

# PSHE/RSE Curriculum Overview

Nanstallon School uses the Kapow Primary curriculum scheme to support the planning and teaching of PSHE/RSE. Kapow provides structured, progressive units and resources which we adapt where needed to reflect our pupils, our local context and our school values.

## Intent

At Nanstallon, PSHE and Relationships and Sex Education sit within our Personal and Physical Development strand, building pupils' wellbeing, character and confidence so they can thrive personally, socially and physically.

Through our Life Skills curriculum, pupils learn to take responsibility for themselves and to care for others, developing emotional literacy, healthy relationships, personal safety, and an understanding of the wider world.

Our PSHE and RSE curriculum is designed to ensure every child can:

- understand emotions and develop self-awareness and self-regulation
- build respectful relationships, empathy and social responsibility
- recognise risk, stay safe (including online), and know how to get help
- make informed choices that support physical and mental health
- develop economic awareness and life skills that prepare them for life beyond school

It is aligned with statutory Relationships Education and Health Education guidance and reflects the PSHE Association Programme of Study (health and wellbeing, relationships, living in the wider world).

## Implementation

### Curriculum structure and sequence

PSHE and RSE are taught through a carefully sequenced programme that is progressive from Reception through Year 6. Learning is revisited and deepened over time, so pupils build knowledge, vocabulary, and confident application in real life contexts.

Across the year, teaching is organised into these core areas:

1. Families and relationships
2. Health and wellbeing
3. Safety and the changing body (including online safety and first aid)
4. Citizenship
5. Economic wellbeing
6. Transition (end of year change and next steps)

These core areas are complemented by our Life Skills "Big Ideas", ensuring pupils practise essential skills, experiences and opportunities:

- self-care and caring for others, including responding to critical situations
- day to day life and independence
- teamwork and problem solving
- managing money and developing economic awareness

### Mixed age curriculum organisation and two-year cycle

Because classes are mixed age, pupils follow a two-year rolling programme, so everyone covers the full curriculum.

Each phase teaches the same set of units every year, but with different learning focuses in Cycle A and Cycle B.

### Key Stage 1 (Year 1/2)

Cycle A and Cycle B both teach the six core areas listed above, plus an introductory lesson that sets ground rules for safe, respectful learning, and a transition lesson at the end of the year.

### Lower Key Stage 2 (Year 3/4)

Cycle A and Cycle B follow the same structure, revisiting core themes with increasing depth such as bullying, boundaries, online safety, mental health vocabulary, local democracy, budgeting and career awareness.

### Upper Key Stage 2 (Year 5/6)

Cycle A and Cycle B continue the same structure with age-appropriate depth, including puberty and menstruation, conception and pregnancy, first aid responses, discrimination and challenging prejudice, and increasingly complex financial understanding (income, expenditure, borrowing and risk).

This approach ensures coverage, avoids repetition year on year, and supports pupils to connect prior learning to new, more complex ideas.

## **Pedagogy**

Teaching is built on explicit teaching, modelling, guided practice, discussion, reflection and real-life application, so pupils move from learning about concepts to applying them independently.

Lessons are delivered through a safe, consistent approach

- clear ground rules and agreed language for discussion
- rights respecting, inclusive talk and respectful listening
- scenarios, stories and role play to explore choices, consequences and help seeking
- structured reflection tasks so pupils can practise decision making and self-regulation
- regular opportunities to apply learning across school life, including leadership, teamwork, and responsibility (for example pupil led events and real life projects)

## **Inclusion**

PSHE and RSE are for every child. We adapt teaching so pupils with SEND and vulnerable pupils can access learning safely and successfully.

This includes

- pre teaching key vocabulary and using visuals, task scaffolds and concrete examples
- careful adaptation of scenarios to reflect pupils' lived experience, developmental stage and needs
- additional check ins and adult support where topics may trigger worry or prior experience
- a personalised approach to online safety and safeguarding, recognising that one size does not fit all, especially for more vulnerable children

We work in partnership with parents and carers, and follow statutory guidance, including parents' rights around withdrawal from non-statutory sex education content.

## **Assessment**

Assessment in PSHE and RSE is primarily formative and supports personal development rather than "tests".

Teachers assess through

- observation of participation, talk, and decision making in scenarios
- pupils' reflections (spoken, written, or recorded in class floorbooks or portfolios)
- application over time in behaviour, relationships, leadership and independence
- end of unit review prompts that revisit key knowledge and help seeking routes

Our Life Skills assessment framework also supports staff to notice and track essential skills, experiences and opportunities, including first aid understanding, risk awareness, teamwork, and economic understanding.

### **Progression of skills and knowledge**

Progression is built through revisiting themes and increasing complexity.

### **Families and relationships**

Pupils move from recognising different families and positive friendships to understanding boundaries, bullying roles, discrimination and support services, and how respect is earned and maintained.

### **Health and wellbeing**

Pupils progress from hygiene, feelings vocabulary and calming strategies to understanding mental health, habits, resilience, goal setting, and how lifestyle choices impact wellbeing.

### **Safety and the changing body**

Pupils develop from learning privacy, safe touch rules, road safety and calling for help, to online relationship safety, puberty, conception, and increasingly confident first aid knowledge (for example primary survey and recovery position).

### **Citizenship**

Pupils deepen from understanding rules and fairness to rights and responsibilities, local democracy, the role of parliament, and how to challenge prejudice and discrimination.

### **Economic wellbeing**

Pupils move from wants and needs and keeping money safe to budgeting, value for money, income and expenditure, borrowing, risk and where to seek support.

### **Transition**

Pupils build strategies for managing change, setting goals, and preparing for increased responsibility, including the move to secondary school.

## **Impact**

By the time pupils leave Nanstallon, they are increasingly able to apply learning independently and show personal growth through real life choices and relationships.

Pupils will:

- use an increasingly rich vocabulary for feelings and wellbeing, and choose strategies to regulate emotions
- form and maintain respectful friendships, recognising consent, boundaries, and how to get help
- keep themselves safer, including online, knowing how to respond to risk and who to talk to
- demonstrate growing independence in day to day life and self-care
- work effectively as part of a team, showing leadership, empathy and responsibility
- understand money in practical, age appropriate ways, including saving, spending priorities and risk

Impact is seen through pupil voice, pupils' confidence to talk about safety and wellbeing, and how pupils apply learning across school life, including leadership roles, peer support, and purposeful projects.