



South Kilworth PSHE Curriculum Framework

Our PSHE curriculum is designed to equip pupils with a sound understanding of risk and provide them with the knowledge, understanding and skills necessary to make safe and informed decisions so that they can successfully manage their lives – now and in the future.

INTENT

The aim of our PSHE Curriculum is to provide pupils with:

- ✓ accurate and relevant knowledge
- ✓ opportunities to turn the knowledge into personal understanding
- ✓ opportunities to explore, clarify and challenge their own and others' values, attitudes and beliefs
- ✓ the skills and strategies they need to live healthy, safe and responsible lives

IMPLEMENTATION

Our Curriculum for PSHE https://phseservice.eschools.co.uk/pshe_toolkit delivers the key areas of Personal, Social, Health and Economic education (PSHE); this also includes *Relationships and Sex Education (RSE)- see appendix below. The key themes are:

- ✓ Myself and My Relationships
- ✓ Healthy and Safer Lifestyles
- ✓ Citizenship
- ✓ Economic Wellbeing

Our children will spend time each half term, through assemblies and lessons, developing their knowledge and understanding of each of the key attributes in the hope that the children develop not only as independent learners but confident young people who are prepared for the next steps in their lives. Children in our school are encouraged to take on roles of responsibilities such as House Captains, Ambassadors and School Council members.

IMPACT

Our PSHE Curriculum aims to enable our children to become healthy, independent and responsible members of society. It helps them to understand how they are developing personally and socially and tackles many of the environmental, moral social and cultural issues that part of growing up. We provide our children with opportunities to discuss and discover whilst they learn about their rights and responsibilities. Our children are encouraged to develop their sense of pride as they contribute to school life and the wider community in line with our School Values. Our PSHE Curriculum is supported and reinforced by the ethos of our school.

Curriculum Organisation						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS/Year 1 Cycle A	Myself and My Relationships 1 and 4: Beginning and Belonging Class Assemblies Myself and My Relationships 6: Family and Friends	Healthy and Safer Lifestyles 2: Keeping Safe Blocked unit during assessment week Myself and My Relationships 2 and 7 Anti-Bullying	Healthy and Safer Lifestyles 3 and 7: Healthy Lifestyles	Citizenship 1: Identities and Diversity	Healthy and Safer Lifestyles 1: My Body and Growing Up, Relationships Blocked unit during assessment weeks Economic Wellbeing 1: Financial Capability	Citizenship 2: Me and My World Class Assemblies Myself and My Relationships 3 and 8: My Emotions and Managing Change
EYFS/Year 1 Cycle B	Myself and My Relationships 5: My Emotions Class Assemblies Citizenship 5: Rights, Rules and Responsibilities	Healthy and Safer Lifestyles 9: Personal Safety Blocked unit during assessment week Myself and My Relationships 2 and 7 Anti-Bullying	Healthy and Safer Lifestyles 3 and 7: Healthy Lifestyles	Healthy and Safer Lifestyles 2 and 8: Keeping Safe Blocked unit during assessment weeks Healthy and Safer Lifestyles 5: Digital Lifestyles	Healthy and Safer Lifestyles 10: Relationships Blocked unit during assessment weeks Economic Wellbeing 1: Financial Capability	Citizenship 2 and 4: Me and My World, Diversity and Communities Class Assemblies Myself and My Relationships 3 and 8: My Emotions and Managing Change
Years 2, 3 and 4 Cycle A	Myself and My Relationships 4 and 9: Beginning and Belonging Class Assemblies Myself and My Relationships 6 and 11: Family and Friends	Healthy and Safer Lifestyles 4 and 11: Managing Safety and Risk	Healthy and Safer Lifestyles 7 and 14: Healthy Lifestyles	Healthy and Safer Lifestyles 8: Drug Education Blocked unit during assessment weeks Healthy and Safer Lifestyles 5: Digital Lifestyles and e-safety	Healthy and Safer Lifestyles 6: Relationships and Sex Education, Sex and Relationship Education Blocked unit during assessment weeks Economic Wellbeing 1: Financial Capability	Citizenship 3 and 6: Working Together Class Assemblies Myself and My Relationships 8 and 13: Managing Change
Years 2, 3 and 4 Cycle B	Myself and My Relationships 5 and 10: My Emotions Class Assemblies Citizenship 5 and 8: Rights, Rules and Responsibilities	Healthy and Safer Lifestyles 9 and 16: Personal Safety Blocked unit during assessment week Myself and My Relationships 7 and 12 Anti-Bullying	Healthy and Safer Lifestyles 12: Safety Contexts	Healthy and Safer Lifestyles 8 and 15: Drug Education Blocked unit during assessment weeks Healthy and Safer Lifestyles 5: Digital Lifestyles and e-safety	Healthy and Safer Lifestyles 10 and 17: Relationships and Sex Education, Sex and Relationship Education Blocked unit during assessment weeks Economic Wellbeing 2: Financial Capability	Citizenship 4 and 7: Diversity and Communities Class Assemblies Myself and My Relationships 8 and 13: Managing Change

<p>Years 5 and 6 Cycle A</p>	<p>Myself and My Relationships 9 and 14: Beginning and Belonging</p> <p>Class Assemblies Myself and My Relationships 11 and 16: Family and Friends</p>	<p>Healthy and Safer Lifestyles 11 and 18: Managing Safety and Risk</p> <p>Blocked unit during assessment week Myself and My Relationships 12 and 17 Anti-Bullying</p>	<p>Healthy and Safer Lifestyles 14 and 21: Healthy Lifestyles</p>	<p>Healthy and Safer Lifestyles 15 and 22: Drug Education</p> <p>Blocked unit during assessment weeks e-safety</p>	<p>Healthy and Safer Lifestyles 13 and 20: Sex and Relationship Education</p> <p>Blocked unit during assessment weeks Economic Wellbeing 3: Financial Capability</p>	<p>Citizenship 6 and 9: Working Together</p> <p>Class Assemblies Myself and My Relationships 13 and 18: Managing Change</p>
<p>Years 5 and 6 Cycle B</p>	<p>Myself and My Relationships 10 and 15: My Emotions</p> <p>Class Assemblies Citizenship 8 and 11: Rights, Rules and Responsibilities</p>	<p>Healthy and Safer Lifestyles 16 and 23: Personal Safety</p> <p>Blocked unit during assessment week Myself and My Relationships 12 and 17 Anti-Bullying</p>	<p>Healthy and Safer Lifestyles 12 and 19: Safety Contexts</p>	<p>Healthy and Safer Lifestyles 15 and 22: Drug Education</p> <p>Blocked unit during assessment weeks e-safety</p>	<p>Healthy and Safer Lifestyles 17 and 24: Relationships and Sex Education, Sex and Relationship Education</p> <p>Blocked unit during assessment weeks Economic Wellbeing 3: Financial Capability</p>	<p>Citizenship 7 and 10: Diversity and Communities</p> <p>Class Assemblies Myself and My Relationships 13 and 18: Managing Change</p>

***Appendix: Relationships and Sex Education (RSE)**

Key Themes Introduced:						
Reception: <ul style="list-style-type: none"> Valuing the body Body parts My teeth Shapes and sizes Self-care skills Change and responsibilities 	Year 1: <ul style="list-style-type: none"> External parts of the body My amazing body Germs Hand washing 	Year 2: <ul style="list-style-type: none"> Babies to children to adults Growing up Caring families Family variety Marriage Changing responsibilities 	Year 3: <ul style="list-style-type: none"> Stages of human life cycle Seed and egg Being grown up My responsibilities Families 'responsibilities Caring families 	Year 4: <ul style="list-style-type: none"> Male and female bodies Talking about bodies Valuing the body's uniqueness and capabilities Responsibilities for hygiene Preventing spread of illnesses 	Year 5: <ul style="list-style-type: none"> Names of sexual parts Puberty Physical and emotional change Menstruation Developing body image Changing hygiene routines Viruses and bacteria 	Year 6: <ul style="list-style-type: none"> Human lifecycle Sexual reproduction Changing emotions and relationships Responsibility for others Love and care Marriage and Civil Partnerships Families
Key Questions for Learning:						
Reception: <ul style="list-style-type: none"> What does my body look like? How has my body changed as it has grown? What can my body do? What differences and similarities are there between our bodies? How can I look after my body and keep it clean? How am I learning to take care of myself and what do I still need help with? Who are the members of my family and trusted people who look after me? How do I feel about growing up? 	Year 1: <ul style="list-style-type: none"> What are the names of the main parts of the body? What can my amazing body do? When am I in charge of my actions and my body? How can I keep my body clean? How can I avoid spreading common illnesses and diseases? 	Year 2: <ul style="list-style-type: none"> How do babies change and grow? How have I changed since I was a baby? What's growing in that bump? What do babies and children need from their families? Which stable, caring relationships are at the heart of families I know? What are my responsibilities now I'm growing up? 	Year 3: <ul style="list-style-type: none"> How are male and female bodies different and what are the different parts called? When do we talk about our bodies, how they change, and who do we talk to? What can my body do and how is it special? Why is it important to keep myself clean? What can I do for myself to stay clean and how will this change in the future? How do different illnesses and diseases spread and what can I do to prevent this? 	Year 4: <ul style="list-style-type: none"> What are the main stages of the human life cycle? Science How did I begin? What does it mean to be 'grown up'? What am I responsible for now and how will this change? How do different caring, stable, adult relationships create a secure environment for children to grow up? 	Year 5: <ul style="list-style-type: none"> What are male and female sexual parts called and what do they do? What happens to the bodies of boys and girls when they reach puberty? What influences my view of my body? How can I keep my growing and changing body clean? How can the spread of viruses and bacteria be stopped? What is HIV? 	Year 6: <ul style="list-style-type: none"> How are babies made? How can I express my feeling positively as I grow up? When am I responsible for how others feel? What should adults think about before they have a baby? What are families like?

Key Vocabulary:

Reception:	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:	Year 6:
<ul style="list-style-type: none"> ✓ bottom ✓ penis ✓ range of simple external body parts e.g. hands, head, teeth ✓ shape ✓ size ✓ testicles ✓ vagina 	<ul style="list-style-type: none"> ✓ adult ✓ birth ✓ death ✓ external body parts e.g. stomach, chest ✓ female ✓ male ✓ man ✓ people ✓ person ✓ range of more specific ✓ teenager ✓ woman 	<ul style="list-style-type: none"> ✓ body parts ✓ boy ✓ different ✓ female ✓ gender roles ✓ girl ✓ male ✓ penis ✓ sex ✓ similar ✓ stereotypes ✓ testicles ✓ unique ✓ vagina 	<ul style="list-style-type: none"> ✓ adoption ✓ body parts ✓ body parts ✓ comfortable ✓ different ✓ dislike ✓ family ✓ female ✓ fostering ✓ gender roles ✓ hug ✓ kiss ✓ like ✓ male ✓ penis ✓ relationship ✓ similar ✓ stereotypes ✓ touch ✓ uncomfortable ✓ vagina 	<ul style="list-style-type: none"> ✓ anus ✓ breasts ✓ egg ✓ emotions feelings ✓ lifecycle ✓ nipples ✓ physical ✓ pregnancy ✓ puberty ✓ pubic hair ✓ reproduction ✓ sperm 	<ul style="list-style-type: none"> ✓ body odour ✓ breasts ✓ commitment ✓ deodorant ✓ emotional changes ✓ erection ✓ facial hair ✓ human rights ✓ internal body parts ✓ marriage ✓ menstruation ✓ moods ✓ periods ✓ physical changes ✓ privacy ✓ protection ✓ puberty ✓ pubic hair ✓ sanitary towels ✓ semen ✓ sexual feelings ✓ sexual reproduction ✓ spots ✓ stable relationship ✓ sweat ✓ tampons ✓ underarm hair ✓ wet dreams 	<ul style="list-style-type: none"> ✓ adoption ✓ arousal ✓ cervix ✓ clitoris ✓ conception ✓ conception ✓ consent ✓ egg ✓ ejaculate ✓ erection ✓ fallopian tube ✓ fertilisation ✓ fostering ✓ friendship ✓ intimacy ✓ labia ✓ love ✓ menstruation ✓ ovary/ ovum ✓ ovulation ✓ period ✓ pregnancy ✓ privacy/human rights protection ✓ puberty ✓ pubic hair ✓ relationship ✓ sex ✓ sexual intercourse ✓ sperm/sperm duct ✓ twins ✓ urethra ✓ uterus/womb ✓ voice breaking ✓ vulva/ vagina