

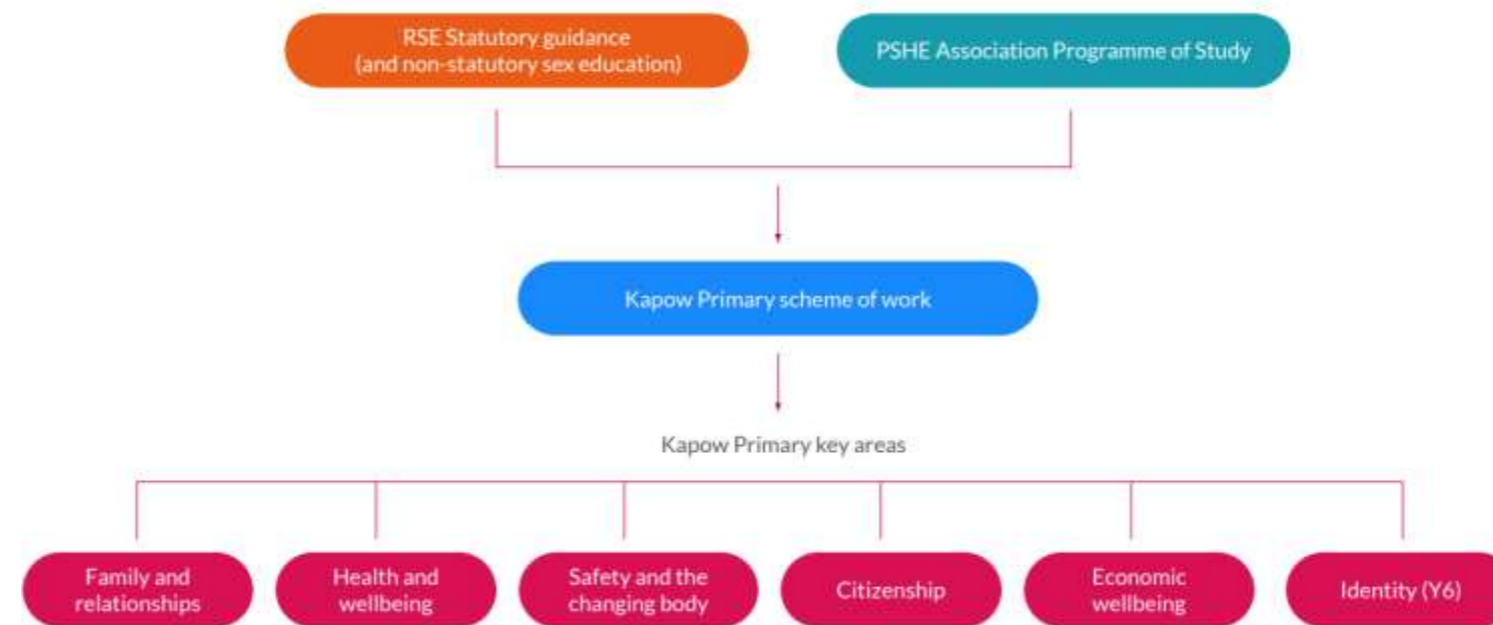
## Federation of North and South Cowton and Melsonby Methodist Primary Schools PSHE and RSE Curriculum

### National Curriculum Objectives and Statutory Expectations

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

### How is this organised?



### Rationale

With the Federation of North and South Cowton and Melsonby Methodist Primary Schools, we use the 'Kapow scheme of work' to teach PSHE and RSE which 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.)

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.

We have chosen to use the 'Kapow Primary Mixed age' scheme of work as it caters for the challenges of a mixed age class:

- Trying to meet different learning objectives for different year groups
- Emotional Maturity

The teaching content has been split into a two-year cycle, often adding increased differentiation to help support and extend all pupils, even with the wider-range of abilities that mixed-age teaching brings. In some areas, pupils have the opportunity to develop their understanding each year, rather than once in a two-year period, so the lessons have been rewritten, with clear guidance, activities, differentiation and assessment information for each year group. In these instances, teachers teach the same lesson each year, but pupils will have a different experience in the lesson depending on whether they are the younger or older cohort. This means that even with a two-year cycle, pupils are progressing year-on-year as they develop in emotional maturity.

Our PSHE teaching is split into three groups:

- Year 1/2
- Year 3/4
- Year 5/6

Lessons identified in red will be taught to single years only due to the emotional maturity of children.

Any areas highlighted in blue will need to include personalisation for our school contexts.

#### 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:

Safety and the changing body:

Lesson 5: Conception and

Lesson 6: Pregnancy and birth.

The content of these lessons will be shared with parents in the summer term prior to these being taught.

#### How do we assess progress in PSHE and RSE?

We assess progress in these subjects areas through:

Learning in children's books

Pupil voice

Children's behaviour and understanding of school values

Federation of North and South Cowton and Melsonby Methodist Primary Schools  
PSHE and RSE Curriculum

KS1  
Mixed Age- Year 1 and 2

	Autumn 1 <u>Families and Relationships</u>	Autumn 2 <u>Health and Well-being</u>	Spring 1 <u>Safety and the Changing body</u>	Spring 2 <u>Citizenship</u>	Summer 1 <u>Economic Well-being</u>	Summer 2
Year A 2022- 2023	<ul style="list-style-type: none"> <li>• Introduction: Setting ground rules for RSE &amp; PSHE lessons*</li> <li>• Family*</li> <li>• Friendships*</li> <li>• Families are all different</li> <li>• Other people's feelings</li> <li>• Getting along with others*</li> <li>• Friendship problems*</li> <li>• Gender stereotypes*</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding my feelings*</li> <li>• Relaxation - laughter and progressive muscle relaxation</li> <li>• What am I like?</li> <li>• Ready for bed?</li> <li>• Hand washing and personal hygiene</li> <li>• Sun safety</li> <li>• Allergies</li> <li>• People who help us stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating with adults*</li> <li>• People who help to keep us safe in our local community</li> <li>• Road safety*</li> <li>• Safety with medicines*</li> <li>• Making a call to the emergency services</li> <li>• The difference between secrets and surprises</li> <li>• Appropriate contact*</li> <li>• <b>My private parts are private*</b></li> </ul>	<ul style="list-style-type: none"> <li>• Rules*</li> <li>• Similar, yet different *</li> <li>• Belonging</li> <li>• Job roles in the community</li> <li>• Our school environment</li> <li>• Our local environment</li> </ul>	<ul style="list-style-type: none"> <li>• Money*</li> <li>• Needs and wants*</li> <li>• Looking after money</li> <li>• Banks and building societies*</li> <li>• Jobs*</li> </ul>	<p>→ Teach in Year 2 Summer 2 – Information to be shared with parents first</p>
Year B 2023- 2024	<ul style="list-style-type: none"> <li>• Family*</li> <li>• Friendships*</li> <li>• Other people's feelings</li> <li>• Getting along with others*</li> <li>• Friendship problems*</li> <li>• Gender stereotypes*</li> <li>• Change and loss</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding my feelings*</li> <li>• Steps to success</li> <li>• Developing a growth mindset</li> <li>• Being active</li> <li>• Relaxation: breathing exercises</li> <li>• Healthy diet</li> <li>• Looking after our teeth</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating with adults*</li> <li>• Road safety*</li> <li>• Safety at home</li> <li>• Safety with medicines*</li> <li>• What to do if I get lost</li> <li>• The internet</li> <li>• Appropriate contact*</li> <li>• <b>My private parts are private*</b></li> </ul>	<ul style="list-style-type: none"> <li>• Rules*</li> <li>• Similar, yet different *</li> <li>• Caring for others: Animals</li> <li>• The needs of others</li> <li>• Democratic decisions</li> <li>• School council</li> <li>• Giving my opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Money*</li> <li>• Needs and wants*</li> <li>• Saving and spending</li> <li>• Banks and building societies*</li> <li>• Jobs*</li> </ul>	<p>→ Teach in Year 2 Summer 2 – Information to be shared with parents first</p>

Lower KS2 Year 3/4						
	Autumn 1 Families and Relationships	Autumn 2 Health and Well-being	Spring 1 Safety and the changing body	Spring 2 Citizenship	Summer 1 Economic well-being	Summer 2 Transition
Year B 2022- 2023	<ul style="list-style-type: none"> <li>• Introductory lesson: Setting ground rules and signposting*</li> <li>• Friendship issues and bullying*</li> <li>• The effects of bullying and the responsibility of the bystander</li> <li>• Stereotyping - Gender*</li> <li>• Stereotyping - Age/disability*</li> <li>• Healthy friendships – boundaries</li> <li>• Learning who to trust</li> <li>• Respecting differences*</li> <li>• Change and loss - bereavement*</li> </ul>	<ul style="list-style-type: none"> <li>• My healthy diary</li> <li>• Diet and dental health</li> <li>• Relaxation – stretches</li> <li>• Wonderful me</li> <li>• My superpowers</li> <li>• Celebrating mistakes</li> <li>• My happiness</li> </ul>	<ul style="list-style-type: none"> <li>• Be kind online</li> <li>• Cyberbullying</li> <li>• Share aware</li> <li>• Privacy and secrecy</li> <li>• First Aid: Bites and stings</li> <li>• Alcohol and tobacco*</li> <li>• Year 3: First Aid: Emergencies and calling for help</li> <li>• Year 3: Road safety (including farming, cattle and water-Melsonby)</li> <li>• Year 4: Introducing puberty – covered in year 5</li> <li>• Year 4: Growing up – covered in Year 5</li> </ul>	<ul style="list-style-type: none"> <li>• Recycling / reusing*</li> <li>• Local community buildings and groups*</li> <li>• Local council and democracy*</li> <li>• Rules</li> <li>• Rights of the child*</li> <li>• Human rights</li> </ul>	<ul style="list-style-type: none"> <li>• Spending choices</li> <li>• Budgeting</li> <li>• Money and Emotions</li> <li>• Jobs and Careers</li> <li>• Gender and Careers</li> </ul>	<ul style="list-style-type: none"> <li>• Coping strategies</li> </ul>
Year A 2023- 2024	<ul style="list-style-type: none"> <li>• Introductory lesson: Setting ground rules and signposting*</li> <li>• Friendship issues and bullying*</li> <li>• Healthy families</li> <li>• Stereotyping - Gender*</li> <li>• Stereotyping - Age/disability*</li> <li>• How my behaviour affects others</li> <li>• Effective communication to support relationships</li> <li>• Respect and manners</li> <li>• Respecting differences</li> </ul>	<ul style="list-style-type: none"> <li>• My healthy diary</li> <li>• Looking after our teeth</li> <li>• Relaxation – visualization</li> <li>• Meaning and purpose - my role</li> <li>• Resilience: breaking down problems</li> <li>• Emotions</li> <li>• Mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Fake emails</li> <li>• Internet safety: age restrictions</li> <li>• Consuming information online</li> <li>• Tobacco</li> <li>• First Aid: asthma</li> <li>• Alcohol and tobacco*</li> <li>• Year 3: First Aid: Emergencies and calling for help</li> <li>• Year 3: Road safety (including farming, cattle and water-Melsonby)</li> <li>• Year 4: Introducing puberty – covered in year 5</li> <li>• Year 4: Growing up – covered in Year 5</li> </ul>	<ul style="list-style-type: none"> <li>• Recycling? reusing*</li> <li>• Local community buildings and groups*</li> <li>• Local council and democracy*</li> <li>• Diverse communities</li> <li>• Rights of the child</li> <li>• Charity</li> </ul>	<ul style="list-style-type: none"> <li>• Spending choices*</li> <li>• Budgeting*]</li> <li>• Money and emotions *</li> <li>• Jobs and careers*</li> <li>• Jobs for me</li> </ul>	

Lower KS2 Year 5/6						
	Autumn 1 Families and Relationships	Autumn 2 Health and Well-being	Spring 1 Safety and the changing body	Spring 2 Citizenship	Summer 1 Economic well-being	Summer 2 Identity
Year A 2022- 2023	<ul style="list-style-type: none"> <li>• Introduction lesson: Setting rules and signposting*</li> <li>• Build a friend - what makes a good friend</li> <li>• Respect*</li> <li>• Respecting myself</li> <li>• Marriage</li> <li>• Bullying</li> <li>• Stereotyping</li> <li>• Challenging stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>• Relaxation – yoga</li> <li>• The importance of rest</li> <li>• Embracing failure</li> <li>• Going for goals</li> <li>• Taking responsibility for my feelings</li> <li>• Healthy meals</li> <li>• Sun safety</li> </ul>	<ul style="list-style-type: none"> <li>• Online friendships</li> <li>• Staying safe online</li> <li>• First Aid: Choking</li> <li>• Alcohol</li> <li>• Drugs, alcohol and tobacco: Influences</li> </ul> <p><b>Teach in Summer 2</b></p> <ul style="list-style-type: none"> <li>• Year 4: Introducing Puberty (teach in year 5)</li> <li>• Year 4: Growing up (teach in year 5)</li> <li>• Year 5: Puberty</li> <li>• Year 5: Menstruation</li> <li>• Year 5: Emotional changes in puberty</li> <li>• Year 6: Physical and emotional changes of puberty</li> <li>• Year 6: Conception</li> <li>• Year 6: Pregnancy and birth</li> </ul>	<ul style="list-style-type: none"> <li>• Breaking the law</li> <li>• Prejudice and discrimination</li> <li>• Protecting the planet</li> <li>• Contributing to the community</li> <li>• Rights and responsibilities*</li> <li>• Parliament and national democracy*</li> </ul>	<ul style="list-style-type: none"> <li>• Borrowing</li> <li>• Income and expenditure</li> <li>• Prioritising spending</li> <li>• Risks with money</li> <li>• Careers*</li> </ul>	<ul style="list-style-type: none"> <li>• Year 6: What is identity?</li> <li>• Year 6: Gender identity?</li> <li>• Year 6: Identity and body image</li> </ul> <p>Ensure letter has gone out to parents first. Yellow lessons are not to be taught at this point.</p>
Year B 2023- 2024	<ul style="list-style-type: none"> <li>• Introduction lesson: Setting rules and signposting*</li> <li>• Friendship skills</li> <li>• Respect*</li> <li>• Resolving conflict</li> <li>• Family life</li> <li>• Stereotyping</li> <li>• Challenging stereotypes</li> <li>• Change and loss</li> </ul>	<ul style="list-style-type: none"> <li>• Relaxation – mindfulness</li> <li>• What can I be?</li> <li>• Taking responsibility for my health</li> <li>• The impact of technology on health</li> <li>• Resilience toolbox</li> <li>• Immunisation</li> <li>• Physical health concerns</li> <li>• Good and bad habits</li> </ul>	<ul style="list-style-type: none"> <li>• Critical digital consumers</li> <li>• Social media</li> <li>• First Aid: Bleeding</li> <li>• First Aid: Basic life support</li> </ul> <p><b>Teach in Summer 2</b></p> <ul style="list-style-type: none"> <li>• Year 4: Introducing Puberty (teach in year 5)</li> <li>• Year 4: Growing up (teach in year 5)</li> <li>• Year 5: Puberty</li> <li>• Year 5: Menstruation</li> <li>• Year 5: Emotional changes in puberty</li> <li>• Year 6: Physical and emotional changes of puberty</li> <li>• Year 6: Conception</li> <li>• Year 6: Pregnancy and birth</li> </ul>	<ul style="list-style-type: none"> <li>• Pressure groups</li> <li>• Valuing diversity</li> <li>• Food choices and the environment</li> <li>• Caring for others</li> <li>• Rights and responsibilities*</li> <li>• Parliament and national democracy*</li> </ul>	<ul style="list-style-type: none"> <li>• Attitudes to money</li> <li>• Keeping money safe</li> <li>• Stereotypes in the workplace</li> <li>• Gambling</li> <li>• Careers*</li> </ul>	<ul style="list-style-type: none"> <li>• Year 6: What is identity?</li> <li>• Year 6: Gender identity?</li> <li>• Year 6: Identity and body image</li> </ul> <p>Ensure letter has gone out to parents first. Yellow lessons are not to be taught at this point.</p>

