choices have good and not so good consequences. <b>RESILIENCE</b></li> <li>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. <b>RESILIENCE</b></li> <li>to communicate their feelings to others, to recognise how others show feelings and how to respond</li> </ul>	<ul style="list-style-type: none"> <li>to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others <b>RESILIENCE</b></li> </ul>	<ul style="list-style-type: none"> <li>to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others <b>RESILIENCE</b></li> <li>to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them <b>RESILIENCE</b></li> <li>to recognise and respond appropriately to a wider range of feelings in others</li> </ul>

<h2>Citizenship</h2>	<ul style="list-style-type: none"> <li>Children work as part of a group or class, and understand and follow the rules.</li> <li>They adjust their behaviour to different situations.</li> <li>Children develop an awareness of their own needs, views and feelings and a sensitivity to the needs, views and feelings of others.</li> <li>Children will learn how to work as part of a group and understand that there need to be agreed values and codes of behaviour for groups of people to work together.</li> <li>They understand what is right, what is wrong, and why, and consider the consequences of their words and actions for themselves and others.</li> <li>Children understand that people have different needs, views, cultures and beliefs which should be treated with respect.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>how to contribute to the life of the classroom</li> <li>to help construct, and agree to follow, group and class rules and to understand how these rules help them</li> <li>that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)</li> <li>begin to understand the fundamentals of a democratic process</li> </ul>	<ul style="list-style-type: none"> <li>why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</li> <li>that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</li> <li>that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</li> </ul>	<ul style="list-style-type: none"> <li>to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people COMMUNICATION</li> <li>to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation</li> <li>understand the democratic process in Britain, how Councils and Parliament are run, and the separate nature of the judiciary</li> </ul>
<h2>Changes/ Moving On</h2>	<ul style="list-style-type: none"> <li>Children make observations and talk about changes.</li> <li>Children are confident to try new activities, and say why they like some activities more than others.</li> <li>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</li> </ul>	<ul style="list-style-type: none"> <li>To think about themselves, to learn from experiences, to recognise and celebrate their strengths and set simple but challenging goals. DILIGENCE AND LEARNING</li> <li>About change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> </ul>	<ul style="list-style-type: none"> <li>to reflect on and celebrate their achievements, identify their strengths, areas for improvement DILIGENCE AND LEARNING</li> <li>about change, including transitions (between classes) loss, separation, divorce and bereavement</li> </ul>	<ul style="list-style-type: none"> <li>to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals DILIGENCE AND LEARNING</li> <li>about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</li> </ul>
<h2>Communities</h2>	<ul style="list-style-type: none"> <li>Children work as part of a group or class, and understand and follow the rules.</li> <li>They adjust their behaviour to different situations.</li> <li>They give their attention to what others say and respond appropriately.</li> <li>Children express themselves effectively, showing awareness of listeners' needs.</li> <li>They know about similarities and differences between themselves and others, and among communities and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>to identify and respect the differences and similarities between people</li> <li>that they belong to various groups and communities such as family and school</li> <li>what improves and harms their local, natural and built environments and about some of the ways people look after them</li> </ul>	<ul style="list-style-type: none"> <li>to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view COMMUNICATION</li> <li>what being part of a community means, and about the varied institutions that support communities locally and nationally</li> <li>to think about the lives of people living in other places, and people with different values and customs</li> </ul>	<ul style="list-style-type: none"> <li>that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</li> <li>to recognise and challenge stereotypes</li> <li>to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</li> <li>to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> </ul>
<h2>Digital Safety</h2>	<ul style="list-style-type: none"> <li>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</li> <li>Children recognise the impact of good choices and consequences of wrong ones.</li> <li>Children understand that they must ask an adult whether they can use a game or app.</li> <li>Children know that information can be retrieved from computers and can tell an adult if what they see makes them feel worried.</li> <li>Children recognise who they can ask for help and know when they need help.</li> <li>Children understand that they need to share equipment and take turns.</li> </ul>	<ul style="list-style-type: none"> <li>rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT)</li> </ul>	<ul style="list-style-type: none"> <li>safety online(including social media, the responsible use of ICT and mobile phones)</li> <li>the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</li> <li>Pupils should have the opportunity to recognise bullying and abuse in all its forms (both in person and online)</li> </ul>	<ul style="list-style-type: none"> <li>to recognise how images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>to explore and critique how the media present information</li> <li>Pupils should have the opportunity to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text)</li> </ul>
<h2>Money, Money, Money</h2>	<ul style="list-style-type: none"> <li>Children use everyday language to talk about money and to solve problems.</li> <li>Children understand how and why money is used.</li> <li>Children understand that money has a value and needs to be kept safe.</li> </ul>	<ul style="list-style-type: none"> <li>that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> <li>about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</li> </ul>	<ul style="list-style-type: none"> <li>about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</li> <li>that resources can be allocated in different ways and that these economic choices affect individuals</li> <li>to understand how a simple bank account works</li> <li>to understand about cash-less money</li> </ul>	<ul style="list-style-type: none"> <li>about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</li> <li>to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</li> <li>that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> <li>about enterprise and the skills that make someone 'enterprising'</li> </ul>
<h2>Relationships – Family</h2>	<ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and in the lives of family members.</li> <li>They know that others don't always enjoy the same things, and are sensitive to this.</li> <li>They know about similarities and differences between themselves and others, and among families.</li> </ul>	<ul style="list-style-type: none"> <li>about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</li> <li>to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</li> </ul>	<ul style="list-style-type: none"> <li>that there are different kinds of responsibilities, rights and duties at <u>home</u>, at school, in the community and towards the environment</li> <li>identify the qualities of positive friendships and family relationships.</li> <li>explain how friends and family show they value and care for each other.</li> <li>describe what is most important in a friendship or family relationship.</li> </ul>	<ul style="list-style-type: none"> <li>that there are different kinds of responsibilities, rights and duties at <u>home</u>, at school, in the community and towards the environment</li> <li>to understand the value of healthy relationships</li> <li>to explore the diversity of family relationships</li> <li>to consider commitment within a relationship</li> </ul>

<h2>Keeping Healthy</h2>	<ul style="list-style-type: none"> <li>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> <li>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li> </ul>	<ul style="list-style-type: none"> <li>What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</li> <li>To recognise what they like and dislike, how to make real informed choices that improve their physical health, to recognise that choices have good and not so good consequences. RESILIENCE</li> <li>The importance of and how to maintain personal hygiene.</li> <li>How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.</li> </ul>	<ul style="list-style-type: none"> <li>recognise that friendships and family relationships may change for different reasons and how to manage this.</li> <li>what positively and negatively affects their physical, mental and emotional health (including the media) RESILIENCE</li> <li>to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</li> <li>what is meant by the term 'habit' and why habits can be hard to change</li> </ul>	<ul style="list-style-type: none"> <li>how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' RESILIENCE</li> <li>that bacteria and viruses can affect health and that following simple routines can reduce their spread</li> <li>what is meant by the term 'habit' and why habits can be hard to change</li> <li>which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</li> </ul>
<h2>Growing Up (RSE)</h2>	<ul style="list-style-type: none"> <li>Children can name external body parts.</li> <li>Children can identify differences between children and adults.</li> <li>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> </ul>	<ul style="list-style-type: none"> <li>About the process of growing from young to old and how people's needs change.</li> <li>About growing and changing and new opportunities and responsibilities the increasing independence may bring.</li> <li>The names for the main parts of the body (including external genitalia), the similarities and differences between boys and girls.</li> </ul>	<ul style="list-style-type: none"> <li>how their body will, and emotions may, change as they approach and move through puberty</li> <li>about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact</li> <li>to be aware of different types of relationship, including those between acquaintances, friends, relatives and families</li> </ul> <p><b>Coram Life Education (partners for delivering RSE)</b> YEAR 4 The learners will be able to:</p> <ul style="list-style-type: none"> <li>List a range of feelings</li> <li>Name the external sexual body parts of both a male and female body</li> <li>Name parts of the reproductive organs of a male and female</li> </ul>	<ul style="list-style-type: none"> <li>about human reproduction</li> <li>about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.</li> <li>that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</li> <li>to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so</li> <li>Pupils should have the opportunity to learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation</li> </ul> <p><b>Coram Life Education (partners for delivering RSE)</b> YEAR 5 The learners will be able to:</p> <ul style="list-style-type: none"> <li>Recognise that puberty can be exciting and scary</li> <li>Explain that some children can feel unhappy in the body they were born with</li> <li>Understand that only certain people have permission to see their privates parts</li> <li>Ask for and recognise consent</li> </ul> <p>YEAR 6 The learners will be able to:</p> <ul style="list-style-type: none"> <li>Identify how the body changes that take place during puberty are linked to reproduction</li> <li>Describe the process of conception, pregnancy and birth</li> <li>Recognise that some information about themselves can be shared publicly with no consequences whilst other information may need to be kept private and/or discussed with a trusted adult</li> <li>Reflect on a range of issues, such as gender, sexual orientation, emotional changes during puberty, relationship breakdown</li> </ul>