



PSHE at Loxdale



*Kapow
Primary™*

Parents' guide





What is PSHE?

At Loxdale Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development. We value PSHE as one way to support children and enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

To ensure progression and a spiral curriculum, we use Kapow as our chosen teaching and learning programme and tailor it to your children and our school'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.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. The units covered in this programme are:

- Families and Relationships
- Health and Wellbeing
- Safety and the changing body unit
- Citizenship
- Economic wellbeing

Children have a weekly PSHE lesson from Reception to Year 6 and a new learning intent is taught during these lessons.

This guide is designed to help you understand what is taught to your child and when. Also, some helpful hints for discussions at home.



Coverage

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------|---|--|--|---|---|---|
| EYFS: Reception | 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 | Introduction lesson Family and relationships | Family and relationships Health and wellbeing | Health and wellbeing Safety and the changing body | Safety and the changing body Citizenship | Citizenship Economic wellbeing | Economic wellbeing Transition lesson |
| Year 2 | Introductory lesson Family and relationships | Family and relationships Health and wellbeing | Health and wellbeing Safety and the changing body | Safety and the changing body Citizenship | Citizenship | Economic wellbeing Transition lesson |



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|--|--|---|---|--|
| Year 3 | Introductory lesson Family and relationships | Family and relationships Health and wellbeing | Health and wellbeing Safety and the changing body | Safety and the changing body Citizenship | Citizenship | Economic wellbeing Transition lesson |
| Year 4 | Introductory lesson Family and relationships | Family and relationships Health and wellbeing | Health and wellbeing Safety and the changing body | Safety and the changing body | Citizenship | Citizenship Economic wellbeing Transition lesson |
| Year 5 | Introductory lesson Family and relationships | Family and relationships Health and wellbeing | Health and wellbeing Safety and the changing body | Safety and the changing body Citizenship | Citizenship Economic wellbeing | Economic wellbeing Transition lesson: Roles and responsibilities |
| Year 6 | Introductory lesson Family and relationships | Health and wellbeing | Health and wellbeing Safety and the changing body | Safety and the changing body Citizenship | Citizenship Economic wellbeing | Economic wellbeing Identity Transition lesson: Dealing with change |

What does this involve?



EYFS: Reception

Self-regulation: My feelings

Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.

Building relationships: Special relationships

Exploring why families and special people are valuable, understanding why it is important to share and developing strategies to help with this, seeing themselves as valuable individuals and exploring diversity by recognising similarities and differences.

Managing self: Taking on challenges

Considering why we have rules and the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practicing 'grounding' coping strategies.

Self-regulation: Listening and following instructions

Listening to stories to practise their comprehension skills, playing games which require them to listen carefully to instructions to succeed, considering how rumours can spread quickly and change as they do so.

Building relationships: My family and friends

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, recognising the value in working together as a team.

Managing self: My wellbeing

Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body, discussing some of the ways in which we can take care of ourselves, learning how to travel safely as a pedestrian, considering the importance of making balanced food choices.



Year 1

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

| Families and relationships | Health and wellbeing | Safety and the changing body | Citizenship | Economic wellbeing |
|---|---|--|--|---|
| 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.

Year 2

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

| Families and relationships | Health and wellbeing | Safety and the changing body | Citizenship | Economic wellbeing |
|---|---|---|---|---|
| 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.



Year 3

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

| Families and relationships | Health and wellbeing | Safety and the changing body | Citizenship | Economic wellbeing |
|--|---|---|--|--|
| 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.

Year 4

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

| Families and relationships | Health and wellbeing | Safety and the changing body | Citizenship | Economic wellbeing |
|--|---|--|--|--|
| 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; age restrictions; the physical and emotional changes in puberty; 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 local government. | 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.



Year 5

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

| Families and relationships | Health and wellbeing | Safety and the changing body | Citizenship | Economic wellbeing |
|--|--|--|---|---|
| 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.

Year 6

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

| Families and relationships | Health and wellbeing | Safety and the changing body | Citizenship | Economic wellbeing |
|---|--|---|--|--|
| 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. | 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. |
| | | | | Identity |
| | | | | Two lessons on the theme of personal identity and body image. |

Transition lesson: Helping pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have.

What is RSHE?

Relationships, Sex and Health Education became compulsory in all Primary Schools in England from September 2020. This means that we have to cover the following subjects -

Relationships and Education -

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education -

- Mental wellbeing
- Internet safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing Adolescent Body

If you have any questions...

Talk to your child's teacher or the teacher in charge of PSHE (Miss Higginson). Often, when parents and carers find out what is in the curriculum, their worries are resolved as they can appreciate it is in the best interests of their child's lifelong learning and safeguarding.



Parents have the right to withdraw from elements of Sex Education, this would include how babies are made and born. However, puberty, naming body parts, and relationships are compulsory and children cannot be withdrawn. For more information, please use the following link -

[Relationships, sex and health education: guides for parents - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guides/relationships-sex-and-health-education-guides-for-parents)

How can I talk to my child about relationships, puberty and human reproduction?

What children learn at school is only part of the curriculum, and children can continue to learn from you at home. For some parents/carers, it can feel totally natural to discuss relationships, puberty and human reproduction with their child, while for others it can seem uncomfortable. Either way, it is important to remember these key points:

- We all want children to be safe, healthy and happy.
- We need to consider their needs and the world they inhabit.
- We need to normalise talking about relationships, puberty and human reproduction to ensure children feel they can talk to parents/carers about any concerns or worries they may have.
- We may need to challenge our own ways of thinking about how we feel about relationships and sex education.
- We have choices. We can avoid talking about relationships and puberty or we can communicate openly and honestly with children.

Here are some tips for talking to your child:

- Be honest. If you don't know the answer to a question, be honest and say so. Tell your child that you will need to find out and that you will get back to them with more soon.
- Remember that children are curious and want to know and understand. We tend to place our adult perspective on children's questions and comments, when actually a child just wants (and needs) a very simple, age-appropriate, matter-of-fact answer. This answer will not involve an 'adult' understanding of a topic - it needs to be at a child's level, with opportunity given for the child to be able to ask further questions if needed. Give yourself time to respond by asking something like, "What do you think that means?" or "Why do you ask?"
- Keep lines of communication open. Having an open and honest relationship with your child can really help make conversations easier, so make sure that you are always willing to talk when your child needs you; if you can't, explain why and find another time when it is more mutually convenient.
- Use correct terminology. It helps that children aren't confused by hints, euphemisms and innuendo; use correct terminology whenever you can, especially for body parts. This is hugely important for safeguarding too.