

'Roots to Grow and Wings to Fly'



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Curriculum Progression Document

RSHE

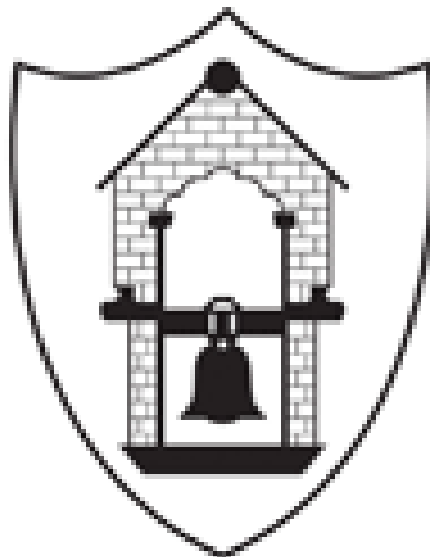
St Bartholomew's RSHE Curriculum

Intent -

To provide a high quality, inclusive education by giving our children the skills to flourish in our diverse society as confident, happy, self-motivated citizens.

This vision is achieved by:

- Parents - Parents are valued members of the school community; together we invest in our children's future.
- Staff - A happy atmosphere and positive relationships promote an effective team where every member is respected, valued and professional development is encouraged.
- Wider Community - A close working relationship that encourages mutual respect and positive social impact.
- Church - We are part of a church family and share in its spiritual and pastoral development.
- Governors - A respectful partnership that empowers the school to grow and develop by providing both support and challenge that will carry the school forward.

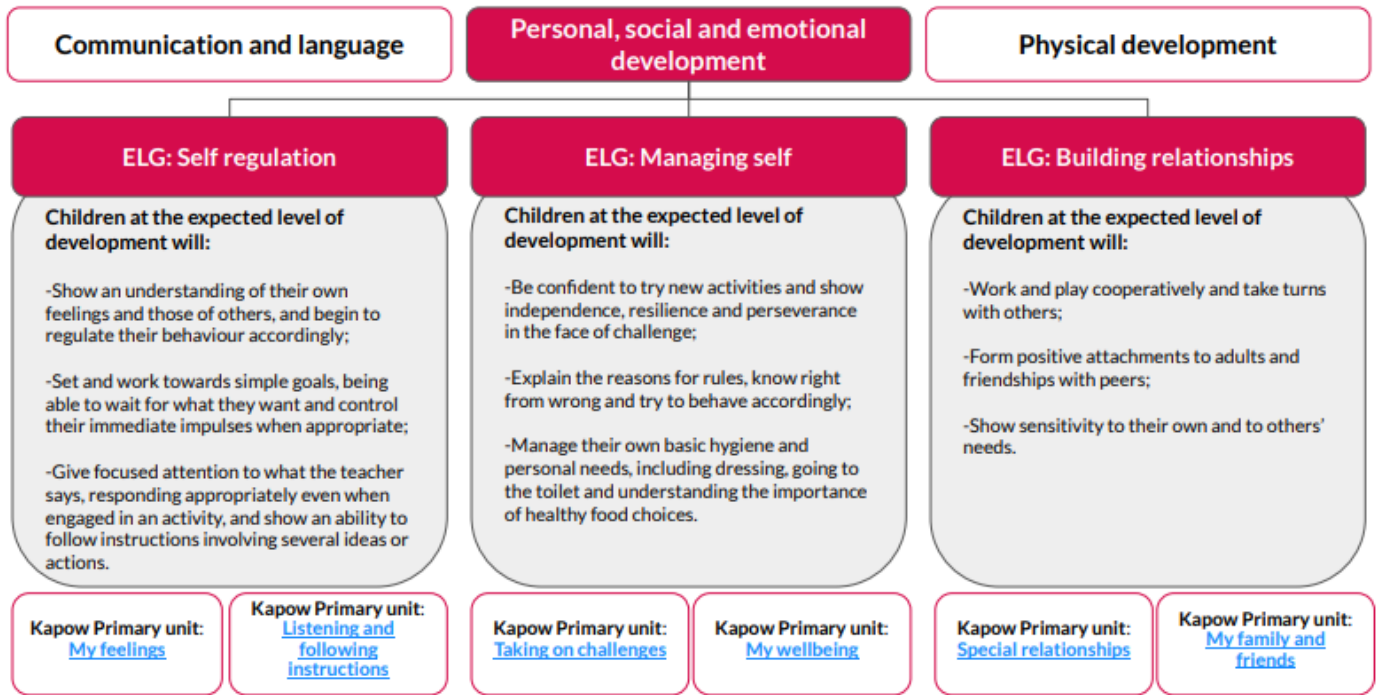


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EYFS Curriculum Progression

RSE & PSHE in EYFS: Reception 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. The early learning goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year in the Personal, social and emotional development prime area and are referenced in our Kapow Primary RSE & PSHE lesson plans, along with the relevant non-statutory Development Matters guidance. We have organised our EYFS: Reception content under the most relevant early learning goal, however please be aware that these areas are interrelated.



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.

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.

'Roots to Grow and Wings to Fly'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS: Reception	Self regulation: My feelings	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
Year 1	Introduction lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic wellbeing	Economic wellbeing Transition lesson
Year 2	Introductory lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship	Economic wellbeing Transition lesson

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.

'Roots to Grow and Wings to Fly'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Introductory lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship	Economic wellbeing Transition lesson
Year 4	Introductory lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship	Citizenship Economic wellbeing Transition lesson
Year 5	Introductory lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic wellbeing	Economic wellbeing Transition lesson: Roles and responsibilities
Year 6	Introductory lesson Family and relationships	Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic wellbeing	Economic wellbeing Identity Transition lesson: Dealing with change

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.

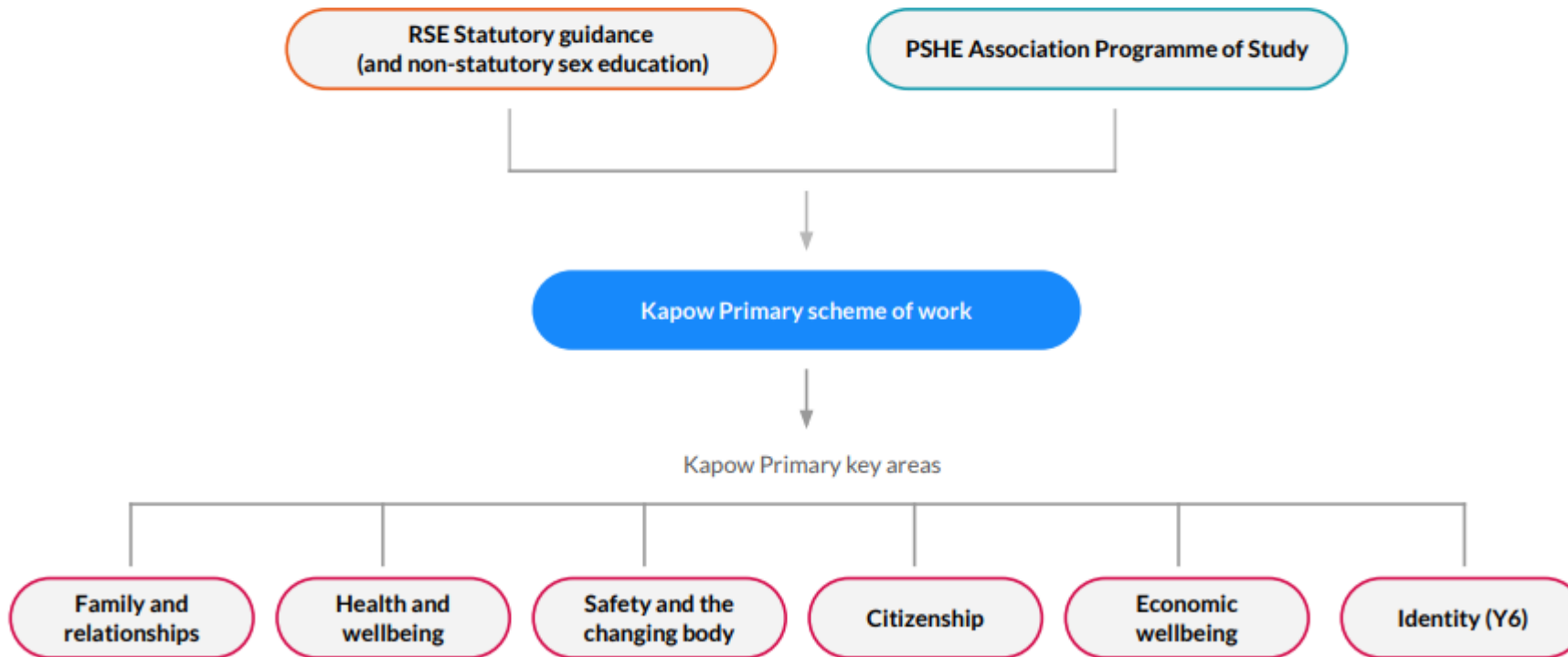
Year 6

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.

How is the RSE & PSHE scheme of work organised?



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.



Oracy in RSE & PSHE

'Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.'

Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.'

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

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.

Learning through talk

At Kapow Primary, we believe it's crucial to provide pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing, and collaboratively building ideas.

Learning to talk

Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.



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.



Is there any flexibility in the Kapow Primary PSHE & RSE scheme?

Our RSE & PSHE scheme of work is organised into units.

Within most units, lessons should be taught in order as they build upon one another.

Across a single year group, units themselves do not need to be taught in the suggested order, apart from the Introductory lessons which are to be taught at the beginning of the year and the Transition lessons at the end of the year.

The flexibility in the order the units can be taught allows teachers to adapt the planning to suit their class and to cover particular units based on need at any moment in time.

What about sex education?

Sex education is not compulsory in primary schools, beyond what is laid out in the National Curriculum for Science:

- **Year 1:** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- **Year 2:** Notice that animals, including humans, have offspring which grow into adults
- **Year 5:** Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age [They should learn about the changes experienced in puberty.]

The RSE statutory guidance states that:

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

The Kapow Primary scheme of work includes **two** Year 6 lessons which parents have the opportunity to withdraw their children from all/part of the lesson: *Safety and the changing body*: [Lesson 5: Conception](#) and [Lesson 6: Pregnancy and birth](#). Neither of these lessons are included in the Long-term plan — condensed as they go beyond statutory guidance.



What does Kapow Primary's RSE & PSHE long-term plan contain?

The long-term plan outlines the progression of skills and knowledge in RSE & PSHE, ensuring that pupils build upon their learning each year in a [spiral curriculum](#).

It covers the statutory requirements of the National curriculum, details the RSE & PSHE skills and knowledge taught, offers guidance on RSE & PSHE assessment and provides information to support the implementation of Kapow Primary's RSE & PSHE scheme within your primary school setting.

How does Kapow Primary's RSE & PSHE scheme develop knowledge and skills?

This document provides a suggested long-term plan for each year group, ensuring a clear pathway for pupil learning. Progression is broken down into the following key areas:

- **Families and relationships** – learning how to recognise and form positive relationships with family and friends; identifying how to deal with conflict and bullying.
- **Health and wellbeing** – learning strategies for maintaining physical and mental health, including hygiene, exercise, healthy eating, sleep and self-awareness.
- **Safety and the changing body** – learning how to stay safe in a variety of online and offline situations; what to do in an emergency; naming parts of the body; distinguishing between appropriate and inappropriate physical contact; identifying the physical and emotional changes of puberty.
- **Citizenship** – recognising the importance of rules; caring for others and the local environment; learning about rights, responsibilities and the importance of participation in community life.
- **Economic wellbeing** – exploring what money is, ways to earn it and how to take care of it.

What will RSHE look like in the classroom?

We will establish a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children. To enable this, it is important that 'core values' are referred to and owned at the beginning of the year and are reinforced in every lesson.

Assessment

Teachers regularly assess capability through observations and looking at completed work or floor book evidence. Key objectives to be assessed are taken from the national curriculum to assess key PSHE skills each term. Success criteria have been developed for each strand for each year and this remains an integral part of teaching and learning and central to good practice. It should be process orientated - reviewing the way that knowledge and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of PSHE. As assessment is part of the learning process it is essential that pupils are closely involved. Assessment can be broken down into;

SEN

It is important for teachers to plan work in PSHE which facilitates high expectations, matches children's needs and helps them to make progress.

Teachers implement and develop strategies to support SEN pupils whilst supporting inclusion in PSHE such as pre-teaching vocabulary. Teachers plan for appropriate pace and use a range of kinaesthetic /multi-sensory tools to promote enjoyment and progress.

Knowledge and skills can be developed in small steps through analogies, drama and practical activities. Paired and group work in PSHE is widely used and can foster interpersonal and communication skills. Carefully matched work suited to the child's own needs and range of learning can promote confidence and stimulate an interest in future learning, leading to a better understanding of the world around them.

Monitoring and review

The RSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff, pupils, parents and carers to ensure consistent and coherent curriculum provision.

Intent

The scheme 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. Kapow Primary's RSE/PSHE scheme of work covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education. The scheme 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 this scheme would 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. The Kapow Primary scheme does not specifically cover gender identity, although identity is a theme that runs through all year groups and units more generally. Gender identity does not form part of the National curriculum, and we would advise teachers and school leaders to refer to their own school's policies and procedures when considering how to address sensitivities within this area. 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.

Implementation

The Kapow Primary scheme 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 scheme.

The scheme 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 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. 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.

In addition to the lessons, there is a suite of eight Q&A videos for teachers, featuring experts from various fields, covering the key areas: Families, Friendships, Healthy and safe relationships, Digital safety and The changing adolescent body.

The scheme also includes documentation related to the implementation of the curriculum:

- Long-term plans outlining the learning within each year group. There are standard, condensed and mixed-age versions.
- Statutory guidance mapping illustrating how the units of lessons deliver the learning required within the Statutory guidance for Relationships, Sex and Health Education.
- RSE & PSHE Progression of skills and knowledge.
- Protected characteristics mapping.

Other documentation related to the implementation of the curriculum:

- Protected characteristics mapping.
- SMSC, Personal development and British values mapping.
- Education for a connected world mapping (alongside our Computing scheme).
- Keeping children safe in education: Child on Child Sexual harassment knowledge outcomes and mapping.
- Knowledge organisers summarise the learning for each unit.

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. 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 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.