

PSHE (including RSE) curriculum

INTENT - to what do we aspire for our children?

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their self efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

(National Curriculum statement 2014)

School's values and how the subject develops them

Our school's key drivers and how they are developed through PSHE and Relationships and Sex education (RSE)

Be Kind

- Follow the rules of our school community to keep everyone physically and emotionally safe so that they can learn effectively.
- Understanding and celebrating differences and similarities between ourselves and others' on a local, national and global scale
- Having respectful interactions with peers and adults
- Showing an understanding of their own feelings and those of others'
- Learning to regulate their behaviour accordingly in different situations
- Understanding your core beliefs and morals and acting accordingly

Be Proud

- Being a good school citizen; understanding the community and representing it with pride
- Being proud of our similarities and differences
- Developing a strong sense of identity; understanding and challenging the influences on ourselves
- Be proud of our school community

Strive for Success

- Demonstrate a sense of belonging coupled with inner strength and resilience
- Consciously make decisions about the ensuing actions and responses
- Self-regulate to support their own well-being
- Set and work towards simple goals
- Be able to wait for what they want
- Confidence to try new learning

We teach PSHE through Kapow, which is a whole school, planned programme of learning through which children can acquire the knowledge, skills and attitudes they need to effectively navigate the complexities of life in the 21st century. The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters. These will support the children in becoming confident individuals and active members of society.

We aim for children:

- To nurture mutual trust and respect
- To develop informed and responsible healthy life choices and to have a positive out-look towards health and wellbeing
- To foster self-respect and self-worth amongst each other and the wider community
- To develop understanding and tolerance
- To develop social, economic, political and ecological understanding
- To understand how to keep themselves and those around them safe
- To develop the qualities and attributes pupils need to thrive as individuals, family members and members of society.
- To promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school.
- To prepare pupils at the school for the opportunities, responsibilities and experiences of later life

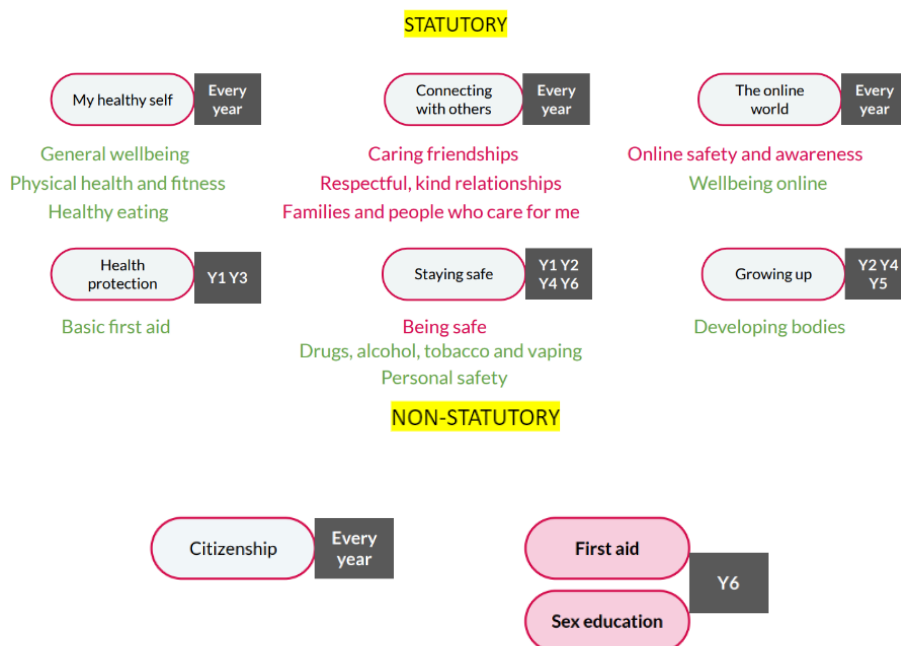
Units of work:

Kapow Primary's RSE and PSHE scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ Cyclical: Pupils revisit the nine key areas throughout KS1 and KS2.
- ✓ Increasing depth: Each time a key area is revisited, it is covered with greater depth and increasing maturity.
- ✓ Prior knowledge: Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

The Kapow Primary scheme is a whole school approach from Reception to Year 6. EYFS lessons use open prompts, stories and guided conversation to help pupils name feelings, talk about their experiences and begin to understand how others might feel. From EYFS to Year 6, the scheme is built on 4 key strands which structure the spiral curriculum. For KS1 and KS2 there are 9 areas of learning which underpin the 4 key strands and are as follows:

- My Healthy Self
- Connecting with Others
- The Online World
- Staying Safe
- Health protection
- Growing Up
- Citizenship
- Sex Education
- First Aid



Kapow's Suggested Termly Unit Summaries:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing

Year 1

Autumn 1	My healthy self: How can we look after our feelings?	Autumn 2	Connecting with others: How can I help myself and others feel happy and safe?
Spring 1	The online world: How do we spend time online?	Spring 2	Citizenship: How can I help others and the environment?
Summer 1	Health protection: How can I protect myself and others in daily life?	Summer 2	Staying safe: How can I stay safe?

Year 2

Autumn 1	My healthy self: How can we look after our bodies?	Autumn 2	Connecting with others: How can I build safe, kind and caring relationships with others?
Spring 1	The online world: How are things shared online?	Spring 2	Citizenship: How do people belong to a community and earn money?
Summer 1	Growing up: How can we look after and respect our bodies as we grow?	Summer 2	Staying safe: How can I make safe choices in different places?

Year 3

Autumn 1	My healthy self: How can I take care of my mind and body?	Autumn 2	Connecting with others: What helps us feel safe and included?
Spring 1	The online world: How should we treat each other online?	Spring 2	Citizenship 1: What rights and responsibilities do we have?
Summer 1	Health protection: How can we prevent illness and injury and respond if they happen?	Summer 2	Citizenship 2: What careers do people choose and why?

Year 4

Autumn 1	My healthy self: How can I make healthy choices?	Autumn 2	Connecting with others: How can we respect each other?
Spring 1	The online world: How can I evaluate what I see online?	Spring 2	Citizenship: How can I spend my money wisely?
Summer 1	Growing up: How will my body and emotions change as I grow up?	Summer 2	Staying safe: What signs help me recognise what is safe or unsafe?

Year 5

Autumn 1	My healthy self: How can I support my mind and body as I grow?	Autumn 2	Connecting with others: Why are healthy relationships important?
Spring 1	The online world: How am I influenced by what I see online?	Spring 2	Citizenship 1: How can we make a difference in our communities and beyond?
Summer 1	Growing up: How can I manage the changes to my body and emotions as I grow up?	Summer 2	Citizenship 2: How can we be in control of our money?

Year 6

Autumn 1	My healthy self: How do my choices today shape my future wellbeing?	Autumn 2	Connecting with others: What does it mean to stand up for myself and others?
Spring 1	The online world: How do I feel about being online?	Spring 2	Citizenship: How can we protect everyone's rights?
Summer 1	Staying safe: How can I stay safe as I grow up?	Summer 2	First aid / Sex education

At Stoke Park, The Sex Education unit in Year 6 will be taught in Summer 1 and Staying safe will be taught in Summer 2. This is to ensure children are provided with the necessary learning to support their transition into Year 7.

IMPLEMENTATION - how will we deliver the curriculum?

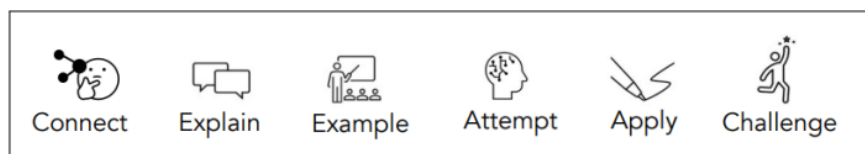
How the Kapow scheme of work is organised

In Reception, Teachers observe pupils' responses to assess understanding, noticing whether pupils can recognise emotions, explain their thinking or relate situations to their own lives. This approach reflects the EYFS characteristics of effective learning, which emphasise active engagement, exploration and early critical thinking. In KS1 and KS2, 6 key areas are taught and distributed across the year. Each unit area consists of 6 lessons. Each year in Term 1, introductory lessons are taught to familiarise pupils' with PSHE and RSE as a subject in order to help create an effective learning environment and a class contract is created to establish rules and create a safe and trusting place for children.

Pupils end each academic year with a transition lesson to prepare them for the changes and challenges of moving to the next year group.

The design of each lesson

Lessons are designed with the Kapow structure and CEEAAC model (below) in mind. Teachers adapt this structure based on their knowledge of the curriculum content and their class.



- **CONNECT** to prior knowledge to be successful in the new learning

- **EXPLAIN** new content
- Give an **EXAMPLE** of new learning
- Pupils **ATTEMPT** new learning with scaffolding
- **APPLY** new learning independently
- Pupils are **CHALLENGED** to integrate learning with prior knowledge

Lessons start with the opportunity to remember and recall previous learning, linking to the new learning. Vocabulary is introduced and the learning objective and success criteria are shared. The rest of the lesson is based around questions: thinking questions, discussion questions and reflective questions. Knowledge organisers are shown and used to summarise key facts and definitions for children. This is evidenced for each unit in the class's floor book.

Curriculum enrichment

PSHE themes are delivered in assemblies and through themed events across the year. These include: Anti-bullying week, Black History Month, Online Safety event and The Colour Run for PRIDE.

Visits support PSHE and we welcome visitors into school. For example, trips to the life Skills centre, talks from police officers and MPs, and bringing in the community and parents to discuss careers

A planned program of enrichment supports our school values and aims of the subject - Our Pupil Passport entitlement ensures that all children are given a wide range of opportunities and experiences which are mapped out from EYFS to Year 6

Reading across the PSHE curriculum

As part of our CUSP curriculum the children are exposed to a carefully selected set of books which enrich their understanding of a range of important themes linked to PSHE. These books have been chosen because of their themes and range of different authors and protagonists.

Examples of these texts include:

- Invisible - EYFS
- There's a Rang Tan in my bedroom (Year 1)
- Coming to England (refugee theme) (Year 2)
- Greta and the giants (Year 3)
- Varjak Paw (mental health, self belief) (Year 4)
- The boy at the back of the class (Year 4)
- I am not a label (Year 5)
- The Island (Year 6)
- Dare to be you (Year 6)

Oracy within the PSHE curriculum

Through our RSE & PSHE curriculum, pupils have opportunities to develop their oracy skills by:

- Discussing scenarios to gain understanding
- Role-playing characters in scenarios to help empathise
- Contributing to discussions
- Explaining choices using key vocabulary
- Responding to questions
- Asking questions to peers

- Collaborating on tasks as a group or in pairs
- Summarising key information
- Expressing opinions in a respectful and thoughtful way

Pupils with SEND

We recognise some pupils need provision which is 'additional to' the quality first teaching we provide in order to reach their full potential. This includes:

- Carefully considered scaffolding
- Explicit instruction and modelling
- Additional targeted adult support

IMPACT - how do we know our curriculum is effective?

Assessment of PSHE

Pupil Voice:

We understand that pupils are the best way to show how effective our curriculum is. Pupil voice and book study will demonstrate:

- Pupils' correct use of PSHE related terminology and vocabulary
- Their ability to talk about PSHE themes and concepts confidently and how these impact on theirs and others' lives
- Pupils talking about the 'why' behind their work and having opinions during discussions
- That children can explain how learning builds on previous knowledge

High Quality Outcomes:

Classwork will show work that:

- Demonstrates pride and effort.
- Captures increasing understanding of subject specific concepts and knowledge.
- Demonstrates a clear sequence of learning.
- Clearly shows vocabulary being used appropriately.

Behaviour will:

- Demonstrate the application of the lesson content that they have been taught both in class and on the playground.
- Reflect our school values which have been promoted throughout and alongside our Kapow lessons.