



PSHE & RSE

PSHE & RSE

Curriculum Intent

Our PSHE & RSE Curriculum 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.

Our PSHE & RSE Curriculum covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education. In addition, it 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 our curriculum will 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. 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.

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Curriculum Implementation

At Tattershall Primary School we have used the curriculum design model from 'Kapow Primary'.

Our curriculum 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



Key stage 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 curriculum. Our curriculum 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.

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 are adapted as appropriate to stretch the most able learners and give additional

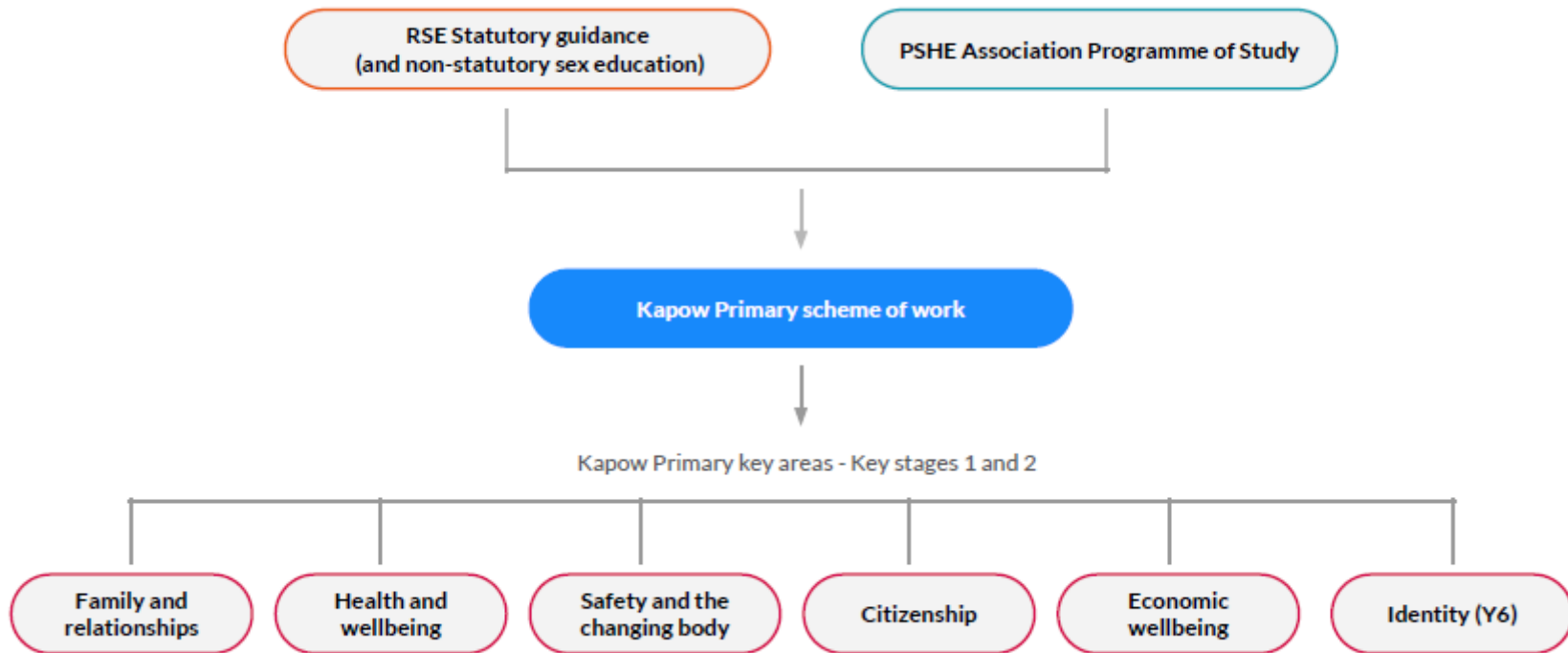
support to those who need it. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in.

There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. Our curriculum provides consistent messages throughout the age ranges including how and where to access help.

At Tattershall Primary School PSHE & RSE is taught discreetly from Year 1 to Year 6, mostly through a weekly lesson. Each year group is taught independently, despite our two mixed age classes, due to the nature of the progression of skills and knowledge within the PSHE & RSE curriculum. To enable us to do this, we utilise an additional teacher so that Alpaca Class (Years 3 and 4) and Lion Class (Years 4 and 5) can be taught in year groups rather than mixed age classes. Online safety is taught across each term both as a 'stand-alone' Computing lesson and through our PSHE curriculum as well as other enrichments such as through assemblies and engagement with Safer Internet Day.

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Curriculum Organisation



Key areas

We have categorised our lessons into the five key areas below, which we return to in each year group, making pupil's prior and future learning clear and shows how what you are teaching fits into their wider learning journey. Year 6 also have a further key area: Identity.

Family and relationships

Learning how to form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.

Health and wellbeing

Learning strategies for looking after their mental and physical health, including healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.

Safety and the changing body

Learning how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty.

Citizenship

Learning about human rights and the rights of the child, democracy, diversity and community and protecting the environment.

Economic wellbeing

Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

Year 6 only:

Identity

Considering what makes us who we are whilst learning about body image.



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Long Term Plan

Year R		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>‘Self-Regulation: My Feelings’</p> <p>Learning to explore and understand their feelings, identify when they may be feeling something and begin learning how to communicate and cope with their feelings and emotions.</p>	Families and Relationships	<p>Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.</p>	<p>Learning that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.</p>	<p>Learning how to resolve relationship problems, effective listening skills, and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.</p>	<p>Learning that families are varied, and differences must be respected; understanding physical and emotional boundaries in friendships; the roles of bully, victim, and bystander; how behaviour affects others; appropriate manners and bereavement.</p>	<p>Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family: that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully’s behaviour; learning to appreciate our attributes.</p>	<p>Learning to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.</p>
<p>‘Building Relationships: Special Relationships’</p> <p>Exploring why families and special people are valuable, understanding why it is important to share and developing strategies to help with this, seeing themselves as valuable individuals and exploring diversity by recognising similarities and differences.</p>	Health and Wellbeing	<p>Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.</p>	<p>Learning about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset, and understanding dental hygiene.</p>	<p>Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation; exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down.</p>	<p>Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene.</p>	<p>Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.</p>	<p>Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.</p>

<p>‘Managing Self: Taking on Challenges’ Considering why we have rules and the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practicing ‘grounding’ coping strategies.</p>	<p>Safety and the Changing Body</p>	<p>Learning how to respond to adults in different situations, distinguishing appropriate and inappropriate physical contact: understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe.</p>	<p>Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.</p>	<p>Learning how to: call the emergency services; responding to bites and stings; be a responsible digital citizen; learning about cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.</p>	<p>Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma.</p>	<p>Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.</p>	<p>Learning about the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.</p>
<p>‘Self-Regulation: Listening and following instructions’ Listening to stories to practise their comprehension skills, playing games which require them to listen carefully to instructions to succeed, considering how rumours can spread quickly and change as they do so</p>	<p>Citizenship</p>	<p>Learning about the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.</p>	<p>Learning about rules outside school; caring for the school and local environment: exploring the roles people have within the local community; learning how school councils work and voicing an opinion.</p>	<p>Learning about children’s rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.</p>	<p>Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.</p>	<p>An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community.</p>	<p>Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.</p>

<p>‘Building Relationships: My Family and Friends’ Exploring cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-play, considering the ingredients for a good friend, exploring how kind words make others feel good, recognising the value in working together as a team.</p>	<p>Economic Wellbeing</p>	<p>Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of the job roles in schools.</p>	<p>Learning about where money comes from, how to look after money and why we use banks and building societies.</p>	<p>Introduction to creating a budget and learning about the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers.</p>	<p>Exploring choices associated with spending, what makes something good value for money, career aspirations and what influences career choices.</p>	<p>Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace.</p>	<p>Exploring attitudes to money, how to keep money safe, career paths and the variety of different jobs available.</p>
<p>‘Managing Self: My wellbeing’ Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body, discussing some of the ways in which we can take care of ourselves, learning how to travel safely as a pedestrian, considering the importance of making balanced food choices.</p>	<p>Identity</p>						<p>Two lessons on the theme of personal identity and body image.</p>

Progression of Knowledge and Skills

Click on the icon below to open our PSHE & RSE Progression of Knowledge and Skills Document



How our School Values are Embedded in PSHE & RSE

HONESTY

FORGIVENESS

KINDNESS

TEAMWORK

RESPECT

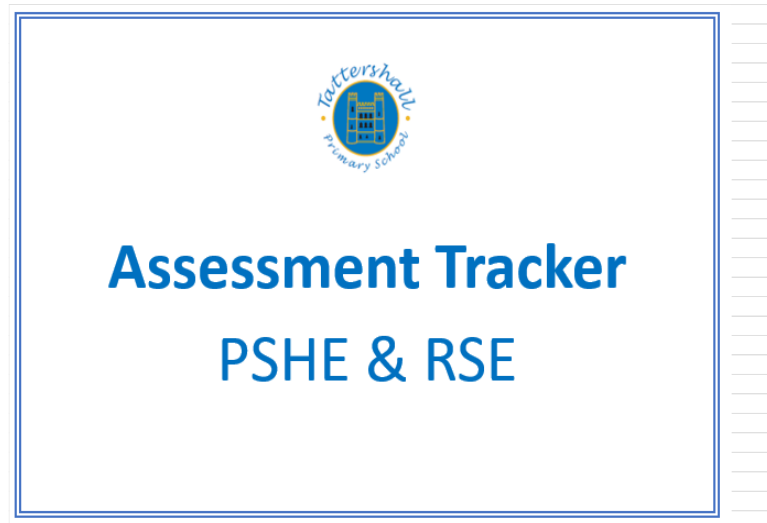
RESPECT	TEAMWORK	KINDNESS	HONESTY	FORGIVENESS
Due to the very nature of PSHE and RSE, our values are deeply embedded across the whole subject.				
In PSHE we respect each other opinions and allow them to give their thoughts without judgements, even if they are different to our own.	In PSHE we work together to explore different scenarios and situations. We listen to each other and take other people's ideas into consideration.	In PSHE we show kindness to others that have different views to us and people from different backgrounds.	In PSHE we give honest opinions about situations we are in without judgement and we are honest with ourselves when exploring our own feelings.	In PSHE we show forgiveness to those that have hurt us or done us wrong.

ASSESSMENT IN PSHE & RSE

Teachers use formative assessment within and across lessons to be able to feedback to pupils about their learning in PSHE and RSE in the moment. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Planning will be adapted to meet the needs of the children based on ongoing teacher assessment and adaptations will be designed to ensure pupil progress is maximised.

Each lesson will begin with an element of learning review and the key learning outcomes for each lesson are clearly identified. In addition, each unit has a quiz and knowledge catcher which can be used at the start and end of the unit. The quiz contains ten 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 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. At the end of each unit, teachers will use the Assessment Tracker grid to make a summative judgement of each pupil's achievements. This information supports not only our assessment of achievement at an individual lesson but an overview of the class's achievement and is used to inform next steps. This information 'follows' the class year on year so that each teacher has a thorough and in depth understanding of the outcomes for each pupil and the class as a whole.

An example of the Assessment Tracker for PSHE and RSE can be viewed by clicking on the icon below:



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Curriculum Impact

Once taught the full curriculum, 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.