



PSHE/RSE

Long Term Planning



Our Curriculum Vision and Values

St. Andrew's Church of England Primary School is committed to providing a safe and caring Christian environment in which every individual is valued and encouraged to engage in lifelong learning. Our vision statement "With God all things are possible." (Matthew 19:26) is used to encourage individuals to be open to all possibilities and have a positive attitude.

Our vision reflects the Christian ethos of our school. As a school we ensure that everyone is valued and supported. The staff at St. Andrew's are extremely committed professionals who care deeply about the well-being of every child as well as having a determination for each child to reach their full learning potential.

This is articulated through our I Aspire values and threaded through our curriculum, in all subject areas, as outlined below.

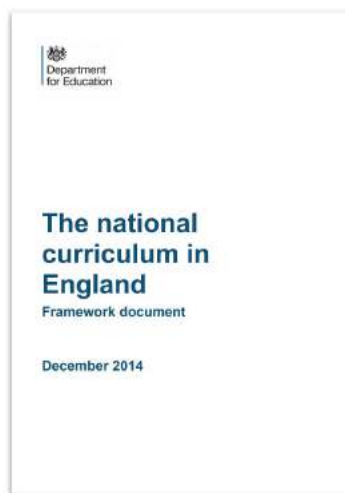
I ASPIRE

- I**ndependence (children independently applying skills, challenging themselves and being curious)
- A**mbition (risk taking, to have raised ambitions of what they can achieve, do and be)
- S**elf-control (controlling emotions in difficult situations, coping with disappointment)
- P**erseverance (building resilience and not giving up)
- I**ntegrity (doing the right thing when no-one is watching)
- R**esponsibility (being a model citizen, contributing and understanding all actions have consequences)
- E**mpathy (building caring relationships, understanding the views and beliefs of others)

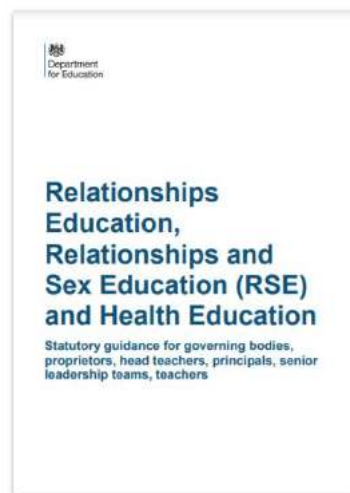
How does St. Andrew's CEVA Primary PSHE/RSE help our school to meet the statutory (and non-statutory) guidance for RSE & PSHE?

Our scheme of work 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.)

When this RSE & PSHE scheme of work is taught in conjunction with our Computing scheme, it also covers the government's **Education for a Connected World -2020 edition** framework (see our [Teach Computing Scheme](#)) and helps schools to meet the non-statutory guidance requirements of [Teaching online safety in schools](#).(2023, See our [Teaching online safety in schools mapping](#)).



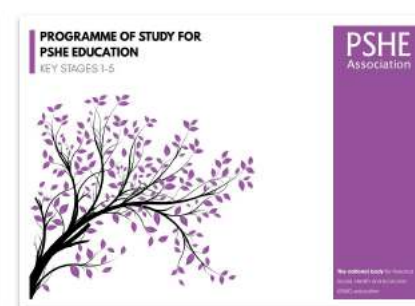
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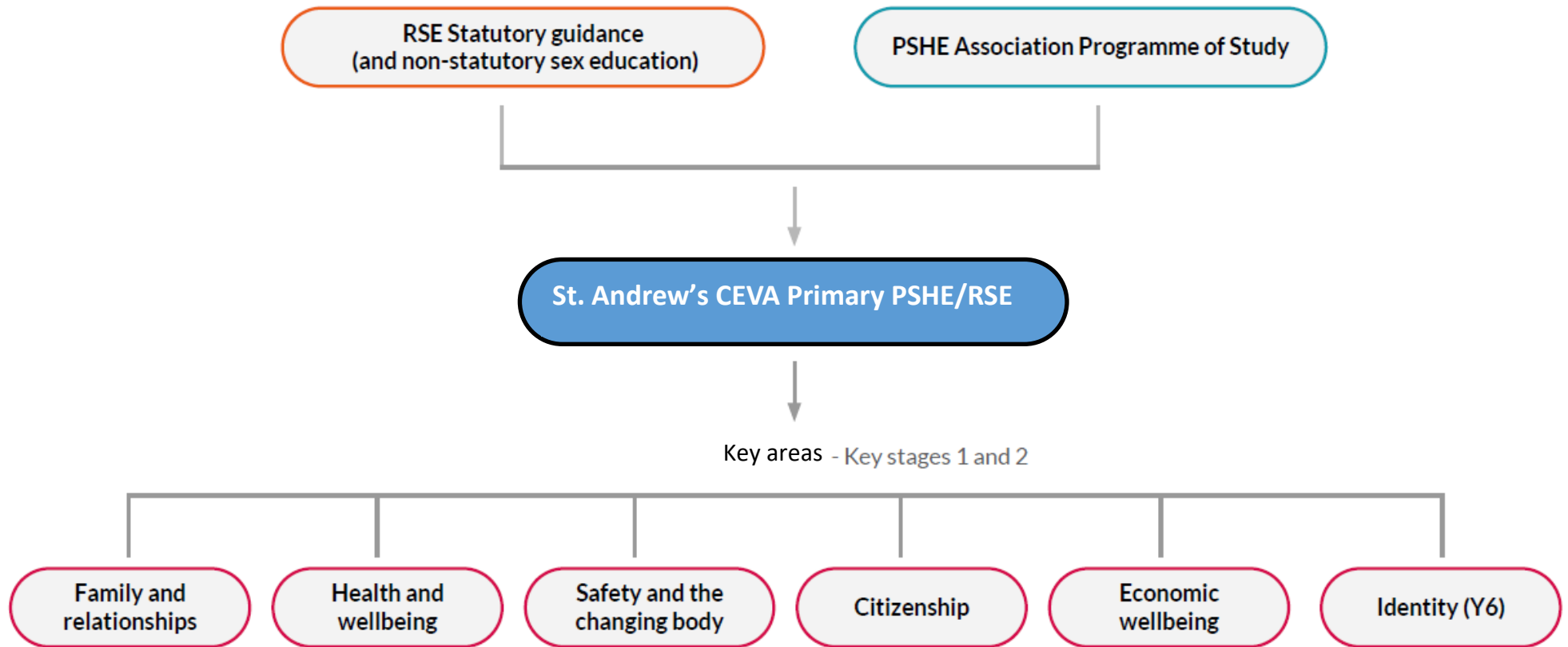


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How is the RSE & PSHE scheme of work organised?



Key areas

We have categorised our lessons into the five key areas below, which we return to in each year group, making pupil's prior and future learning clear and shows how what you are teaching fits into their wider learning journey. Year 6 also have a further key area: Identity.

Family and relationships

Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.

Health and wellbeing

Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.

Safety and the changing body

Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty,

Citizenship

Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.

Economic wellbeing

Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

Year 6 only:

Identity

Considering what makes us who we are whilst learning about body image.



A spiral curriculum

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.



Is there any flexibility in the St. Andrew's CEVA Primary PSHE & RSE scheme?

Our RSE & PSHE scheme of work is organised into units.

Within each most units, lessons should be taught in order as they build upon one another.

Across a single year group, units themselves do not need to be taught in the suggested order, apart from the Introductory lessons which are to be taught at the beginning of the year and the Transition lessons at the end of the year.

The flexibility in the order the units can be taught allows teachers to adapt the planning to suit their class and to cover particular units based on need at any moment in time.

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.

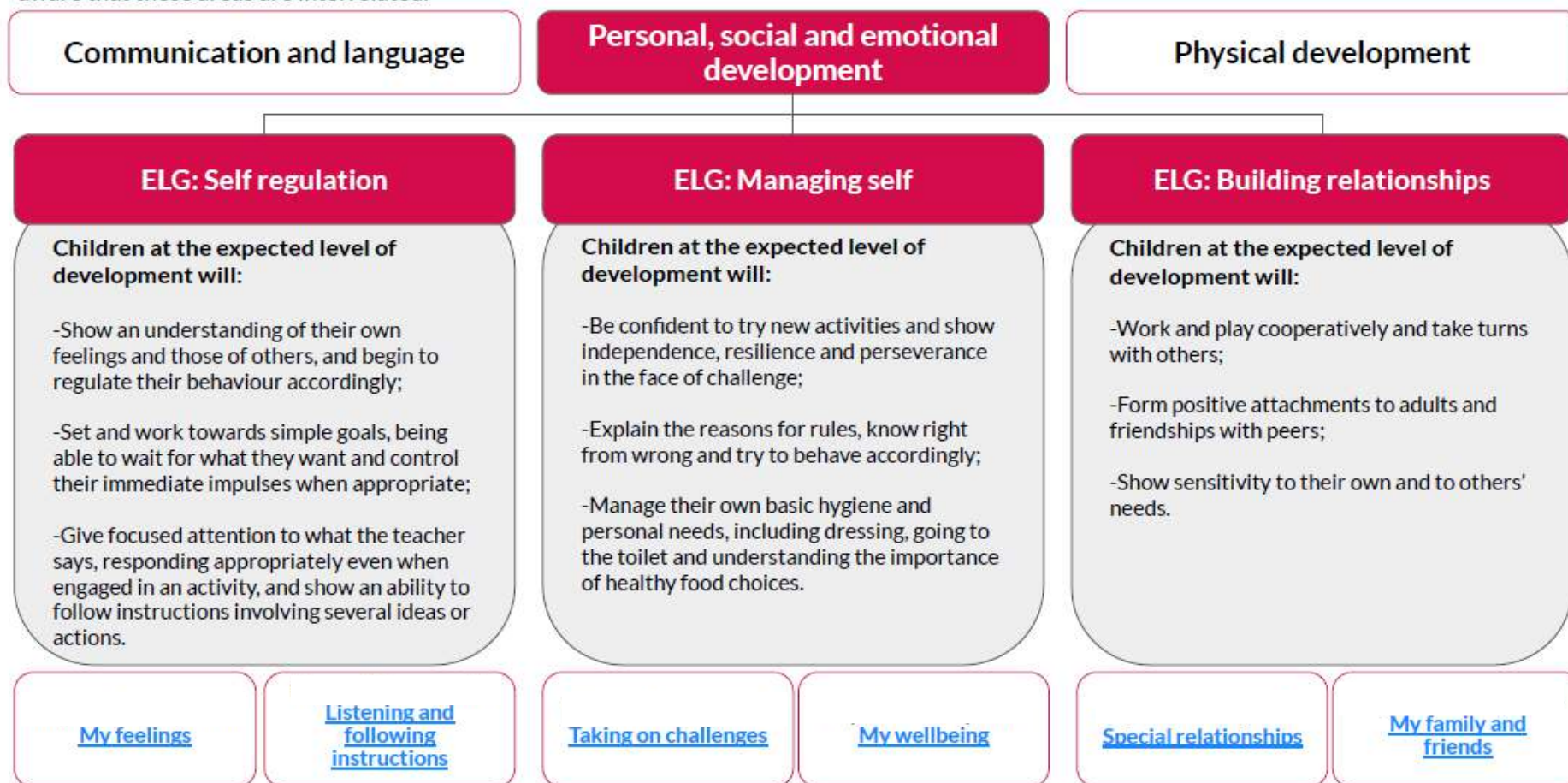
The St. Andrew's CEVA Primary scheme of work includes **two** Year 6 lessons which parents have the opportunity to withdraw their children from all/part of the lesson: *Safety and the changing body*: [Lesson 5: Conception](#) and [Lesson 6: Pregnancy and birth](#).

RSE & PSHE in EYFS: Reception

Personal, social and emotional development is one of the three Prime Areas in the [Statutory framework for the early years foundation stage](#).

The prime areas, **Communication and language**, **Physical development** and **Personal, social and emotional development**, lay the foundations for children to achieve in all areas of learning and life.

The early learning goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year in the Personal, social and emotional development prime area and are referenced in our Kapow Primary RSE & PSHE lesson plans, along with the relevant non-statutory [Development Matters](#) guidance. We have organised our EYFS: Reception content under the most relevant early learning goal, however please be aware that these areas are interrelated.



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