



Leavesden JMI School & Nursery Curriculum

PSHE/RSE

Our curriculum is designed to empower our children to be resilient, empathetic, mindful, respectful and to have positive meaningful relationships. To navigate life from a positive self worth, having a positive impact on those around them. To be united in their similarities and celebrating their differences.

The Leavesden PSHE Curriculum promotes the spiritual, moral, cultural, mental and physical development of all pupils, preparing them for the opportunities, responsibilities for their lives now and experiences in later life. Our school's overarching intent for our pupils is to provide a Personal, social, health and economic (PSHE) curriculum which aims to give pupils the knowledge and skills to:

- to develop in children a positive attitude towards their bodies.
- to encourage pupils to respect and value themselves and others, behave responsibly and make healthy informed choices and decisions regarding their personal lives.
- to encourage pupils to develop an understanding of risk and safety and to acquire the skills to assert their personal rights , knowing where to get assistance if they need it.
- to encourage pupils to develop the skills to form stable relationships based on mutual respect and responsibility.
- to help pupils to develop the ability to recognise and deal with peer and social pressures where appropriate.
- to encourage pupils to challenge stereotypical views, recognise and challenge injustice, promoting equal opportunities] .
- to increase awareness of sources of help and to develop pupils confidence and skills to use the extensive list available to them .

Strand within Subject : Autumn Term Relationships

| | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|---|---|---|---|---|---|--|
| Context (if relevant) | <i>Families and friendships / Safe relationships / Respecting ourselves and others</i> | <i>Families and friendships / Safe relationships / Respecting ourselves and others</i> | <i>Families and friendships / Safe relationships / Respecting ourselves and others</i> | <i>Families and friendships / Safe relationships / Respecting ourselves and others</i> | <i>Families and friendships / Safe relationships / Respecting ourselves and others</i> | <i>Families and friendships / Safe relationships / Respecting ourselves and others</i> | <i>Families and friendships / Safe relationships / Respecting ourselves and others</i> |
| Knowledge Development & Skill Development | <i>Shows interest in the lives of people who are familiar to them. Children understand that another person needs to ask permission to touch them.</i> | <i>Roles of different people; families; feeling cared for Recognising privacy; staying safe; seeking permission</i> | <i>Making friends; feeling lonely and getting help Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</i> | <i>What makes a family; features of family life Personal boundaries; safely responding to others; the impact of hurtful behaviour</i> | <i>Positive friendships, including online Responding to hurtful behaviour; managing confidentiality; recognising risks online</i> | <i>Managing friendships and peer influences Physical contact and feeling safe Responding respectfully</i> | <i>Attraction to others; romantic relationships; civil partnership and marriage Recognising and managing pressure;</i> |

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| | | | <p>pressure hurtful common different cooperatively opinions</p> | <p>pressure hurtful common different cooperatively opinions features courtesy boundaries responding impact self-respect</p> | <p>pressure hurtful common different cooperatively opinions features courtesy boundaries responding impact self-respect managing confidentiality risks differences similarities sensitively</p> | <p>pressure hurtful common different cooperatively opinions features courtesy boundaries responding impact self-respect managing confidentiality risks differences similarities sensitively peer influences physical contact prejudice discrimination</p> | <p>pressure hurtful common different cooperatively opinions features courtesy boundaries responding impact self-respect managing confidentiality risks differences similarities sensitively peer influences attraction romantic civil marriage recognising managing consent influences perceptions</p> |
| <i>Featured Person</i> | | | | | | | |
| <i>Suggested people of inspiration</i> | | | | | | | |

Strand within Subject : Spring Term Living in The Wider World

| | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| <i>Context (if relevant)</i> | <i>Belonging to a community/Media literacy and digital resilience/Money and work</i> | <i>Belonging to a community/Media literacy and digital resilience/Money and work</i> | <i>Belonging to a community/Media literacy and digital resilience/Money and work</i> | <i>Belonging to a community/Media literacy and digital resilience/Money and work</i> | <i>Belonging to a community/Media literacy and digital resilience/Money and work</i> | <i>Belonging to a community/Media literacy and digital resilience/Money and work</i> | <i>Belonging to a community/Media literacy and digital resilience/Money and work</i> |
| <p><i>Knowledge Development & Skill Development</i></p> <p><i>This row could be broken down into separate knowledge and skill development rows if helpful (delete this message)</i></p> | <p><i>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</i></p> <p><i>They understand that they need to ask for permission before making use of any devices where they connect online.</i></p> <p><i>The roles of the people who they are in contact with.</i></p> | <p><i>What rules are; caring for others' needs; looking after the environment</i></p> <p><i>Using the internet and digital devices; communicating online</i></p> <p><i>Strengths and interests; jobs in the community</i></p> | <p><i>Belonging to a group; roles and responsibilities; being the same and different in the community</i></p> <p><i>The internet in everyday life; online content and information</i></p> <p><i>What money is; needs and wants; looking after money</i></p> | <p><i>The value of rules and laws; rights, freedoms and responsibilities</i></p> <p><i>How the internet is used; assessing information online</i></p> <p><i>Different jobs and skills; job stereotypes; setting personal goals</i></p> | <p><i>What makes community; shared responsibilities</i></p> <p><i>How data is shared and used</i></p> <p><i>Making decisions about money; using and keeping money safe</i></p> | <p><i>Protecting the environment; compassion towards others</i></p> <p><i>How information online is targeted; different media types, their role and impact</i></p> <p><i>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</i></p> | <p><i>Valuing diversity; challenging discrimination and stereotypes</i></p> <p><i>Evaluating media sources; sharing things online</i></p> <p><i>Influences and attitudes to money; money and financial risks</i></p> |

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| <p><i>Progression Notes</i></p> | <p><i>The children have made use of devices and technology at home but are not aware of the dangers it may have. They have started to expand their circle of friends and exposure to adults other than those at home. They have started to understand that different people have different roles at home and school.</i></p> | <p><i>The children are more aware of the different roles the adults around them play. They have become more exposed to working online and have been made aware of the need to ask for permission to go online.</i></p> | <p><i>The children have been exposed to why we have rules and why it is important to take care of living things. They have learned about the roles people play in the community through the use of devices to gain information.</i></p> | <p><i>The children have explored the roles and responsibilities within a community and how working online is now part of our everyday lives. They have explored what money is and why we need it.</i></p> | <p><i>The children have explored the reason for rules and how not keeping them affects others. They have used the internet to access information to research different occupations and looked at stereotypes that exist around these.</i></p> | <p><i>The children have a deeper understanding that being part of a community is a shared responsibility. They have been exposed to how their internet activity leaves a footprint and can be tracked. They have learned about the importance of managing their finances.</i></p> | <p><i>The children have an awareness to protect the environment and showing compassion to living things. They have looked at how they are influenced by what they see in the media and how this affects their beliefs and the choices that they make.</i></p> |
| <p><i>Tier 3 Technical Language</i></p> | <p>feelings permission roles devices connect online</p> | <p>feelings permission roles devices connect online responsibility needs communication strengths community</p> | <p>feelings permission roles devices connect online responsibility needs communication strengths community belonging role responsibility same different content information</p> | <p>feelings permission roles devices connect online responsibility needs communication strengths community belonging role responsibility same different content information value law freedoms assessing stereotypes personal goal</p> | <p>feelings permission roles devices connect online responsibility needs communication strengths community belonging role responsibility same different content information value law freedoms assessing stereotypes personal goal shared responsibilities data decisions budget value</p> | <p>feelings permission roles devices connect online responsibility needs communication strengths community belonging role responsibility same different content information value law freedoms assessing stereotypes personal goal shared responsibilities data decisions budget value protecting compassion</p> | <p>feelings permission roles devices connect online responsibility needs communication strengths community belonging role responsibility same different content information value law freedoms assessing stereotypes personal goal shared responsibilities data decisions budget value protecting compassion</p> |

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| | | | | | | impact aspirations influences career | impact aspirations influences career diversity evaluating sources attitudes financial risk |
| <i>Featured Person</i> | | | | | | | |
| <i>Suggested people of inspiration</i> | Ryan Hickman: Recycling in his community | Lesein Mutunkei: From Kenya plants a tree for every football goal he scores. | Greta Thunberg: Climate Change | Malala Yousafzai: female education | Emmaus Hertfordshire-helping the homeless. | Jan Gehl: urban design for the environment. Julia Bluhm:promoting body positivity in magazines. | Jacinda Ardern:PM NZ <i>and</i> Megan Rapinoe: US Footballer |

| Strand within Subject : Summer Term Health and Well-Being | | | | | | | |
|--|---|---|---|---|---|---|---|
| | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| <i>Context (if relevant)</i> | Physical health and Mental wellbeing/Growing and changing/Keeping safe | Physical health and Mental wellbeing/Growing and changing/Keeping safe | Physical health and Mental wellbeing/Growing and changing/Keeping safe | Physical health and Mental wellbeing/Growing and changing/Keeping safe | Physical health and Mental wellbeing/Growing and changing/Keeping safe | Physical health and Mental wellbeing/Growing and changing/Keeping safe | Physical health and Mental wellbeing/Growing and changing/Keeping safe |
| <i>Knowledge Development & Skill Development</i> | Children know the importance for good health of physical | Keeping healthy; food and exercise,hygiene routines;sun safety | Why sleep is important; medicines and keeping healthy; keeping teeth | Health choices and habits; what affects | Maintaining a balanced lifestyle; oral hygiene and dental care | Healthy sleep habits; sun safety; medicines, | What affects mental health and ways to take care of it; managing |

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| <p>This row could be broken down into separate knowledge and skill development rows if helpful (delete this message)</p> | <p>exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> | <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>How rules and age restrictions help us; keeping safe online</p> <p>How to manage and whom to tell when finding things difficult, or when things go wrong</p> | <p>healthy; managing feelings and asking for help</p> <p>Growing older; naming body parts; moving class or year</p> <p>Safety in different environments; risk and safety at home; emergencies</p> | <p>feelings; expressing feelings</p> <p>Personal strengths and achievements; managing and reframing setbacks</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> | <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>Medicines and household products; drugs common to everyday life</p> | <p>vaccinations, immunisations and allergies</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> | <p>change, loss and bereavement; managing time online</p> <p>Human reproduction and birth; increasing independence; managing transition</p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p>How negative experiences such as being bullied or feeling lonely can affect mental wellbeing</p> |
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| <p>Progression Notes</p> | <p>The children have some exposure to the times of the day that they eat and what those meals are called. They can identify basic differences between them and others e.g. hair colour etc.</p> | <p>The children can talk about healthy and unhealthy food and it's importance. They can express the similarities and differences between themselves and others and the different types of families you get. They know that devices serve a purpose.</p> | <p>The children can talk about being healthy. They can talk about how they are unique and different from the people around them and how to manage their feelings. The children would have explored why movies etc have an age restriction and what that means.</p> | <p>The children will be taught about managing their health and exploring the importance of asking for help. They have been taught the proper names of body parts and discussing growing older and some of the changes they may experience.</p> | <p>The children will have had discussions regarding how to express themselves and make themselves feel understood. They will have been provided skills to manage setbacks and how to learn from them.</p> | <p>The children would have learned about how they can take responsibility for their personal hygiene as their bodies change during puberty. They will have learned the terminology about external genitalia.</p> | <p>The children will have been made aware of the importance of mental wellbeing and how and when to seek support.</p> |
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| <p>Tier 3 Technical Language</p> | <p>healthy safe physical mental</p> | <p>healthy safe physical mental</p> | <p>healthy safe physical mental</p> | <p>healthy safe physical mental</p> | <p>healthy safe physical mental</p> | <p>healthy safe physical mental</p> | <p>healthy safe physical mental</p> |

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| | <p>diet similarities differences community traditions technology</p> | <p>diet similarities differences community traditions technology exercise routine hygiene unique age restriction online</p> | <p>diet similarities differences community traditions technology exercise routine hygiene unique age restriction online oral external genitalia vulva vagina penis testicles risk</p> | <p>diet similarities differences community traditions technology exercise routine hygiene unique age restriction online oral external genitalia vulva vagina penis testicles risk habits expressing personal strengths achievements hazards</p> | <p>diet similarities differences community traditions technology exercise routine hygiene unique age restriction online oral external genitalia vulva vagina penis testicles risk habits expressing personal strengths achievements hazards balanced physical emotional puberty reproductive erection wet dreams menstrual cycle</p> | <p>diet similarities differences community traditions technology exercise routine hygiene unique age restriction online oral external genitalia vulva vagina penis testicles risk habits expressing personal strengths achievements hazards balanced physical emotional puberty reproductive erection wet dreams menstrual cycle vaccinations immunisations allergies identity individual qualities mental wellbeing FGM-Female Genital Mutilation</p> | <p>diet similarities differences community traditions technology exercise routine hygiene unique age restriction online oral external genitalia vulva vagina penis testicles risk habits expressing personal strengths achievements hazards balanced physical emotional puberty reproductive erection wet dreams menstrual cycle vaccinations immunisations allergies identity individual qualities mental wellbeing FGM-Female Genital Mutilation loss bereavement reproduction</p> |
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| | | | | | | | birth transition |
| <i>Featured Person</i> | | | | | | | |
| <i>Suggested people of inspiration</i> | Cody Jordan: Played basketball since he was 4. (promoting physical health and fitness) | Katie Stagliano:Started Vegetable gardens to feed the homeless. | Gabby Mushahwar: tell her family what to do when a fire happened in their home. | Thomas Edison:never giving up and resilience | Hans, 14-year-old from Côte d'Ivoire: https://www.voicesofyouth.org/blog/world-childrens-day-9-young-leaders-making-difference-children-worldwide Promoting good health in children | Brody Schaffer little boy who loves to dance @bossbabybrody Shiloh Jolie Pitt: girl who identifies as a boy | J.K Rowling:Overcoming Depression. |