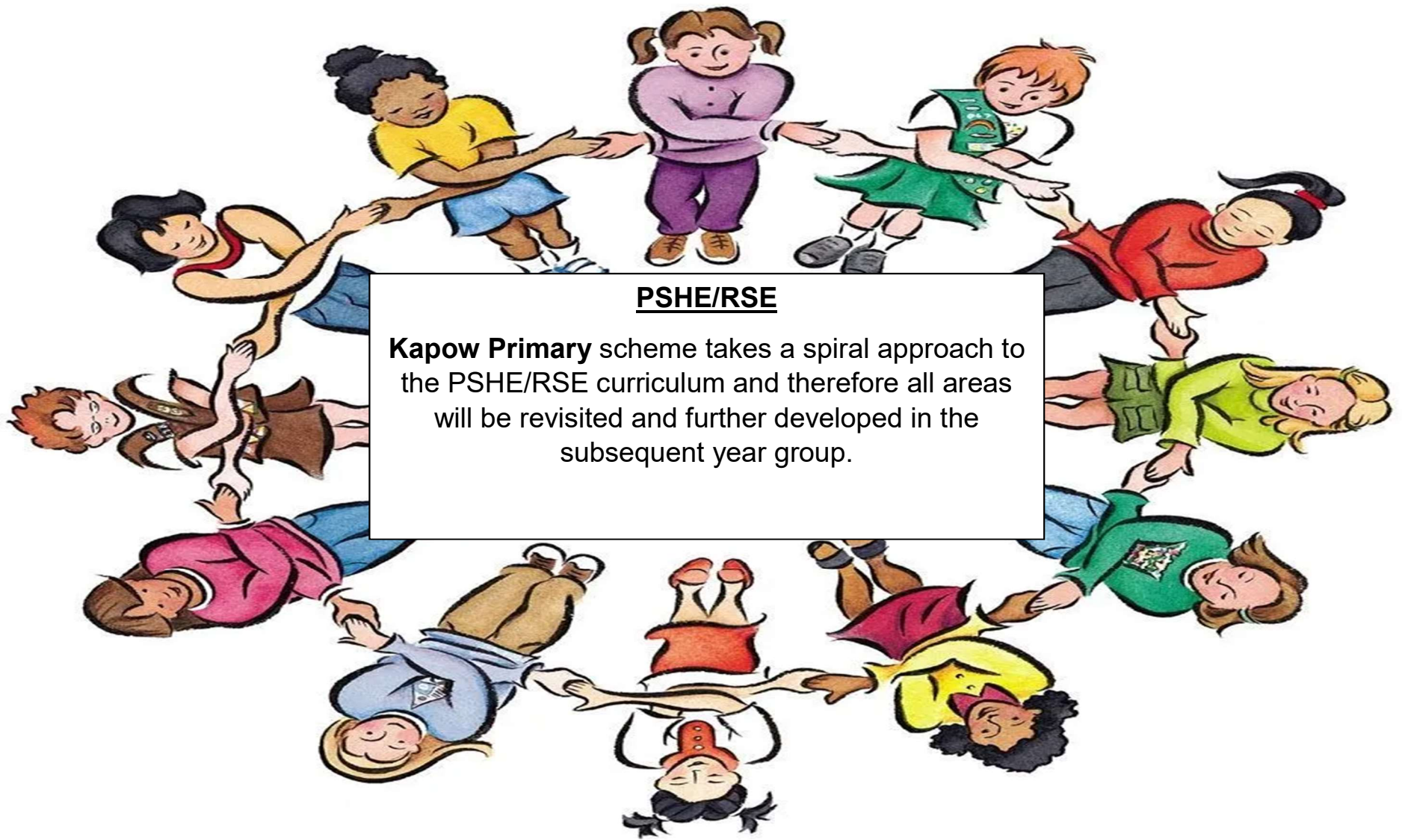




PSHE/RSE

Kapow Primary scheme takes a spiral approach to the PSHE/RSE curriculum and therefore all areas will be revisited and further developed in the subsequent year group.

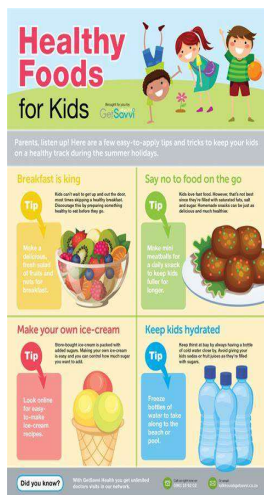
What is PSHE?

PSHE is Personal, Social, Health and Economical education. It is an essential part of all student's education, and although not a statutory subject the national curriculum emphasises the importance of teaching PSHE across all year groups from EYS upwards.

A good PSHE curriculum allows young people to learn the skills they may need to navigate the 21st Century; respectfully, inclusively and knowledgeably which will allow them to grow into worldwide citizens.

PSHE education will cover topics such as families and what they might look like, those who care for us, friendships (face to face and digitally), respecting others, what it is like to be part of a community, life skills such as basic first aid and how to manage money, how to make healthy choices: exercise, healthy eating, mindfulness and relaxation.

How we live today is very different from how the world was 20 years ago, we must support young people to help them make informed decisions on how to keep themselves safe. In this current climate this is particularly relevant to digital safety, cyber bullying and our mental health.



As a primary school, what do we have to teach?

The Dept of Education in September 2020 decided that all primary age children would be taught Relationships and Health Education. The subjects would help children gain the knowledge they needed to make informed decisions about their wellbeing, health and relationships as well as prepare them for adult life. Sex education is not compulsory and you can withdraw your child from these lessons, however: puberty, naming external body parts, human development from birth to old age, reproduction in animals must be taught to all children because they are included in the Science National Curriculum.

The D of Ed recommends that 'all primary schools should have a Sex Education programme tailored to the age and physical and emotional maturity of the pupils. It should prepare boys and girls for the 'changes that adolescence brings'.

At our school we believe that teaching RSE supports students ongoing emotional and physical development as they transition to secondary school. We therefore teach RSHE education as part of our wider PSHE curriculum through our Kapow programme of study. It also provides a broad PSHE curriculum to help further develop our children's life skills.

The Kapow programme fulfils the statutory requirements, laid out by the D of Ed for RSHE.



Relationships and Health Education

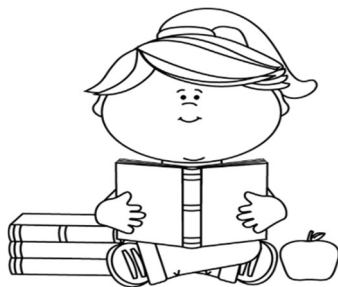
The Department for Education guidance for primary school children:

Relationships Education

Relationships Education lays the foundation for health and secure connections, both offline and online, with friends, family and the general public. Your child will learn what it means to be in a relationship, what a friendship is, what family is and who their supporters are. Your child's school will discuss how to treat others with kindness, thoughtfulness and respect in a manner that is appropriate for their age.

Health Education

The goal of health education is to equip your child with the knowledge they need to make sensible decisions about their own health and wellbeing, to identify problems in both themselves and others and to seek help as soon as possible when problems do occur.



A summary of what a primary school must teach:

- Relationship Education
- Health Educations
- Puberty Educations
- Names of external body parts
- Human development from birth to old age
- Reproduction in animals and plants



If you wish to see a detailed breakdown of what your child needs to know by the end of primary school, you can go on the DfE webpage or ask in school.

Rights as a parent

As a parent you have a right to:

- know what our school policy is on Relationships and Health Education
- know what will be covered in PSHE/RSE lessons by our school
- see the resources used by our school to teach PSHE/RSE
- withdraw your child from Sex Education (conception, pregnancy and birth) lessons in our school.



It is important that all children receive Physical, Social and Health Education that covers topics such as friendships and how to stay safe. Therefore, parents cannot withdraw their child from these lessons.

However, our primary school also chooses to also teach age appropriate sex education using the Kapow programme, (parents will be invited to a meeting before these lessons to discuss the content) and parents can withdraw their child(ren) from these lessons if they feel the need to do so. A request to the headteacher must be put in writing for it to be granted.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is not right to withdraw from.



Our School, PSHE and Kapow

At All Saints we take PSHE/RSE education very seriously and believe that all children from EYFS to Y6 should experience well taught, well-resourced lessons and this is why we have joined with the Kapow programme to help deliver this part of our curriculum.

A spiral curriculum

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 five 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.



Teaching PSHE informs our pupils about growing up, how to deal with different emotions and feelings, how their body changes, how to keep healthy. E safety and basic first aid. Specific vocabulary learnt in the lessons allows them to keep their bodies safe and empowers them to communicate any concerns they might have. It helps them to understand who they can talk to about anything affecting them, their family or friends. At All Saints we believe in building on the knowledge they learn from EYFS through the years until they move onto secondary school, equipping them with life skills.

Pupils from Reception to Year 6 are taught age appropriate information that has been designed to promote discussion and critical thinking. Our teaching very often links to the Science Curriculum and other subjects/topics.

We will keep parents and carers informed about what is being taught in termly lessons to support their child's learning at home. Key vocabulary sheets and other information can be sent home to assist with this if required.

Parents and carers will be informed by letter about RSE (Relationships and Sex Education) and what will be taught in each year group. A meeting with Y5/6 parents will also be held early in the Spring term of each year to discuss the content of those lessons that parents may wish to withdraw their children from. Those children withdrawn will be given work of a different nature in another classroom.



Please find below our PSHE topics and timetables.

The timetable covers Reception to Year 6. Our children will usually receive one PSHE/RSE lesson per week.

(Please note that reception units have not been organised into Cycle A and Cycle B because they follow the EYFS framework, rather than the statutory guidance for RSE, like our other year groups.)

Week	Autumn	Spring	Summer
Week 1	<u>Self-regulation: My feelings</u> (6 lessons) Lesson 1: Identifying my feelings	<u>Managing self: Taking on challenges</u> (6 lessons) Lesson 1: Why do we have rules?	<u>Building relationships: My family and friends</u> (6 lessons) Lesson 1: Festivals
Week 2	Lesson 2: Feelings jars	Lesson 2: Building towers	Lesson 2: Sharing
Week 3	Lesson 3: Coping strategies	Lesson 3: Team den building	Lesson 3: What makes a good friend?
Week 4	Lesson 4: Describing feelings	Lesson 4: Grounding	Lesson 4: Being a good friend
Week 5	Lesson 5: Facial expressions	Lesson 5: Team races	Lesson 5: Teamwork
Week 6	Lesson 6: Creating a calm corner	Lesson 6: Circus skills	Lesson 6: Celebrating friendships
Week 7	<u>Building relationships: Special relationships</u> (6 lessons) Lesson 1: My family	<u>Self-regulation: Listening and following instructions</u> (6 lessons) Lesson 1: Simon says	<u>Managing self: My wellbeing</u> (6 lessons) Lesson 1: What is exercise?
Week 8	Lesson 2: Special people	Lesson 2: Listening to a story	Lesson 2: Yoga and relaxation
Week 9	Lesson 3: Sharing	Lesson 3: Pass the whisper	Lesson 3: Looking after ourselves
Week 10	Lesson 4: I am unique	Lesson 4: Obstacle race	Lesson 4: Being a safe pedestrian
Week 11	Lesson 5: My interests	Lesson 5: Blindfold walk	Lesson 5: Eating healthily
Week 12	Lesson 6: Similarities and differences	Lesson 6: Treasure hunt	Lesson 6: A rainbow of food

	Families and relationships		Health and wellbeing	
	<u>Cycle A</u>	<u>Cycle B</u>	<u>Cycle A</u>	<u>Cycle B</u>
1	Introduction: Setting ground rules for RSE & PSHE lessons*	Introduction: Setting ground rules for RSE & PSHE lessons*	Understanding my feelings*	Understanding my feelings*
2	Family*	Family*	Relaxation - laughter and progressive muscle relaxation	Steps to success
3	Friendships*	Friendships*	What am I like?	Developing a growth mindset
4	Families are all different	Other people's feelings	Ready for bed?	Being active
5	Other people's feelings	Getting along with others*	Hand washing and personal hygiene	Relaxation: breathing exercises
6	Getting along with others*	Friendship problems*	Sun safety	Healthy diet
7	Friendship problems*	Gender stereotypes*	Allergies	Looking after our teeth
8	Gender stereotypes*	Change and loss	People who help us stay healthy	

	Safety and the changing body		Citizenship	
	<u>Cycle A</u>	<u>Cycle B</u>	<u>Cycle A</u>	<u>Cycle B</u>
1	Communicating with adults*	Communicating with adults*	Rules*	Rules*
2	People who help to keep us safe in our local community	Road safety*	Similar, yet different *	Similar, yet different *
3	Road safety*	Safety at home	Belonging	Caring for others: Animals
4	Safety with medicines*	Safety with medicines*	Job roles in the community	The needs of others
5	Making a call to the emergency services	What to do if I get lost	Our school environment	Democratic decisions
6	The difference between secrets and surprises	The internet	Our local environment	School council
7	Appropriate contact*	Appropriate contact*		Giving my opinion
8	My private parts are private*	My private parts are private*		
9	Personal boundaries*	Personal boundaries*		

Economic Wellbeing		
	Cycle A	Cycle B
1	Money*	Money*
2	Needs and wants*	Needs and wants*
3	Looking after money	Saving and spending
4	Banks and building societies*	Banks and building societies*
5	Jobs*	Jobs*
Transition		
	Cycle A	Cycle B
1	Transition lesson*	Transition lesson*

	Families and relationships		Health and wellbeing	
	<u>Cycle A</u>	<u>Cycle B</u>	<u>Cycle A</u>	<u>Cycle B</u>
1	Introductory lesson: Setting ground rules and signposting*	Introductory lesson: Setting ground rules and signposting*	My healthy diary	My healthy diary
2	Friendship issues and bullying*	Friendship issues and bullying*	Diet and dental health	Looking after our teeth
3	The effects of bullying and the responsibility of the bystander	Healthy families	Relaxation - stretches	Relaxation - visualisation
4	Stereotyping - Gender*	Stereotyping - Gender*	Wonderful me	Meaning and purpose - my role
5	Stereotyping - Age/disability*	Stereotyping - Age/disability*	My superpowers	Resilience: breaking down problems
6	Healthy friendships - boundaries	How my behaviour affects others	Celebrating mistakes	Emotions
7	Learning who to trust	Effective communication to support relationships	Communicating my feelings*	Communicating my feelings*
8	Respecting differences*	Respect and manners	My happiness	Mental health
9	Change and loss - bereavement*	Respecting differences		

	Safety and the changing body		Citizenship	
	<u>Cycle A</u>	<u>Cycle B</u>	<u>Cycle A</u>	<u>Cycle B</u>
1	Be kind online	Fake emails	Recycling / reusing*	Recycling? reusing*
2	Cyberbullying	Internet safety: age restrictions	Local community buildings and groups*	Local community buildings and groups*
3	Share aware	Consuming information online	Local council and democracy*	Local council and democracy*
4	Privacy and secrecy	Tobacco	Rules	Diverse communities
5	First Aid: Bites and stings	First Aid: asthma	Rights of the child*	Rights of the child
6	Choices and influences*	Choices and influences*	Human rights	Charity
7	Year 3: First Aid: Emergencies and calling for help Year 4: Introducing puberty	Year 3: First Aid: Emergencies and calling for help Year 4: Introducing puberty		
	Year 3: Road safety	Year 3: Road safety Year 4: Growing up		

Economic Wellbeing		
	Cycle A	Cycle B
1	Spending choices*	Spending choices*
2	Budgeting*	Budgeting*
3	Money and emotions *	Money and emotions *
4	Jobs and careers*	Jobs and careers*
5	Gender and careers	Jobs for me
Transition		
	Cycle A	Cycle B
1	Coping strategies*	Coping strategies*

	Families and relationships		Health and wellbeing	
	<u>Cycle A</u>	<u>Cycle B</u>	<u>Cycle A</u>	<u>Cycle B</u>
1	Introduction lesson: Setting rules and signposting*	Introduction lesson: Setting rules and signposting*	Relaxation - yoga	Relaxation - mindfulness
2	Build a friend - what makes a good friend	Friendship skills	The importance of rest	What can I be?
3	Respect*	Respect*	Embracing failure	Taking responsibility for my health
4	Respecting myself	Resolving conflict	Going for goals	The impact of technology on health
5	Marriage	Family life	Taking responsibility for my feelings	Resilience toolbox
6	Bullying	Stereotyping	Healthy meals	Immunisation
7	Stereotyping	Challenging stereotypes	Sun safety	Physical health concerns
8	Challenging stereotypes	Change and loss		Good and bad habits

	Safety and the changing body		Citizenship	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Online friendships	Critical digital consumers	Breaking the law	Pressure groups
2	Staying safe online	Social media	Prejudice and discrimination	Valuing diversity
3	First Aid: Choking	First Aid: Bleeding	Protecting the planet	Food choices and the environment
4	Alcohol	First Aid: Basic life support	Contributing to the community	Caring for others
5	Drugs, alcohol and tobacco: Influences	Year 5: Puberty Year 6: Physical and emotional changes of puberty	Rights and responsibilities*	Rights and responsibilities*
6	Year 5: Puberty Year 6: Physical and emotional changes of puberty	Year 5: Menstruation <u>Year 6: Conception</u>	Parliament and national democracy*	Parliament and national democracy*
7	Year 5: Menstruation <u>Year 6: Conception</u>	Year 5: Emotional changes in puberty <u>Year 6: Pregnancy and birth</u>		
8	Year 5: Emotional changes in puberty <u>Year 6: Pregnancy and birth</u>			

Economic wellbeing		
	Cycle A	Cycle B
1	Borrowing	Attitudes to money
2	Income and expenditure	Keeping money safe
3	Prioritising spending	Stereotypes in the workplace
4	Risks with money	Gambling
5	Careers*	Careers*
Identity		
	Cycle A	Cycle B
1	Year 6: What is identity?	Year 6: What is identity?
2	Year 6: Identity and body image	Year 6: Identity and body image
Transition lesson		
	Cycle A	Cycle B
1	Roles and responsibilities*	Roles and responsibilities*