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|   |  Kingfisher PSHE Curriculum |
| In the Kingfisher partnership, we strive for all children to develop good relationships with all members of our school community and beyond. All of us will have mutual respect and understand that we are all unique with different gifts. Children will be able to problem solve when things go wrong with relationships. They will know how to keep themselves safe, both physically and mentally.Our PSHE curriculum focuses on a range of areas, such as, learning behaviours, emotions, bullying, healthy relationships, rules and responsibilities, our community, growth mindset, healthy lifestyles and relationships and sex education. The curriculum is taught on a rolling programme as we have mixed age classes. When we deliver relationships and sex education the children will be taught in their individual year groups. We use the Educator Solutions scheme for this which has been developed to meet the statutory guidance.In EYFS, children are given opportunities to practise the skills taught in their PSHE lessons through the provision the adults provide.As part of our behaviour policy we have a restorative approach. Children are encouraged to talk about what has happened, think about the feelings of others, about how they might do things differently next time and what they can do now to put things right again.PSHE is broken up into four ribbons of knowledge. These are the main areas of PSHE and then each area is broken down into more detail. The four ribbons are:health and well-being, relationships, living in the wider world and sex education. |

Curriculum coverage 2022-2023 EYFS/KS1 Year C, KS2 Year A

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| Year group | Autumn Year A | Spring Year A | Summer Year A | Autumn Year B | Spring Year B | Summer Year B | Autumn Year C | Spring Year C | Summer Year C |
| EYFS/KS1 | Learning BehavioursCore unit 2- Family and Friends  | Core unit 2 - CommunicationCore unit 3 - Rules and responsibilities | Core unit 1 - Healthy Lifestyles/HygieneRelationships and Sex Education (Educator Solutions resources) | Learning BehavioursCore unit 1 - Keeping safe | Core unit 2 - FairnessCore unit 2 - Bullying | Core unit 3 - Money and financeRelationships and Sex Education (Educator Solutions resources) | Learning BehavioursCore Unit 1 – Emotions | Core unit 2 – communitiesExtremism and radicalisation  | Growth MindsetRelationships and Sex Education (Educator Solutions resources) |
| Year 3/4  | Learning BehavioursCore unit 1 –AspirationsCore Unit 2 - Bullying | Core unit 1 - First aidCore Unit 2 -Healthy lifestyles/ nutrition and food | Core unit 3 - Rules and responsibilitiesRelationships and Sex Education (Educator Solutions resources) | Learning Behaviours x 2 lessons Core unit 1 - EmotionsCore unit 2 - CommunicationCollaboration | Core unit 3 - Economic awareness Core unit 3 - Diversity and discrimination | Core unit 2 - Similarities and differencesRelationships and Sex Education (Educator Solutions resources) |  |  |  |
| Year 5/6  | Learning Behaviours lessonsCore unit 3 - Rules and responsibilitiesExtremism and radicalisation | Core unit 1 – aspirations and emotionsCore unit 2 – communication and collaboration | Relationships and Sex Education (Educator Solutions resources) | Learning BehavioursCore unit 1 - safety | Core unit2/3 - Similarities and differences/diversity | Core unit 3 - Economic Awareness/making moneyRelationships and Sex Education (Educator Solutions resources) |  |  |  |

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|   | Kingfisher PSHE Curriculum |
| What do the children need to know and be able to do?  |
| Kingfisher Ribbons | Key stage 1 | Lower Key stage 2 | Upper Key Stage 2 |
| Health and Well Being | Healthy LifestylesGrowing and changingKeeping safeAspirations and growth mind-set |  To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health To learn the importance of and how to maintain personal hygiene. To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goalsTo understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends) To learn that household products, including medicines, can be harmful if not used properly. To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To understand about the ways that pupils can help the people who look after them to more easily protect them. To recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets. | To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced dietTo learn what is meant by the term ‘habit’ and why habits can be hard to change To understand what positively and negatively affects their physical, mental and emotional health. To understand that bacteria and viruses can affect health and that following simple routines can reducetheir spread To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goalsFor pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To understand conflicting feelingsTo understand school rules about health and safety, basic emergency aid procedures, where and how to get helpTo develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a requestTo recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe | To understand what positively and negatively affects their physical, mental and emotional health To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome theseTo learn about change, including transitions (between key stages and schools), loss, separation, divorce andbereavement To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselvesTo learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to othersTo develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) |
| Relationships | Feelings and emotionsHealthy relationshipsValuing difference | To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole classTo identify and respect the differences and similarities between people | To be able to recognise and respond appropriately to a wider range of feelings in others To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and familiesTo learn that their actions affect themselves and others To work collaboratively towards shared goals To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice- based language, ‘trolling’, how to respond and ask for help). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and throughsocial media) | To be able to recognise and respond appropriately to a wider range of feelings in others To be able to recognise and respond appropriately to a wider range of feelings in others To learn that their actions affect themselves and others To work collaboratively towards shared goals To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability To recognise and challenge stereotypes. To understand the difference between, and the terms associated with sex, gender identity and sexual orientationTo be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and try to see, respect and if necessary constructively challenge, their points of view. |
| Living in the Wider world | Rights and responsibilitiesEnvironmentEconomics and finance | To learn how they can contribute to the life of the classroom and school. To help construct, and agree to follow, group and class rules and to understand how these rules help them To recognise ways in which they are all unique; understand that there has never been and will never be another‘them’To understand the ways in which we are the same as all other people; what we have incommon with everyone else To learn that they belong to various groups and communities such as family and school‘them’To learn about the ‘special people’ who work in their community and who are responsible for looking after them and protecting themTo learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices | For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities To learn what is meant by enterprise and begin to develop enterprise skills | For pupils to learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rulesTo realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.To resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices For pupils to learn about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer To develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. contribution to society through the payment of VAT). To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practicesTo learn what being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeingTo learn what is meant by enterprise and begin to develop enterprise skills  |
| Sex Education |  | To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls  | For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty | For pupils to understand how their body will, and their emotions may, change as they approach and move through pubertyTo learn about human reproduction |

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|   | Kingfisher PSHE Curriculum |
| Key Content and Vocabulary |
|  Key Stage 1 | **Learning Behaviours**recognise the enjoyment of learning and learn how to cooperate with others | **Family and Friends**Explore how to develop positive relationships and how family and friends care for each other. Identify which people are special to you and why.\*members of your family - mum, dad, siblings, grandparents | **Communication**Recognise how we communicate our feelings to each other.\*happy, sad, angry, looking at facial expressionsRecognise the importance of listening to others and playing cooperatively with each other | **Growth Mindset**Explore your feelings when you find something difficult to do and how to tackle this. \*Take some deep breaths and try again, ask a friend to help youUnderstand how to set yourself challenging goals | **Healthy Lifestyles Hygiene**Recognise which foods are healthy and know that exercise is good for us.To recognise why we need to keep ourselves clean, including dental care and how we can stop spreading germs. | **RSE**R -Understand what makes you special, understand keeping some things private, name body partsY1 - name external genitalia parts penis and vulva Understand how to stop the spread of disease - hand over mouth, nose and out tissues in the bin then wash hands |
| **Learning behaviours**reminder: recognise the enjoyment of learning and learn how to cooperate with others. To use your imagination in your work and play, recognise the importance of concentrating | **Keeping safe**Explore how we keep safe in the sun and on the roads.Understand the difference between secrets and surprises and who they can go to for help. | **Fairness**Understand what is fair and unfair, right and wrong.recognise different types of teasingname calling, saying untruths | **Bullying**Recognise what is and what is not bullying. Understand how behaviour affects others and what is impulsive or considered behaviour | **Money and finance**To understand about keeping money safe, people make choices about what to spend their money on and how to manage their money. Understand the different jobs that people do to earn money\*jobs that adults do generally and what a child could do to earn money - wash the car, clean their bedroom | **RSE**Y2 - Understand how you grow and change through life. To recognise comfortable and uncomfortable physical contact and the difference between secret and surprise.personal space |
|   Key Stage 2 | **Learning Behaviours**Recognise the importance of having a go at something and not giving up.**Rules and Responsibilities**Understand why rules are needed in different situations, know that actions have consequencesTo understand the importance of planning ahead. | **Bullying**Recognise the difference between hostile incidents and bullying, understand how peer pressure can influence choices. Understand persistence and resilience and why these traits are important. | **Safety/First Aid**Understand how to keep safe online and make sensible choices.Know how to keep safe at the beach (water), in the kitchen (wires, saucepans etc.) and make an emergency call | **Healthy Lifestyles/Food**Recognise a range of jobs connected with food \*chef, baker, grocer, farmer, know and understand the function of different food groups \*fruit and veg, protein, fat, carbohydrate, dairy - eat well plate | **Similarities and Differences**Understand how we are all connected by similarities, understand family make-ups may differ and respect these, recognise different cultures and beliefs and respect them | **RSE**Y3 - recognise how your body changes as you grow - height, Explore gender stereotypes, understand the right to protect your body from unwanted touching. penis, testicles, vulva, vaginaKnow when it is right to break a confidence. |
| **Learning behaviours**Explore the importance of how we can improve our work. | **Communication and Collaboration**Recognise the many ways we communicate and the need to communicate clearly. To be able to listen to others.To understand how to work collaboratively with others towards a shared end goal. | **Emotions**To listen, reflect on and understand other viewpoints. To be able to show empathy towards others. Develop strategies to manage and control strong feelings. | **Economic awareness**To learn about and reflect on their own spending habits/choicesTo understand why financial management and planning is important at a young ageTo understand choices and spending money wise | **Diversity and discrimination**Understand the terms discrimination and sterotype. To be able to challenge stereotypes relating to gender and work. | **RSE**Y4 - anticipate body changes are related to puberty. foetus, pubertyUnderstand acceptable and unacceptable physical touch. similarities and difference can come from family make up |
| **Learning Behaviours**Recap on all the learning behaviours as a reminder for this year**Rights and Responsibilities**To know and understand the meaning of the following:- democracy, sovereignty, dictatorship, government, monarchy | **Communication and collaboration**Understand the need for confidentiality at times when we communicate. To understand the role of the listener. Recognise the skills needed in team work. | **Growth mindset**To reflect on different mindsets, explore impact of words and phrases on mindsets, \*using the word clever to describe someone isn’t helpful - it is false praise that can have a negative effect - can become reluctant to try as afraid they will make mistakes | **Aspirations**Recognise your strengths and weaknesses and how to improve and recognise your achievements so far. Explore how to set your own goals for the future. | **Emotions**Develop strategies to understand and manage strong feelings and the emotions related to negative pressures. Understand and recognise the emotions related to conflict and how we solve conflict | **RSE**Y5 - understand how to maintain healthy relationships. Explore how your body changes through puberty. puberty, penis,erection, wet dreamsUse correct terms to describe sexual orientation, including unacceptable homophobic and transphobic bullying.sex, intersex, transgender, gay, lesbian |
| **Learning behaviours**To understand how they have changed and grown with their learning behaviours, explore what type of learner you are. | **Safety**Be able to take action and make responsible choices.Some medicines are safe to take but we shouldn’t take other people’s medication, we shouldn’t take illegal drugs. Responsible choices around drinking alcohol - legal age what you do if you see a friend drinking alcohol. Think about choices around smoking. To understand the consequences of misuse of substances and identify the risks of use and misuse related to drugs and alcohol. | **Similarities and differences**Explore racial discrimation and its impact on society. Understand the importance of family in different cultures. To respect the similarities and differences between people. | **Diversity**To understand the benefits of living in a diverse community and learn to celebrate diversity. | **Economic awareness**To explore the meaning of budgeting and how you budget.Recognise the terms loan, interest, tax, discount. | **RSE**Y6 - understand sexual intercourse leads to reproduction and use correct terms.sexual inercourse, conception, semen, sperm Understand nature and consequences of discrimination. FGM is against the law in Britain. Infections can be transmitted through sexual intercourse. |

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|  | Kingfisher PSHE Curriculum |
| Units to be taught -- Scheme of learning: 3D PSHEHow will we know that the children know more and can do more? |
| Kingfisher Ribbons | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |   |
| Health and Well Being | Healthy LifestylesGrowing and changingKeeping safeAspirations and growth mind-set | **Year A**Learning Behaviours Family and Friends Communication Growth Mindset Healthy Lifestyles Hygiene RSEEnd point assessment:From pupil voice and discussions with teachers children are happy to have a go at tasks and can communicate and cooperate with others.Kingfisher Catch-up questions:• .• .• .**Year B**Learning behavioursKeeping safe/Feeling safe/SafetyFairness/DiversityBullyingMoneyEconomic awarenessRSEEnd point assessment:Through discussions children can say how we keep safe in the sun and by roads. They can decide situations that are fair and unfair.Kingfisher Catch-up Key questions:.. | **Year A**Learning BehavioursRules and Responsibilities Bullying Safety/First Aid Healthy Lifestyles/Food Similarities and Differences RSEEnd point assessment:Can children recognise the difference between being unkind and bullying? Can children identify dangerous things in a kitchen picture?Kingfisher Catch-up questions:• .• .• .**Year B**Learning BehavioursSafetySimilarities and differencesDiversity and discriminationEconomic awarenessRSEEnd point assessment:Children can talk about the sensible choices people should be making in relation to medicine, smoking and alcoholKingfisher Catch-up questions:• .• .• . | **Year A**Learning BehavioursRights and ResponsibilitiesCommunication and collaboration Growth mindset Aspirations RSEEnd point assessment:Can children say what democracy, sovereignty, dictatorship, government, monarchy mean, can they work as part of a team resolving conflict if needed?Kingfisher Catch-up questions:• .• .• .**Year B**Learning behavioursSafetySimilarities and differencesDiversityEconomic awarenessRSEEnd point assessment:Through discussions children can explain what diversity and discrimination are. Children can explain the terms loan, interest, tax, discount.Kingfisher Catch-up questions:• .• .• . |   |
| Relationships | Feelings and emotionsHealthy relationshipsValuing difference |   |
| Living in the Wider world | Rights and responsibilitiesEnvironmentEconomics and finance |  |
| Sex Education |  |  |