



Subject: PSHE Curriculum Provision Statement

Inspiring Excellence Our days are always filled with MAGIC

Context

Personal, Social, Health and Economic Education(PSHE). The PSHE curriculum is structured to teach the children to learn and understand key concepts in life which will in turn enable them to become global citizens who are conscientious, empathetic and understand the value of work and money. The mental health and wellbeing of our children is an important focus in Keir Hardie. All classes participate in collective worship on a daily basis, these sessions allow the children to have reflection time and consider how they are feeling. We are always reminding our children about who they can speak to and their 5 trusted adults. Classes have been involved in Wellbeing Wednesday, where they spend time focusing on their wellbeing through calming and reflective activities.

As our previous secretary of state Nicky Morgan so rightly stated, we need to create a “curriculum for life” and at Keir Hardie we have taken that philosophy on, our curriculum has been created for the children of Canning Town, we focus on topics which affect our children such as internet safety, grooming, keeping healthy and looking after mental health.

Fully understanding the context of our community allows us to adapt our curriculum to suit the needs of our children. Deprivation rates for Newham exceed that of London and the rest of the UK with 60% of our families coming from low income families and 49% of children living in poverty. Extreme poverty is often linked to grooming and gang violence, The proportion of Newham's young population who were victims of acts of physical violence was around 1 in 200 at age 10 and rose to a peak of around 5 in 200 around 15 years for girls, and just over 5 in 200 at age 14 years for boys.

We proudly celebrate the diverse background of our pupils, having a range of cultures, religions and experiences and over 46 different home languages, we encourage the children to embrace their own culture, religion and race while also accepting others, this is evident through our annual carnival and heritage week and forms part of the British Values of mutual tolerance and respect and individual liberty.

Intent	Implementation	Impact
“Personal, social, health and economic (PSHE) education is an important and necessary part	The four strands of PSHE are taught throughout the year through 3 topics: Relationships in the	By teaching pupils to stay safe the children will understand how to conduct themselves in

of all pupils' education. All schools should teach PSHE, drawing on good practice" - DFE

The curriculum progresses from EYFS - Year 6 within 3 core themes - relationships, living in the wider world and health and wellbeing, building on their skills and vocabulary, allowing them to know more and remember more.

PSHE supports many of the principles of keeping our children safe and links closely to the schools Safeguarding, SMSC and British Values Policies. Children will understand how to keep themselves safe both on and offline and they will understand the value of choices.

Our Children will be encouraged to celebrate our diverse community.

Our curriculum will prepare children to be global citizens in a diverse society and prepare them for opportunities, responsibilities and experiences in the future. We are aware that the delivered curriculum must reflect the needs of our pupils and have a flexible approach to our curriculum to meet the needs of Keir Hardie.

We want to inspire our children to be healthy both physically and mentally and give children the knowledge needed to maintain this in the wider world.

RHE is taught throughout the year within our topics, the curriculum has been consulted upon by both parents and staff, the details of this can be found within our RHE and PSHE policies.

autumn term, Living in the Wider World in the spring term and Health and Wellbeing in the Summer term. Within these topics we teach the statutory RHE, which has been created carefully after consultation and discussion with parents, teachers and with the guidance of the PSHE Association.

Our curriculum is delivered through learning journeys that have been tailored to meet the needs of our pupils.

Children learn about economics through our annual work week. During this week they will understand the importance of money, budgeting and building on key skills needed to excel in the wider world, such as good communication and working as a team. We actively challenge stereotypes by showing children it doesn't matter about a person's age, race or gender, as long as they have the skills and qualities needed for a role.

Based on recommendations from the PSHE Association, PSHE is taught weekly for at least 45 minutes in KS1 and 1 hour in KS2. In EYFS, children learn PSHE through the strands of 'Understand the world' and 'Personal, Social and Emotional development' which are part of the statutory Early Learning Goals, by the time our children start Year 1, they will already have a good understanding of the world around them, understand their feelings and will have begun to form friendships.

There are occasions where teachers may feel it appropriate to teach PSHE as a result of an issue arising in their own class, what children may be experiencing at home or in their community - our curriculum is specifically tailored to meet the

school, online and in the wider community. They will understand how to keep themselves safe and know who to turn to if they feel they are in danger.

We will embed the importance of a healthy lifestyle (this will be evident in the acquisition of the healthy school award) this should directly help with addressing obesity and malnourishment in the community.

Our children will be confident with positive self-esteem as our effective curriculum along with our MAGIC habits builds resilience and empathy.

Our PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.

Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Children will understand the importance of teamwork and know how to resolve conflicts, which include bullying.

needs of Keir Hardie children therefore our content can be flexible and responsive to need.

Our school environment reinforces the PSHE curriculum through questioning, vocabulary and discussion topics on displays throughout school. Our displays are strategically placed to reinforce key messages, for example, healthy eating displays are in our lunch hall and anti-bullying is displayed near our main playground.

The wellbeing of our staff and pupils is very important. As a result of this we have implemented wellbeing sessions which both the children and staff members can take part in.

Children and staff have weekly mindful moments, these are activities which take 3-5 minutes everyday and encourage the children to focus on their inner thoughts and the environment around them. The activities vary week to week but the intended outcomes remain the same, developing self awareness, lowering stress, reducing anxiety, improving memory, developing resilience and strengthening relationships.

We strive to provide our children with learning opportunities across and beyond the curriculum, in specific lessons, circle time, special school projects and other activities that enrich pupils' experiences.

Subject Coverage

	Autumn	Spring	Summer
EYFS	<p>Families and friendships Children can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).</p> <p>Safe relationships The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprise.</p> <p>-The Pants Rule Respecting ourselves and others They take account of one another's ideas about how to organise their activity.</p> <p>Children play cooperatively, taking turns with others. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>Belonging to a community Children can demonstrate how to contribute to the life of the classroom.</p> <p>Children can construct and agree to follow group and class rules and understand how these help them.</p> <p>Money and work They understand people and other living things have needs and that they have responsibilities to meet them (taking turns, share return)</p> <p>They understand what a job is Children can name some professions</p> <p>Growing and changing They can name the main parts of the body. They can explain that people grow from young to old.</p>	<p>Physical health and Mental wellbeing Children can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy)</p> <p>Media literacy and digital resilience Begin to understand that ICT can be used to communicate through text, images and sound.</p> <p>Be aware that a keyboard and mouse are tools for communicating with a computer</p> <p>Keeping safe Children can talk about good and not so good feelings, creating a vocabulary to describe their feelings to others and simple strategies for managing these.</p>
Year 1	<p>Families and friendships Roles of different people; families; feeling cared for</p> <p>Safe relationships Recognising privacy; staying safe; seeking permission</p> <p>Respecting ourselves and others How behaviour affects others; being polite and respectful</p>	<p>Belonging to a community What rules are; caring for others' needs; looking after the environment</p> <p>Money and work Work week; strengths and interests; jobs in the community</p> <p>Media literacy and digital resilience</p>	<p>Physical health and Mental wellbeing Keeping healthy; food and exercise, hygiene routines; sun safety</p> <p>Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong</p>

		Using the internet and digital devices; communicating online	Keeping safe How rules and age restrictions help us; keeping safe online
Year 2	<p>Families and friendships</p> <p>Making friends; feeling lonely and getting help</p> <p>Safe relationships</p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>Respecting ourselves and others</p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	<p>Belonging to a community</p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>Money and work</p> <p>Work week; What money is; needs and wants; looking after money</p> <p>Media literacy and digital resilience</p> <p>The internet in everyday life; online content and information</p>	<p>Physical health and Mental wellbeing</p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>Growing and changing</p> <p>Growing older; naming body parts; moving class or year</p> <p>Keeping safe</p> <p>Safety in different environments; risk and safety at home; emergencies</p>
Year 3	<p>Families and friendships</p> <p>What makes a family; features of family life</p> <p>Safe relationships</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>Respecting ourselves and others</p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>	<p>Belonging to a community</p> <p>The value of rules and laws; rights, freedoms and responsibilities</p> <p>Money and work</p> <p>Work week; Different jobs and skills; job stereotypes; setting personal goals</p> <p>Media literacy and digital resilience</p> <p>How the internet is used; assessing information online</p>	<p>Physical health and Mental wellbeing</p> <p>Health choices and habits; what affects feelings; expressing feelings</p> <p>Growing and changing</p> <p>Personal strengths and achievements; managing and reframing setbacks; naming body parts</p> <p>Keeping safe</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p>
Year 4	<p>Families and friendships</p> <p>Positive friendships, including online</p> <p>Safe relationships</p>	<p>Belonging to a community</p> <p>What makes a community; shared responsibilities</p>	<p>Physical health and Mental wellbeing</p>

	<p>Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>Respecting ourselves and others</p> <p>Respecting differences and similarities; discussing difference sensitively</p>	<p>Money and work</p> <p>Work week; Making decisions about money; using and keeping money safe</p> <p>Media literacy and digital resilience</p> <p>How data is shared and used</p>	<p>Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>Growing and changing</p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>Keeping safe</p> <p>Medicines and household products; drugs common to everyday life</p>
Year 5	<p>Families and friendships</p> <p>Managing friendships and peer influence</p> <p>Safe relationships</p> <p>Physical contact and feeling safe</p> <p>Respecting ourselves and others</p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p>	<p>Belonging to a community</p> <p>Protecting the environment; compassion towards others</p> <p>Money and work</p> <p>Work week; Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p>Media literacy and digital resilience</p> <p>How information online is targeted; different media types, their role and impact</p>	<p>Physical health and Mental wellbeing</p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>Growing and changing</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing; changes in puberty</p> <p>Keeping safe</p> <p>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p>
Year 6	<p>Families and friendships</p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>Safe relationships</p>	<p>Belonging to a community</p> <p>Valuing diversity; challenging discrimination and stereotypes</p> <p>Money and work</p> <p>Work week; Influences and attitudes to money; money and financial risks</p>	<p>Physical health and Mental wellbeing</p> <p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>Growing and changing</p>

Recognising and managing pressure; consent in different situations
 Respecting ourselves and others
 Expressing opinions and respecting other points of view, including discussing topical issues

Media literacy and digital resilience
 Evaluating media sources; sharing things online

Human reproduction and birth; increasing independence; managing transition
 Keeping safe
 Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Enrichment/Cultural Capital

Children take part in a range of exciting enrichment activities for example, residential visits to Wales and Fairplay house which help boost the children's confidence, teamwork and communication. The skills and attitudes developed through these experiences build upon experiences gained earlier in children's school careers through day visits to Lambourne End in KS1, Legoland in Year 3 and Fairplay house in Year 4.

Children learn about the world of work during our annual work week. Children have the opportunity to visit different working environments and we invite professionals from different industries to come, meet and work with the children. From EYFS onwards the children begin to understand the purpose of a job or career and what that might entail. As they progress through the school, children learn about careers in; the emergency services, engineering, the media and the sporting world as well as more entrepreneurial roles. Children also learn about budgeting, working as part of a team, preparing and delivering presentations, marketing, web design and app creation.

As part of the UN declaration of Human rights, we ensure all children are aware of their rights as children and global citizens. Every class displays a UN rights of a child poster and we consider children's rights on a regular basis, having a right of the week and discussing this during our collective worship. During the autumn term we have anti-bullying week and Rights and Respect week. The children partake in planned activities which aim to reduce the likelihood of bullying from happening in our school and sign post the children to where they can go if they feel affected by this topic.

We celebrate our diversity through heritage week. Children are encouraged to dress in clothes from their culture. We explore and celebrate our cultural richness through food, art and literature.

EYFS Essential Knowledge

- Children can explain different ways that family and friends should care for one another
- Children recognise what is fair/unfair, kind/unkind, right/wrong.
- Children know the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprise.
- Children understand what a job is
- Know how to wash their hands
- Know how to brush their teeth

Year 1 Essential Knowledge

- Children can name people who care for them,
- Know what it means to keep something private, including parts of the body that are private,
- Understand the class rules, being polite to others, sharing and taking turns.
- About how different strengths and interests are needed to do different jobs.
- Know that keeping active is part of a healthy lifestyle

Year 2 Essential Knowledge

- Children can know how to recognise hurtful behaviour, including online, what to do and whom to tell if they see or experience hurtful behaviour, including online,
- Know what bullying is and different types of bullying,
- Know the difference between happy surprises and secrets
- Understand the role they play in their class
- Know the different ways money can be spent (cash, debit cards, online)

Year 3 Essential Knowledge

- Children can recognise and respect that there are different types of families
- They know what to do and whom to tell if family relationships are making them feel unhappy or unsafe
- understands that bullying and hurtful behaviour is unacceptable in any situation.
- Children will know the reasons for rules and laws in wider society.
- the choices that people make in daily life that could affect their health
- Explain the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle.

Year 4 Essential Knowledge

- Children will have an understanding about the features of positive, healthy friendships
- Know how to respond if they witness or experience hurtful behaviour or bullying, including online
- Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable
- Children can explain the meaning and benefits of living in a community.
- Understand how to keep track of money and why it is important to know how much is being spent.

	<ul style="list-style-type: none"> • Develop an understanding of how to maintain oral hygiene and dental health • Understand the key facts about the menstrual cycle and menstrual wellbeing • Know the importance of personal hygiene routines during puberty
Year 5 Essential Knowledge	Year 6 Essential Knowledge
<ul style="list-style-type: none"> • Children will know what makes a healthy friendship • Children will be able to identify what physical touch is acceptable, unacceptable, wanted or unwanted • They will understand what discrimination means and different types of discrimination • Children will understand how public resources are allocated • Children will understand how sleep contributes to a healthy lifestyle • how they can prevent the spread of bacteria and viruses with everyday hygiene routines. 	<ul style="list-style-type: none"> • Children will know what it means to be attracted to someone and different kinds of loving relationships. • They will understand that people who love each other can be of any gender, ethnicity or faith. • They will know how to recognise and respond to pressure from others • Children will know what prejudice means and be able to differentiate between prejudice and discrimination • They will be able to recognise stereotypes in different contexts • The children will know that mental health is just as important as physical health • Know how pregnancy occurs • Know that pregnancy can be prevented with contraception.