“Love Learning, Love Life…in all it’s fullness”

PSHEE Curriculum Intent, Implementation and Impact Overview

The intent of our PSHEE curriculum is to deliver a curriculum which effectively promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Our curriculum is closely linked with our school values of Friendship, Trust, Respect, Responsibility, Creativity, and Hope and Peace. We encourage our children to be resilient life- long learners who value their unique talents and skills by making positive contributions to school life. We feel it is essential that our children are equipped to live in a diverse society and are able to appreciate and celebrate the contributions and achievements of others.

The school uses KAPOW as a scheme of work for PSHE.

INTENT	RESEARCH	IMPLEMENTATION	PLANNED IMPACT
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	Public Health England research the 2014 document: The Link Between Pupil Health and Wellbeing and Attainment states: Research evidence shows that education and health are closely linked so promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes	• Clear and comprehensive schemes of work in line with the NC • PSHE Working Walls in every classroom • Termly assemblies promoting school values • House points and rewards for demonstrating school values • Regular Mindfulness practise made available for staff to use as needed • Children given responsibilities across the school such as PYAs, Emotional Well -being Team, worship and Values Team • Regular charity events organised to raise awareness of our role in the wider community • Curriculum leader work scrutiny and lesson observations	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

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	*and* their health and wellbeing outcomes. Building Children's and Young Peoples' Resilience in Schools: Public Health England UCL Institute of Health Equity 2014 document Schools have a statutory responsibility to promote the 'wellbeing' of students.[35] Resilience, or related concepts, is mentioned in many key documents. For example, an England-wide educational initiative on 'personal capabilities'[70] emphasises 'tenacity, self-motivation, problem solving and self-image'; Ofsted has stated that "children's wellbeing and happiness in school underpin their attainment and achievement"[71]; and the 2013 report from the Chief Medical Officer called for action to build emotional resilience in children.[72]	• Scheme of work (pyramid PSHE taught consistently throughout the school. Year 1 and 2 started the trial at the start of summer term • Review and consult teaching staff in the effectiveness of using scheme of work • School to deliver SRE through separate scheme of work • Parents invited to consultation evening to share what will be taught to the children and opportunity given to parents to raise any questions or concerns • Mindful Monday assemblies and use of mindfulness techniques in the classroom as part of regular classroom routines. • Regularly scheduled events run by the Emotional Well Being team to promote optimism and positivity within the school day. • Displays within the school that highlight the importance of mental well-being. • Assemblies given by the Emotional well-being team to raise awareness of the importance of mental well-being and how to ask for help. • Explicit lessons within the curriculum promoting the links between physical and emotional health. • Healthy Living Week promoting activities that support physical and emotional health. 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	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. Children will apply PSHE learning in their daily lives as evidenced by behaviour and attitudes towards learning. (monitored through house points and certificates) • The majority of children will achieve age related expectations and all children will make progress from their starting point. • Behaviour logs to reflect improved behaviour and ability to solve problems peacefully. Children able to discuss their learning about emotional and mental well-being and how they apply it to their lives. • Pupil survey conducted to determine what children enjoyed most about school and what if any strategies they use to regulate their emotions and feelings

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		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. 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. © Kapow Primary™ 2021 Intent 4 Implementation 3 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	• Pupil feedback on activities and focus days organised by Emotional Well-Being Team • Whole school to reflect on key weeks such as Black History Week, diversity week, healthy lifestyles week and anti-bullying week

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.		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. 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	

CURRENT ACTION POINTS - for further details see our PSHEE Action Plan

- Establish a concrete form of assessment whilst using Pyramid PSHE for the whole school
- Raise the profile of the Emotional Well Being Team through regularly scheduled in school events to promote friendship and mental well-being
- Better include the needs of SEND children in the RSE lessons through planning and resourcing
- Review the scheme of work (KAPOW) that the school is trialling