St Mary's C of E Primary – Overview of the teaching and learning of PSHE and RSE

- **Intent:** Our PSHE (Personal, Social, Health Education) and RSE (Relationship and Sex Education) curriculum is designed and tailored to reflect the needs of our pupils, their environment and experiences. Our school will use the PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Our aim is to have a PSHE curriculum, linked to our School's Christian Values, Protected characteristics and British values, which will support pupils and enable them to make sense of the world and thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging. Our PSHE curriculum supports pupils in building resilience in terms of both mental and physical well-being.

Our PSHE education curriculum builds, where appropriate, on any statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, personal safety, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle. Essential skills of 'Personal effectiveness', 'Interpersonal & social effectiveness' and 'Managing risk and decision making' will be developed through our programme of study.

The 'Big Ideas': Throughout the PSHE curriculum **responsibility**, **choices** and **identity** will be common areas of exploration, enabling children to both broaden and extend their knowledge, as well as to ensure progression in the complexity of ideas being studied and skills acquired.

Implementation:

- The 3 core themes of 'Health and Well-being', 'Relationships' and 'Living in the wider world' will be taught. Although the specific content of PSHE education will constantly evolve as the world changes, these concepts are timeless
- Links will be made with Christian Values, protected characteristics and British Values where possible and appropriate
- The children's own lives and experiences will be referenced and guide some learning opportunities or content
- Enrichment opportunities, including visits and visitors, or themed events, such as a careers day can be used to support learning
- We will respond to significant issues and events of local, national and international importance
- Pupils will have the opportunity to explore their attitudes, values and beliefs about these issues from the 3 core themes and to develop the skills, language and strategies necessary to *manage* such issues should they encounter them
- Key vocabulary will be pre-taught, revisited and extended as children progress through the year groups
- Annual elections are held for children to stand for and select individuals for community roles, including School Council

Impact: By the end of their time at St Mary's School, children will have accumulated knowledge to equip them with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. They will have a true sense of self and the impact they will have as positive agents of change in their community and the wider world.

Planning resources: St Mary's uses 'Kapow Primary' planning and resources to deliver a comprehensive PSHE and RSE Curriculum. Teachers will, however, be mindful of the need to be responsive to the needs of the children and amend any PSHE planning (content and order of teaching) to meet these needs.

'Kapow Primary' says:

How does Kapow Primary help our school to meet the statutory (and non-statutory) guidance for RSE & PSHE?

Our scheme of work 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.) the EYFS: reception scheme has been designed to support pupils in meeting the Early learning goals which come under the Personal, Social and Emotional development prime area.

EYFS: PSHE and RSE Curriculum Map

Autumn		Spring		Summer	
Generosity/Thankfulness	**Compassion/Trust**	**Courage/Perseverance**	**Forgiveness/Justice**	**Friendship/Service**	**Respect/Truthfulness**
Whole School: Anti Bullying/Kindness Week Black History Month		**Whole school: Setting goals: happy new year**		**Whole school: Careers Day Sun Awareness week- May**	
Self-regulation: My feelings • Identify feelings • Identify and express feelings • Coping strategies • Describing feelings • Facial expressions • Creating a calm corner **Building relationships: special relationships** • My family • Special people • Sharing • I am unique • My interests • Similarities and differences		**Managing self: Taking on challenges** • Why do we have rules? • Building towers • Team den building • Grounding • Team races • Circus skills **Self-regulation: Listening and following instructions** • Simon says • Listening to a story • Pass the whisper • Obstacle races • Blindfold walk • Treasure hunt		**Building relationships: my family and friends** • Festivals • Sharing • What makes a good friend? • Being a good friend • Teamwork • Celebrating friendships **Managing self: my well-being** • What is exercise • Yoga and relaxation • Looking after ourselves • Being a safe pedestrian • Eating healthily • A rainbow of food	

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.

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.

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.

Self-regulation: My feelings

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.

Building relationships: Special relationships

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.

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.

Year One: PSHE and RSE Curriculum Map

Autumn		Spring		Summer	
Generosity/Thankfulness	**Compassion/Trust**	**Courage/Perseverance**	**Forgiveness/Justice**	**Friendship/Service**	**Respect/Truthfulness**
Whole School: Anti Bullying/Kindness Week Black History Month		**Whole school: Setting goals: happy new year**		**Whole school: Careers Day Sun Awareness week- May**	
Introductory lesson: setting ground rules **Family and relationships** 1. What is family? 2. What are friendships? 3. Recognising other people's emotions 4. Working with others 5. Friendship problems 6. Healthy friendships 7. Gender stereotypes **Health & wellbeing** 1. Understanding my emotions 2. What am I like? 3. Ready for bed 4. Relaxation 5. Handwashing and personal hygiene		**Health and wellbeing cont** 6. Sun safety 7. Allergies **Safety and the changing body** 1. Adults in school 2. Adults outside of school 3. Getting lost 4. Making an emergency phone call 5. Appropriate contact 6. Safety with substances 7. People at home 8. People who help keep us safe		**Citizenship** 1. Rules 2. Caring for others: animals 3. The needs of others 4. Similar yet different 5. Belonging 6. Democratic decisions **Economic wellbeing** 1. What is money? 2. Keeping money safe 3. What is a bank? 4. Saving and spending money 5. Jobs in schools 6. Jobs out of school • **Transition lesson**	

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
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.	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.	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.	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.	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 job roles in and out of school.

Year Two: PSHE and RSE Curriculum Map

Autumn		Spring		Summer	
Generosity/Thankfulness	Compassion/Trust	Courage/Perseverance	Forgiveness/Justice	Friendship/Service	Respect/Truthfulness
Whole school: Anti Bullying/Kindness Week Black History Month		**Whole school: Setting goals: happy new year**		**Whole school: Careers Day Sun Awareness week- May**	
Introductory lesson: setting ground rules **Family and relationships** 1. Families offer stability and love 2. Families are all different 3. Other people's feelings 4. Unhappy friendships 5. Introduction to manners and courtesy 6. Change and loss 7. Gender stereotypes: Careers and jobs **Health and wellbeing** 1. Experiencing different emotions 2. Being active 3. Relaxation: Breathing exercises 4. Steps to success 5. Developing a growth mindset 6. Healthy diet		**Health and wellbeing** 7. Looking after our teeth **Safety and the changing body** 1. Introduction to the internet 2. Communicating online 3. Secrets and surprises 4. Appropriate contact: My private parts 5. Appropriate contact: My private parts are private 6. My personal boundaries 7. Road safety 8. Crossing roads safely 9. Staying safe with medicines **Citizenship** 1. Rules beyond school 2. Our school environment		**Citizenship** 3. Our local environment 4. Job roles in our local community 5. Similar yet different -my local community 6. School council 7. Giving my opinion **Economic wellbeing** 1. Where does money come from? 2. Expolring wants 3. Exploring needs 4. Bank cards and accounts 5. My skills and talents 6. Everyone is welcome • **Transition lesson**	

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
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.	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.	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.	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.	Learning about where money comes from, how to look after money, how we use money and looking at careers and jobs.

Year Three and Four: PSHE and RSE Curriculum Map CYCLE A

Autumn		Spring		Summer	
Generosity/Thankfulness	**Compassion/Trust**	**Courage/Perseverance**	**Forgiveness/Justice**	**Friendship/Service**	**Respect/Truthfulness**
Whole school: Anti Bullying/Kindness Week Black History Month		**Whole school: Setting goals: happy new year**		**Whole school: Careers Day Sun Awareness week- May**	
1.Introductory Lesson: setting ground rules and signposting **Families and relationships** 2.Friendship issues and bullying 3.The effects of bullying and the responsibilities of the bystander 4. Stereotyping: gender 5. Stereotyping: age/disability 6. Healthy friendships: boundaries 7. Learning who to trust 8. Respecting differences 9. Change and loss: bereavement **Health and wellbeing** 1. My healthy diary 2. Diet and dental health 3. Relaxation: stretches 4. Wonderful me		**Health and wellbeing** 5. My superpowers 6. Celebrating mistakes 7. Communicating my feelings 8. My happiness **Safety and the changing body** 1. Be kind online 2. Cyberbullying 3. Share aware 4. Privacy and secrecy 5. First aid: bites and stings 6. Choices and influences 7. Y3 First aid: emergencies and calling for help Y4: introducing puberty 8. Y 3 road safety Y4: growing up		**Citizenship** 1. Recycling/reusing 2. Local community buildings and groups 3. Local council and democracy 4. Rules 5. Rights of the child 6. Human rights **Economic Wellbeing** 1. Spending choices 2. Budgeting 3. Money and emotions 4. Jobs and careers 5. Gender and careers • **Transition Lesson:** Coping strategies	

Year Three and Four: PSHE and RSE Curriculum Map CYCLE B

Autumn		Spring		Summer	
Generosity/Thankfulness	**Compassion/Trust**	**Courage/Perseverance**	**Forgiveness/Justice**	**Friendship/Service**	**Respect/Truthfulness**
Whole school: Anti Bullying/Kindness Week Black History Month		**Whole school: Setting goals: happy new year**		**Whole school: Careers Day Sun Awareness week- May**	
1.Introductory Lesson: setting ground rules and signposting **Families and relationships** 2. Friendship issues and bullying 3. Healthy families 4. Stereotyping: gender 5. Stereotyping: age/disability 6. How my behaviour affects others 7. Effective communication to support relationships 8. Respect and manners 9. respecting differences **Health and wellbeing** 1. My healthy diary 2. Looking after our teeth 3. Relaxation: visualisation 4. Meaning and purpose: my role		**Health and wellbeing** 5. Resilience: breaking down problems 6. Emotions 7. Communicating my feelings 8. Mental health **Safety and the changing body** 1. Fake emails 2. Internet safety: age restrictions 3. Consuming information online 4. Tobacco 5. First aid: asthma 6. Choices and influences 7. Y3: first aid: emergencies and calling for help Y4 Introducing puberty 8. Y3 road safety Y4 Growing up		**Citizenship** 1. Recycling/reusing 2. Local community buildings and groups 3. Local council and democracy 4. Diverse communities 5. Rights of the child 6. Charity **Economic wellbeing** 1. Spending choices 2. Budgeting 3. Money and emotions 4. Jobs and careers 5. Jobs for me • **Transition lesson:** coping strategies	

Year 3

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Considering how some relationship problems could be resolved, the children develop effective listening skills and learn about non-verbal communication. They also explore the impact of bullying and what actions can be taken, consider trust and who to trust and recognise that stereotyping can exist.	The children recognise that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation. They also explore identity through the groups they belong to and how to solve problems by breaking them down.	Further developing their safety knowledge, the children learn how to call the emergency services and stay safe near roads. The children also explore being a responsible digital citizen by learning about cyberbullying and identifying unsafe digital content.	Learning about local democracy, the children explore the importance of people's rights and the roles of local charities.	Learning how to create a budget, the children also consider the ethics of spending, potential jobs and careers and stereotyping in the workplace..

Year 4

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
The children develop an understanding of courtesy and manners, recognise emotional and physical boundaries in friendships and identify how behaviour can affect others. The children also explore the impact of bullying, varied family life and bereavement.	Discussing emotional maturity, the children develop their ability to identify and manage their emotions while also appreciating the feelings of others. In addition, they learn how to cultivate a growth mindset.	Building their understanding of online safety, the children examine the benefits and risks of sharing information online, age restrictions and the difference between private and public. They also learn the physical and emotional changes in puberty and the risks associated with tobacco.	Learning about human rights, the children also explore the role of groups within the local community and appreciate its diversity.	Developing their knowledge of money, the children consider the choices associated with spending, what makes something good value and how to look after money.

Year Five: PSHE and RSE Curriculum Map

Autumn		Spring		Summer	
Generosity/Thankfulness	Compassion/Trust	Courage/Perseverance	Forgiveness/Justice	Friendship/Service	Respect/Truthfulness
Whole school: Anti Bullying/Kindness Week Black History Month		**Whole school: Setting goals: happy new year**		**Whole school: Careers Day Sun Awareness week- May**	
Introduction: Setting ground rules **Family and relationships** 1. Build a friend 2. Friendship skills 3. Marriage 4. Respecting myself 5. Family life 6. Bullying 7. Stereotyping: Gender 8. Stereotyping: race and religion **Health and wellbeing** 1. Relaxation: yoga 2. The importance of rest 3. Embracing failure 4. Going for goals		**Health and wellbeing** 5.Taking responsibility for my feeling 6.Healthy meals 7.Sun safety **Safety and the changing body** 1. Online friendships 2. Staying safe online 3. Puberty 4. Menstruation 5. Emotional changes in puberty 6. First aid: bleeding and head injuries 7. Alcohol, drugs and tobacco: Making decisions **Citizenship** 1. Breaking the law 2. Rights and responsibilities		**Citizenship** 3. Protecting the planet 4. Contributing to the community 5. Pressure groups 6. Parliament **Economic wellbeing** 1. Why prioritise needs over wants 2. What is a weekly budget? 3. What is borrowing and loaning? 4. What are the risks of handling money online? 5. Why challenge workplace stereotypes? 6. What makes a suitable career? • **Transition lesson:** Roles and responsibilities	

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
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.	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.	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.	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.	Developing understanding about income and expenditure, borrowing, risks with money, career choices, finance and feelings, stereotypes in the workplace.

Year Six: PSHE and RSE Curriculum Map

Autumn		Spring		Summer	
Generosity/Thankfulness	**Compassion/Trust**	**Courage/Perseverance**	**Forgiveness/Justice**	**Friendship/Service**	**Respect/Truthfulness**
Whole school: Anti Bullying/Kindness Week Black History Month		**Whole school: Setting goals: happy new year**		**Whole school: Careers Day Sun Awareness week- May**	
Introductory lesson: Setting rules and signposting **Family and relationships** 1. Respect 2. Respectful relationships 3. Stereotypes: attitudes 4. Challenging stereotypes 5. Resolving conflict 6. Change and loss **Health and wellbeing** 1. What can I be? 2. Relaxation: Mindfulness 3. Taking responsibility for my health 4. The impact of technology on health 5. Resilience toolbox 6. Immunisation		**Health and wellbeing** 7. Good and bad habits 8. Physical health concerns **Safety and the changing body** 1. Alcohol 2. Critical digital consumers 3. Social media 4. Physical and emotional changes of puberty 5. Conception (right to withdraw for part of lesson) 6. Pregnancy and birth (right to withdraw for part of lesson) 7. First aid: chocking 8. First aid: basic life support **Citizenship** 1.Human rights 2. Food choices and the environment		**Citizenship** 3. Caring for others 4. Prejudice and discrimination 5.Valuing diversity 6. National democracy **Economic wellbeing** 1.How do people navigate their feelings about money? 2. How do people keep money safe? 3. What money responsibilities are there in secondary school? 4. What are the risks of gambling? 5. What is a workplace? 6. What career routes are there? **Identity** 1. What is identity? 2. Identity and body image • **Transition lesson:** dealing with change	

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.	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.	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.	Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.	Exploring: attitudes to money, how to keep money safe, banks and organisations, the risks of gambling, career paths and the variety of different jobs available. **Identity** Two lessons on the theme of personal identity and body image.