



# Three Peaks Primary Academy

## Personal, Social, Health Education & Sex and Relationship Education

*At Three Peaks Primary 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. To ensure progression and a spiral curriculum (re visiting topics and key learning concepts), we use KAPOW, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The KAPOW programme offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area.*



# PSHE and RSE

## Aims of the Personal, Social, Health Education & Sex and Relationships Education

The national curriculum for PSHE aims to ensure that schools teach a broad and balanced curriculum that:

- promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school;
- • prepares pupils at the school of the opportunities, responsibilities and experiences of later life;
- • promotes British values.



# PSHE and RSE

At Three Peaks Primary Academy, we use the Jigsaw PSHE curriculum. KAPOW covers all areas of PSHE for the primary phase including statutory Relationships and Sex Education. The table below gives the learning theme of each of the six units and these are taught across the school; the learning deepens and broadens every year.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
EYFS	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	Y1 Families and relationships	Y1 Health and wellbeing	Y1 Safety and the changing body	Y1 Citizenship	Y1 Economic wellbeing	Y1 Transition lesson
Year 2	Y2 Families and relationships	Y2 Health and wellbeing	Y2 Safety and the changing body	Y2 Citizenship	Y2 Economic wellbeing	Year 2: Transition lesson
Year 3	Y3 Families and relationships	Y3 Health and wellbeing	Y3 Safety and the changing body	Y3 Citizenship	Y3 Economic wellbeing	Year 3: Transition lesson
Year 4	Y4 Families and relationships	Y4 Health and wellbeing	Y4 Safety and the changing body	Y4 Citizenship	Y4 Economic wellbeing	Year 4: Transition lesson
Year 5	Y5 Families and relationships	Y5 Health and wellbeing	Y5 Safety and the changing body	Y5 Citizenship	Y5 Economic wellbeing	Year 5: Transition lesson
Year 6	Y6 Families and relationships	Y6 Health and wellbeing	Y6 Safety and the changing body	Y6 Citizenship	Y6 Economic wellbeing	Year 6: Transition lesson



## EYFS

### Early Learning Goals

Show I

#### 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 activity, and show an ability to follow instructions involving several ideas or actions.

#### 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.

#### 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.



# PSHE and RSE

## Key Stage 1

Year 1	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Identity
	What is family?	Understanding my emotions	Adults in school	Rules	What is money?	
	What are friendships?	What am I like?	Adults outside of school	Caring for others : Animals	Keeping money safe	
	Recognising other people's emotions.	Ready for bed	Getting lost	The needs of others	What is a bank?	
	Working with others.	Relaxation	Making an emergency phone call	Similar yet different	Saving and spending	
	Friendship problems.	Hand washing and personal hygiene	Appropriate contact	Belonging	Jobs in school	
	Healthy friendships	Sun safety	Safety with substances	Democratic decisions	Jobs out of school	
	Gender stereotypes	Allergies People who help us keep healthy	Safety at home People who help to keep us safe			

Year 2	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Identity
	Families offer stability and love	Experiencing different emotions	Introduction to the internet	Rules beyond school	Where does money come from?	
	Families are all different	Being active	Communicating online	Our school environment	Exploring needs	
	Other people's feelings	Relaxation : breathing exercises	Secrets and surprises	Our local environment	Exploring wants	
	Unhappy friendships	Steps to success	Appropriate contact: My private parts	Job roles in our local community	Bank cards and accounts	
	Introduction to manners and courtesy	Developing a growth mindset	Appropriate contact : My private parts are private	Similar yet different : my local community	My skills and talents	
	Change and loss	Healthy diet	Respect in personal boundaries	Student Council	Everyone is welcome	
	Gender stereotypes - Careers and jobs	Looking after our teeth	Road safety Crossing roads safely Staying safe with medicine	Giving my opinion		



# PSHE and RSE

## Lower Key Stage 2

	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Identity
Year 3	Healthy families	My healthy diary	First aid : Emergencies and calling for help	Right of the child	How do people pay for things?	
	Friendship conflict	Relaxation : Stretches	First aid : Bites and stings	Rights and responsibilities	What does budgetting mean?	
	Friendship: conflict versus bullying	Wonderful me	Be kind online	Recycling	How do we feel about money?	
	Effective communication	My superpowers	Cyberbullying	Local community groups	What happens when people spend money?	
	Respecting differences in others	Resilience : Breaking down barriers	Fake emails	Charity	What careers do people have ,	
	Stereotyping : gender	Communicating my feelings	Making choices	Local democracy	Can anyone be anything?	
	Stereotyping : age	Diet and dental health	influences Keeping safe out and about	Rules		

	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Identity
Year 4	Respect and manners	Looking after our teeth	Internet safety : Age restrictions	What are human rights?	What is value for money?	
	Healthy friendships	Relaxation : Visualisation	Share aware	Caring for the environment	Why keep track of money?	
	How my behaviour affects others	Celebrating mistakes	First aid : asthma	Community	What ways are there to look after money?	
	Bullying	Meaning and Purpose : My role	Privacy and secrecy	Contributing	What influences career choices?	
	Stereotypes : General	My happiness	Consuming information online	Diverse communities	Why make a career change?	
	Stereotypes : Disability	My emotions	Growing up	Local councillors	How can workplace stereotypes be challenged?	
	Families in the wider world	Mental health	Introducing puberty			
Change and loss		Tobacco				



# PSHE and RSE

## Upper Key Stage 2

	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Identity
Year 5	Build a friend	Relaxation : Yoga	Online friendship	Breaking the law	Why prioritise needs over wants?	
	Friendship skills	The importance of rest	Staying safe online	Rights and responsibilities	What is a weekly budget?	What is borrowing and loaning?
	Marriage	Embracing failure	Puberty	Protecting the planet	Contributing to the community	What are the risk of handling money online?
	Respecting myself	Going for goals	Menstruation			Why challenge workplace stereotypes?
	Family life	Taking responsibility for my feelings	Emotional changes in puberty	Pressure groups		What makes a suitable career?
	Bullying	Healthy meals	First Aid : Bleeding and head injuries	Parliament		
	Stereotyping: Gender Stereotypes : Race and religion	Sun safety	Alcohol, drugs and tobacco : Making decisions			

	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Identity
Year 6	Respect	What can I be?	Alcohol	Human rights	How do people navigate their feelings about money?	What is identity?
	Respectful relationships	Relaxation : Mindfulness	Critical digital consumers	Food choices and the environment	How do people keep money safe?	Identity and body image
	Stereotypes : Attitudes	Taking responsibility for my health	Social Media	Caring for others	What money responsibilities are there in secondary school?	
	Challenging stereotypes	The impact of technology on health	Physical and emotional changes of puberty	Prejudice and discrimination	What are the risks of gambling?	
	Resolving conflict	Resilience toolbox	Conception	Valuing diversity	What is a workplace?	
	Change and loss	Immunisation	Pregnancy and birth	National democracy	What career routes are there?	
	Good and bad habits	First aid : choking				
	Physical health concerns	First aid : Basic life support				



# PSHE and RSE

## **PSHE and RSE—Implementation**

To enable children to become healthy, independent and responsible members of society, we expect children leave Three Peaks being well-rounded, conscientious and positive young people who have a love of learning in order for them to become a positive citizen in an ever-changing world. We want our children to understand how they are developing personally and socially and tackle many of the moral, social and cultural issues that are part of growing up. This is implemented through our Jigsaw scheme of work.

### Vocabulary

Vocabulary forms a key part of our wider curriculum. Subject specific words are incorporated in each lesson and pupils are encouraged to link these to their knowledge organisers.

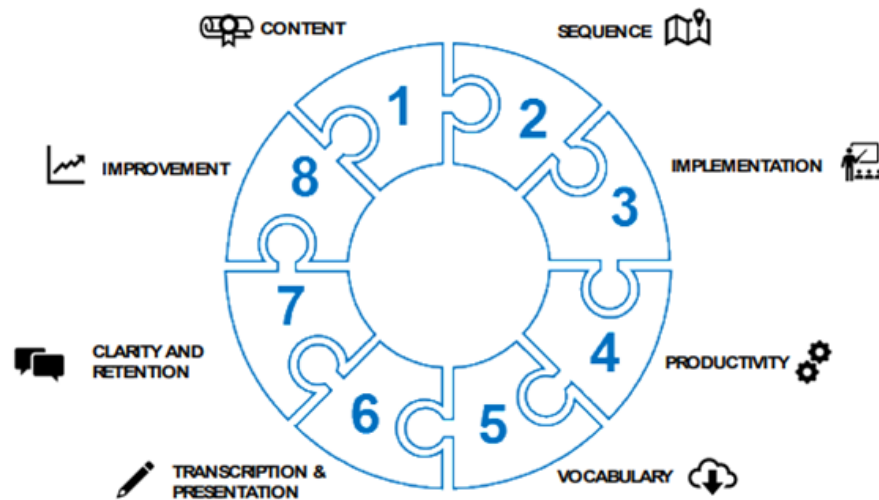


Impact will be assessed through :

### Pupil Book Study

Senior leaders and subject leaders regularly undertake book studies to monitor the effectiveness of teaching and learning. This includes sessions with small groups of pupils using questioning to check and ensure information and knowledge is acquired and understood with increasing confidence. Feedback is given to teaching staff to inform future planning.

QUALITY ASSURE books through studying:



### Ongoing Teacher Assessment

Teachers assess pupils throughout each session . Pupils who are identified as needing support will be supported either during post teaching interventions or in the following session as appropriate. Pupils working at above expected standard will also be identified and challenged appropriately to extend their learning. Evidence of this support or challenge and necessary feedback will be clear in books.