**PHSE and RSE**

Knowledge + skills

Whole school



**Sandwich Infant School**

**Intent:** The PSHE curriculum has been planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points. The curriculum has been reviewed in light of the context of the children at Sandwich Infant School. The content taught has been adapted from a suggested scheme provide by the PSHE association and planned into a wider PSHE curriculum bespoke to our school. It addresses the gaps in knowledge and skills that have been identified across the whole school community. Disadvantaged and SEND pupils have equality of access and opportunity.

**Implementation**: PSHE is taught for 40 minutes, timetabled each week and also taught through immersion days and special weeks such as anti-bullying week and safety weeks. Teachers ensure that for each block of lessons for a mini topic, a baseline assessment is completed either by way of a class mind map for younger children or more individual recording for older children, reminding children about prior learning sometimes using the work they have completed in their class books from the previous year as a reminder. There is a clear focus on key vocabulary. The knowledge and skills acquired in the PSHE curriculum is integrated in every school life and children are able to connect key learning in other subjects and social times around school. Application of skills is always encouraged when the opportunity arises. Effective use of pupil voice and school data (Healthy Lifestyle Survey) ensures that bespoke next steps are accurately planned for.

**Impact**: The PSHE curriculum is spiralling, appropriate and well-constructed and government objectives are achieved as part of a broader curriculum. Children are taught PSHE in a planned and regular way across the school, ensuring they learn all that they need to know in PSHE by the time they leave us in Year 2 and can continue to apply the skills, knowledge and understanding they have gained in their future lives. Pupils are seen to be knowing more and remembering more so that knowledge is committed to long term memory and they become more accepting and positive citizens as they grow. Pupils are ready to move onto their next stage of education.

**Healthy Relationships Education and PSHE in Reception**

**Healthy Relationships Education and PSHE are taught through the Early Years Curriculum to prepare the children for Key Stage One.**

**Physical Development**

**ELG 5 - Health and Self-Care**

Know the importance for good health of physical exercise, a healthy diet and talk about ways to keep healthy and safe.

**Personal, Social and Emotional Development**

**ELG 6 - Self-confidence and self-awareness**

Try new activities and say why they like some activities more than others.

Speak in a familiar group, will talk about their ideas and will choose the resources they need for their activities.

Say when they do or don’t need help.

**ELG 7 - Managing feelings and behaviour**

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.

Work as part of a group or class and understand and follow the rules.

Adjust their behaviour to different situations and take changes of routine in their stride.

**ELG 8 - Making Relationships**

Play cooperatively and take turns with others.

Take account of one another’s ideas about how to organise their activity.

Show sensitivity to others’ needs and feelings and form positive relationships with adults and other children.

**Understanding the World**

**ELG 13 - People and Communities**

Talk about events in their own lives and the lives of family members.

Know that other children don’t always enjoy the same things and are sensitive to this.

Know about similarities and differences between themselves and others and among families, communities and traditions.

**ELG 14 - The World**

Talk about events in their own lives and the lives of family members.

**PHSE**

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| **Knowledge and Skills** | **Autumn Term**  **Relationships** | | | **Spring Term**  **Living in the Wider World** | | | **Summer Term**  **Health and Wellbeing** | | |
| **Year One** | **Families and Friendships** | **Safe relationships** | **Respecting ourselves and others** | **Belonging to a community** | **Media literacy and digital intelligence** | **Money and Work** | **Physical health and mental wellbeing** | **Growing and changing** | **Keeping safe** |
|  | To know about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers.  To know the role these different people play in children’s lives and how they care for them.  To know what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.  To know about the importance of telling someone — and how to tell them — if they are worried about something in their family. | To know about situations when someone’s body or feelings might be hurt and whom to go to for help.  To know about what it means to keep something private, including parts of the body that are private.  To be able to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches). To know how to respond if being touched makes them feel uncomfortable or unsafe.  To know when it is important to ask for permission to touch others.  To know how to ask for and give/not give permission. | To know what kind and unkind behaviour mean in and out school.  To know how kind and unkind behaviour can make people feel.  To know about what respect means.  To know why we have class rules, being polite to others, sharing and taking turns. | To know about examples of rules in different situations, e.g. class rules, rules at home, rules outside.  To know that different people have different needs.  To know how we care for people, animals and other living things in different ways.  To know how they can look after the environment, e.g. recycling | To know how and why people use the internet.  To know the benefits of using the internet and digital devices. To know how people find things out and communicate safely with others online. | To know that everyone has different strengths, in and out of school.  To know how different strengths and interests are needed to do different jobs. To know about people whose job it is to help us in the community. To know about different jobs and the work people do. | To know what it means to be healthy and why it is important.  To know ways to take care of themselves on a daily basis.  To know about basic hygiene routines, e.g. hand washing.  To know about healthy and unhealthy foods, including sugar intake.  To know about physical activity and how it keeps people healthy.  To know about different types of play, including balancing indoor, outdoor and screen-based play.  To know about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors. To know how to keep safe in the sun. | To recognise what makes them special and unique including their likes, dislikes and what they are good at.  To know how to manage and whom to tell when finding things difficult, or when things go wrong.  To know how they are the same and different to others. To know about different kinds of feelings.  To know how to recognise feelings in themselves and others. To know how feelings can affect how people behave. | To know how rules can help to keep us safe.  To know why some things have age restrictions, e.g. TV and film, games, toys or play areas.  To know basic rules for keeping safe online.  To know whom to tell if they see something online that makes them feel unhappy, worried, or scared. |
| Vocabulary | Feelings, sad, happy, angry, nervous, frightened, worried. Secret, surprise. Friendship, relationship, good touch, bad touch, Unique, similarities, different, special, proud, family, support, important. | | | Rules, respect, responsibility, honesty. Community, environment, local, world, littler, recycling. Money, save, target. | | | Germs, hygiene, healthy, exercise, diet, rest, sleep, routine, wellbeing. Goal, improve, loss, achieve Bullying, stranger, danger, medicine, household product, safety. | | |
| Resources |  |  |  | [Values, Money and Me](file:///C:\Users\EGodden\Downloads\Values,%20Money%20and%20Me) | ['Watch Out! Helping to make good viewing choices](file:///C:\Users\EGodden\Downloads\'Watch%20Out!%20Helping%20to%20make%20good%20viewing%20choices) | ['Watch Out! Helping to make good viewing choices](file://sishvg01/staffmydocs/ewood/My%20Documents/Home%20folder/PHSE/%27Watch%20Out!%20Helping%20to%20make%20good%20viewing%20choices) | [Food choices, physical activity and balanced lifestyles](file://sishvg01/staffmydocs/ewood/My%20Documents/Home%20folder/PHSE/Food%20choices,%20physical%20activity%20and%20balanced%20lifestyles)  [Dental Health](file:///C:\Users\EGodden\Downloads\Dental%20Health)  [Lifebuoy - 'Soaper Heroes' lesson plans](file:///C:\Users\EGodden\Downloads\Lifebuoy%20-%20'Soaper%20Heroes'%20lesson%20plans) | [Mental Health and wellbeing](file:///C:\Users\EGodden\Downloads\Mental%20Health%20and%20wellbeing) | [Thinkuknow: Jessie and Friends](Thinkuknow:%20Jessie%20and%20Friends)  ['Watch Out! Helping to make good viewing choices](file://sishvg01/staffmydocs/ewood/My%20Documents/Home%20folder/PHSE/%27Watch%20Out!%20Helping%20to%20make%20good%20viewing%20choices) |
| **Knowledge and Skills** | **Autumn Term**  **Relationships** | | | **Spring Term**  **Living in the Wider World** | | | **Summer Term**  **Health and Wellbeing** | | |
| **Year Two** | **Families and Friendships** | **Safe relationships** | **Respecting ourselves and others** | **Belonging to a community** | **Media literacy and Digital resilience** | **Money and Work** | **Physical health and mental wellbeing** | **Growing and changing** | **Keeping safe** |
|  | To know how to be a good friend, e.g. kindness, listening, honesty.  To know about different ways that people meet and make friends.  To know strategies for positive play with friends, e.g. joining in, including others, etc.  To know how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else. | To know how to recognise hurtful behaviour, including online.  To know what to do and whom to tell if they see or experience hurtful behaviour, including online. To know about what bullying is and different types of bullying.  To know how someone may feel if they are being bullied.  To know about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help.  To know how to resist pressure to do something that feels uncomfortable or unsafe.  To know how to ask for help if they feel unsafe or worried and what vocabulary to use. | To know about the things they have in common with their friends, classmates, and other people.  To know how friends can have both similarities and differences.  To know how to play and work cooperatively in different groups and situations.  To know how to share their ideas and listen to others, take part in discussions, and give reasons for their views. | To know about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups.  To know about different rights and responsibilities that they have in school and the wider community.  To know about how a community can help people from different groups to feel included.  To recognise that they are all equal, and ways in which they are the same and different to others in their community. | To know the ways in which people can access the internet e.g. phones, tablets, computers.  To recognise the purpose and value of the internet in everyday life.  To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos.  To know that information online might not always be true. | To know what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments.  To know how money can be kept and looked after.  To know about getting, keeping and spending money.  To know that people are paid money for the job they do.  To know how to recognise the difference between needs and wants.  To know how people make choices about spending money, including thinking about needs and wants. | To know about routines and habits for maintaining good physical and mental health.  To know why sleep and rest are important for growing and keeping healthy.  To know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies.  To know the importance of, and routines for, brushing teeth and visiting the dentist.  To know about food and drink that affect dental health.  To know how to describe and share a range of feelings.  To know ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others.  To know how to manage big feelings including those associated with change, loss and bereavement.  To know when and how to ask for help, and how to help others, with their feelings. | To know about the human life cycle and how people grow from young to old.  To know how our needs and bodies change as we grow up.  To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).  To know about change as people grow up, including new opportunities and responsibilities. To prepare to move to a new class and setting goals for next year. | To know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines.  To know how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’.  To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger.  To know how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products.  To know about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel.  To know how to respond if there is an accident and someone is hurt.  To know about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say. |
| Vocabulary | Feelings, anxious, embarrassed, shy, miserable, worried, sad, happy, frustrated, nervous. Managing emotions. Friendships, relationships, brave, family, support network, good touch, bad touch.  Unique, similarities, differences, unique, special, proud, gay, family, relationship | | | Rules, respect, responsibility, responsible, honesty, trust. Community, locality, environment, harmful, helpful, little, graffiti. Money, work, earn, charity, save, spend. | | | Diet, exercise, sleep, rest, routine, habits, dental, hygiene, healthy, wellbeing, mental health, germ, spreading, plaque. Personal hygiene, penis, vagina, routine, wants and needs, body image, life cycle.  Bullying and teasing, help, support, strangers, trust, medicine, household products, dangerous, safety | | |
| Resources |  | [Thinkuknow Jessie and Friends](file:///C:\Users\EGodden\Downloads\Thinkuknow%20Jessie%20and%20Friends) | [Inclusion, belonging and addressing extremism](file://sishvg01/staffmydocs/ewood/My%20Documents/Home%20folder/PHSE/Inclusion,%20belonging%20and%20addressing%20extremism) | [Inclusion, belonging and addressing extremism](file://sishvg01/staffmydocs/ewood/My%20Documents/Home%20folder/PHSE/Inclusion,%20belonging%20and%20addressing%20extremism) | ['Watch Out! Helping to make good viewing choices'](file:///C:\Users\EGodden\Downloads\'Watch%20Out!%20Helping%20to%20make%20good%20viewing%20choices') | [Values, Money and Me](file:///C:\Users\EGodden\Downloads\Values,%20Money%20and%20Me) | [Food choices, physical activity and balanced lifestyles](file:///C:\Users\EGodden\Downloads\Food%20choices,%20physical%20activity%20and%20balanced%20lifestyles)  [The Sleep Factor](file:///C:\Users\EGodden\Downloads\The%20Sleep%20Factor)  [Mental Health and wellbeing lessons](file:///C:\Users\EGodden\Downloads\Mental%20Health%20and%20wellbeing%20lessons)  [Dental Health](file:///C:\Users\EGodden\Downloads\Dental%20Health)  [Drug and Alcohol Education](file:///C:\Users\EGodden\Downloads\Drug%20and%20Alcohol%20Education)  [Winston's Wish - Loss and Bereavement](file:///C:\Users\EGodden\Downloads\Winston's%20Wish%20-%20Loss%20and%20Bereavement)  ['Soaper Heroes' lesson plans](file:///C:\Users\EGodden\Downloads\'Soaper%20Heroes'%20lesson%20plans) |  | [Drug and Alcohol Education](file:///C:\Users\EGodden\Downloads\Drug%20and%20Alcohol%20Education) |

**RSE**

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| **Knowledge and Skills** | **Autumn Term** | | | **Spring Term** | | | **Summer Term** | | |
| **Reception** | **Caring Friendships** | | | **Being Kind** | | | **Families** | | |
|  | To know that friendships can make us feel happy.  To know some ways that we can make new friends feel welcome. | | | To know that arguing with friends and then making up can make friendships stronger.  To know that resorting to violence is never right. | | | To identify different members of the family.  To understand how members of a family can help each other. | | |
| Vocabulary | Friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, step mum, step dad. foster mum, foster dad. | | | | | | | | |
| Resources |  |  |  |  |  |  |  |  |  |
| **Knowledge and Skills** | **Autumn Term** | | | **Spring Term** | | | **Summer Term** | | |
| **Year One** | **Different Friends** | | | **Growing and Changing** | | | **Families and Care** | | |
|  | To know that we can be friends with people who are different to us. | | | Understand that babies need care and support  Know that older children can do more by themselves | | | Know there are different types of families  Know which people we can ask for help | | |
| Vocabulary | Friends, feelings, similar, different, family, boy, girl, males, female, private parts, penis, vulva. | | | | | | | | |
| Resources | Talking object, story bag containing and elephant puppet (or elephant picture) and a school jumper. Paper and coloured pencils. | | | Talking object, Story back containing pictures of newborn babies, lifecycle picture cards, lifecycles word cards, lifecycle whiteboard summary. | | | Talking object, Story bag – containing a ball and a school jumper, Family pictures. The Family Book, Todd Parr | | |
| **Knowledge and Skills** | **Autumn Term** | | | **Spring Term** | | | **Summer Term** | | |
| **Year Two** | **Differences** | | | **Male and Female Animals** | | | **Naming body parts** | | |
|  | To understand that some people have fixed ideas about what boys and girls can do.  Describe the difference between male and female babies. | | | Describe some differences between male and female animals.  Understand that making a new life needs a male and a female. | | | Describe the physical differences between males and females.  Name the different body parts. | | |
| Vocabulary | Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva. | | | | | | | | |
| Resources | 2 large PE hoops  Boy/Girl/Everyone labels  Bag of objects and clothing to explore male and female stereotypes or Pictures of objects and clothing  Clothed Babies picture cards  Clothed Babies whiteboard summary  Pictures of newborn babies  Suggested reading:  Pearl Power and the Toy Problem, Mel Elliott  Julian is a Mermaid, Jessica Love  Are you a boy or are you a girl, Sarah Savage and Fox Fisher  Princess Smartypants, Babette Cole  William’s Doll, Charlotte Zolotow  Amazing Grace, Mary Hoffman and Caroline Binch | | | Talking object Pictures of male and female animals Cats and Kittens worksheet Anatomically correct toy farm animals | | | 2 large PE Hoops  Hoop labels  Body Parts picture cards  Female x-ray picture  Body Parts worksheet  Suggested reading:  Shapesville, Andy Mills  It’s OK to be Different, Todd Parr | | |