

Personal, Social & Health Education (PSHE) and Relationships & Sex Education (RSE) at Springfield

Our vision

At Springfield, we value Personal, Social and Health Education (PSHE) as it supports our children in their social and emotional development as well as promoting their health and well-being. We believe that in order for our children to thrive, they need a secure understanding of how to manage their feelings and relationships and how to face challenges in their lives.

Through our PSHE curriculum, our children build the knowledge and understanding that they need to be positive citizens and to play an effective role in their community. Our lessons give children an understanding of the rights and responsibilities that are part of being a good citizen, which enables them to play an active and healthy part in the life of our school, their community and the world. We strive for our children to be informed, thoughtful and responsible individuals who are aware of their rights and responsibilities.

Throughout our PSHE curriculum, we teach children to develop positive mental health and share strategies to support their wellbeing.

How we plan for and teach PSHE

We follow the Kapow scheme of work for PSHE, which has carefully sequenced learning for each year group. Each class from Reception to Year 6 has a weekly PSHE session to explore these themes. This subject is taught mainly with various hands-on activities, discussions, debates and circle time. Our PSHE curriculum is embedded in our whole-school ethos where we celebrate differences and value and promote respect, tolerance and equity.

How we evaluate learning in PSHE

The impact of our PSHE curriculum is evident in the confidence our children demonstrate when expressing their feelings and managing their friendships. Children at Springfield learn to use their voice to express their emotions and to use words to solve problems. We also see the impact of this learning in our children's engagement with their community and their care and respect for others. The choices our children make to keep themselves safe and healthy also reflect the impact of our PSHE curriculum.

RSE & PSHE in EYFS

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 (CL), Physical development (PD) and Personal, social and emotional development (PSED), lay the foundations for children to achieve in all areas of learning and life.

Within Personal, social and emotional development (PSED), there are three Early Learning Goals which summarise the knowledge, skills and understanding that all young children should have gained by the end of Reception. These are:

1. Self-regulation
2. Managing self
3. Building relationships

For each of these goals, there are two units of learning, sequenced as follows:

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
-------------------------------------	--	--	--	--	------------------------------------

RSE & PSHE in Key Stage 1 (Years 1+2) and Key Stage 2 (Years 3-6)

Each year from Year 1-6, children's learning is organised into five or six main units: Family and Relationships; Health and Wellbeing; Safety and the Changing Body; Citizenship; Economic Wellbeing and Identity (Y6 only).

Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Identity (Y6 only)
Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.	Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.	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.	Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.	Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.	Considering what makes us who we are whilst learning about body image.

Within these units, links are made to our **Springfield Community Commitments**, our school **VERSE**, **British Values** and **UNCRC Articles**.

Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Identity (Y6 only)
Commitments: learn together, build positivity, build confidence, respect one another VERSE: voice, everyone, respect, safe Rights Respecting: Article 2 British Values: mutual respect and tolerance	Commitments: build positivity, build confidence VERSE: safe Rights Respecting:	Commitments: build positivity, build confidence, respect VERSE: safe Rights Respecting: British Values: mutual respect and tolerance of those with different faiths and beliefs	Commitments: respect, learn together, build positivity VERSE: voice, everyone, respect, safe Rights Respecting: all articles of the UNCRC British Values: mutual respect and tolerance of those with different faiths and beliefs, democracy, the rule of law, individual liberty	Commitments: reach high, respect one another VERSE: safe, effort British Values: mutual respect and tolerance of those with different faiths and beliefs, the rule of law, individual liberty	Commitments: build confidence, build positivity, respect VERSE: voice, everyone, respect, safe British Values: mutual respect and tolerance of those with different faiths and beliefs

Reception: PSHE and RSE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	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
Overview	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.	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.	Considering why we have rules and the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practising 'grounding' coping strategies.	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.	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.	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, and considering the importance of making balanced food choices.
Details of Coverage	Identifying my feelings Feelings jars Coping strategies Describing feelings Facial expressions Creating a calm corner	My family Special people Sharing I am unique My interests Similarities and differences	Why do we have rules? Building towers Team and building Grounding Team races Circus skills	Simon says Listening to a story Past whisper Obstacle race Blindfold walk Treasure hunt	Festivals Sharing What makes a good friend? Being a good friend Teamwork Celebrating friendships	What is exercise? Yoga and relaxation Looking after ourselves Being a safe pedestrian Eating healthily A rainbow food
Opportunities to discuss representation and diversity	Ensure visual representations of people feeling different emotions are diverse and representative. Ensure all feelings are equally represented across sex, race, religion, disability etc.	Ensure children learn about the diversity of different types of family and that all families are equal and should be respected, valued and celebrated equally. Ensure learning about similarities and differences does not promote any stereotypes.	When exploring the idea of teamwork, ensure children work with a range of peers and see images and examples of teams with diverse teammates.	Ensure children enjoy stories from a diverse and representative range of authors. Share images of authors before reading stories. Ensure stories include characters from diverse and representative backgrounds.	Ensure a wide range of festivals across different faiths, cultures and traditions are shared and explored with curiosity and respect.	Ensure that images relating to health, diet and exercise represent a range of realistic and healthy body types. Ensure these images show people of different races, religions, disabilities, ages and sexes.

Year 1: PSHE and RSE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	My healthy self: How can we look after our feelings?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Overview	Exploring what makes them and their families special and exploring how to build and maintain healthy relationships.				Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help.	Pupils learn to recognise safe and unsafe situations, follow basic safety rules, understand body warning signs, practise road safety, and confidently seek help from trusted adults.
Details of Coverage	<p>What makes me special?</p> <p>How do families show love and care for each other?</p> <p>What helps me feel safe and cared for?</p> <p>What is a friend?</p> <p>How can we have a kind and friendly class?</p> <p>How should we behave towards other?</p>				<p>How and why do we wash our hands?</p> <p>How can I protect myself in any weather?</p> <p>Who helps us stay healthy?</p> <p>What should I do if I feel unwell?</p> <p>How serious are different injuries?</p> <p>How can we get help for serious injuries?</p>	<p>How can I stay safe at home?</p> <p>What is safe for our bodies?</p> <p>What rules can keep me safe?</p> <p>How can I stay safe near roads?</p> <p>How might my body feel when something is unsafe?</p> <p>Who can keep me safe?</p>
Opportunities to discuss representation and diversity						

Year 2: PSHE and RSE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How are things shared online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Overview	Building understanding of how daily habits support physical health by exploring the benefits of movement, sleep, healthy eating, hydration and dental care, and applying this knowledge to create a healthy daily routine.	Pupils learn to recognise safe and unsafe situations, follow basic safety rules, understand body warning signs, practise road safety, and confidently seek help from trusted adults.			Learning how people grow and change as they get older, recognising physical changes, naming private body parts correctly and understanding privacy, personal boundaries and who can help.	
Details of Coverage	<p>How does moving my body make me feel?</p> <p>Why is sleep important?</p> <p>What foods can help me stay healthy?</p> <p>How can I make some healthy food and drink choices?</p> <p>What can I do to keep my teeth clean and healthy?</p> <p>How can I make healthy choices every day?</p>	<p>How are we all different and the same?</p> <p>How are families different and the same?</p> <p>How can I show my feelings kindly and calmly?</p> <p>How can I let others know what is okay or not okay for me?</p> <p>Who can I talk to if someone does not feel right?</p> <p>What should I do if someone is being unkind again and again?</p>			<p>How do we grow and change?</p> <p>How will I change as I grow up?</p> <p>Do I make the rules about my own body?</p> <p>How can I talk about my body?</p> <p>How can we show respect for each others bodies?</p> <p>Who can I talk to if I do not feel safe?</p>	
Opportunities to discuss representation and diversity						

Year 3: PSHE and RSE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we treat each other online?	Citizenship 1: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship 2: What careers do people choose and why?
Overview		Celebrating what makes them unique and exploring personal boundaries and understanding how relationships can offer support, care, kindness and shared values.				
Details of Coverage		<p>How can I respect myself?</p> <p>What are personal boundaries?</p> <p>What makes a family?</p> <p>How can I be a good friend?</p> <p>How can we repair a friendship after a falling-out?</p> <p>What are the different types of bullying?</p>				
Opportunities to discuss representation and diversity						

Year 4: PSHE and RSE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can I evaluate what I see online?	Citizenship: How can I spend my money wisely?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
Overview		Understanding how trust, fairness and boundaries keep friendships healthy and practising how to respond assertively and respectfully when challenges or unkind behaviours arise.			Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone.	Developing understanding of hazards, risks and emergencies by exploring how to recognise unsafe situations, assess levels of risk and make informed choices to stay safe. Building knowledge of strategies to reduce risk in a range of contexts, including at home, outdoors, in, on or around water and near roads, while learning how to respond in an emergency and seek appropriate help.
Details of Coverage		<p>How can I show self-respect?</p> <p>How can I show respect to others?</p> <p>How can I build trusting friendships?</p> <p>How can we solve friendship challenges?</p> <p>How should I respond to bullying?</p> <p>What is a stereotype?</p>			<p>What are body boundaries?</p> <p>How will I grow and change during puberty?</p> <p>Which emotional changes could I experience when growing up?</p> <p>What is a period?</p> <p>How can we show kindness and understanding about body changes?</p> <p>Who can I talk to about growing up and changes?</p>	<p>How can I tell if a situation is unsafe?</p> <p>What do I do if a situation feels unsafe?</p> <p>How can I stay safe around traffic?</p> <p>Why can water be dangerous?</p> <p>What drugs are safe or unsafe?</p> <p>How can I prevent accidents?</p>

Opportunities to discuss representation and diversity						
--	--	--	--	--	--	--

Year 5: PSHE and RSE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship 1: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship 2: How can we be in control of our money?
Overview					Learning about the physical and emotional changes of puberty, including periods, hygiene and personal boundaries, to support healthy development and respectful relationships.	
Details of Coverage					<p>How will my body grow during puberty?</p> <p>How can I keep myself clean and hygienic?</p> <p>How can we treat others with kindness during puberty?</p> <p>How can I manage my emotions and feelings during puberty?</p> <p>What is a period?</p> <p>How can I challenge behaviour which crosses personal boundaries?</p>	
Opportunities to discuss representation and diversity						

Year 6: PSHE and RSE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	My healthy self: How do my choices today shape my future wellbeing?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about being online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Option 1 First aid Option2 Sex education
Overview		Deepening understanding of respectful relationships by linking values to self-respect, boundaries and consent, and by evaluating how to challenge unfairness, prevent bullying and seek help safely in a range of real-life situations.				NON STATUTORY UNIT Pupils learn correct scientific vocabulary for body parts, understand conception and pregnancy, explore birth and family life, recognise consent and its importance, and know the legal age of consent in the UK.
Details of Coverage		<p>How does self-esteem help me?</p> <p>How can I be respectful in different situations?</p> <p>How can I set and respect boundaries?</p> <p>How can we challenge unfairness?</p> <p>How can we work together to stop bullying?</p> <p>When and how should I seek help?</p>				<p>Which words can we use to describe our body parts?</p> <p>How are babies made?</p> <p>What happens in pregnancy and how babies are born?</p> <p>How are families formed?</p> <p>How does life change after having a baby?</p> <p>What is consent?</p>
Opportunities to discuss representation and diversity						

