



**KENNINGTON**  
PRIMARY SCHOOL

***PSHE and RSE Policy  
including statutory and non-  
statutory content***

| <i>Reviewed by</i>  | <i>Date</i>           | <i>Signed</i>       |
|---------------------|-----------------------|---------------------|
| <i>L. O'Brien</i>   | <i>March 2021</i>     | <i>S. Pritchard</i> |
| <i>L. O'Brien</i>   | <i>March 2022</i>     | <i>S. Pritchard</i> |
| <i>S. Pritchard</i> | <i>September 2023</i> | <i>S. Pritchard</i> |
| <i>S. Pritchard</i> | <i>September 2024</i> | <i>S. Pritchard</i> |

## **Kennington Primary School**

### **Mission Statement**

Our mission is to deliver an exciting curriculum, tailored to the needs of every child in school which not only nurtures their interests but encourages them to take risks in a safe and supportive environment. We aim to provide opportunities and experiences that go beyond the constraints of the normal 'National Curriculum' in order to excite, engage and inspire. We have a commitment to ensure that there is a value on life-long learning instilled in all our pupils which in turn will instil a sense of happiness, security and belonging in all who come here.

Building on the school mission statement, PSHE helps to give pupils the knowledge and skills to make informed choices on healthy lifestyle, staying safe on and offline, their economic wellbeing and healthy relationships.

### Aims

PSHE takes into account the best interests of pupils and the individual needs of each cohort. It gives them the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community, preparing them for everyday challenges both now and in the future.

This curriculum is personalised to our Kennington pupils and is assessed in an ongoing manner to ensure it still meets these needs. It encourages pupils to talk to parents and carers as their primary source of information. Kennington Primary School values working in partnership with parents and the local community at all possible opportunities.

PSHE supports the school ethos and helps children to reflect on and reinforce the 3 Promises:

- I promise to help everyone feel safe
- I promise to allow everyone to learn
- I promise to treat others the way I want to be treated

Teaching and learning at Kennington Primary School is underpinned by its values in all subjects.

### **Core Values of the School:**

- Respect
- Politeness
- Perseverance
- Resilience
- Excellence
- Creativity
- Teamwork

PSHE develops children’s ability to embody the core values of the school and supports them to display these values during their time at Kennington. This supports all in becoming ‘The Kennington Pupil’ who is:

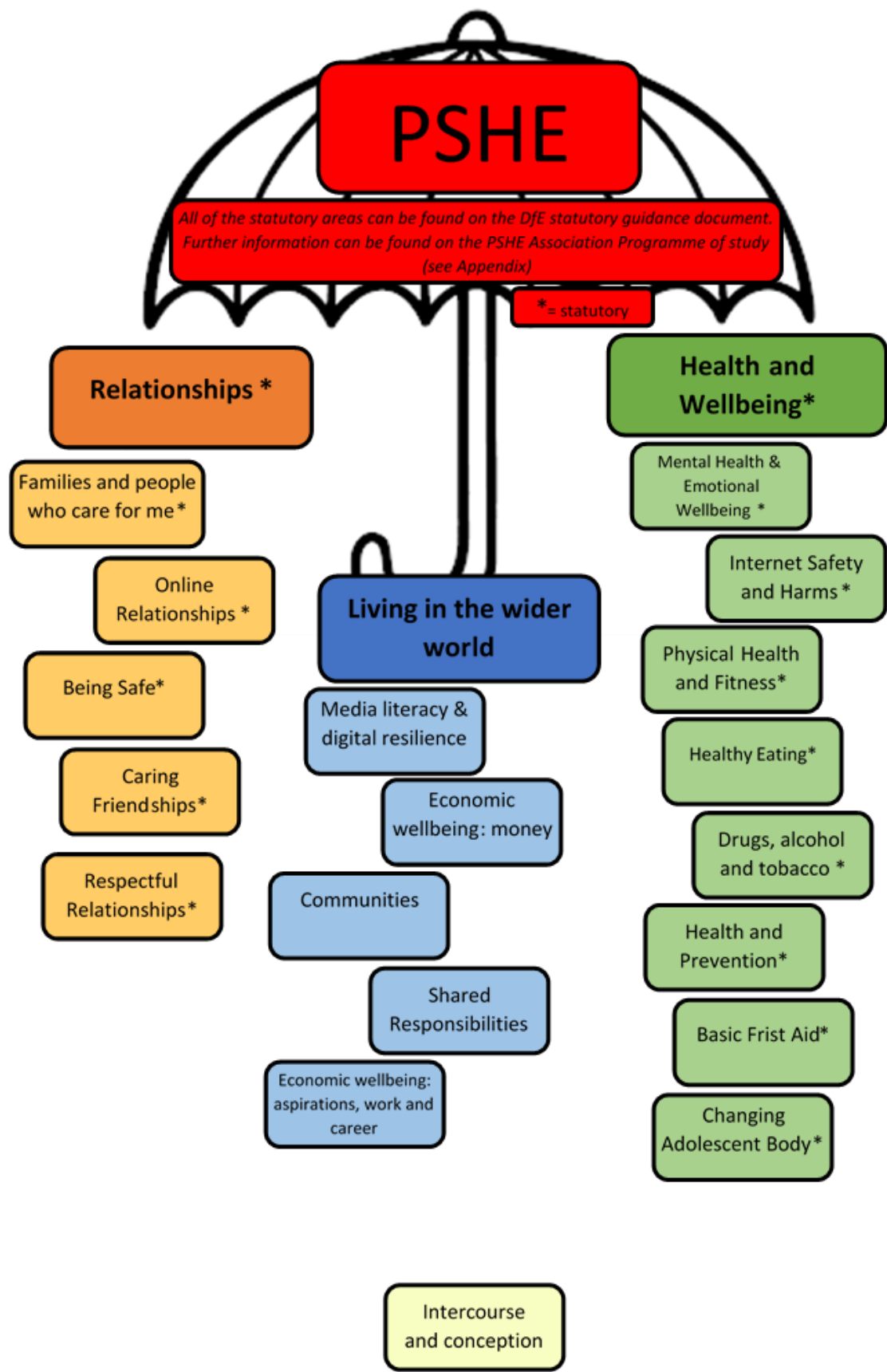
Positive, Resilient, Polite, Independent, Hardworking and Respectful

Through lessons and beyond, these key values are celebrated and supported through learning in PSHE.

**Aims and objectives for PSHE (Our Vision)**

| <b>Kennington Vision for Pupils</b>   | <b>Link to vision within PSHE</b>   | <b>Statutory content supporting this (See appendix...and...for further details)</b>  |
|---|---|--|
| <p>To make the best academic progress and attainment possible in their time at school from their starting points.</p>                         | <p>To build on the EYFS key areas of Personal, Social and Emotional Development and Understanding the World.</p> <p>Develop sequential knowledge within and between key stages.</p> <p>Build on prior learning from previous classes and understanding from outside school.</p> <p>To meet statutory requirements.</p> <p>To deliver a balanced curriculum which meets the needs of pupils.</p> | <p>Families and people who care for me</p> <p>Caring friendships</p> <p>Respectful relationships</p> <p>Online relationships</p> <p>Being safe</p> <p>Mental wellbeing</p> <p>Internet safety and harms</p> <p>Physical health and fitness</p> <p>Healthy eating</p> <p>Drugs, alcohol and tobacco</p> <p>Health and prevention</p> <p>Basic first aid</p> <p>Changing adolescent body</p> |
| <p>To nurture the skills, talents and abilities of all pupils so they leave Kennington ready for the next steps in their academic career.</p> | <p>To help pupils transition to high school.</p>  | <p>Physical health and fitness</p>   |

|  |  |   |
|--|--|---|
| <p>To become confident, independent, resilient learners who have a belief that they can succeed in what they do outside of school as well as in.</p> | <p>To understand themselves and others.</p> <p>To know how to access safe and appropriate support to help themselves and others.</p> | <p>Mental wellbeing</p> <p>Internet safety and harms</p> <p>Health and prevention</p>   |
| <p>That all pupils leave Kennington ready to make a positive contribution to the 21<sup>st</sup> century community they live in.</p>                 | <p>Prepare pupils for adult life.</p> <p>To promote Kennington Values</p>  | <p>Mental wellbeing</p> <p>Internet safety and harms</p> <p>Healthy eating</p> <p>Drugs alcohol and tobacco</p> <p>Health and prevention</p> <p>Basic First Aid</p> |
| <p>This uses staff and pupil voice, as well as an awareness of the needs of our community.</p>   |  |   |



### **Intended outcomes**

- PSHE lessons will meet all the outcomes in the PSHE Association Programme of Study for PSHE Education (sections Key Stage 1 and 2, 2020).
- Pupils will engage in regular PSHE lessons with a known, trusted adult.
- Pupils will know and understand the content outlined in the PSHE statutory guidance.
- Pupils will have a knowledge of their rights and, in an age appropriate way, how their rights and those of others could be met. (UN Convention on the Rights of the Child, 1989)
- Pupils will have opportunities to develop the skills needed to apply their learning from the Statutory content and other enhancements deemed suitable and beneficial when designing the curriculum for that cohort.
- Pupils will have the opportunity to contribute to curriculum development.
- Pupils have the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.
- Character education: the Department for Education has described it as a set of traits, attributes and behaviours such as: perseverance, resilience and grit; confidence and optimism; motivation, drive and ambition; neighbourliness and community spirit; tolerance and respect; honesty, integrity and dignity; conscientiousness, curiosity and focus. Amongst the many benefits of effective PSHE education to children and young people, is the role it plays in the development of character.
- The development of a range of attributes and skills in Personal Effectiveness, Interpersonal and social effectiveness and managing risk and decision making (see [PSHE Association Programme of Study](#) )
- The responsibility of the delivery of PSHE lies with teaching staff, in collaboration with parents and carers.

### **Safe and supportive environment**

How we create this environment

- Group agreement- all classes create their own 'ground rules' in a way which is relevant and personal to the class. These are available to reference if needed.
- Distancing techniques- role play, modelling dilemmas, film and other strategies are used to give opportunities for children to talk comfortably about other's situations, opposed to making every discussion personal. This may allow for children to encounter a broader range of scenarios and feel safer having discussions.
- Dealing with questions- every class has an 'Ask it Basket'. This is available year round and any questions that are better answered at a later time (which could be for a myriad of reasons eg time constraints, suitability, more research needed to answer, needing to consult with parents etc) may be requested to be put in by the teacher, with no hesitation from the teacher so no child ever feels their questions are not valued and considered. Staff will follow the script of - 'I'm not going to answer that question now, pop it on some paper and put it in the basket and I'll get back to it'.
- Safeguarding- staff will log any questions which cause concern and their response to them, on CPOMS.

- If a child asks a question and the PSHE and safeguarding lead feel it is not a safeguarding concern, we will contact home and ask who parents wish to talk about it, be that school, parents or a conversation together, unless for safeguarding reasons this would not be appropriate.
- Trusted adults deliver sessions- be that the class teacher or a very well-known TA to the children
- Correct vocabulary will always be used, so children are not tempted to go to unreliable sources or use incorrect vocabulary themselves. This is also for safeguarding purposes.

**Special Educational Needs Disability (SEND), inclusion, equality and diversity, pupil premium and higher attainers.**

PSHE, including Relationships and Sex Education (RSE) should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination. Positive action is taken to deal with disadvantages affecting a group because of a protected characteristic.

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of PSHE to deal with disadvantages facing those with a particular characteristic.

PSHE will be accessible to all regardless of their gender or background. Through the delivery of PSHE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of PSHE. We aim to deliver PSHE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Parents and carers are key partners in PSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values.

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum, dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points. No pupil will be withdrawn from statutory PSHE lessons for any intervention in other subject areas. Staff will consider pupils for whom English may be an additional language and be mindful that vocabulary used is

understood by all. PSHE is a vehicle to promote diversity and celebrate difference and Kennington staff place great emphasis on this.

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with PSHE and RSE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

We also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs across the curriculum. PSHE also provides the opportunity to teach pupils about the law of the country and helps them to develop a sense of self. The curriculum is planned to develop this knowledge and understanding in a progressive manner, in line with children's development.

We foster this ethos by using carefully selected resources with inclusive language woven through the curriculum.



## **Statutory content**

The Government's review of Personal, Social, Health and Economic education concluded in March 2013, stating that the subject would remain non-statutory; the DfE has, however, stated in the National Curriculum Framework that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. However, the Government has since decided that from September 2020 RSE (Relationships and Sex Education) and Health Education will be compulsory in all Primary schools. Parents do have the opportunity to withdraw their child from lessons on intercourse and conception if they wish to do so, after attending parent information sessions and following a meeting with the Head Teacher and PSHE lead to discuss this choice.

In the absence of a government programme of study, we have drawn on guidance from the PSHE Association in revising our Curriculum Framework for PSHE to ensure that it meets the needs of our pupils in today's changing society. The Framework identifies the key concepts and skills that underpin PSHE and RSE education and help us to fulfil our statutory responsibility to support children's spiritual, moral, cultural, mental and physical development, and prepare them for the opportunities, responsibilities and experiences of life. PSHE education is integrated into curriculum plans for science, computing and physical education; and is taught as a spiral programme to ensure learning in PSHE is revisited, reinforced and extended in age- and stage-appropriate contexts.

## Sex and Relationships Education

### Defining Sex and Relationships Education (SRE)

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. (DfEE Guidance 0116/2000)

***Please refer to statutory guidance in appendix.***

**Relationships Education** is learning about how to:

- be appreciative of existing relationships
- to form new healthy relationships
- to enjoy strong positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, friendships and relationships with peers and adults.

From 2020 all primary schools have to deliver relationships education. The following topics will be covered in Key Stage 1 and 2:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

### Sex Education

Sex Education at Primary phase is not statutory. “Sex Education is not compulsory in primary schools” although, “the Department (of Education) continues to recommend...that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils” (DfE guidance page 23).

Parents do have the opportunity to withdraw their child from lessons on intercourse and conception if they wish to do so, after attending parent information sessions and following a meeting with the Head Teacher and PSHE lead to discuss this choice.

The National Curriculum for Science in primary schools includes content about human body parts, growth, puberty and reproduction. **Parents/guardians do not have the right to withdraw children from the science curriculum.**

### **Science Year 2 Programme of study**

#### Animals, including humans

Statutory requirements:

- notice that animals, including humans, have offspring which grow into adults

### **Science Year 5 Programme of study**

#### Animals, including humans

Statutory requirements:

- describe the changes as humans develop to old age

Notes and guidance: Pupils should draw a timeline to indicate changes in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

#### Living things and their habitats

Statutory requirements:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life processes of reproduction in some plants and animals

Notes and guidance: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

In conjunction with the science curriculum that teaches pupils about the physical and biological changes of puberty, the Sex and Relationships Education (SRE) programme within PSHE education will provide pupils with the critical knowledge that they need to understand and manage the emotional and physical changes of growing up. At Kennington Primary School, this is taught through a programme that is progressive.

In KS1, pupils learn about change and growth, through the context of growing older - for example, what new things can be done as a child is growing taller. Moving into lower KS2, change will be taught through the context of how growing up brings more responsibility, whilst upper KS2 will deal with physical and emotional changes of puberty, how feelings change in relationships, and conception and reproduction. It is seldom purely the biological changes of growing up that concern pupils, which is why science lessons need to be balanced with SRE as part of PSHE, which deal with the social and emotional elements of growing up.

Therefore, in order to be most effective, the teaching of sexual reproduction is organised through a spiral curriculum that revisits themes of healthy relationships,

which in turn progress to deeper learning with greater challenges and is supported by a science curriculum which delivers the necessary biological knowledge.

Sex Education at Kennington Primary School teaches children about conception (the process of becoming pregnant), sexual intercourse in a relationship and how it can lead to new life and the story of pregnancy and birth. This is delivered in a factual way in a safe environment with familiar adults.

**Health Education:**

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing.

The following topics will be covered in Key Stage 1 and 2:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

**Mental Wellness**

At Kennington Primary School, we aim to promote positive Mental Health for every member of our school community including, staff, pupils and families. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils, through the Learning Mentor.

**Menstrual Wellbeing**

Some pupils will begin menstruation whilst still in primary education. To support pupils who are menstruating, we have in place the following:

- Sanitary disposal units available in toilets;
- Access to sanitary products;
- For those experiencing period poverty, free sanitary protection can be accessed free of charge.

When a pupil starts menstruating in the school, we will support them on-site and inform parents. Our PSHE programme covers basic information about menstruation in Year 4, with more detailed input in Years 5 and 6. If your child has difficulties managing their periods at the school please contact their class teacher for support.

## **Communicating with Parents and their role in PSHE**

PSHE involves a partnership between Kennington Primary School and parents/ carers. We recognise their core role and therefore welcome their engagement. It is important that PSHE content delivered in school is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- Inform parents about the school's PSHE, including RSE, policy and practice (available on the website, please contact the office for a hard-copy).
- The curriculum content and organisation is shared through the termly newsletter and overviews are attached as an appendix on the PSHE policy.
- Answer any questions that parents may have about the PSHE of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for PSHE in the school.
- Review the PSHE curriculum and policy on an annual basis about any needs or feedback from parents and carers.

There will be additional materials made available and the opportunity for parents/ carers and teachers to meet prior to lessons regarding sex and the changing adolescent body.

School has actively engaged with parents, with regard to PSHE. Initially through the distribution of this policy and accompanying online questionnaire. Any actions required were followed up with an informal meeting with the Headteacher, PSHE Subject Leader and Religious Education Subject Leader. The outcomes of which were shared with all parents via the school website. Throughout this process, school ensured that it was sensitive to the range of religious and cultural views about relationships education whilst still ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

## **Withdrawal from lessons**

'PSHE', which includes Relationships and Health Education (see diagram) contains statutory content which children cannot be withdrawn from. This includes:

Healthy Relationships

Online Relationships

Anti-Bullying

Healthy Eating

Resilience

Internet Safety and Harms

Changing Adolescent Body

Hygiene

Oral Health

Mental Health and Emotional Wellbeing

Physical Activity

As previously stated, at Kennington Primary School we go above and beyond this and enhance learning in Science lessons by delivering carefully planned and monitored

content on conception and intercourse in the context of a safe and happy relationship, with the possible result of new life. This is delivered in a developmentally appropriate way and intends to equip pupils with the understanding required to make informed choices in the future.

Parents do have the opportunity to withdraw their child from lessons on intercourse and conception if they wish to do so, after attending parent information sessions and following a meeting with the Head Teacher and PSHE lead to discuss this choice.

### **Delivery and Timetabling**

Staff will ensure teaching is age and developmentally appropriate for pupils in their class, in consultation with the PSHE Lead and Senior Leadership.

The curriculum we have constructed ensures that lessons we deliver are age-appropriate and progressive, building the children's knowledge, understanding and skills year on year.

Content in PSHE is planned using the Programme of Study set out by the PSHE association. The PSHE Programme of Study was produced in consultation with a wide variety of agencies and practitioners to meet the needs of today's pupils and is regularly updated to meet these changing needs.

The programme of study also encompasses Relationships and Drug education.

The programme of study includes three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

This is reviewed and tailored using other sources such as the Health LSIP for Preston, knowledge of the school community, Online Health Needs assessment, priorities for our school and pupil voice. Staff who know the pupils well assess the Programme of Study to give greater time and emphasis to areas most needed by our pupils.

PSHE content is delivered in a variety of different ways:

- Discreet curriculum time;
- Through other subjects, where links present and relevant;
- Assemblies, class assemblies, class discussions and circle time;
- As and when issues arise ensuring time is made within the curriculum to meet the needs of the children;

PSHE at Kennington is taught in a variety of ways. For example, when dealing with drugs education, we teach PSHE as a discrete subject. On other occasions, we introduce PSHE topics through teaching in other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths. There is a large overlap between the programme of study from religious education and the aims of PSHE and some PSHE objectives may be delivered through our religious education lessons and as part of assemblies. We also develop PSHE through various activities and whole school events, e.g. The School Council representatives from each class meet regularly to discuss school matters. We are committed to providing a setting where the responsible choice becomes the easy

choice. The personal and social development of young people is the responsibility of all.

### **A Whole School Approach**

As a whole school, PSHE outcomes are supported and provided, for example, fundraising is linked to economical understanding.

When mapping and planning the curriculum, we recognise there are links to other subjects but we are conscious of the need to provide a PSHE perspective. The timing of content is planned to check what has been learnt in more knowledge based subjects, so PSHE can be used to apply understanding of relevant content. When teaching PSHE, staff are always mindful of its purpose: to help children to make informed decisions. This is perhaps where the approach may differ to the way other subjects are delivered.

### **Further enrichment**

Kennington Primary School welcomes outside agencies into school to enrich the curriculum we deliver in PSHE, where teachers may not be able to and to offer different perspectives eg fire and rescue, the crossing patrol, NSPCC.

*\*note- due to COVID pandemic some of these have not been possible. School will resume visits and visitors when possible. (See separate Visitor Policy)*

### **Key principles**

PSHE (including RSE) is delivered with the key focus of keeping children safe and informed. This involves using a range of teaching methods. Staff are mindful of children's needs, skills and understanding and 'start where the pupils are' to ensure appropriate and suitable teaching. Lessons always finish with a positive. Cross-curricular learning is planned for by staff under the guidance of subject leaders and evidenced.

Please see separate curriculum overview for further detail on content. (Until July 2021, this will be based on the Jigsaw curriculum, see appendix, with the introduction of a bespoke Kennington Curriculum commencing fully in September 2021).



## **Impact**

### **Assessment**

Through in-class assessment, teachers establish a baseline and endpoint to show progress.

The PSHE Association primary assessment guide is used to provide a range of activities linked with each intended learning outcome.

Individual progress is celebrated.

### **Involving and consulting pupils**

The school council reflect and give feedback on what's being taught in their class and may offer suggestions and help to identify needs regarding what needs to be covered. "Worry boxes" are available in Key Stage 1 and 2 and the content of these boxes may also inform lessons. The 'Ask it Basket' in each class is checked regularly by class staff and used to inform future lessons and interactions with pupils.

We give pupils opportunities to take responsibilities in school and see PSHE in the broadest sense. Examples of this are: charity, drama, residential visits.

PSHE gives opportunities to explore, inspire and capture.

### **Monitoring, reporting and evaluation**

The content of the PSHE curriculum is regularly monitored to ensure it is appropriate and fulfilling pupils' needs. It is reported to parents, carers and governors through class newsletters and individual consultation where necessary. Parents and carers are invited to a meeting prior to lessons on the changing adolescent body and intercourse and are always welcome to schedule a meeting with the class teacher with any questions they may have.

PSHE is reviewed in staff meetings half-termly and reflected on with class pupils throughout units of work. This is supplemented with pupil voice through the school council and pupil interviews with the PSHE lead. Learning walks and book scrutiny takes place, when appropriate.

### **Responsibility for curriculum**

**Head teacher-** the head teacher, S. Pritchard, has ultimate responsibility for delivery and monitoring of PSHE.

**PSHE lead-** overseeing curriculum design, staying up to date with current policy and good practice and disseminating this to staff

**Teaching staff-** class teachers and teaching assistants well known to the class will deliver PSHE content.

**Supported by-** the subject leader, head teacher and PSHE Association. Support can also be sought from leaders in the local community and other local schools.

**Supporting staff-** staff have access to appropriate CPD, delivered in school and through external agencies where necessary. PSHE is regarded a collaborative subject and is planned in consultation with all school staff, parents and other relevant bodies.

## **Responsibility for implementation of policy:**

### **Key governor**

### **Head teacher**

Simon Pritchard

### **PSHE lead**

Lauren O'Brien

### **Teachers**

All teaching staff at Kennington Primary School

### **Parents and carers**

All parents and carers at Kennington pupils

## **Key documents used to inform this policy:**

Education Act (1996)

Learning and Skills Act (2000)

Education and Inspections Act (2006)

Equality Act (2010)

Supplementary Guidance SRE for the 21<sup>st</sup> Century (2014)

Keeping Children Safe In Education- Statutory safeguarding guidance (2016, updated 01/21)

The Children and Social Work Act (2017)

Personal, social, health and economic education statutory guidance (2019, updated 02/2020)

Relationships Education, Relationships and Sex Education (RSE) and Health education (2019)

PSHE Association Programme Builder for Key Stage 1-4 (2020)

PSHE Association Guides to Assessment in PSHE Education, KS1-4 (2020)

## **Appendix**

Sex and Relationship Education Guidance DfEE (2000)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/283599/sex\\_and\\_relationship\\_education\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf)

PSHE Association Programme of Study

[https://www.pshe-association.org.uk/sites/default/files/psheall/%28old%20version%29%20PSHE%20Education%20Programme%20of%20Study%20%28Key%20stage%201-5%29%20Jan%202017\\_2.pdf](https://www.pshe-association.org.uk/sites/default/files/psheall/%28old%20version%29%20PSHE%20Education%20Programme%20of%20Study%20%28Key%20stage%201-5%29%20Jan%202017_2.pdf)

Kennington PSHE Curriculum (Used from September 2021- to be formulated and finalised Summer Term 2021)

DfE Statutory Guidance on Relationships Education

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

DfE Statutory Guidance on Physical Health and Mental Wellbeing Education  
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary> (just Primary section)

Jigsaw curriculum content overview (Used until July 2021)

Jigsaw PSHE 3 -11/12 Content Overview



| Age Group               | Being Me In My World  | Celebrating Difference  | Dreams and Goals  | Healthy Me  | Relationships   | Changing Me   |
|-------------------------|---|---|---|---|---|---|
| <b>Ages 3-5 (F1-F2)</b> | <ul style="list-style-type: none"> <li>Self-identity</li> <li>Understanding feelings</li> <li>Being in a classroom</li> <li>Being gentle</li> <li>Rights and responsibilities</li> </ul>  | <ul style="list-style-type: none"> <li>Identifying talents</li> <li>Being special</li> <li>Families</li> <li>Where we live</li> <li>Making friends</li> <li>Standing up for yourself</li> </ul>   | <ul style="list-style-type: none"> <li>Challenges</li> <li>Perseverance</li> <li>Goal-setting</li> <li>Overcoming obstacles</li> <li>Seeking help</li> <li>Jobs</li> <li>Achieving goals</li> </ul>   | <ul style="list-style-type: none"> <li>Exercising bodies</li> <li>Physical activity</li> <li>Healthy food</li> <li>Sleep</li> <li>Keeping clean</li> <li>Safety</li> </ul>  | <ul style="list-style-type: none"> <li>Family life</li> <li>Friendships</li> <li>Breaking friendships</li> <li>Falling out</li> <li>Dealing with bullying</li> <li>Being a good friend</li> </ul>   | <ul style="list-style-type: none"> <li>Bodies</li> <li>Respecting my body</li> <li>Growing up</li> <li>Growth and change</li> <li>Fun and fears</li> <li>Celebrations</li> </ul>  |
| <b>Ages 5-6</b>         | <ul style="list-style-type: none"> <li>Feeling special and safe</li> <li>Being part of a class</li> <li>Rights and responsibilities</li> <li>Rewards and feeling proud</li> <li>Consequences</li> <li>Owning the Learning Charter</li> </ul>  | <ul style="list-style-type: none"> <li>Similarities and differences</li> <li>Understanding bullying and knowing how to deal with it</li> <li>Making new friends</li> <li>Celebrating the differences in everyone</li> </ul>   | <ul style="list-style-type: none"> <li>Setting goals</li> <li>Identifying successes and achievements</li> <li>Learning styles</li> <li>Working well and celebrating achievement with a partner</li> <li>Tackling new challenges</li> <li>Identifying and overcoming obstacles</li> <li>Feelings of success</li> </ul>                   | <ul style="list-style-type: none"> <li>Keeping myself healthy</li> <li>Healthier lifestyle choices</li> <li>Keeping clean</li> <li>Being safe</li> <li>Medicine safety/safety with household items</li> <li>Road safety</li> <li>Linking health and happiness</li> </ul>  | <ul style="list-style-type: none"> <li>Belonging to a family</li> <li>Making friends/being a good friend</li> <li>Physical contact preferences</li> <li>People who help us</li> <li>Qualities as a friend and person</li> <li>Self-acknowledgement</li> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> </ul>   | <ul style="list-style-type: none"> <li>Life cycles – animal and human</li> <li>Changes in me</li> <li>Changes since being a baby</li> <li>Differences between female and male bodies (correct terminology)</li> <li>Linking growing and learning</li> <li>Coping with change</li> <li>Transition</li> </ul> |
| <b>Ages 6-7</b>         | <ul style="list-style-type: none"> <li>Hopes and fears for the year</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>Safe and fair learning environment</li> <li>Valuing contributions</li> <li>Choices</li> <li>Recognising feelings</li> </ul>                         | <ul style="list-style-type: none"> <li>Assumptions and stereotypes about gender</li> <li>Understanding bullying</li> <li>Standing up for self and others</li> <li>Making new friends</li> <li>Gender diversity</li> <li>Celebrating difference and remaining friends</li> </ul>         | <ul style="list-style-type: none"> <li>Achieving realistic goals</li> <li>Perseverance</li> <li>Learning strengths</li> <li>Learning with others</li> <li>Group co-operation</li> <li>Contributing to and sharing success</li> </ul>  | <ul style="list-style-type: none"> <li>Motivation</li> <li>Healthier choices</li> <li>Relaxation</li> <li>Healthier eating and nutrition</li> <li>Healthier snacks and sharing food</li> </ul>  | <ul style="list-style-type: none"> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Friendship and conflict</li> <li>Secrets</li> <li>Trust and appreciation</li> <li>Expressing appreciation for special relationships</li> </ul>   | <ul style="list-style-type: none"> <li>Life cycles in nature</li> <li>Growing from young to old</li> <li>Increasing independence</li> <li>Differences in female and male bodies (correct terminology)</li> <li>Assertiveness</li> <li>Preparing for transition</li> </ul>                                   |
| <b>Ages 7-8</b>         | <ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights and responsibilities</li> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' perspectives</li> </ul> | <ul style="list-style-type: none"> <li>Families and their differences</li> <li>Family conflict and how to manage it (child-centred)</li> <li>Witnessing bullying and how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving and receiving compliments</li> </ul> | <ul style="list-style-type: none"> <li>Difficult challenges and achieving success</li> <li>Dreams and ambitions</li> <li>New challenges</li> <li>Motivation and enthusiasm</li> <li>Recognising and trying to overcome obstacles</li> <li>Evaluating learning processes</li> <li>Managing feelings</li> <li>Simple budgeting</li> </ul> | <ul style="list-style-type: none"> <li>Exercise</li> <li>Fitness challenges</li> <li>Food labelling and healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe and why it's important online and off line scenarios</li> <li>Respect for myself and others</li> <li>Healthy and safe choices</li> </ul> | <ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Friendship and negotiation</li> <li>Keeping safe online and who to go to for help</li> <li>Being a global citizen</li> <li>Being aware of how my choices affect others</li> <li>Awareness of how other children have different lives</li> <li>Expressing appreciation for family and friends</li> </ul> | <ul style="list-style-type: none"> <li>How babies grow</li> <li>Understanding a baby's needs</li> <li>Outside body changes</li> <li>Inside body changes</li> <li>Family stereotypes</li> <li>Challenging my ideas</li> <li>Preparing for transition</li> </ul>  |

| Age Group         | Being Me In My World   | Celebrating Difference  | Dreams and Goals  | Healthier Me   | Relationships   | Changing Me  |
|-------------------|--|---|---|--|---|--|
| <b>Ages 8-9</b>   | <ul style="list-style-type: none"> <li>Being part of a class team</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy (school council)</li> <li>Rewards and consequences</li> <li>Group decision-making</li> <li>Having a voice</li> <li>What motivates behaviour</li> </ul>   | <ul style="list-style-type: none"> <li>Challenging assumptions</li> <li>Judging by appearance</li> <li>Accepting self and others</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Identifying how special and unique everyone is</li> <li>First impressions</li> </ul> | <ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Overcoming disappointment</li> <li>Creating new, realistic dreams</li> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience</li> <li>Positive attitudes</li> </ul> | <ul style="list-style-type: none"> <li>Healthier friendships</li> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Assertiveness</li> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul>  | <ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting on and Falling Out</li> <li>Girlfriends and boyfriends</li> <li>Showing appreciation to people and animals</li> </ul>   | <ul style="list-style-type: none"> <li>Being unique</li> <li>Having a baby</li> <li>Girls and puberty</li> <li>Confidence in change</li> <li>Accepting change</li> <li>Preparing for transition</li> <li>Environmental change</li> </ul>   |
| <b>Ages 9-10</b>  | <ul style="list-style-type: none"> <li>Planning the forthcoming year</li> <li>Being a citizen</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, participating</li> </ul>  | <ul style="list-style-type: none"> <li>Cultural differences and how they can cause conflict</li> <li>Racism</li> <li>Rumours and name-calling</li> <li>Types of bullying</li> <li>Material wealth and happiness</li> <li>Enjoying and respecting other cultures</li> </ul>  | <ul style="list-style-type: none"> <li>Future dreams</li> <li>The importance of money</li> <li>Jobs and careers</li> <li>Dream job and how to get there</li> <li>Goals in different cultures</li> <li>Supporting others (charity)</li> <li>Motivation</li> </ul>                      | <ul style="list-style-type: none"> <li>Smoking, including vaping</li> <li>Alcohol</li> <li>Alcohol and anti-social behaviour</li> <li>Emergency aid</li> <li>Body image</li> <li>Relationships with food</li> <li>Healthy choices</li> <li>Motivation and behaviour</li> </ul> | <ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMARTT internet safety rules</li> </ul> | <ul style="list-style-type: none"> <li>Self- and body image</li> <li>Influence of online and media on body image</li> <li>Puberty for girls</li> <li>Puberty for boys</li> <li>Conception (including IVF)</li> <li>Growing responsibility</li> <li>Coping with change</li> <li>Preparing for transition</li> </ul> |
| <b>Ages 10-11</b> | <ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children's universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> <li>Anti-social behaviour</li> <li>Role-modelling</li> </ul> | <ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, difference as celebration</li> <li>Empathy</li> </ul>   | <ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul>           | <ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation, including 'county lines' and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>                        | <ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Take responsibility with technology use</li> </ul>                         | <ul style="list-style-type: none"> <li>Self-image</li> <li>Body image</li> <li>Puberty and feelings</li> <li>Conception to birth</li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> <li>Sexting</li> <li>Transition</li> </ul>       |

Essential Skills and Attributes developed through the Programme of Study

| Personal effectiveness  | Interpersonal and social effectiveness   |
|---|--|
| <ol style="list-style-type: none"> <li>1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)</li> <li>2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)</li> <li>3. Resilience (including self-motivation, perseverance and adaptability)</li> <li>4. Self-regulation (including promotion of a positive, growth mindset<sup>1</sup> and managing strong emotions and impulses)</li> <li>5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms</li> <li>6. Self-organisation (including time management)</li> <li>7. Strategies for identifying and accessing appropriate help and support</li> <li>8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence</li> <li>9. Recalling and applying knowledge creatively and in new situations</li> <li>10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</li> </ol> | <ol style="list-style-type: none"> <li>1. Empathy and compassion (including impact on decision-making and behaviour)</li> <li>2. Respect for others' right to their own beliefs, values and opinions</li> <li>3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')</li> <li>4. Skills for employability, including                         <ul style="list-style-type: none"> <li>• Active listening and communication (including assertiveness skills)</li> <li>• Team working</li> <li>• Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)</li> <li>• Leadership skills</li> <li>• Presentation skills</li> </ul> </li> <li>5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)</li> <li>6. Recognising, evaluating and utilising strategies for managing influence</li> <li>7. Valuing and respecting diversity</li> <li>8. Using these skills and attributes to build and maintain healthy relationships of all kinds</li> </ol> |
| <p>Managing risk and decision-making (integral to all of the above)</p>   |  |
| <ol style="list-style-type: none"> <li>1. Identification, assessment (including prediction) and management of positive and negative risk to self and others</li> <li>2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)</li> <li>3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)</li> <li>4. Assessing the validity and reliability of information</li> <li>5. Identify links between values and beliefs, decisions and actions</li> <li>6. Making decisions</li> </ol>  |  |

## **Statutory Relationships Education (from September 2020)**

### **What pupils should know by the end of primary school:**

#### **Topic 1: Families and people who care for me**

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### **Topic 2: Caring friendships**

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.

#### **Topic 3: Respectful relationships**

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
  - the importance of permission-seeking and giving in relationships with friends, peers and adults

#### **Topic 4: Online relationships**

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

#### **Topic 5: Being safe**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter who they do not know.
- how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
- where to get advice from e.g. family, school and/or other sources.



## **Statutory Health Education (from September 2020)**

### **What pupils should know by the end of primary school:**

#### **Topic 1: Mental wellbeing**

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.

#### **Topic 2: Internet safety and harms**

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- where and how to report concerns and get support with issues online.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

#### **Topic 3: Physical health and fitness**

- the characteristics and mental and physical benefits of an active lifestyle.

- the importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

#### **Topic 4: Healthy eating**

- what constitutes a healthy diet (including understanding calories, and nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health).

#### **Topic 5: Drugs, alcohol and tobacco**

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

#### **Topic 6: Health and prevention**

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene, including visits to the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

#### **Topic 7: Basic first aid**

- know how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

#### **Topic 8: Changing adolescent body**

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.