

## Purpose of Study

- To acquire the knowledge, understanding and skills pupils need to manage their lives now and in the future.
- To develop the qualities and attributes pupils need to thrive as individuals, family members and members of society.
- To reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve.
- There is a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and wellbeing.
- It equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives.
- It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.
- Provides opportunities for pupils to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.
- It contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions.
- It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.
- Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

## Aim

- To give children the knowledge, skills and understanding to lead confident, healthy and independent lives.
- To provide children with age-appropriate information
- To explore attitudes and values
- To develop skills in order to empower them to make positive decisions.

## Attainment target

### KS1:

- Children can identify and name some and express some of their positive qualities.
- They can demonstrate that they can manage some feelings in a positive and effective way.
- They begin to share their views and opinions.
- They can set themselves simple goals (for example sharing toys).
- Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy.
- They can explain ways of keeping clean and they can name the main parts of the body.
- Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.
- They can explain that people grow from young to old.
- Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.

- They can recognise the effect of their behaviour on other people, and can cooperate with others.
- They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another.

### **KS2:**

- Children can demonstrate that they recognise their own worth and that of others.
- They can express their views confidently and listen to and show respect for the views of others.
- They can identify positive ways to face new challenges.
- They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.
- They can talk about a range of jobs, and explain how they will develop skills to work in the future.
- They can demonstrate how to look after and save money.
- Children can make choices about how to develop healthy lifestyles.
- They can identify some factors that affect emotional health and well-being.
- They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.
- They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.
- They can identify and explain how to manage the risks in different familiar situations.
- Children can explain how their actions have consequences for themselves and others.
- They can describe the nature and consequences of bullying, and can express ways of responding to it.
- They can identify different types of and can show ways to maintain good relationships.
- They can respond to, or challenge, negative behaviours such as stereotyping and aggression.
- They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves

### **Useful Links**

- The PSHE association
- BBC learning zone
- Tackling racism
- Get safe online
- Think! Road safety
- Cyber mentors
- Brake road safety
- Mental wellbeing

### **Scheme of work**



### **Intent**

- The scheme aims to give children the knowledge, skills, and attitudes that 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 and will support them in becoming confident individuals and active members of society.
- The RSE/PSHE scheme of work covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education.

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- The scheme covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools ‘should make provision for personal, social, health and economic education (PSHE).’ Children’s learning through this scheme would significantly contribute to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty.
- The scheme does not specifically cover gender identity, although identity is a theme that runs through all year groups and units more generally. Gender identity does not form part of the National curriculum, and we would advise teachers and school leaders to refer to their own school’s policies and procedures when considering how to address sensitivities within this area.
- Quality PSHE and RSE teaching is an important element in helping schools to carry out their duty of care with regards to safeguarding. The DfE’s statutory ‘Keeping Children Safe in Education (Sep 2020)’ guidance states that ‘Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety.’
- Schools should consider this as part of providing a broad and balanced curriculum’. In response to the child-on-child abuse updates to Section 5 of Keeping Children Safe in Education (DfE, 2022), our curriculum introduces and revisits ideas of personal boundaries, consent and communicating our boundaries with others. This prepares pupils for the challenges and responsibilities they will face in the future.

## Implementation

The implementation of the curriculum relates to how the learning is going to be delivered across the school, taking the intent of the learning and translating it into a progressive and effective curriculum.

- The scheme is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2.
- EYFS:
  - Self-regulation
  - Building relationships
  - Managing self
- Keystage 1 and 2:
  - Families and relationships
  - Health and wellbeing
  - Safety and the changing body
  - Citizenship
  - Economic wellbeing
- Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme.
- The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE.
- Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our scheme.
- The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

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- A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. All lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way.
- Role-play activities are also included to help children play out scenarios that they may find themselves in.
- There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages throughout the age ranges including how and where to access help.
- The role of parents and carers is recognised, and guidance is provided to assist schools on how to work with them and include them in their children's learning.
- In addition to the lessons, there is a suite of eight Q&A videos for teachers, featuring experts from various fields, covering the key areas: Families, Friendships, Healthy and safe relationships, Digital safety and The changing adolescent body.
- The scheme also includes documentation related to the implementation of the curriculum:
- [Long-term plans](#) outlining the learning within each year group. There are standard, condensed and mixed-age versions.
- [Statutory guidance mapping](#) illustrating how the units of lessons deliver the learning required within the Statutory guidance for Relationships, Sex and Health Education.
- [RSE & PSHE Progression of skills and knowledge.](#)
- [Protected characteristics mapping.](#)

Other documentation related to the implementation of the curriculum:

- [Protected characteristics mapping.](#)
- [SMSC, Personal development and British values mapping.](#)
- [Education for a connected world mapping](#) (alongside our Computing scheme).
- [Keeping children safe in education: Child on Child Sexual harassment knowledge outcomes and mapping.](#)
- [Knowledge organisers](#) summarise the learning for each unit.

## Impact

This relates to how staff identify that the curriculum is having a positive impact on pupils' learning, how to identify gaps in their learning and how to fill these.

- Each lesson within Kapow Primary's scheme features assessment guidance, helping teachers to identify whether pupils have met, exceeded, or failed to meet the desired learning intentions

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for that lesson.

- Each unit of lessons comes with an Assessment quiz and Knowledge catcher. The quiz contains 10 questions, nine of which are multiple-choice and can be used either at the end of the unit or at both the start and the end to help measure progress and identify any gaps in learning. The Knowledge catchers list some of the lesson titles in mind-map or table format and can be used at the start of a unit to see what the children already know and to inform planning, and then pupils can revisit the same version of the Knowledge catcher at the end of the unit to add what else they now know, further demonstrating their progression in learning.
- Once taught the full scheme, children will have met the objectives set out within the Relationships and Health Education statutory guidance and can utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed.

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## Long Term Plan

CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	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
Years 1 / 2	Family and relationships <b><u>Relationships (G&amp;M)</u></b> Families What is a friend? What is bullying? How to try to stop it?	Health and wellbeing <b><u>Health (G&amp;M)</u></b> Our wonderful bodies.  How we love and care for ourselves: (A): exercise, being in nature, healthy food, good sleep) (B): personal care, hygiene (including teeth cleaning), sun safety, prayer and meditation, hobbies and helping others)	Safety and the changing body	Citizenship	Economic wellbeing	Transition Sex education
Years 3 / 4	Family and relationships <b><u>Relationships (G&amp;M)</u></b> 1. Families 2. Friendships	Health and wellbeing <b><u>Health (G&amp;M)</u></b> 1. Managing your feelings: talking about mental health	Safety and the changing body	Citizenship	Economic wellbeing	Transition Sex education
Years 5 / 6	Families and relationships <b><u>Relationships (G&amp;M)</u></b> 4. Anti-bullying	Health and wellbeing <b><u>Health (G&amp;M)</u></b> 3.2 and 3.3 Looking after yourself: Sleep, rest, spiritual practices, personal hygiene and helping others.	Safety and the changing body	Citizenship	Economic wellbeing	Transition Sex education <b><u>Relationships (G&amp;M)</u></b> Relationships and Marriage  and Year 6 ONLY - Identity
CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	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

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Years 1 / 2	Family and relationships	Health and wellbeing <b><u>Health (G&amp;M)</u></b> 4. Keeping safe with screens.  Talking about feelings 'Making Planet Healthy'	Safety and the changing body  <b><u>Relationships (G&amp;M)</u></b> 4. My body worth keeping safe  5. My body worth keeping safe	Citizenship	Economic wellbeing	Transition  Sex education
Years 3 / 4	Families and relationships  <b><u>Relationships (G&amp;M)</u></b> 4. Anti-bullying	Health and wellbeing  <b><u>Health (G&amp;M)</u></b> 2. Looking after your body: exercise and healthy eating.  3.1 Looking after yourself: Sleep, rest, spiritual practices, personal hygiene and helping others.	Safety and the changing body	Citizenship	Economic wellbeing	Transition  Sex education  <b><u>Sex education (G&amp;M)</u></b> Attraction: how do people have sex? This lesson links to puberty which is taught in Health Education and Science.
Years 5 / 6	Families and relationships  <b><u>Relationships (G&amp;M)</u></b> 5. Making good boundaries	Health and wellbeing  <b><u>Health (G&amp;M):</u></b> 4. Looking after your body: Knowing facts and avoiding risks - alcohol, smoking and drugs (Year 5/6)	Safety and the changing body	Citizenship	Economic wellbeing	Transition  Sex education  <b><u>Sex education (G&amp;M)</u></b> 2. The impact of sexual intercourse on people's emotional, spiritual and mental wellbeing.  3. Conception, gestation and the responsibility of a baby  Year 6 ONLY - Identity

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