

FELSTED PRIMARY SCHOOL

RSE & PSHE POLICY

January 2025



Nurturing today's minds for tomorrow's challenges

- Be Respectful
- Be Kind
- Be Safe

At Felsted Primary School we use the condensed RSE and PSHE curriculum for Year 1-6 designed by Kapow Primary.

“PSHE education provides an opportunity to provide or enhance skills such as perseverance, conflict resolution, emotional intelligence, self-management, self-respect, team work, locus of control, time and stress management”

INTENT

To give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century.

To support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters.

To support them in becoming confident individuals and active members of society.

To promote the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty.

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. 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.

IMPACT

Each lesson within Kapow Primary's scheme features assessment guidance, helping teachers to identify whether pupils have met, exceeded, or failed to meet the desired learning intentions for that lesson. 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

RSE & PSHE CURRICULUM PLANNING

We teach RSE & PSHE using the Kapow condensed scheme to all children in Year 1 to 6. The selected lessons ensure that there is coverage of our five key areas of RSE & PSHE, with a greater emphasis on the areas: Family and relationships, Health and wellbeing and Safety and the changing body as these are the areas where statutory guidance is covered.

In **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. The early learning goals (ELG) 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.

Personal, Social and Emotional Development –

ELG: Self Regulation:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;

-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

PROGRESS AND ASSESSMENT

Every lesson begins with the 'Recap and recall' section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on.

Assessment quizzes, and knowledge catchers help teachers to identify those pupils who are secure in their learning or working at a greater depth in each lesson. They also provide teachers with a record of summative assessment as evidence of progression throughout the year and as pupils move between key stages.

Teaching RSE and PSHE to children with special educational needs

All pupils, regardless of background, ability, or belief, will have equal access to the RSE and PSHE curriculum. Reasonable adjustments to learning will be made where necessary to meet the needs of pupils with Special Educational Needs and Disabilities (SEND), and all contributions to class discussions and activities will be respected and valued.

MONITORING

Each child has a Topic book which serves as a cumulative record of their RSE and PSHE learning and is passed on to the next teacher at the end of each year. Samples of children's work are also collected, mostly by taking photographs of them and uploading them to the school's 'Tapestry' platform and by using the PSHE subject flag.

ROLES AND RESPONSIBILITIES

The monitoring of the standards of children's work and of the quality of teaching is the responsibility of the PSHE subject leader. The work of the subject leader also involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

As well as making its own distinctive contribution to the school curriculum, PSHE contributes to the wider aims of primary education.

RESOURCES

KAPOW provides high-quality texts, artefacts, images and videos to support learning. In addition to the Kapow RSE and PSHE scheme, we use the No Outsiders scheme of learning.

No Outsiders seeks to provide Inclusive education and to promote community cohesion to prepare young people and adults for life as global citizens.

The No Outsiders scheme is incorporated into our PSHE & RSE learning alongside use of the KAPOW scheme. At the end of each KAPOW unit of learning the class will have a No Outsiders lesson based on one of the picture books for that class. Parents are informed about the content of the lesson and key vocabulary that will be used, in the same way as they are for PSHE and RSE lessons. In addition to class lessons, the children take part in a No Outsiders assembly each week.

More details about the No Outsiders curriculum can be found on the PSHRE curriculum section of our website.

POLICY MONITORING

The PSHE leader is responsible for the monitoring of the implementation of this policy. The leader reports to the head teacher on the effectiveness of the policy.

The policy will be reviewed every 2 years.

Signed:

Headteacher

Date: