



BECKSTONE
PRIMARY



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In Y4, we practice animal stretches in our Health and Wellbeing learning. They help us relax!





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Whole School Approach

PSHE is taught through a range of subjects, activities and events at Beckstone Primary School. Our school culture and involvement in our local community embodies a sense of belonging and community spirit in our children.

Assemblies, circle times and buddy systems are designed to develop our children's capacity to listen to each other, empathise and articulate their thoughts. PSHE is also taught explicitly using Kapow primary scheme, Well Being Wednesday resources, Cornerstones activities and through sessions planned to link with our Learning Challenge Topics.

The Kapow Primary scheme is a whole school approach that consist of five areas of learning:

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





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Whole School Approach

Each of these areas is revisited every year to allow children to build upon prior learning. The lessons are a progressive programme. They support 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.

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 each year group, an introductory lesson 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 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.

Planning

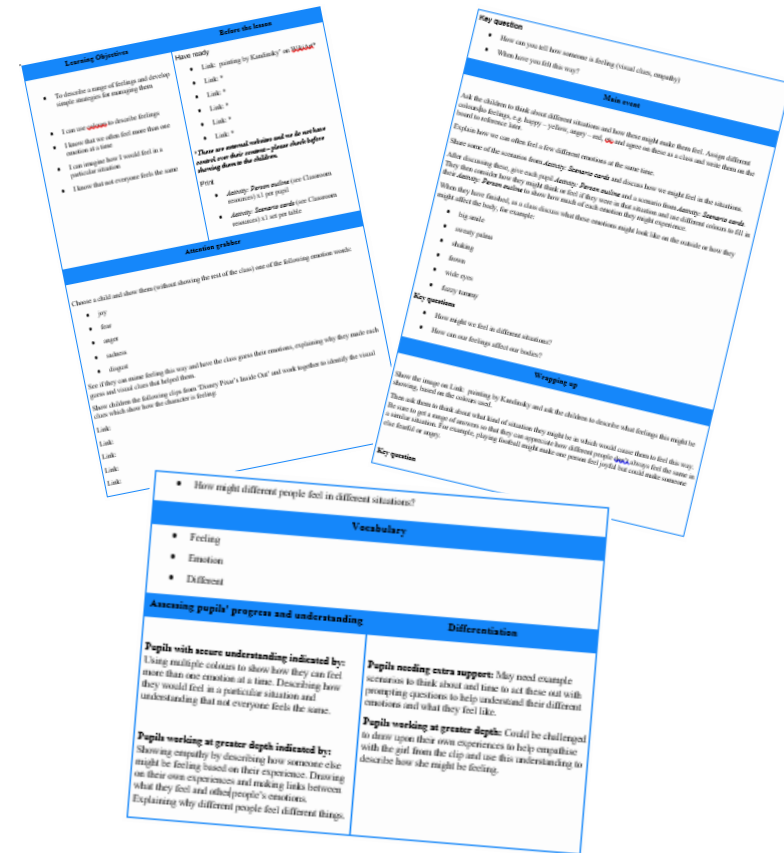
All units are accompanied by a knowledge organizer which is stuck into the front of the class floor book at the start of the unit.

Planning documents identify each element of the lesson which ensure the children:

- Have links to prior learning
- Understand the unit outcomes

Lesson plans are broken into the following parts:

- Attention grabber
- Key Question
- Main Event
- Wrapping Up
- Key Question
- Vocabulary
- Assessing pupils' progress and understanding
- Differentiation



Planning

Long term plans outline the learning within each year group.

	Introductory lesson	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 1	Setting ground rules for RSE and PSHE lessons	L1 What is family? L2 What are friendships? L5 Friendship problems L6 Healthy friendships L7 Gender stereotypes	L1 Understanding my emotions L3 Ready for bed L5 Handwashing & personal hygiene L6 Sun safety L7 Allergies	L1 Adults in school L2 Adults outside school L4 Making an emergency phone call L5 Appropriate contact L6 Safety with substances	L1 Rules L4 Similar, yet different	L1 Introduction to money L4 Saving and spending
Year 2	Setting ground rules for RSE and PSHE	L2 Families are all different L4 Unhappy friendships L5 Introduction to manners and courtesy L6 Change and loss L7 Gender stereotypes: Careers and jobs	L1 Experiencing different emotions L5 Developing a growth mindset L6 Healthy diet L7 Looking after our teeth	L2 Communicating online L3 Secrets and surprises L4 Appropriate contact: My private parts L5 Appropriate contact: My private parts are private L8 Staying safe with medicine	L1 Rules beyond school L5 Similar yet different- my local community L7 Giving my opinion	L3 Wants and needs L4 Looking after money
Year 3	Setting ground rules and signposting	L1 Healthy families L2 Friendship conflicts L3 Friendship: conflict vs bullying L5 Learning who to trust L6 Respecting differences in others L7 Stereotyping gender	L1 My healthy diary L3 Health and wellbeing L5 Resilience: breaking down barriers L6: Diet and dental health	L1 First Aid: emergencies and calling for help L4 Cyberbullying L7 Influences L8 Keeping safe out and about	L1 Rights of the child L5 Charity L6 Local democracy	L1 Ways of paying L5 Jobs and careers



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Planning

Long term plans outline the learning within each year group.

	Introductory lesson	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 4	Setting ground rules and signposting	L1 Respect and manners L2 Healthy friendship L4 Bullying L6 Stereotypes: Disability L8 Change and loss	L1 Looking after our teeth L3 Celebrating mistakes L5 My happiness L6 Emotions L7 Mental health	L1 Internet safety: Age restrictions L2 Share aware L4 Privacy and security L7 Introducing puberty L8 Tobacco	L1 What are human rights? L5 Diverse communities	L2 Keeping track of money L4 Influences on career choices
Year 5	Setting rules and signposting	L2 Friendship skills L3 Marriage L4 Respecting myself L5 Family life L6 Bullying L8 Stereotypes: Race and religion	L2 The importance of rest L5 Taking responsibility for my feelings L6 Healthy meals L7 Sun safety	L1 Online friendships L2 Staying safe online L3 Puberty L4 Menstruation L6 First Aid: Bleeding L7 Alcohol, drugs and tobacco: Making decisions	L1: Breaking the law L6 Parliament	L3 Risks with money
Year 6	Setting ground rules for RSE and PSHE	L1 Respect L2 Respectful relationships L4 Challenging stereotypes L5 Resolving conflict L6 Change and loss	L3 Taking responsibility for my health L4 The impact of technology on health L5 Resilience toolkit L6: Immunisation L8 Physical Health concerns	L1 Alcohol L3 Social media L4 Physical and emotional changes of puberty L8 First Aid: Basic life support	L1 Human rights L4 Prejudice and discrimination L6 National democracy	L4 What jobs are available <div style="background-color: #e91e63; color: white; text-align: center; padding: 5px;">Identity</div> L2 Identity and body image



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Planning

Statutory guidance mapping illustrates how the units of lesson deliver the learning required within the Statutory guidance for relationships, Sex and Health Education. An example is shown below:

Statutory guidance mapping document		Relationships and sex education								
Pupils should know:	Families and relationships	Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that families are important for children growing up because they can give love, security and stability										
the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives		3								
that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them		1*, 7			5*					
that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up										
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong					3*					
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		8*			5*			6*		

*This lesson also appears in the Condensed Long-term plan

In the following slides, show the progression and skills knowledge taught in PSHE and RSE in our scheme of work





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Progression of skills and knowledge

Families and relationships

Sub-strand	Year 1		Year 2		Year 3	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Family	Exploring how families are different to each other.	<p>To understand that families look after us.</p> <p>To know some words to describe how people are related (eg. aunty, cousin).</p> <p>To know that some information about me and my family is personal.</p>	Understanding ways to show respect for different families.	<p>To know that families can be made up of different people.</p> <p>To know that families may be different to my family.</p>	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.
Friendships	<p>Exploring how friendship problems can be overcome.</p> <p>Exploring friendly behaviours.</p>	<p>To understand some characteristics of a positive friendship.</p> <p>To understand that friendships can have problems but that these can be overcome.</p>	Understanding difficulties in friendships and discussing action that can be taken.	<p>To know some problems which might happen in friendships.</p> <p>To understand that some problems in friendships might be more serious and need addressing.</p>	<p>Exploring ways to resolve friendship problems.</p> <p>Developing an understanding of the impact of bullying and what to do if bullying occurs.</p>	<p>To know that bullying can be physical or verbal.</p> <p>To know that bullying is repeated, not a one off event.</p> <p>To know that violence is never the right way to solve a friendship problem</p>
Respectful relationships	N/A	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	Exploring the conventions of manners in different situations.	<p>To understand what good manners are.</p> <p>To understand some stereotypes related to jobs.</p>	<p>Identifying who I can trust.</p> <p>Exploring the negative impact of stereotyping.</p>	<p>To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>To understand that there are similarities and differences between people.</p>
Change and loss	N/A	N/A	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.	N/A	N/A



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Progression of skills and knowledge

Families and relationships

Sub-strand	Year 4		Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Family	N/A	N/A	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.	N/A	N/A
Friendships	Exploring physical and emotional boundaries in friendships.	To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body.	Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.	To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying.	Identifying ways to resolve conflict through negotiation and compromise.	To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.
Respectful relationships	N/A	To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability.	Exploring and questioning the assumptions we make about people based on how they look.	To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.	To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination.
Change and loss	Discussing how to help someone who has experienced a bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.	N/A	N/A	Exploring the process of grief and understanding that it is different for different people.	To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.



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Progression of skills and knowledge

Health and wellbeing

Sub-strand	Year 1		Year 2		Year 3	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Health and prevention	<p>Learning how to wash hands properly.</p> <p>Learning how to deal with an allergic reaction.</p>	<p>To understand we can limit the spread of germs by having good hand hygiene.</p> <p>To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</p> <p>To know that certain foods and other things can cause allergic reactions in some people.</p>	<p>Exploring the effect that food and drink can have on my teeth.</p>	<p>To know that food and drinks with lots of sugar are bad for my teeth.</p>	<p>Understanding why it is important to look after my teeth.</p>	<p>To understand ways to prevent tooth decay.</p>
Physical health and wellbeing	<p>Exploring positive sleep habits.</p>	<p>To know that sleep helps my body to repair itself, to grow and restores my energy.</p>	<p>Exploring some of the benefits of a healthy balanced diet.</p> <p>Suggesting how to improve an unbalanced meal.</p>	<p>To understand the balance of foods we need to keep healthy.</p>	<p>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p>	<p>To know the different food groups and how much of each of them we should have to have a balanced diet.</p>
Mental wellbeing	<p>Identifying different ways to manage feelings.</p>	<p>To know that strengths are things we are good at.</p> <p>To know that qualities describe what we are like.</p> <p>To know the words to describe some positive and negative emotions.</p>	<p>Exploring strategies to manage different emotions.</p> <p>Developing empathy.</p> <p>Exploring the need for perseverance and developing a growth mindset.</p>	<p>To know that we can feel more than one emotion at a time.</p> <p>To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p>	<p>Being able to breakdown a problem into smaller parts to overcome it.</p>	<p>To understand the importance of belonging.</p> <p>To understand what a problem or barrier is and that these can be overcome.</p>



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Progression of skills and knowledge

Health and wellbeing

Sub-strand	Year 4		Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Health and prevention	Developing independence in looking after my teeth.	To know key facts about dental health.	Developing independence for protecting myself in the sun.	To understand the risks of sun exposure.	Discussing ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health.	To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness.
Physical health and wellbeing	N/A	N/A	Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep.	To know that calories are the unit that we use to measure the amount of energy certain foods give us. To know that what we do before bed can affect our sleep quality.	Setting achievable goals for a healthy lifestyle.	To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).
Mental wellbeing	Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset.	To know that it is normal to experience a range of emotions. To know that mental health refers to our emotional wellbeing, rather than physical. To understand that mistakes can help us to learn. To know who can help if we are worried about our own or other people's mental health.	Taking responsibility for my own feelings.	N/A	Developing strategies for being resilient in challenging situations.	To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the effects technology can have on mental health.



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Progression of skills and knowledge

Safety and the changing body

Sub-strand	Year 1		Year 2		Year 3	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Being safe (including online)		To know that some types of physical contact are never appropriate.	Discussing the concept of privacy. Exploring ways to stay safe online.	To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online. To understand the difference between secrets and surprises.	Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe.	To understand that cyberbullying is bullying which takes place online. To know the rules for being safe near roads.
Drugs, alcohol and tobacco	Learning what is and is not safe to put in or on our bodies.	To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.	Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.	To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can.	Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make.	To understand that other people can influence our choices.
The changing adolescent body	N/A	N/A	N/A	To know the names of parts of my body including private parts.	N/A	N/A
Basic first aid	Practising making an emergency phone call.	To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.	N/A	N/A	Learning what to do in a medical emergency, including calling the emergency services.	To know that it is important to maintain the safety of myself and others, before giving first aid.

Progression of skills and knowledge

Safety and the changing body

Sub-strand	Year 4		Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	<p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefits and risks of sharing information online.</p>	<p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p>	<p>Developing an understanding of how to ensure relationships online are safe.</p>	<p>To know the steps to take before sending a message online (using the THINK mnemonic).</p> <p>To know some of the possible risks online.</p>	<p>Exploring online relationships including dealing with problems.</p>	<p>To understand that online relationships should be treated in the same way as face to face relationships.</p> <p>To know where to get help with online problems.</p>
Drugs, alcohol and tobacco	<p>Discussing the benefits of being a non-smoker.</p>	<p>To understand the risks associated with smoking tobacco.</p>	<p>Learning to make 'for' and 'against' arguments to help with decision making.</p>	<p>To know some strategies I can use to overcome pressure from others and make my own decisions.</p>	<p>Discussing the reasons why adults may or may not drink alcohol.</p>	<p>To understand the risks associated with drinking alcohol.</p>
The changing adolescent body	<p>Discussing some physical and emotional changes during puberty.</p>	<p>To understand the physical changes to both male and female bodies as people grow from children to adults.</p>	<p>Identifying reliable sources of help with puberty.</p>	<p>To understand the process of the menstrual cycle.</p> <p>To know the names of the external sexual parts of the body and the internal reproductive organs.</p> <p>To know that puberty happens at different ages for different people.</p>	<p>Discussing problems which might be encountered during puberty and using knowledge to help.</p>	<p>To understand how a baby is conceived and develops.</p>
Basic first aid	N/A	N/A	<p>Learning about how to help someone who is bleeding.</p>	<p>To know how to assess a casualty's condition.</p>	<p>Placing an unresponsive patient into the recovery position.</p>	<p>To know how to conduct a primary survey (using DRABC).</p>



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Progression of skills and knowledge

Citizenship

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Recognising why rules are necessary.</p> <p>Exploring the differences between people.</p>	<p>To know the rules in school.</p> <p>To understand that people are all different.</p>	<p>Explaining why rules are in place.</p> <p>Learning how to discuss issues of concern to me.</p>	<p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>To understand that everyone has similarities and differences.</p>	<p>Exploring how children's rights help them and other children.</p> <p>Considering the responsibilities that adults and children have to maintain children's rights.</p>	<p>To understand the UN Convention on the Rights of the Child.</p> <p>To know that the local council is responsible for looking after the local area.</p> <p>To know that elections are held where adults can vote for local councillors.</p> <p>To understand the role of charities in the community.</p>
Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Discussing how we can help to protect human rights.</p> <p>Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community.</p>	<p>To know that human rights are specific rights that apply to all people.</p> <p>To know some of the people who protect our human rights such as police, judges and politicians.</p> <p>To know that there are a number of groups which make up the local community.</p>	<p>Developing an understanding of how parliament and Government work.</p>	<p>To know what happens when someone breaks the law.</p> <p>To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p>	<p>Discussing how education and other human rights protect us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Identifying appropriate ways to share views and ideas with others.</p>	<p>To know that education is an important human right.</p> <p>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>To know that prejudice is making assumptions about someone based on certain information.</p> <p>To know that discrimination is treating someone differently because of certain factors.</p>



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Progression of skills and knowledge

Economic wellbeing

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Discussing what to do if we find money.	To know that coins and notes have different values.	Identifying whether something is a want or need.	To know some of the ways in which adults get money.	Considering the advantages and disadvantages of different payment methods.	To understand that there are different ways to pay for things.
Exploring choices people make about money.	To know some of the ways children may receive money. To know that it is wrong to steal money.	Recognising that people make choices about how to spend money.	To know the difference between a 'want' and 'need'. To know some of the features to look at when selecting a bank account.		To understand that there are a range of jobs available. To understand that some stereotypes can exist around jobs but these should not affect people's choices.
Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Identifying negative and positive influences that can affect our career choices.	To understand the importance of tracking money. Exploring ways to overcome stereotypes in the workplace.	Discussing risks associated with money.	To know some ways that people lose money.	Identifying jobs which might be suitable for them.	N/A

Progression of skills and knowledge

Identity

Year 6 only	
Skills	Knowledge
Exploring how the media might influence our identity.	To know that identity is the way we see ourselves and also how other people see us.

Assessment

At the end of each lesson, children have opportunities to discuss their learning in the Wrapping Up part of session. There is a key question which gauges children's understanding of the topic being taught.

For every unit there is a corresponding assessment quiz and knowledge catcher. The quiz is displayed on the interactive whiteboard along with a printable pupil answer sheet. The quizzes can be used at the beginning and end of a unit to check progression or just at the end.

Unit quiz
RSE & PSHE
Family and relationships
Year 5

Quiz

Unit title: _____
Name: _____ Date: _____

Question 1: A B C D

Question 2: A B C D

Question 3: A B C D

Question 4: A B C D

Question 5: A B C D

Question 6: A B C D


Question 7: A B C D

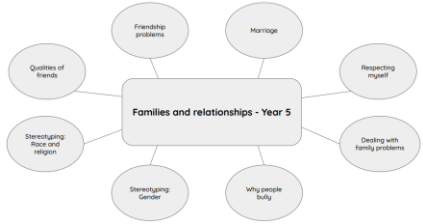
Question 8: A B C D

Question 9: A B C D

Question 10: _____

Score: _____





Families and relationships - Year 5

Quoties of friends	Friendship problems	Marriage	Respecting myself
Dealing with family problems	Why people bully	Stereotyping Gender	Stereotyping Race and religion

The Knowledge Catchers are a more open ended way to assess children's understanding. These can be used at the start of planning to assess what the children already know and inform planning.

At the end of the unit, the children can add what they have learnt to the Knowledge Catcher in a different colour.

Literacy within PSHE and SRE

Reading

In our PSHE curriculum, we encourage pupils to access high quality texts to support their learning and develop their skills in accessing information. Class libraries are stocked with selected texts to support our PSHE curriculum. Also each term, Debbie's Circle Time visits every class.



This is led by Debbie Cook, our Education Support Manager.

Debbie uses a text-based approach to PSHE. She reads to every class in school, using a book which focuses on the half termly objective.

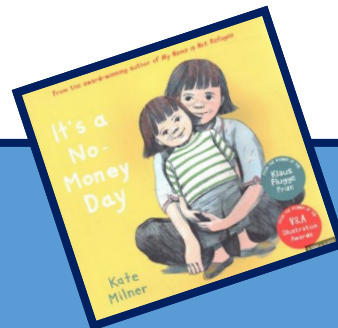
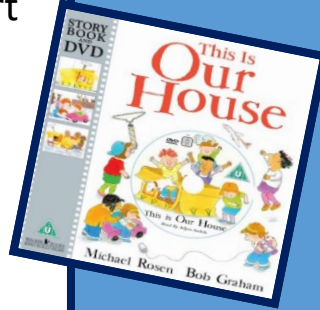
The children then discuss and reflect on the story. This provides the children with another way of internalising the objective and applying it in a different context.

Vocabulary

Vocabulary forms a key part of our wider curriculum. Each lesson identifies key vocabulary to be introduced and discussed within the session.

Oracy

PSHE sessions encourage children to express themselves verbally using full sentences. During whole class and small group discussions children share their thoughts, feelings and questions using appropriate vocabulary.



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PSHE- Implementation

Community Links

At Beckstone, we believe that we should play an active role in our community. We have links to our local MP, who visits school to give children an understanding of democracy and citizenship.

Our visits to local care homes give the children the opportunity to sing to and interact with residents and our pen pal scheme enables UKS2 children to correspond with residents – forming friendships and sharing experiences. Every year, we also invite the Over 55s Club to lunch in school.

We support local charities through non uniform days. Every year, Y6 children hold a MacMillan coffee morning, running stalls, making cakes and serving refreshments to the community to raise money for this charity.

We also invite visitors into school including police officers, local celebrities such as Max and Paddy the charity fund raising dogs and a Paralympian wheelchair basketball player.



Carols in the Square is held on the last day of Autumn Term. It involves the whole school in singing Christmas Songs in Harrington with the whole community invited to attend. This shared celebration is a wonderful event and is enjoyed by everyone.



We also take part in our local Remembrance Sunday parade. Our involvement in these events supports our intention that Beckstone Primary school is a prominent and proactive member of our community and that our children recognise their role as active citizens.