

# Personal, Social, Health and Economic Education (PSHE) and Relationships and Health Education (RHE) at Shelley First



## Intent

PSHE stands for Personal, Social, Health and Economic Education. RHE stands for Relationships and Health Education. RSE stands for Relationships and Sex Education. Section 2.5 of the National Curriculum Framework states that all schools should make provisions for PSHE education, drawing on good practice. Shelley First School uses the Kapow scheme of work which fulfils the statutory requirements for Relationships and Health Education set out by the Department for Education. It also fulfils the National Curriculum requirement to teach PSHE ('All schools should make provision for personal, social, health and economic education) and goes beyond the statutory requirements by referring to the PSHE Association Programme of Study (recommended by the Department for Education). This scheme and provision meets the 2025 RSE and Health Education statutory guidance, which schools must follow from 2026 and covers the full breadth of learning pupils need to stay healthy, safe and prepared for life. It supports their personal development as set out by Ofsted and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty. The school follows the scheme up to and including Year 5 content.

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. Digital literacy is embedded throughout the scheme. Pupils learn how to use technology safely and responsibly, make informed choices online and understand how their digital behaviour affects themselves and others. Shelley First's RSE & PSHE curriculum supports pupils to develop the judgement, awareness and respectful behaviour they need to navigate online spaces with confidence. It also gives pupils regular opportunities to explore different perspectives, reflect on ethical and emotional issues and think about what is right and fair. Pupils collaborate with others, build positive relationships and learn to value and respect people from different backgrounds, families and cultures. The RSE & PSHE scheme has been designed to reflect the diversity of modern society, ensuring all pupils feel respected and represented. Lessons include scenarios featuring a wide range of characters and perspectives, allowing pupils to encounter different cultures, family structures, household situations, neurotypes and economic backgrounds.

This approach helps pupils recognise that everyone's circumstances are different and encourages them to treat others with understanding and respect.

Across the scheme, care has been taken to avoid stereotypes and ensure that resources portray people and communities in a respectful and accurate manner. When distancing techniques are used, pupils follow a consistent set of diverse characters who grow older alongside them, helping pupils develop familiarity and empathy as they explore situations together.

## Implementation

The Kapow Primary scheme is a whole school approach and includes EYFS Reception Year (to match the EYFS Personal, social and emotional development prime area).

(Subject to ratification)



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 maintain 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. Teachers will naturally revisit and apply their learning in response to real-life situations that arise, such as issues on the playground, in the classroom or during discussions, helping pupils to make meaningful links between taught content and real experiences.

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.

## Impact

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 for that lesson. Lessons also include ongoing assessment opportunities, such as questioning, retrieval practice and interactive activities. These tools allow teachers to assess understanding in real-time and adjust their teaching accordingly.

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 they have been 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. Much of pupils' learning in RSE & PSHE is not captured through written outcomes. Instead, progress is often evident through pupil talk, class discussions, role play and the way pupils apply learning in everyday situations across school life. This may include how pupils communicate with others, manage emotions, resolve conflict or make safer choices. At Shelley First we also use 'Floor Books' to try and capture some of our learning and activities.



## The Long Term Curriculum Plan Overview

### Whole School Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Self-regulation: Listening and following instructions	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
<b>Year 1</b>	How can we look after our feelings?	How can I help myself and others feel happy and safe?	How do we spend time online?	How can I help others and the environment?	How can I protect myself and others in daily life?	How can I stay safe?
<b>Year 2</b>	How can we look after our bodies?	How can I build safe, kind and caring relationships with others?	How are things shared online?	How do people belong to a community and earn money?	How can we look after and respect our bodies as we grow?	How can I make safe choices in different places?
<b>Year 3</b>	How can I take care of my mind and body?	What helps us feel safe and included?	How should we communicate online?	What rights and responsibilities do we have?	How can we prevent illness and injury and respond if they happen?	What careers do people choose and why?
<b>Year 4</b>	How can I make healthy choices?	How can we respect each other?	How can I evaluate what I see online?	How can I spend my money wisely?	How will my body and emotions change as I grow up?	What signs help me recognise what is safe or unsafe?
<b>Year 5</b>	How can I support my mind and body as I grow?	Why are healthy relationships important?	How am I influenced by what I see online?	How can we make a difference in our communities and beyond?	How can I manage the changes to my body and emotions as I grow up?	How can we be in control of our money?
<b>Year 6 Example (content may differ as Y6 is taught at Middle School)</b>	How do my choices today shape my future wellbeing?	What does it mean to stand up for myself and others?	How do I feel about being online?	How can we protect everyone's rights?	How can I stay safe as I grow up?	How do people become parents and carers?

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