

INTENT - to what do we aspire for our children?

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their self efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

National Curriculum statement 2014

At HPPS, PSHE develops the school's four key drivers in the following ways:

Excellence

- Comprehensive, carefully thought out curriculum giving consistency and progression to the children's learning
- Demonstrating the HPPS habits by consciously making decisions about their actions and the responses to them

Character

- Giving everybody the opportunity to explore and challenge their own beliefs and values
- Develop the skills to manage life now and in the future
- Understand and respect who they are, to empower them with a voice and to equip them for life and learning

Community

- Understand their local and global community and their role within that
- Being a good school citizen; understanding the importance of community and representing it with pride

Equity

- Understanding that we are all equals and of equal importance
- Understanding that everyone is different and that we respect that without judgement
- Being respectful and accepting of others

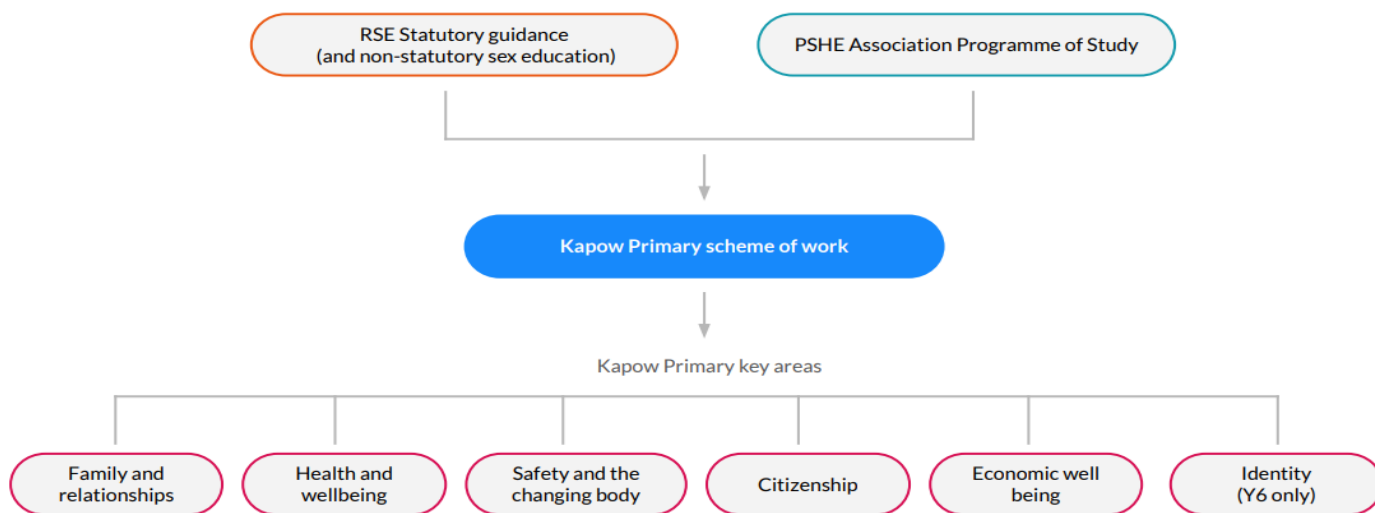
We teach PSHE through Kapow, which is a whole school, planned programme of learning through which children can acquire the knowledge, skills and attitudes they need to effectively navigate the complexities of life in the 21st century. The curriculum covers key areas which will support children to make 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.

We aim for children:

- To nurture mutual trust and respect
- To develop informed and responsible healthy life choices and to have a positive out-look towards health
- To foster self-respect and self-worth amongst each other and the wider community
- To develop understanding and tolerance
- To develop social, economic, political and ecological understanding



- To understand how to keep themselves and those around them safe
- To develop the qualities and attributes pupils need to thrive as individuals, family members and members of society.
- To promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school.
- To prepare pupils at the school for the opportunities, responsibilities and experiences of later life



The Kapow Primary scheme is a whole school approach that consists of five areas of learning across Key stages 1 and 2.

Key stage 1 and 2:

- Families 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.
- Identity (Y6 only) - Considering what makes us who we are whilst learning about body image.

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.



EYFS:

Personal, social and emotional development is one of the three Prime Areas in the Statutory framework for the early years foundation stage. The prime areas, Communication and language, Physical development and Personal, social and emotional development, lay the foundations for children to achieve in all areas of learning and life. In EYFS we use the CUSP Early Foundations.

The EYFS curriculum for PSHE has the following sections:

Self regulation, Managing Self, Building Relationships and Health and Self Care.

Each section has foundational knowledge progression.

An example of the foundational knowledge progression for Health and Self Care is below.

Personal, Social and Emotional Development

What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Health and Self-Care	<ul style="list-style-type: none"> Feeds self competently. Can hold a cup with two hands and drink well without spilling. Beginning to name body parts. Develop some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support. Develop increasing understanding of and control of bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet. Begin to imitate self-care routines in their play, e.g. give the doll a bath, wipe teddy's face, change baby's nappy. Learn to use the toilet with help, and then independently. Able to help with and increasingly independently put on and take off simple clothing items such as hats, wellington boots, unzip coats. Begins to recognise danger and seeks the support and comfort of significant adults. 	<ul style="list-style-type: none"> Increasing fork and spoon control. Willing to try a range of different textures and tastes and expresses a preference. Beginning to understand healthy choices about food and drink. Can tell adults when hungry, full up or tired or when they want to rest, sleep or play. Can wash and can dry hands effectively and understands why this is important. Beginning to understand why we need to clean our teeth. Gaining more bowel and bladder control and can attend to toileting needs most of the time themselves. Can name and identify different parts of the body. Observe and can describe in words or actions the effects of physical activity on their bodies. Beginning to say in simple terms why we need to be active. Dresses but still needs some help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zip once it is fastened at the bottom. Take practical action to reduce risk, showing their understanding that equipment and tools can be used safely. 	<ul style="list-style-type: none"> Eat a healthy range of foodstuffs and understands need for variety in food. Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures. Have a good understanding of basic personal hygiene – toilet flushing, clean wiping, washing hands, what you can / cannot put in your mouth. Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks, e.g. when jumping off something checks around them and the landing. Shows understanding of how to transport and store equipment safely.
Essential vocabulary	poo, wee, toilet, wash hands, clean	taste, dislike, clean teeth, hot, sweaty, safe	healthy, exercise, routine, safety, danger, hygiene

In EYFS the conceptual understanding is unlocked through core texts; examples of these for EYFS are The Worrysaurus, Standing up to Racism and Pumpkin Soup.

The pupils are working towards achieving the ELGs which are below:



Curriculum end goals

ELGs PSED	Relationships Education (RSE) Primary Guidance
<p>Self-Regulation</p> <p>Children at the expected level of development will</p> <ul style="list-style-type: none">show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordinglyset and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriategive focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">be confident to try new activities and show independence, resilience and perseverance in the face of challengeexplain the reasons for rules, know right from wrong and try to behave accordinglymanage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">work and play cooperatively and take turns with othersform positive attachments to adults and friendships with peersshow sensitivity to their own and to others' needs.	<p>Families and people who care for me</p> <p>Pupils should know:</p> <ul style="list-style-type: none">that families are important for children growing up because they can give love, security and stabilitythe characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's livesthat others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and carethat stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow upthat marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelonghow to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <p>Caring friendships</p> <p>Pupils should know:</p> <ul style="list-style-type: none">how important friendships are in making us feel happy and secure, and how people choose and make friendsthe characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficultiesthat healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excludedthat most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never righthow to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. <p>Respectful relationships</p> <p>Pupils should know</p> <ul style="list-style-type: none">the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefspractical steps they can take in a range of different contexts to improve or support respectful relationshipsthe conventions of courtesy and mannersthe importance of self-respect and how this links to their own happinessthat in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

Long-term overviews can be found [here](#)

Unit Summaries:

Year 1

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
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.

Transition lesson: Helping Year 1 pupils with the transition to a new year and the changes that come with it.

Year 2

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
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.

Transition lesson: A lesson for Year 2 pupils to help them with their transition to Year 3, and the changes that may come with this move.

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
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.	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.	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.	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.	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 stereotypes.

Transition lesson: Helping Year 3 pupils prepare for the transition to Year 4 and the changes that come with this.

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
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.	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.	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.	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.	Exploring: choices associated with spending, what makes something good value for money, stereotypes in the workplace, career aspirations and what influences career choices.

Transition lesson: Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings.



Year 5

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
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.

Transition lesson: Helping Year 5 pupils prepare for the transition to Year 6 and the opportunities and responsibilities this brings.

Year 6

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
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.

Transition lesson: Helping pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have.

Progression of Skills:

Here is an example of progression in Families and Relationships:

Progression of skills and knowledge

Families and relationships



Sub-strand	Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge
Family	Exploring how families are different to each other.	<p>To understand that families look after us.</p> <p>To know some words to describe how people are related (eg. aunty, cousin).</p> <p>To know that some information about me and my family is personal.</p>	<p>Understanding ways to show respect for different families.</p> <p>Understanding that families offer love, care and support.</p>	<p>To know that families can be made up of different people.</p> <p>To know that families may be different to my family.</p>
Friendships	<p>Exploring how friendship problems can be overcome.</p> <p>Exploring friendly behaviours.</p>	<p>To understand some characteristics of a positive friendship.</p> <p>To understand that friendships can have problems but that these can be overcome.</p>	<p>Understanding difficulties in friendships and discussing action that can be taken.</p>	<p>To know some problems which might happen in friendships.</p> <p>To understand that some problems in friendships might be more serious and need addressing.</p>
Respectful relationships	<p>Recognising how other people show their feelings.</p> <p>Identifying ways we can care for others when they are sad.</p> <p>Exploring the ability to successfully work with different people.</p>	<p>To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p>	<p>Learning how other people show their feelings and how to respond to them.</p> <p>Exploring the conventions of manners in different situations.</p>	<p>To understand some ways people show their feelings.</p> <p>To understand what good manners are.</p> <p>To understand some stereotypes related to jobs.</p>
Change and loss	N/A	N/A	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.



Progression of skills and knowledge

Families and relationships

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Family	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.	Using respectful language to discuss different families.	To know that families are varied in the UK and across the world.
Friendships	Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.	To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event. To know that violence is never the right way to solve a friendship problem	Exploring physical and emotional boundaries in friendships.	To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body.
Respectful relationships	Identifying who I can trust. Learning about the effects of non verbal communication. Exploring the negative impact of stereotyping.	To know that trust is being able to rely on someone and it is an important part of relationships. To know the signs of a good listener. To understand how to listen carefully and why listening is important. To understand that there are similarities and differences between people. To understand some stereotypes related to age.	Exploring how my actions and behaviour can affect other people.	To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability.
Change and loss	N/A	N/A	Discussing how to help someone who has experienced a bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.

Progression of skills and knowledge

Families and relationships

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Family	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.	N/A	N/A
Friendships	Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.	To know what attributes and skills make a good friend. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying.	Identifying ways to resolve conflict through negotiation and compromise.	To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.
Respectful relationships	Exploring and questioning the assumptions we make about people based on how they look. Exploring our positive attributes and being proud of these (self-respect).	To understand that positive attributes are the good qualities that someone has. To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.	To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination.
Change and loss	N/A	N/A	Exploring the process of grief and understanding that it is different for different people.	To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.

IMPLEMENTATION - how will we deliver the curriculum?

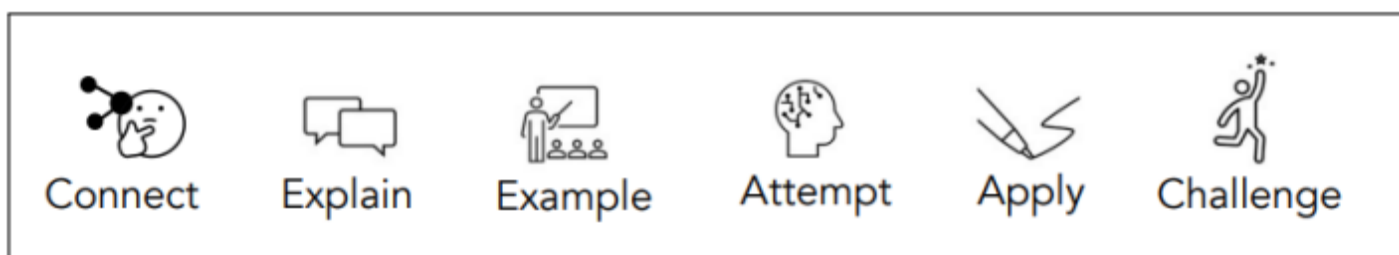
How the Kapow Scheme of work is organised:

Each year group has five units (six in KS2), with each containing six to eight lessons lasting around 45 minutes.

- Year groups in KS1 and KS2 begin with an introductory lesson to familiarise pupils with RSE & PSHE as a subject and help them create an effective learning environment.
- Pupils end with a transition lesson to prepare them for the changes and challenges of moving to the next year group.

Lesson design:

Lessons are designed with the Kapow structure and CEEAAC model (below) in mind. Teachers adapt this structure based on their knowledge of the curriculum content and their class.



- **CONNECT** to prior knowledge
- **EXPLAIN** new content
- Give an **EXAMPLE** of new learning
- Pupils **ATTEMPT** new learning with scaffolding
- **APPLY** new learning independently
- Pupils are **CHALLENGED** to integrate learning with prior knowledge

Lessons start with the opportunity to remember and recall previous learning, which the new learning is then linked to. Vocabulary is introduced and the learning objective and success criteria are shared. The rest of the lesson is based around questions: thinking questions, discussion questions and reflective questions. Knowledge organisers are used to summarise the key facts and definitions for children.

Curriculum enrichment:

- PSHE themes are delivered in assemblies and through themed events i.e. Anti-bullying week, Black History Month and Online Safety event,
- Visits support PSHE and we welcome visitors into school. For example, trips to the life Skills centre, visits into assembly from local police officers and MPs.
- A planned program of enrichment supports our school values and aims of the subject i.e.

Reading across the curriculum:

Where appropriate, high quality texts are used to support the teaching of a concept or skill. These are identified at the planning stage.

Oracy:

Through our RSE & PSHE curriculum, pupils have opportunities to develop their oracy skills by:

- Discussing scenarios to gain understanding.
- Role-playing characters in scenarios to help empathise.
- Contributing to discussions.
- Explaining choices using key vocabulary.
- Responding to questions.
- Asking questions of one another.
- Collaborating on tasks as a group or in pairs.
- Summarising key information.
- Expressing opinions in a respectful and thoughtful way

Pupils with SEND:

SEND We recognise some pupils need provision 'additional to' quality first teaching in order to reach their potential. This includes: - Carefully considered scaffolding - Explicit instruction and modelling - Additional targeted adult support

IMPACT - how do we know our curriculum is effective?

Assessment:

Pupil Voice

- Children can use taught vocabulary correctly
- Children are able to discuss the impact of the PSHE/RSE lessons on theirs and others lives
- Children can talk about the 'why' behind the learning
- Children can explain how learning builds on previous knowledge

Our school values can be demonstrated in class and on the playground.