



How we teach PSHE



This document outlines: the intent and rationale behind our PSHE curriculum, how it is delivered it and how we measure pupil progress.

At Godmanchester Bridge Academy, the PSHE curriculum is aligned with our school values:

Inspire	Enjoy	Achieve
Children will be given the opportunity to foster skills in teamwork, leadership, communication, and collaboration while learning important information which they will need to thrive and contribute positively to society.	Children will be able to talk freely in whole class sessions, developing their personal voice and sharing their opinion in a safe and supportive place.	Children develop and can keep themselves safe in an ever-changing world. Personal safety and character will be developed, with children growing in confidence as they progress through primary school.

At Godmanchester Bridge Academy, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, empower them with a voice and to equip them for life and learning.

We have decided to follow the Kapow scheme for PSHE & RSE. The scheme aims to give children 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. Kapow Primary's RSE/PSHE scheme of work covers the Relationships and Health Education statutory guidance (as set of 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 will 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.

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.

Curriculum Enrichment

At our school, we build on and promote PSHE through often having themed weeks and specific focus areas, such as anti-bullying week. We encourage and organise for outside agencies, such as the NSPCC, to visit our school and deliver workshops.

Our PSHE lessons contribute to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Curriculum Accessibility – PSHE

All Pupils:

- access a differentiated curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.
- are provided a range of activities to engage them and allow them to effectively communicate their understanding.
- are closely monitored and supported pastorally to ensure their emotional wellbeing is prioritised.
- named on each lesson seating plan so that pupils are known to staff and we foster a feeling of each pupil having their own place in the community.
- record work in a variety of ways, allowing access to the curriculum through multi-sensory learning.
- are provided with subject knowledge organisers.
- are supported with their behaviour choices in a therapeutic environment, school use restorative practise so that pupils can reflect and be supported to meet the schools valued behaviour expectations.
- Experience effective questioning to deepen knowledge and understanding and provide challenge
- receive feedback in lessons that results in further progress across the curriculum.

Some Pupils Need:

- use of concrete and pictorial representations during teaching and when working independently to aid their understanding.
- clear vocabulary explanations and/or introductory vocabulary work to prepare for a task.
- targeted questioning to support pupils in answering questions both orally and in written work.
- one-to-one interaction and targeted intervention by the teacher or support staff.
- a specific seat in lessons to meet a sensory or a learning need.
- specific feedback.
- an effective blend of co-operative, independent and teacher-led activities to appropriately challenge and support.
- key words and vocabulary identified and discussed.
- sentence starter/writing frames a scaffolded lesson structure, e.g. additional modelling, more paired/ discussion work or increased mini-plenaries.
- extra support in a lesson from an additional adult so that the pupils needs, academic or pastoral, are effectively met.
- post teaching to address any misconceptions.

Specific Pupils Need:

- access to a quiet space to ensure they can be supported to meet their potential.
- additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.
- bespoke timetables taking in to account their needs to ensure that they are taught in an environment that best supports their pastoral and learning needs.
- curriculum adaptations to allow for engagement through pupil interests (project focus or word problem context).
- additional support in practical lessons.
- a personalised learning pathway.

The Kapow Primary scheme is a whole school approach that consists of three areas of learning Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key Stages 1 and 2.

Reception:

- 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 Kapow lessons go beyond these requirements (primarily 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 in our scheme.

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 good progress. In Key stage 1 and 2, there is an introductory lesson at the start of each year group which proves 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 create a safe and open learning environment.



Subject Map

Year	Unit 1a/b	Unit 2a/b	Unit 3a/b			
Introductory lesson: A stand-alone lesson is delivered, at the start of each year in every year group, outlining PSHE & RSE as a subject and exploring how to create a successful learning environment for these lessons.						
R	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
Substantive knowledge and disciplinary knowledge	Learning to explore and understand their feelings, identifying when they may be feeling something, and beginning to learn how to communicate and cope with their feelings and emotions.	Exploring why families and special people are valuable. Learning why it is important to share and developing strategies to help with this. Looking at themselves as valuable individuals and exploring diversity by recognising similarities and differences.	Considering why we have rules. Learning the importance of persistence and perseverance in the face of challenges. Learning how to communicate effectively with others, practicing 'grounding' coping strategies.	Listening to stories to practise comprehension skills. Playing games which require listening carefully to instructions to succeed and exploring how rumours can spread quickly and change as they do so.	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 and recognising the value in working as a team.	Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body. Exploring ways in which we can take care of ourselves. Learning how to travel safely as a pedestrian. Learning about making balanced food choices.
Transition activities: Helping reception pupils with the transition to a Year 1 and the changes that come with it.						
1	Family and relationships	Health and wellbeing	Safety and the Changing Body	Citizenship: rules and consequences	Economic Wellbeing	
Substantive knowledge and disciplinary knowledge	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.						
2	Families and Relationships	Health and Wellbeing	Safety and the Changing Body (RSE)	Citizenship – Rules outside of school	Economic Wellbeing	

Substantive knowledge and disciplinary knowledge	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.				
3	Families and Relationships	Health and Wellbeing	Safety and the Changing Body (RSE)	Citizenship – My rights and responsibilities	Economic Wellbeing
Substantive knowledge and disciplinary knowledge	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.					
4	Families and Relationships	Health and Wellbeing	Safety and the Changing Body (RSE) NSPCC	Citizenship – Human Rights and the Environment	Economic Wellbeing
Substantive knowledge and disciplinary knowledge	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; the physical and emotional changes in puberty; age restrictions; 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 lo	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.					

5	Families and Relationships	Health and Wellbeing	Safety and the Changing Body (RSE)	Citizenship – Rule of Law PCSO Visit	Economic Wellbeing
Substantive knowledge and disciplinary knowledge	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					
6	Families and Relationships	Health and Wellbeing	Safety and the Changing Body (RSE)	Citizenship – Human Rights, Prejudice and Diversity Magistrate Guest Speaker	Economic Wellbeing
Substantive knowledge and disciplinary knowledge	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. Two lessons on the theme of personal identity and body image	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.
Transition lessons: helping pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have.					

