



"Be who you are and say what you feel because those who mind don't matter and those who matter don't mind." – **Dr Seuss**

PSHE Handbook

Approved by: Headteacher & SLT

Last reviewed: September 2023

Next review: July 2025

Intent

The PSHE curriculum aims to give our children the knowledge, skills and attitudes that they need to effectively navigate the complexities of life in the 21st Century. The curriculum covers key areas which will support the children to make informed choices now and in the future around their health, safety, wellbeing, relationships and financial matters and will support them in becoming confident individuals and active members of society. Gaskell Primary School follows the Kapow Scheme of work and this scheme covers wider PSHE learning, in line with the requirement of the National Curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).' Children's learning through this scheme would significantly contribute to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty.

Quality PSHE teaching is an important element in helping schools to carry out their duty of care with regards to safeguarding. The DfE's statutory 'Keeping Children Safe in Education (Sep 2020)' guidance states that Governing bodies and proprietors should ensure that all children are taught about safeguarding, including online safety. At Gaskell Primary School, we consider this as part of providing a broad and balanced curriculum. Our curriculum also introduces and revisits ideas of personal boundaries, consent and communicating our boundaries with others. This prepares the children for the challenges and responsibilities they will face in the future.

Implementation

Why has the specific content knowledge been selected?

Gaskell Primary School has chosen to use the Kapow Primary PSHE scheme of work which provides full curriculum coverage, including all the statutory content for each year group. This is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key Stages 1 and 2.

EYFS:

- Self-regulation
- Building relationships
- Managing self

Key Stage 1 and 2:

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



Why is it taught in the order that it is?

Each area is revisited to allow the children to build on prior learning. The lessons also provide a progressive programme.

How are PSHE lessons taught at Gaskell Primary School?

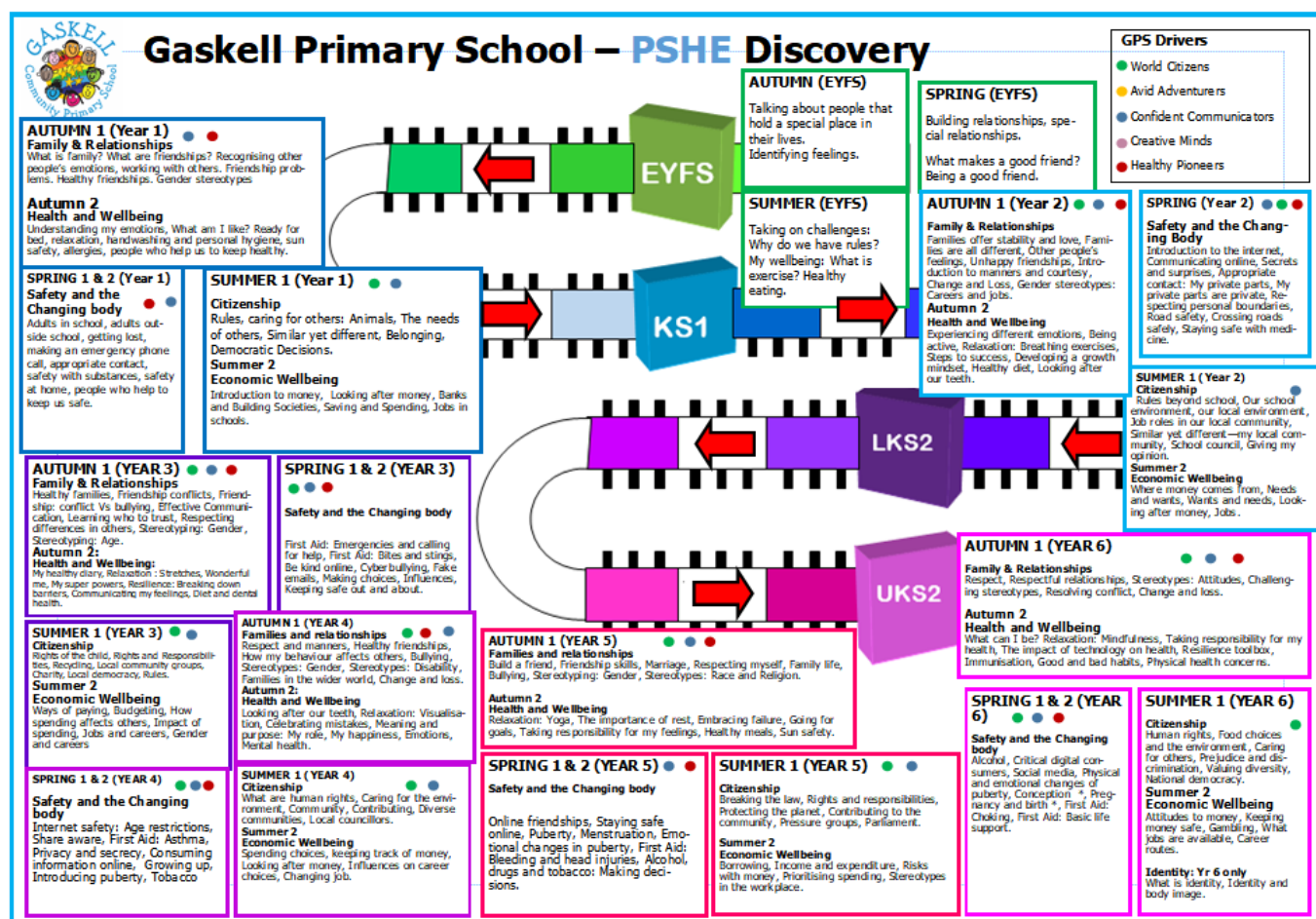
A range of teaching and learning activities are used and are based on good practice in teaching PSHE education to ensure that all children can access learning and make progress. All lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios and video clips provide opportunities for the children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help the children play out scenarios that they may find themselves in.

There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages throughout the age ranges including how and where to access help.

Impact

Each lesson in the Kapow PSHE Scheme of work features assessment guidance, helping teachers to identify whether the children have met, exceeded or failed to meet the desired learning intentions for that lesson.

Curriculum Structure



At Gaskell Primary School, we follow the 3 areas of learning in EYFS (Reception) and the 5 areas of learning in Key stages one and two. These are all done at the same time during the year for example in Autumn 1 everyone in school will be learning about families and relationships. There are associated concepts that go along with the curriculum scheme and these are also introduced to the children.

Planning

All teachers have access to the Kapow scheme of work for PSHE. This provides all planning and a range of teaching and learning activities in order to teach the PSHE education. This is a valuable time-saving tool for teachers as it provides all whiteboard resources needed, powerpoints, video clips and lessons that will be needed. It also provides a list of resources that may be need in the PSHE lesson to compliment it.

Children's learning is evidenced on Seesaw as a lot of PSHE lessons are discussion or debate based. Where appropriate some evidence can be recorded on sheets and this can also be shown on Seesaw.

Progression of Vocabulary

YEAR GROUP	Term/Topic				
	Autumn 1 Family and Relationships	Autumn 2 Health and Well being	Spring Safety and the changing body		Summer 1 Citizenship
EYFS Vocabulary used in lessons	Self-regulation: My feelings happy, sad, angry, calm, scared, loved, happy, unhappy, nervous, worried, excited, surprised, tired, proud, shy, bored, sorry	Building relationships: Special relationships: Valuable, special, different, sharing, take turns, timer passion, like dislike, enjoy, special, individual, same	Managing self: My wellbeing: Movement, healthy, heart, lungs, brain, bones, muscle, yoga meditate, pose, care wellbeing, routine, balanced, diet energy, superfood, hazard, crossing, sensible, aware	Taking on challenges Rule, persistence, challenge, problem solving, mistake, cope, teamwork, grounding technique, trial and error	Self-regulation: Listening and following instructions explain, instructions, odd, different, clue, friends, truth, feelings, honest, listening, persevere, team, festival, celebration, turn-taking, support
1	Behaviour care emotions family feelings friend friendly problem stereotype	allergy emotions feelings germs ill (poorly) qualities relax	accident drug emergency hazards medicine physical contact polite respect role trust		care democracy different fair pet responsibility rule similar unique vote
2	Friendship love manners feelings emotions family stereotype respect	diet exercise goal growth mindset healthy physical activity relaxation skill strengths	medicine pedestrian private secret surprise penis testicles/testes vulva vagina		election environment identity job opinion rule school council volunteer vote
3	Bullying communicate empathy open questions similar solve stereotype sympathy trust	alone balance barriers belonging identity lonely resilience	allergic anaphylaxis bullying casualty choice cyberbullying decision distraction fake influence injuries		Charity Community Consequence Council Councillor Law Recycling Rights United Nations (UN)
4	act of kindness authority bereavement boundaries bystander permission	fluoride healthy mental health negative emotions positive emotions relaxation resilience skill visualise	Age restriction Asthma Breasts Genitals Law Penis Private Protect Puberty Public Testicles/Testes Tobacco		Authority Cabinet Community Council Council officer Diversity Environment Human rights Local government Protect Reuse United Nations/UN Volunteer
5	attributes bullying bystander cyberbullying marriage secret wedding	fail goal protect relaxation responsibility steps	Attraction Bladder Breasts Cervix Clitoris Decidion Egg or ova Ejaculation Erection Fallopian tube Friend Influence Labia Menstruation/period Nipples Ovary/ovaries Private Puberty Pubic hair Scrotum Testicles/testes Vagina Vulva		Defendant Environment Freedom of expression Government House of Commons Human rights Judge Jury Member of Parliament (MP) Parliament Pressure group Prime Minister Trial
6	authority conflict earn expectation grief grieving resolve respect stereotype	antibodies growth mindset habit qualities responsibility skill vaccination	Alcohol Bladder Breasts Cervix Clitoris Conception Cyberbullying Egg or ova Ejaculation Erection Fallopian tube Fertilisation Genitals Internet trolling Labia Menstruation/period Nipples Ovary/ovaries Penis Pregnant Puberty Pubic hair Scrotum Sexual intercourse Sperm Sperm duct Testicles/testes		Authority Conflict Earn Expectation Grief Grieving Protected characteristics Resolve Respect Stereotype
					Gambling Growth mindset PIN Qualities Responsibility Skill
					Identity: Year 6 only Change Identity Images Manipulation Media

The vocabulary is progressive each year and is not repeated but consolidated in each year group.

Assessment

Once taught the full scheme, the children will have met the objectives set out within the Relationships and Health Education statutory guidance and can utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed.

The knowledge and skills that are developed are:

- Valuing different family structures
- Developing safe and respectful relationships
- Promoting good health and carrying out first aid
- Operating safely in a digital world
- Creating and maintaining positive friendships
- Understanding the changes that take place during puberty
- Learning to make independent choices and not be influenced by others