

PSHRE at Kirkby Stephen Primary School



Enthuse. Explore. Enrich.



Our vision for PSHRE

Intent

At Kirkby Stephen Primary School PSHRE is an integral part of learning through explicit lessons and other subjects. We support the children's learning in Relationships, Health and Well-Being and Living in the Wider World, in a safe environment, providing opportunities for the children to challenge themselves and difficult topics. Each question answered will help children navigate through the ever-changing society we live in and support the growth of independent, well-rounded members of the future world that have the tools to safeguard themselves physically, emotionally and socially. It is important that at Kirkby Stephen Primary School we provide the children with opportunities to learn about others in the wider community and explore ideas that the children do not encounter often, due to our rural area.



Implementation

PSHRE is taught as a spiral curriculum, meaning each topic is revisited each year and depth of understanding is increased as the children move through school. Each unit is based around a question and involves lots of discussion, games and activities to allow the children to progress. Assessment for learning opportunities are built into each lesson and are enhanced by the Learning Journey records for each unit, which enable self-evaluation and reflective learning and allow teachers to evaluate and assess progress.



Impact

Successful PSHRE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Successful PSHRE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face.

Expectations at the end of EYFS

PSHRE can help support achieving several ELG at the end of EYFS.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher.

Understanding the World

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Expectations at the end of Primary School

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 to their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- 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 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.

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, kindness, generosity, 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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

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.



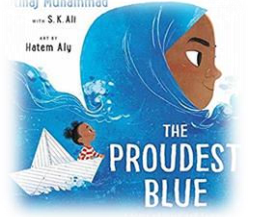
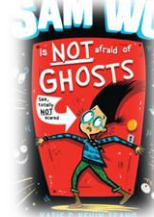
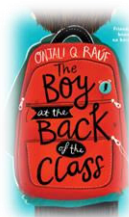
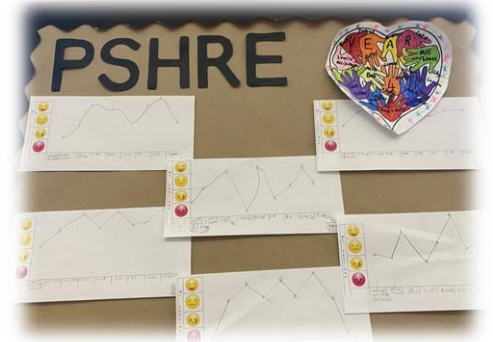
Expectations at the end of Primary School

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.

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 (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others and to keep trying until they are heard.
 - how to report concerns or abuse and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.



Key Questions

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What helps us grow and stay healthy?	What makes a good friend?	What jobs do people do?	What helps us to stay safe?	What is bullying?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we help in an accident or emergency?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can friends communicate safely?	What jobs would we like?	How can drugs common to everyday life affect health?	How will we grow and change?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

PSHRE in Autumn Term (1)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and My Body	Look At Me Now!	Volcanoes and Romans	World War II	Grand Designs/ Railway Navvies	The Human Machine
What is the same and different about us?	What helps us grow and stay healthy?	How can we be a good friend?	What strengths, skills and interests do we have?	What makes up a person's identity?	How can we keep healthy as we grow?
Ask the children to think about what they like and what they are good at. Are their answers the same? What makes them special? Talk about how their personal features and qualities are unique to them. How they are similar or different to others, and what they have in common. Use the correct names for the main parts of their bodies, including external genitalia. Talk about how the parts of our bodies that we cover with underwear are private.	Children will learn: -That different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest - That eating and drinking too much sugar can affect their health, including dental health -How to be physically active and how much rest and sleep they should have everyday -That there are different ways to learn and play; how to know when to take a break from screen-time	Children will learn: - How to recognise, predict, assess and manage risk in different situations. - How to keep safe in the local environment and less familiar locations (eg. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about). - How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence. - How people's online actions can impact on other people. - How to keep safe online, including managing requests for personal information and recognizing what is appropriate to share or not share online. - How to report concerns, including about inappropriate online content and contact. - That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.	Children will learn: - How to recognise personal qualities and individuality - To develop self-worth by identifying positive things about themselves and their achievements. - How their personal attributes, strengths, skills and interests contribute to their self esteem. - How to set goals for themselves. - How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking.	Children will learn: - How to recognise and respect similarities and differences between people and what they have in common with others. - That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes). - How individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex).. - About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others - How to challenge stereotypes and assumptions about others.	Children will learn: - How mental and physical health are linked. - How positive friendships and being involved in activities such as clubs and community groups support wellbeing. - How to make choices that support a healthy, balanced lifestyle including: - How to plan a healthy meal - How to stay physically active - How to maintain good dental health, including oral hygiene, food and drink choices. - How to benefit from and stay safe in the sun. - How and why to balance time spent online with other activities. - How sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep. - How to manage the influence of friends and family on health choices. - That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one.

PSHRE in Autumn Term (2)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Our Furry Friends	Construction Fun and Railways	Volcanoes and Romans	World War II	Grand Designs/ Railway Navvies	Evolution
Who is special to us?	What makes a good friend?	What keeps us safe?	How do we treat each other with respect?	What decisions can people make with money?	How can we keep healthy as we grow?
Family is one of the groups we belong to, as well as school, friends, clubs. Talk about the different people in their family/those that love and care for them. Ask the children to talk about what people who are special to them do for them to make them feel loved and cared for. How families are all different but share common features. What is the same and different about them. Talk about family life , discuss what families do/enjoy together. Talk about how important it is to tell someone like their teacher if something about their family makes them feel worried or unhappy.	Children will learn: - How to make friends with others. - How to recognise when they feel lonely and what they could do about it - How people behave when they are being friendly and what makes a good friend. - How to resolve arguments that can occur in friendships.	Children will learn: - How to recognise, predict, assess and manage risk in different situations. - How to keep safe in the local environment and less familiar locations (eg. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about). - How people can be influenced by their peers’ behaviour and by a desire for peer approval; how to manage this influence. - How people’s online actions can impact on other people. - How to keep safe online, including managing requests for personal information and recognizing what is appropriate to share or not share online. - How to report concerns, including about inappropriate online content and contact. - That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.	Children will learn: - How other people’s behaviour affects themselves and others including online. - How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return. - About the relationship between rights and responsibilities. - About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (eg. If someone is being upset or hurt) - The rights that children have and why it is important to protect these. - That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination. - How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) and how to report concerns.	Children will learn: - How people make decisions about spending and saving money and what influences them. - How to keep track of money so people know how much they have to spend or save - How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) - how to recognise what makes something ‘value for money’ and what this means to them - That there are risks associated with money (it can be won, lost or stolen) and how money can affect people’s feelings and emotions	Children will learn: - How drugs (legal and illegal) can affect health and how to manage situations involving them. - How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school. - That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on. - That anyone can experience mental ill-health and to discuss concerns with a trusted adult. - That mental health difficulties can usually be resolved or managed with the right strategies and support. - That FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else.

PSHRE in Spring Term (1)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Once Upon A Time	Read Around the World/ Animals around the world	Metals and Magnets	Extinction	Earth and Space/ Ancient Greeks	Floodland/ Mountains
What helps us stay healthy?	What jobs do people do?	What are families like?	How can we manage our feelings?	How can friends communicate safely?	How can the media influence people?
Children will learn: Talk about what being healthy means and who helps us to stay healthy. e.g.. parent, dentist, doctor. Talk about how the things we put into our bodies can affect how we feel. Think about medicines including vaccinations and Immunisations, can help people stay healthy and that some people need to take medicine everyday to stay healthy. Talk about why hygiene is important and how simple routines can stop germs from spreading and being passed on. Talk about how we take care of ourselves and keep clean.	Children will learn: - How jobs help people earn money to pay for things they need and want. - About a range of different jobs, including those done by people they know or people who work in their community - How people have different strengths and interests that enable them to do different jobs	Children will learn: - How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step parents, blended families, foster and adoptive parents. - How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays. - How people within families should care for each other and the different ways they demonstrate this. - How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe	Children will learn: - How everyday things can affect feelings. - How feelings change over time and can be experienced at different levels of intensity. - The importance of expressing feelings and how they can be expressed in different ways. - How to respond proportionately to and manage feelings in different circumstances. - Ways of managing feelings at a time of loss, grief and change. - How to access advice and support to help manage their own or others' feelings.	Children will learn: - About the different types of relationships people have in their lives. - How friends and family communicate together. - How the internet and social media can be used positively. - How knowing someone online differs from knowing someone face-to-face. - How to recognise risk in relation to friendships and keeping safe. - About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family. - How to respond if a friendship is making them feel worried, unsafe or uncomfortable. - How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety.	Children will learn: - How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions. - That not everything should be shared online or social media and that there are rules about this, including the distribution of images. - That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions. - How text and images can be manipulated or invented; strategies to recognise this. - To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts. - To recognise unsafe or suspicious content online and what to do about it

PSHRE in Spring Term (2)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pirates Life For Me	Read Around the World/ Animals around the world	Light	Extinction	Earth and Space/ Ancient Greeks	Floodland/ Mountains
What can we do with money?	What helps us to stay safe?	What makes a community?	How can we help in an accident or emergency?	What jobs would we like?	How can the media influence people?
Talk about what money is and that it comes in different forms. Think about how money is obtained, earned, won, gifted, borrowed. Think about how people make choices about what they do with their money, including spending and saving it . The difference between need and want. Talk about how we can't always have what we want. Think about how we can keep money safe.	Children will learn: - How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) - How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them. - How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets. - How not everything they see online is true or trustworthy and that people can pretend to be someone they are not	Children will learn: - How to belong to different groups and communities, e.g. friendships, faith, clubs, classes/year groups. - What is meant by a diverse community; how different groups make up the wider/local community around the school. - How the community helps everyone to feel included and values the different contributions that people make. - How to be respectful towards people who may live differently to them.	Children will learn: - How to carry out basic first aid, including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions. - That if someone has experienced a head injury, they should not be moved. - When it is appropriate to use first aid and the importance of seeking adult help. - The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the Emergency Services.	Children will learn: - That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime. - That some jobs are paid more than others and some maybe voluntary (unpaid). - About the skills, attributes, qualifications and training needed for different jobs. - That there are different ways into jobs and careers, including college, apprenticeships and university. - How people choose a career/job and what influences their decision, including skills, interests and pay. - How to question and challenge stereotypes about the types of jobs people can do. - How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions.	Children will learn: - How information is ranked, selected, targeted to meet the interests of individuals and groups and can be used to influence them. - How to make decisions about the content they view online or in the media and know if it is appropriate for their age range. - How to respond to, and if necessary, report information viewed online which is upsetting, frightening or untrue. - To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have. - To discuss and debate what influences people's decisions, taking into consideration different viewpoints.

PSHRE in Summer Term (1)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Green Fingred Fun/ Creepy Crawlies	How Does My Garden Grow?/ It's a bug's life	Food and Farming	Vikings	The World's Rainforest/ South America Study	India/ Ghana
Who helps to keep us safe?	What is bullying?	- Why should we eat well and look after our teeth? - Why should we keep active and sleep well?	How can our choices make a difference to others and the environment?	How can drugs common to everyday life affect health?	What will change as we become more independent? How do friendships change as we grow?
Think about the roles in the community, who helps us keep safe. Think about the jobs these people do. How and who should we ask for help in different situations. The importance of asking for support and help when needed. How to get help if there is an accident and someone is hurt. How to dial 999 in an emergency.	Children will learn: - How words and actions can affect how people feel. - How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe. - Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable. - How to respond if this happens in different situations.	Children will learn: - How to eat a healthy diet and the benefits of nutritionally rich foods. - How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist. - How not eating a balanced diet can affect health including the impact of too much sugar/ acidic drinking on dental health. - How people make choices about what to eat and drink, including who or what influences these. - How, when and where to ask for advice and help about healthy eating and dental care. - How regular physical activity benefits bodies and feelings. - How to be active on a daily and weekly basis. - How to balance time online with other activities. - How to make choices about physical activity, including what and who influences decisions. - How the lack of physical activity can affect health and wellbeing. - How lack of sleep can affect the body and mood and simple routines that support good quality sleep. - How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried.	Children will learn: - How people have a shared responsibility to help protect the world around them. - How everyday choices can affect the environment. - How what people choose to buy or spend money on can affect others or the environment (eg. Fairtrade, single use plastics, giving to charity). - The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues. - How to show care and concern for others (people and animals). - How to carry out personal responsibilities in a caring and compassionate way.	Children will learn: - How drugs common to everyday life (including smoking/vaping- nicotine, alcohol, caffeine and medicines) can affect health and wellbeing. - That some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal - How laws surrounding the use of drugs exist to protect them and others. - Why people choose to use or not use different drugs. - How people can prevent or reduce the risks associated with them - That for some people, drug use can become a habit which is difficult to break. - How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use. - How to ask for help from a trusted adult if they have any worries or concerns about drugs	Children will learn: - That people have different kinds of relationships in their lives, including romantic or intimate relationships. - That people who are attracted to and love each other can be of any gender, ethnicity or faith. - The way couples care for one another. - That adults can choose to be part of a committed relationship or not, including marriage or civil partnership. - That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime. - How puberty relates to growing from childhood to adulthood. - About the reproductive organs and process; how babies are conceived and born and how they need to be cared for. - That there are ways to prevent a baby being made * - How growing up and becoming more independent comes with increased opportunities and responsibilities. - How friendships may change as they grow and how to manage this. - How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing.

PSHRE in Summer Term (2)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creepy Crawlies	How Does My Garden Grow?/ It's a bug's life	Food and Farming	The Eden Valley	The World's Rainforest/ South America Study	India/ Ghana
How can we look after each other and the world?	How do we recognise our feelings?	- Why should we eat well and look after our teeth? - Why should we keep active and sleep well?	How can we manage risk in different places?	How will we grow and change?	What will change as we become more independent? How do friendships change as we grow?
Talk about how unkind behaviour can affect others. The importance of being polite and courteous. How to play and work cooperatively. The responsibilities we share in and out of the classroom. How we need to look after and care for animals. Think about what can harm the local and global environment. Think about how we can care for it. Think about how we grow and change as we grow from young to old. Talk about moving to a new class.	Children will learn: - How to recognise, name and describe a range of feelings. - What helps them to feel good, or better if not feeling good. - How different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group). - How feelings can affect people in their bodies and their behaviour. - Ways to manage big feelings and the importance of sharing their feelings with someone they trust.	Continue objectives from summer term 1.	Children will learn: - How to recognise, predict, assess and manage risk in different situations. - How to keep safe in the local environment and less familiar locations (eg. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about). - How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence. - How people's online actions can impact on other people. - How to keep safe online, including managing requests for personal information and recognizing what is appropriate to share or not share online. - How to report concerns, including about inappropriate online content and contact. - That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.	Children will learn: - About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams. - How puberty can affect emotions and feelings. - How personal hygiene routines change during puberty. - How to ask for advice and support about growing and changing and puberty.	*Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. This is dependent on the maturity and needs of the cohort

PSHRE- SEND

All children are given the opportunity to access PSHRE through a number of strategies and resources.

Pre-learning

Visual aids

Teacher support

Scaffolded worksheets