Kenyngton Manor Primary School

Subject Profile: PSHE

At Kenyngton Manor we know that curriculum is the key vehicle for 'Bringing out the Best' in all of our children, ensuring that all of our children are well prepared for the next stage of their learning and for life.

At Kenyngton Manor Primary School we are ***'bringing out the best'*** in all our pupils by giving them access to a broad and rich curriculum, enabling our children to **'stretch and reach':**

UP – to achieve academically
IN – to have a strong sense of who they are and be able to express it
OUT – to relate well with, and share responsibility for, others
FORWARDS – to be equipped with a 'spirit of adventure'

Intent

At Kenyngton Manor our PSHE curriculum aims to prepare children with the appropriate **knowledge**, **skills** and **subject-specific vocabulary** to be able to play an active, positive and successful role in today's diverse society.

We want our children to have high aspirations, a belief in themselves and realise they have the capacity to reach beyond that which they already believe. In an ever–changing world, it is important that they are aware of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

- Children will be prepared to be an active citizen in their local, national and global community now and in their future.
- Children will develop spiritually, morally, culturally, socially, mentally and physically, 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 the future.

Implementation

In the EYFS pupils have continuous access to a rich continuous provision that supports their personal, social and emotional development. Opportunities for learning are also taught through regular direct teaching.

At Key Stage 1 and 2, PSHE is taught weekly, using the Jigsaw scheme of work. We comprehensively cover the statutory Health Education and Relationships Education guidance.

This ensures that children 'know more, remember more, and do more' building on and connecting what they have learned across lessons, between units within a subject and then across the curriculum between subjects.

Impact

The experience of learning PSHE at Kenyngton Manor ensures that children gain deep subject knowledge which is applied with enthusiasm through a range appropriate skills.

We know we are successful when our children:

- are able to approach and apply their knowledge and skills to a range of real life situations and decisions.
- are increasingly making choices which enable them to be healthy, open minded, respectful, socially and morally responsible, active members of society.
- appreciate difference and diversity – recognising protected characteristics:
    1. age
    2. disability
    3. gender reassignment
    4. marriage and civil partnership
    5. pregnancy and maternity
    6. race
    7. religion or belief
    8. sex
    9. sexual orientation.
- recognise and apply the Fundamental British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- are able to recognise and manage their emotions.
- are able to recognise actions that impact physical health, mental health and well-being.
- are able to develop positive, healthy relationships with others both now and in the future.
- understand the physical aspects involved in RSE at an age-appropriate level
- have respect for themselves and others.
- have a positive view of themselves.

	End Points (unit outcomes)	Substantive threads (facts/ideas/themes/ schema) Health Wellbeing Change Relationships Communication Conflict resolution Responsibility Community Rights Diversity Aspirations	Disciplinary Knowledge (walk in the experts' shoes) Reciprocity Mindfulness Focus and attention Resourcefulness Empathy Resilience Problem solving) Reflection (see below)
EYFS	To want to make choices that are healthy. To know how to wash hands and the importance of brushing their teeth. To know the importance of keeping clean, making healthy food choices, exercising, sleeping well, limiting screentime and drinking water for staying healthy. To know how to use a knife and fork with competency. To know how to cross a road safely with an adult. To know the pants rule: your privates are private. To know how teachers, fire fighters, police, dentists, opticians, paramedics, doctors and nurses help us. To know that they and others might have strong feelings and begin to develop strategies for responding to those feelings. To know how to share and take turns. To know what being ready, respectful and safe looks like for them and their friends To know how to build respectful relationships with adults and children To know and explain the reasons for some rules – trying to behave in line with the rules.		

YEAR 1			
Being Me	To know my views are important. To know my choices, have consequences for me and others.	**Rights and responsibilities**	**identify and manage emotions** **value self** **intrinsic exemplary behaviours**

	To know how I or others can make my class a happy and safe place to learn.		**mindfulness**
Celebrating Difference	To know some ways I am different from my friends and how these differences make us all special and unique. To know what bullying means and who to tell if I am (or someone else is) being bullied or feeling unhappy.	**Accepting and celebrating difference**	**value self** **celebrate diversity** **how to keep safe** **who, where and how to ask for help if needed** **assert and respect boundaries of healthy relationships and sexual consent** **mindfulness**
Dreams and Goals	To know how to set and achieve a simple goal. To know how to work well with a partner. To know how to identify obstacles and overcome them.	**Working towards a goal**	**work towards goals** **build resilience** **teamwork and cooperation** **mindfulness**
Healthy Me	To know how being healthy can make me feel happy. To know the difference between healthy and unhealthy. To know that medicines can help me if I feel unwell. To know that all household products, including medicines, can be harmful if not used properly. To know how to keep safe when crossing the road. To know about people who can keep me safe.	**Mental & physical health**	**value self** **how to keep safe** **who, where and how to ask for help if needed** **nurture mental and physical health** **mindfulness**

Relationships	To know families are founded on belonging, loving and care. To know my physical contact preferences. To know 'no' means 'no'. To know who to ask for help in the school community.	**Healthy relationships & consent**	**value self** **how to keep safe** **who, where and how to ask for help if needed** **assert and respect boundaries of healthy relationships and sexual consent** **nurture mental and physical health** **mindfulness**
Changing Me	To know and name the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. To know which parts of my body are private and that nobody has the right to hurt these. To know who to ask for help if I am worried or frightened To know changes in me since I was a baby.	**Change**	**accept and embrace change** **how to keep safe** **who, where and how to ask for help if needed** **assert and respect boundaries of healthy relationships and sexual consent** **identify and manage emotions** **mindfulness**

YEAR 2			
Being Me	To know my views are valuable and it is important to listen to the views of other people. To know why my behaviour can impact on other people in my class.	**Rights and responsibilities**	**identify and manage emotions** **value self** **intrinsic exemplary behaviours** **mindfulness**
Celebrating Difference	To know some ways in which my friend is different from me and why I value this difference about them. To know there are gender stereotypes and it's OK not to conform to them. To know that sometimes people get bullied because of difference and where to get help if being bullied. To know the difference between a one-off incident and bullying.	**Accepting and celebrating difference**	**value self** **celebrate diversity** **how to keep safe** **who, where and how to ask for help if needed** **assert and respect boundaries of healthy relationships and sexual consent** **mindfulness**
Dreams and Goals	To know how to choose a realistic goal and how to achieve it. To know how to work cooperatively in a group. To know how to share my success with other people.	**Working towards a goal**	**work towards goals** **build resilience** **teamwork and cooperation** **mindfulness**
Healthy Me	To know what makes me relaxed and what makes me stressed. To know how medicines work and that it's important to use them safely. To know how to make some healthy snacks and why they are good for my body. To know which foods give my body energy. To know that not everything that is online is true. To know that some people might behave differently online and who to ask for help if I am worried. To know that people online are not always who they say they are.	**Mental & physical health**	**value self** **how to keep safe** **who, where and how to ask for help if needed** **assert and respect boundaries of healthy relationships and sexual consent** **nurture mental and physical health** **mindfulness**

Relationships	To know healthy family relationships are based on trust, respect, care, love and co-operation. To know some of the things that cause conflict between me and my friends and how to use positive problem-solving technique to resolve conflicts. To know my physical contact boundaries. To know that nobody is allowed to change or hurt our bodies (FGM). To know when to keep a secret and when to share it with a trusted adult.	**Healthy relationships & consent**	**value self** **how to keep safe** **who, where and how to ask for help if needed** **assert and respect boundaries of healthy relationships and sexual consent** **nurture mental and physical health** **mindfulness**
Changing Me	To know and name the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. To know there are different types of touch and that some are appropriate and some are inappropriate. To know who to ask for help if I am worried or frightened. To know aging is a natural process and our bodies change as we grow from young to old.	**Change**	**accept and embrace change** **how to keep safe** **who, where and how to ask for help if needed** **assert and respect boundaries of healthy relationships and sexual consent** **identify and manage emotions** **mindfulness**

YEAR 3			
Being Me	To know others may have different views to me. To know our school has a shared set of values. To know what a personal goal is. To know why it is important to have rules and how that helps me and others in my class learn.	**Rights and responsibilities**	**identify and manage emotions** **value self** **rights and responsibilities as global citizens** **intrinsic exemplary behaviours** **mindfulness**
Celebrating Difference	Know that everybody's family is different. To know that sometimes family members don't get along and some reasons for this. To know that conflict is a normal part of relationships. To 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. To know that some words (including 'gay') are used in hurtful ways and that this can have consequences.	**Accepting and celebrating difference**	**value self** **celebrate diversity** **how to keep safe** **who, where and how to ask for help if needed** **assert and respect boundaries of healthy relationships and sexual consent** **mindfulness**
Dreams and Goals	To know what my dreams and ambitions are. To know my strengths as a learner. To know how to identify obstacles and take steps to overcome them. To know how to evaluate my own learning process and identify how it can be better next time.	**Working towards a goal**	**work towards goals** **build resilience** **teamwork and cooperation** **mindfulness**
Healthy Me	To know how exercise affects my body. To know that the amount of calories, fat and sugar I put into my body will affect my health. To know there are different types of drugs. To know there are things, places, people and situations that can be dangerous. To know when something feels unsafe. To know a range of strategies to keep myself safe.	**Mental & physical health**	**value self** **how to keep safe** **who, where and how to ask for help if needed** **assert and respect boundaries of healthy relationships and sexual consent** **nurture mental and physical health**

			mindfulness
Relationships	To know gender stereotypes can be unfair and inaccurate. To know some strategies for staying safe online and who, where and how to ask for help if I feel unsafe online. To know how some of the actions and work of people around the world help and influence my life and how this could affect my choices. To know all children have rights.	**Healthy relationships & consent**	**value self** **how to keep safe** **who, where and how to ask for help if needed** **assert and respect boundaries of healthy relationships and sexual consent** **nurture mental and physical health** **mindfulness**
Changing Me	To know how boys' and girls' bodies change on the inside and outside during puberty and that these changes are necessary so our bodies can make babies when we grow up. To know that in humans a mother carries the baby in her uterus (womb) and this is where it develops. To know babies have basic needs that must be met to survive and that they also need love and care to thrive.	**Change**	**accept and embrace change** **identify and manage emotions** **mindfulness**

YEAR 4			
Being Me	To know what democracy is and how individuals work together to agree a consensus. To know why being listened to and listening to others is important in my school community.	**Rights and responsibilities**	**identify and manage emotions** **value self** **rights and responsibilities as global citizens** **intrinsic exemplary behaviours** **mindfulness**
Celebrating Difference	To know that first impressions of people can change as I get to know them and why it is good to accept people for who they are. To know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying. To know what to do if I think bullying is, or might be, taking place.	**Accepting and celebrating difference**	**value self** **celebrate diversity** **how to keep safe** **who, where and how to ask for help if needed** **assert and respect boundaries of healthy relationships and sexual consent** **mindfulness**
Dreams and Goals	To know that hopes and dreams don't always come true. To know how to make a new plan and set new goals even if I have been disappointed. To know how to work as part of a successful group. To know how to share in the success of a group.	**Working towards a goal**	**work towards goals** **build resilience** **teamwork and cooperation** **mindfulness**
Healthy Me	To know the facts about smoking and its effects on health. To know some of the reasons some people start to smoke. To know the facts about alcohol and its effects on health, particularly the liver. To know when people are putting me under pressure and ways to resist this.	**Mental & physical health**	**value self** **how to keep safe** **who, where and how to ask for help if needed** **assert and respect boundaries of healthy relationships and sexual consent** **nurture mental and physical health** **mindfulness**

Relationships	To know that loss is a normal part of relationships. To know how to cope with bereavement and cherish memories of loved ones. To know the boundaries of healthy boyfriend/girlfriend relationships.	**Healthy relationships & consent**	**value self** **how to keep safe** **who, where and how to ask for help if needed** **assert and respect boundaries of healthy relationships and sexual consent** **nurture mental and physical health** **mindfulness**
Changing Me	To know sperm are made in boys' testes and released through the penis. To know eggs are stored in girls' ovaries from birth and one is released each month, from the onset of puberty. To know that babies are conceived when a sperm fertilises an egg. To know the womb grows and provides a safe space for the baby to develop until it is ready to be born. To know girls menstruate (have a period) if the egg is not fertilised. To know personal (including sanitary) hygiene is important during puberty and as an adult.	**Change**	**accept and embrace change** **identify and manage emotions** **mindfulness**

YEAR 5			
Being Me	To know how to set a personal goal. To know how I can contribute towards the democratic process in our school. To know why we have rules, rights and responsibilities to try to make our school and the wider community a fair place.	**Rights and responsibilities**	**identify and manage emotions** **value self** **rights and responsibilities as global citizens** **intrinsic exemplary behaviours** **mindfulness**
Celebrating Difference	To know how my life is different from the lives of children in the developing world. To know that differences in culture can be a source of conflict. To know what racism is and why it is unacceptable. To know that rumour spreading is a form of bullying on and offline. To know that bullying can be direct and indirect. To know external forms of support in regard to bullying e.g. Childline. To know some ways to help children who use bullying behaviours to make other choices and how to support children who are being bullied.	**Accepting and celebrating difference**	**value self** **celebrate diversity** **how to keep safe** **who, where and how to ask for help if needed** **assert and respect boundaries of healthy relationships and sexual consent** **mindfulness**
Dreams and Goals	To know about a range of jobs that are carried out by people I know. To know that different jobs pay more money than others. To know the types of job I might like to do when I am older. To know the dreams and goals of a young person in a different culture and how these relate to my own.	**Working towards a goal**	**work towards goals** **build resilience** **mindfulness**
Healthy Me	To know how smoking tobacco affects the lungs, liver and heart. To know some of the risks linked to misusing alcohol, including anti-social behaviour. To know basic emergency procedures including the recovery position.	**Mental & physical health**	**value self** **how to keep safe** **who, where and how to ask for help if needed**

	To know how to get help in emergency situations. To know that the media, social media and celebrity culture promote certain body types. To know how people can develop eating problems relating to body image pressures and to respect and value my body.		**assert and respect boundaries of healthy relationships and sexual consent** **nurture mental and physical health** **mindfulness**
Relationships	To know that there are rights and responsibilities in an online community or social network. To know that there are rights and responsibilities when playing a game online. To know that too much screen time isn't healthy. To know how to stay safe when using technology to communicate with friends. To know that no-one can make changes to my body without my permission and that FGM is illegal in the UK.	**Healthy relationships & consent**	**value self** **how to keep safe** **who, where and how to ask for help if needed** **assert and respect boundaries of healthy relationships and sexual consent** **nurture mental and physical health** **mindfulness**
Changing Me	To know a man's penis becomes erect when he is sexually aroused. To know babies are conceived through sexual intercourse, when a man inserts his erect penis into a woman's vagina and ejaculates. To know babies can also be conceived through IVF. To know how girls can use sanitary products to manage periods. To know why boys sometimes have wet dreams from the onset of puberty. To know how boys and girls maintain personal and sanitary hygiene. To know people can choose to have sex for pleasure and contraception helps to prevent conception. To know the legal age of sexual consent in the UK is 16.	**Change**	**value self** **how to keep safe** **who, where and how to ask for help if needed** **assert and respect boundaries of healthy relationships and sexual consent** **accept and embrace change** **identify and manage emotions** **mindfulness**

YEAR 6			
Being Me	To know how to set goals for the year ahead. To know how democracy benefits the school and how I can contribute to it. To know how my choices can have an impact on people in my immediate community and globally.	**Rights and responsibilities**	**identify and manage emotions** **value self** **rights and responsibilities as global citizens** **intrinsic exemplary behaviours** **mindfulness**
Celebrating Difference	To know difference can be a source of conflict or a cause for celebration and how to show empathy with people in either situation. To know there are different perceptions of 'normal'. To know that people with disabilities can lead amazing lives. To know that power can play a part in a bullying or conflict situation. To know why some people choose to bully others.	**Accepting and celebrating difference**	**value self** **celebrate diversity** **how to keep safe** **who, where and how to ask for help if needed** **assert and respect boundaries of healthy relationships and sexual consent** **mindfulness**
Dreams and Goals	To know my own learning strengths. To know how to set realistic and challenging goals. To know what my classmates like and admire about me. To know about some of the problems the world is facing. To know some ways in which I can work with other people to help make the world a better place.		**work towards goals** **build resilience** **teamwork and cooperation** **mindfulness**
Healthy Me	To know when alcohol is being used responsibly, anti-socially or being misused. To know about different types of drugs and how they can affect people's bodies, especially their liver and heart. To know that stress can be triggered by a range of things and that being stressed can lead to drug and alcohol misuse. To know what it means to be emotionally well and how to make choices that benefit my wellbeing.	**Mental & physical health**	**value self** **how to keep safe** **who, where and how to ask for help if needed** **assert and respect boundaries of healthy relationships and sexual consent** **nurture mental and physical health**

	To know that some people can be exploited and made to do things that are against the law. To know why some people join gangs and the risks that this can involve.		**mindfulness**
Relationships	To know some ways to take care of my mental health. To know the stages of grief and that there are different types of loss that cause people to grieve. To know when people are trying to gain power or control in-person and online and ways I could stand up for myself and my friends. To know some of the dangers of being online. To know how to use technology safely and positively to communicate with my friends and family. To know some strategies for managing unhelpful pressures online or in social networks.	**Healthy relationships & consent**	**how to keep safe** **who, where and how to ask for help if needed** **assert and respect boundaries of healthy relationships and sexual consent** **nurture mental and physical health** **mindfulness**
Changing Me	To know how a baby develops in the uterus from conception through the nine months of pregnancy. To know a baby is (usually) born through the woman's vagina. To know fluctuating hormones can affect mood during puberty. To know masturbation is normal and private. To know developing sexual attraction is a normal part of puberty. To know sexual attraction can be toward someone of the opposite or same gender. To know the boundaries of respect and sexual consent in in-person and online relationships.	**Change**	**value self** **how to keep safe** **who, where and how to ask for help if needed** **assert and respect boundaries of healthy relationships and sexual consent** **accept and embrace change** **identify and manage emotions** **mindfulness**