

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
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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+2	Summer 1	Summer 2
Unit	Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing
Overview	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.
Details of Coverage	<ul style="list-style-type: none"> What is a family? What are friendships? Recognising other people's emotions Working with others Friendship problems Healthy friendships Gender stereotypes 	<ul style="list-style-type: none"> Understanding my emotions What am I like? Ready for bed Relaxation Hand washing and personal hygiene Sun safety Allergies People who keep us healthy 	<ul style="list-style-type: none"> Adults in school Adults outside school Getting lost Making an emergency phone call Appropriate contact Safety with substances Safety at home People who keep us safe 	<ul style="list-style-type: none"> Rules Caring for others: animals The needs of others Similar, yet different Belonging Democratic decisions 	<ul style="list-style-type: none"> What is money? Keeping money safe What is a bank? Saving and spending Jobs in school Jobs out of school Transition lesson - individual strengths and new skills
Opportunities to discuss representation and diversity	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 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. Ensure sun safety learning relates to all skin colours.	Ensuring diverse representation of safe adults and members of the emergency services.	Ensuring differences in race, religion, sex, native language, family make-up and disability are all celebrated equally.	Ensure case studies of people with jobs, dreams and ambitions are from a range of backgrounds and do not reinforce stereotypes.

Year 2: PSHE and RSE Curriculum Map

	Autumn 1	Autumn 2	Spring 1+2	Summer 1	Summer 2
Unit	Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing
Overview	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.
Details of Coverage	Families offer stability and love Families are all different Other people's' feelings Unhappy friendships Introduction to manners and courtesy Change and loss Gender stereotypes: Careers and jobs	Experiencing different emotions Being active Relaxation: Breathing exercise Steps to success Developing a growth mindset Healthy diet Looking after our teeth	Introduction to the internet Communicating online Secrets and surprises Appropriate contact: My private parts Appropriate contact: My private parts are private My personal boundaries Road safety Crossing roads safely Staying safe with medicine	Rules beyond school Our school environment Our local environment Job roles in our local community Similar yet different - my local community School council Giving my opinion	Where does money come from? Exploring wants Exploring needs Bank cards and accounts My skills and talents Everyone is welcome Transition lesson: change
Opportunities to discuss representation and diversity	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 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.	Ensuring diverse representation of safe adults and members of the emergency services e.g. when considering road safety and safety with medicine.	Ensuring differences in race, religion, sex, native language, family make-up and disability are all celebrated equally.	Ensure case studies of people with jobs, dreams and ambitions are from a range of backgrounds and do not reinforce stereotypes.

Year 3: PSHE and RSE Curriculum Map

	Autumn 1	Autumn 2	Spring 1+2	Summer 1	Summer 2
Unit	Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing
Overview	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.
Details of Coverage	Healthy families Friendship conflict Friendship conflict versus bullying Effective communication Learning who to trust Respecting differences and others Stereotyping gender Stereotyping age	My healthy diary Relaxation Wonderful Me My superpowers Resilience breaking down barriers Communicating my feelings Diet and dental health	First aid: emergencies and calling for health First aid: bites and stings Be kind online Cyber bullying Fake emails Making choices Influences Keeping safe out and about	Rights of the child Rights and responsibilities Recycling Local community groups Charity Local democracy Rules	How can we pay for something? Budgeting Understanding our feelings about money Impact of spending Career quest Can anyone be anything? Transition lesson: coping strategies
Opportunities to discuss representation and diversity	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. Bullying might be linked to discriminating against someone on the basis of their race, sex, sexuality, religion, disability or beliefs.	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.	Bullying might be linked to discriminating against someone on the basis of their race, sex, sexuality, religion, disability or beliefs. Ensuring diverse representation of safe adults and members of the emergency services.	Reflecting on the importance of Article 2 of the UNCRC - to right not to experience discrimination on the basis of any protected characteristics. Ensuring diverse representations of those involved in charitable giving and receiving.	Ensure case studies of people with jobs, dreams and ambitions are from a range of backgrounds and do not reinforce stereotypes.

Year 4: PSHE and RSE Curriculum Map

	Autumn 1	Autumn 2	Spring 1+2	Summer 1	Summer 2
Unit	Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing
Overview	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.
Details of Coverage	Respect and manners Healthy friendships How my behaviour affects others Bullying Stereotypes: gender Stereotypes: disability Families in the wider world Change and loss	Looking after our teeth Relaxation: visualisation Celebrating mistakes Meaning and purpose: my role My happiness Emotions Mental health	Internet safety: age restrictions Share aware First aid: asthma Privacy and secrecy Consuming information online Growing up Introducing puberty Tobacco	What are human rights? Caring for the environment Community Contributing Diverse communities Local councillors	Navigating feelings about money Keeping money safe Imagining our financial future The risks of gambling Workplace environments Career routes Transition lesson: setting goals
Opportunities to discuss representation and diversity	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. Bullying might be linked to discriminating against someone on the basis of their race, sex, sexuality, religion, disability or beliefs.	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.	Ensure representations and images relating to tobacco are racially diverse and do not promote stereotypes.	Reflecting on the importance of Article 2 of the UNCRC - to right not to experience discrimination on the basis of any protected characteristics. Ensuring a diverse representation of local councillors is shared.	Ensure case studies of people with jobs, dreams and ambitions are from a range of backgrounds.

Year 5: PSHE and RSE Curriculum Map

	Autumn 1	Autumn 2	Spring 1+2	Summer 1	Summer 2
Unit	Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing
Overview	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.
Details of Coverage	Build a friend Friendship skills Marriage Respecting myself Family life Bullying Stereotyping: gender Stereotypes: race and religion	Relaxation: yoga The importance of rest Embracing failure Going for goals Taking responsibility for my feelings Healthy meals Sun safety	Online friendships Staying safe online Puberty Menstruation Emotional changes in puberty. First aid: bleeding and head injuries Alcohol, drugs and tobacco: making decisions	Breaking the law Rights and responsibilities Protecting the planet Contributing to the community Pressure groups Parliament	How can we make our money stretch further? How should I budget for the week? Borrowing and loaning Risks handling money online Why challenge workplace stereotypes? Finding a suitable career Transition lesson: roles and responsibilities
Opportunities to discuss representation and diversity	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. Bullying might be linked to discriminating against someone on the basis of their race, sex, sexuality, religion, disability or beliefs.	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. Ensure sun safety learning relates to all skin colours.	Ensure representations and images relating to drugs are racially diverse and do not promote stereotypes.	Reflecting on the importance of Article 2 of the UNCRC - to right not to experience discrimination on the basis of any protected characteristics. Opportunities for reflection on the representation and diversity in Parliament - the journey to now and the journey still to come. Ensuring representations of law-breaking do not conform to any stereotypes.	Ensure case studies of people with jobs, dreams and ambitions are from a range of backgrounds.

Year 6: PSHE and RSE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Identity
Overview	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.	Two lessons on the theme of personal identity and body image.
Details of Coverage	Respect Respectful relationships Stereotypes: attitudes Challenging stereotypes Resolving conflict Change and loss	What can I be? Relaxation: mindfulness Taking responsibility for my health The impact of technology on health Resilience toolbox Immunisation Good and bad habits Physical health concerns	Alcohol Critical digital consumers Social media Physical and emotional changes of puberty Conception <i>Parents have a right to withdraw their child from part of this lesson</i> Pregnancy and birth <i>Parents have a right to withdraw their child from this lesson</i> First aid: choking First aid: basic life support	Human rights Food choices and the environment Caring for others Prejudice and discrimination Valuing diversity National democracy	Navigating feelings about money Keeping money safe Imagining our financial future The risks of gambling Workplace environments Career routes	What is identity? Identity and body image Transition lesson: dealing with change
Opportunities to discuss representation and diversity		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.	Ensure representations and images relating to alcohol are racially diverse and do not promote stereotypes.	Reflecting on the importance of Article 2 of the UNCRC - to right not to experience discrimination on the basis of any protected characteristics. Opportunities for reflection on the representation and diversity in our current democratic structures- the journey to now and the journey still to come.	Ensure case studies of people with jobs, dreams and ambitions are from a range of backgrounds.	Ensure images of bodies are racially diverse.

