

PSHE, Wellbeing and RSE at Antingham & Southrepps - We are Global Citizens

INTENT

At Antingham and Southrepps Primary School and Nursery, PSHE, Wellbeing and RSE enables our children to become healthy, independent and resilient learners. It ensures that each of our pupils will know more, remember more and understand more about how to play a positive role within our society, both as a child and as an adult within the future. We believe that PSHE plays a vital part of primary education and must be taught weekly, although there will also be opportunities to make cross-curricular links and these opportunities should not be missed. This enables staff to coherently plan and ensure that full coverage of PSHE and RSE is taught.

We aim to provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse world. We want **ALL** children to leave us at the end of Year 6 independent and ready for the next phase and challenges of their education journey. We want them to have the skills and knowledge to ensure they have the best life chance beyond school and we want to leave us having a deep sense of moral, social and emotional purpose to help support them, and others, to become successful adults and members of their community.

Our PSHE curriculum starts in Reception and follows the children through to Year 6. We use 1Decision as our main resource when delivering our PSHE curriculum, Kapow when delivering our wellbeing curriculum and Educator Solutions when delivering our RSE curriculum. We may also use elements from the NSPCC and PSHE Association. The distribution of the lessons complements national events throughout the year such as Anti-bullying Week, Children in Need, Remembrance Day, Road Safety and many more! There are often occasions where teachers may feel it necessary to teach PSHE as a result of an issue arisen in their own class. Our teaching approach places a great emphasis upon respect, responsibility, and cooperation. Beyond this, pupils are encouraged to develop and show leadership in their class and school community through the School Council, Year 6 Primary Monitors, and regular child surveys and feedback. Our whole school assemblies also make links to PSHE themes, British Values, SMSC and our school values.

Our 4 R's and four curriculum drivers alongside our six school values underpin all that we do and achieve.

Our 4 R's

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| READING | RESPECT | RESPONSIBILITY | READY |
|---------|---------|----------------|-------|

Our Curriculum Drivers:

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|----------------------------|---|
| Aspirations | To have high aspirations for my future and know all of the available opportunities open to me |
| Independence | To have the independence to be able to reach my full potential and take responsibility |
| Mental and Physical Health | To value my own self-worth to be the best I can be |
| Resilience | To have the courage to bounce back from failure or challenges and grow as an individual |

Our 6 School Values

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| AIM HIGH | KEEP TRYING | TAKE PART | BE POSITIVE | BE RESPECTFUL | CHALLENGE YOURSELF |
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Our PSHE Curriculum

We use 1Decision as our main teaching and learning resource for PSHE. We also use elements from the PSHE Association, NSPCC and other links and resources which we feel are appropriate and support our curriculum. PSHE is taught weekly and led by class teachers. Our programme of study is based on the below core themes:

During our Keeping/Staying Safe module offers the opportunity to help children identify potential dangers in different environments, including dangerous gases, harmful sun-rays, etc. Throughout this module, students will learn the rules for and practise simple ways of keeping safe and finding help. The knowledge gained throughout this module will support students in acquiring the skills and vocabulary to help maintain their personal safety now and in the future.

Building on our 5-8 Keeping/Staying Safe module, this module continues to support students in identifying ways of keeping themselves and others safe. Students will deepen their understanding of the impact and consequences that can happen as a result of their actions, exploring areas such as peer pressure. Students will have the opportunity to create their own documentaries, learn how to risk assess, recognise danger and warning signs, and further their understanding of the dangers that surround them.

During our Keeping/Staying Healthy module, children will learn that food is needed for bodily health and growth, and will be able to identify what types of food are positive choices. Students will also explore and practise simple personal cleanliness routines such as washing their hands. This will enable them to begin to understand that some diseases are infectious, and that transmission may be reduced when simple hand washing routines are introduced. This module also helps children to know, understand, and explore simple safety rules related to medicinal drugs.

Building on our 5-8 Keeping/Staying Healthy module, this module encourages children to research and gain more knowledge about healthy and unhealthy food choices. Once children have researched how our bodies are affected by our food choices, they will then progress on to healthy lifestyle choices, and will learn about the ways smoking and alcohol can affect our bodies. The

activities encourage children to create balanced diets and to become food detectives. They will also have the opportunity to explore how we can stay healthy and the potential dangers of experimenting with cigarettes and alcohol.

The Relationships module helps children to explore and understand a range of feelings, how feelings can be communicated without words, and the importance of caring about other people's feelings. The topics in this module help students to understand situations from another person's point of view. Children will explore different types of relationships and from this they will gain an understanding of healthy and unhealthy relationships. They will also learn how to seek help and support if they feel uncomfortable in a relationship

During our Being Responsible module, children will be able to identify what things they have learnt to do for themselves, what duties they are responsible for daily, and how this will change as they grow. The topics offer children the opportunities to learn how they can help those around them and the importance of taking responsibility for their own actions. Children will also look at how they can set goals to improve their skills in an area of their choice.

Our 8-11 Being Responsible module helps children to develop a deeper understanding of being responsible for themselves and how their actions can affect those around them.

Throughout the topics, the children explore a range of situations that they may face now and in the future, which helps them to gain an understanding of how behaviour can be considerate, sensible, and responsible. Students will also have the opportunity to create their own documentaries to teach younger students about being responsible.

Our Feelings and Emotions module supports teachers to explore mindfulness. Children have the opportunity to recognise and name a range of emotions and develop an understanding of their physical effects, distinguishing between those that feel pleasant and those that feel unpleasant or uncomfortable. Students will acquire a range of strategies for managing unpleasant/uncomfortable emotions and be able to apply these in real-world scenarios. This module also offers a range of relaxation recordings that can be used to help children manage their feelings.

Building on our Feelings and Emotions module from our 5-8 portal, this module allows children to explore their own feelings further, as well as the feelings of those around them. Within the topics, there are many opportunities to help students gain the skills to manage their emotions positively and to understand how and where to seek help if needed. This module offers a range of relaxation recordings that can be used if required. Children can also create their own documentaries about feelings and emotions

Our Computer Safety module helps children to understand the golden rules for staying safe online, how their online activity can affect others, and how to identify other positive and negative aspects of using technology. Students will explore the potential outcomes for online bullying, sharing images, and making friends online with people who they do not know. They will also be introduced to a supporting network of helpful organisations. This module includes a documentary about staying safe online.

Our 8-11 Computer Safety module offers the perfect opportunity for students to deepen their understanding of the negative and positive aspects of using computers and being online, including laws that have been created to protect us. Throughout this module, children will gain the skills and knowledge to enable them to cope in the media generation. The video topics cover image sharing, online bullying, and making friends online. Students will also have the opportunity to create their own documentaries on computer safety.

Our World module offers a series of animated films which help children explore the living world. Within this module, students will be guided by our alien, Doolee and his intelligent computer, Dinkee whilst they visit the planet to find out more about the world we live in. Children will learn about looking after our environment, and much more.

The Working World module supports children's understanding of the world around them, and introduces them to why and how we pay taxes and how these contribute to the services that look after us. Students will gain an understanding of how they can contribute to their families and communities now and in the future. Throughout the topics, students will explore many areas including enterprise skills, budgeting, and price comparisons.

The Hazard Watch games are a fun way of exploring and identifying potential dangers in different environments. This module can be used to compliment the Keeping/Staying Safe module or can be used as a standalone activity. It is the nature of young children to explore the world around them, but their curiosity can often lead to serious injury. Teaching children about hazardous items in a safe environment and supporting them in becoming safety detectives can help to prevent accidents. Each year, more than two million children under the age of 15 experience accidents in and around the home and are taken to accident and emergency units. Learning about these dangers can potentially reduce curiosity. It is essential that children are introduced to the concept of risk assessing as early as possible.

A World Without Judgement supports children in exploring and celebrating the diverse world in which we live. Students will have the opportunity to research British values and the laws that exist to protect us. This module helps children to focus on people's strengths, celebrate differences, and understand that everyone has the right to live the life they choose as long as they are not hurting others. The video topics look at discriminating against others due to disability, same sex marriage, and differences within religion.

Fire Safety. This additional module was created with Hertfordshire Fire Service, to help children identify potential dangers that could cause a fire or serious incident. Throughout the topics, students will be able to follow fire safety rules and practise simple ways of staying safe and finding help. The Fire Service module also offers a 10-minute fire safety documentary to help children understand the importance of being responsible, how their actions can affect others, and how to stay safe in the home and community. Although this module is within the 5-8 portal, it is also suitable for older students

Our PSHE 1Decision progression document can be found on our school website via this link:
<https://schools.1decision.co.uk/images/How-It-Works/1decision-progression-route-2020-v4.pdf>

Our RSHE Curriculum

At Antingham and Southrepps Primary School and Nursery, we believe all pupils have a right to receive effective, inclusive and age appropriate Relationships, Sex and Health Education (RSHE) that directly meets their needs. RSHE is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future. RSHE is delivered as a spiral curriculum that enables pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues.

Through the RSHE curriculum the children will be able to manage the challenges and opportunities of modern Britain. School is a safe, happy and positive place for all children, staff and visitors. We encourage respect, kindness, tolerance and understanding, celebrating similarities and differences.

RSHE is taught as explicit lesson at the beginning of the spring term and in single age year groups by experienced and skilled teaching staff who are committed to preparing your child to live and learn safely in the modern world, negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

RSE Whole School Unit Overviews

| | My Feelings | My Body | My Relationships | My Beliefs | My Rights and Responsibilities | Asking for Help | Key Words |
|---------------|--|---|---|--|---|--|---|
| Year R | Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings. | Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene. | Pupils understand that there are similarities and differences between everyone and can celebrate this. | Pupils can recognise what they like and dislike and feel empowered to make real, informed choices. | Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy. | Pupils can identify the special people in their lives, what makes them special and how special people care for one another. | Feelings Comfortable Uncomfortable Hygiene Same Different Like - dislike Difficult Private Special |
| Year 1 | Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond | Pupils can correctly name the main parts of the body, including external genitalia using scientific terms. | Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation. | Pupils can identify and respect the differences and similarities between people. | Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others. | Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention. | Emotions Feelings Penis Vulva Communication Similarities Differences Disease Bacteria Problem - help |
| Year 2 | Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals. | Pupils can recognise how they grow and will change as they become older. | Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable. | Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them. | Pupils can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond. | Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid. | Self-esteem Vagina Bullying Unique Personal space Privacy Secret Surprise |
| Year 3 | Pupils can identify their strengths and set aspirational | Pupils know how their body may change | Pupils can recognise a wide range of | Pupils can challenge Gender stereotypes, | Pupils understand the right to protect | Pupils can identify the Difference between secrets and surprise, | Aspiration Compliment Self-esteem |

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| | goals for themselves, understanding how this contributes to high self-esteem. | as they grow and develop, how to care for their body and celebrate their uniqueness. | relationships, including the attributes of positive, healthy relationships. | Understanding that there is not one way to be a boy, or one way to be a girl. | their body from unwanted touch. | knowing when it is right to break confidence and share a secret. | Penis Vulva Hygiene Relationship Gender Stereotype Testicles Vagina |
| Year 4 | Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond. | Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty. | Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond. | Pupils recognise Differences and similarities between people arise from a number of factors Inc. family and personal identity. | Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves. | Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help. | Emotions Empathy Foetus Puberty Public Private Similar – different Identity Marriage Arranged marriage Forced marriage Peer pressure |
| Year 5 | Pupils can anticipate how their emotions may change as they approach and move through puberty. | Pupils can anticipate how their body may change as they approach and move through puberty. | Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships. | Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying. | Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission. | Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen. | Puberty Penis Erection Wet dream Gender Sex Intersex Transgender Gay Lesbian Personal information |
| Year 6 | Pupils can recognise how images in the media, including online do not always reflect reality, and can affect how people feel about themselves. | Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs. | Pupils realise the nature and consequences of discrimination, including the use of prejudice based language. | Pupils know some cultural practices are against British law and universal human rights. | Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help prevent this. | Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support. | Body image Sexual intercourse Conception Homophobic Biphobic Transphobic Vulva Clitoris Problems Support and help trust |

Our Wellbeing Curriculum

Our lessons are based around six progressive themes, which are revisited each year:

- Wonderful Me - relates to pupils' sense of identity, understanding their own emotions and appreciating who they are
- People Around Me - explores children's relationships with the people around them, including how to communicate, empathise and resolve conflicts as well as identifying people within their support network and learning how to ask for help
- Meaning and Purpose - focuses on setting and working towards goals and building self-esteem through drive or purpose
- Resilience - teaches how to celebrate failures and learn from them
- Healthy Body, Healthy Mind - explores the importance of diet, exercise and good dental health
- Relaxation - this element can often get overlooked, so we look at a range of strategies to use in different situations

| | Wonderful Me | People Around Me | Resilience | Meaning and Purpose | Healthy Body, Healthy Brain | Relaxation |
|-----------------------|---------------------------------------|-----------------------------|-------------------|-----------------------------|-----------------------------|---------------------|
| My World | Understanding my feelings | Special people | People to turn to | What am I like? | Get ready for bed | Muscle relaxation |
| Looking Out | Experiencing different feelings | Other people's feelings | Steps to success | Developing a growth mindset | Bring active | Breathing exercises |
| Getting to Know Me | Who am I? | Communication | My superpowers | Breaking down barriers | Schedule food and exercise | Stretches |
| My Place in the World | My happiness | My behaviour affects others | My role | Celebrating mistakes | Diet and dental health | Visualisation |
| Being Responsible | Taking responsibility for my feelings | A good friend | Going for goals | Embracing failure | Importance of rest | Yoga |
| Looking Forward | Our social media selves | Resolving conflict | What can I be? | Toolbox | Managing my health | Mindfulness |

Our Wellbeing progression document can be found on our school website via this link:

<https://www.kapowprimary.com/wp-content/uploads/2019/09/Wellbeing-Curriculum-Overview-Autumn-18.pdf>

Whole School Enrichment Opportunities

Forest School Sessions – EYFS school weekly, KS1 and KS2 children x2 half terms per year

Red Nose Day

Children In Need

Remembrance Day

Odd Socks Day

Refugee Day

Children's Mental Health Week

World Peace Day

Wheels Week

Aspirations Week

Activities Week

OUR UNIT OVERVIEW

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|--|--|---|---|
| School Value | Be Positive | Take Part | Aim High | Be Respectful | Keep Trying | Challenge Yourself |
| Curriculum Drivers | Aspirations - To have high aspirations for my future and know all of the available opportunities open to me Independence - To have the independence to be able to reach my full potential and take responsibility Mental and Physical Health - To value my own self-worth to be the best I can be Resilience - To have the courage to bounce back from failure or challenges and grow as an individual | | | | | |
| Whole School Enhancement Events | International Day Halloween Harvest Festival World Peace Day School Council Elections | Pink Day Christmas Fair & Enterprise Project Black History Month Anti-Bullying Week Odd Socks Day | STEM Day World Book Day Children's Mental Health Week Safer Internet Day LGBT Week | Easter Bonnet Parade Aspirations Week Arts Week Sports Week | A&S Talent Show Christian Aid Week Wheels Week Sports Day Autism Awareness Week | Summer Fair & Enterprise Project Leavers & Prize Giving Art Exhibition Environmental Science Project |
| CYCLE A Reception and Year 1 | Settling into School – Our Routines New Friends – being a friend and sharing Road Safety 1 Decision Dilemma Drops – New Sibling and In Trouble British Values – Democracy and Tolerance | | RSE Curriculum Education Solutions and 1decision This unit is taught in single age year groups British Values Mutual Respect | Leaning out of Windows British Values – Individual Liberty Computer Safety Screen Time Trying New Things and Taking Part | Washing Hands and Keeping Clean Growing in Our World British Values – Rule of Law | Building on our Positive Relationships Changes Turn Taking and Working as Part of a Team UN Convention of the Rights of the Child |
| Wellbeing Kepow | My World | | | | | |
| CYCLE B Reception and Year 1 | Settling into School – Our Routines Road Safety 1 Decision Dilemma Drops – New Classmates and Rainbow Friend British Values – Democracy and Tolerance The Importance of EFFORT | | RSE Curriculum Education Solutions and 1decision This unit is taught in single age year groups | Healthy Eating British Values - Individual Liberty Setting Simple Goals Computer Safety Making Friends online | British Values – Rule of Law Living in Our World Practice Makes Permanence | Working with a partner and in small groups Brushing Teeth Changes Feeling Grief and Loss UN Convention of the Rights of the Child |
| Wellbeing Kepow | My World | | | | | |
| CYCLE A Years 2 & 3 1Decision Unit of Study | Keeping/Staying Safe Road Safety Keeping/Staying Healthy Washing Hands Mental Health | Computer Safety Online Bullying and Safety Relationships Friendship | RSE Curriculum Education Solutions and 1decision This unit is taught in single age year groups | Feelings and Emotions Jealousy, Envious & showing resilience I am ready to learn | Hazzard Watch Is it safe to eat or drink? Being Responsible Water Spillage and Electrical Safety | Our World Looking After Our World Being outside British Values UN Convention of the rights of the child Changes |
| Wellbeing Kepow | Getting to Know Me | | | | | |
| CYCLE B Years 2 & 3 1Decision Unit of Study | Keeping/Staying Safe Typing Shoelaces Keeping/Staying Healthy Healthy Eating Medicines Mental Health | Relationships Bullying Computer Safety Image Sharing Being Responsible Practice Makes Perfect | RSE Curriculum Education Solutions and 1decision This unit is taught in single age year groups | Feelings and Emotions Worry and Anger Being Responsible Stealing I am ready to learn | Hazzard Watch Is it safe to play with? Hazzard Watch Fire Safety | Our World Living In Our World Working In Our World British Values UN Convention of the rights of the child Changes |
| Wellbeing Kepow | Looking Out | | | | | |

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| CYCLE A Years 4, 5 & 6 1Decision Unit of Study | Keeping/Staying Safe Cycle and Road Safety Bikeability 2 day course Keeping/Staying Healthy Healthy Living and Healthy Choices Mental Health | Computer Safety Online Bullying Being game aware Fake News Being Responsible Coming Home on Time | RSE Curriculum Education Solutions and 1decision This unit is taught in single age year groups | Feelings and Emotions Jealousy and showing resilience I am ready to learn Fake News | A World Without Judgement Breaking Down Barriers British Values UN Convention of the rights of the child | The Working World Chores At Home Changes |
| Wellbeing Kepow | Looking Forward | | | | | |
| CYCLE B Years 4, 5 & 6 1Decision Unit of Study | Keeping/Staying Safe Peer Pressure Adults' & Children's Views Being Responsible Looking Out for Others Smoking Mental Health | Computer Safety Image Sharing Adults' & Children's Views Being game aware Fake News | RSE Curriculum Education Solutions and 1decision This unit is taught in single age year groups | Feelings and Emotions Anger, disappointment, and frustration Adults' & Children's Views I am ready to learn Fake News | A World Without Judgement Inclusion and Acceptance Adults' & Children's Views British Values UN Convention of the rights of the child | The Working World Enterprise & Entrepreneur Adults' & Children's Views Changes |
| Wellbeing Kepow | Being Responsible | | | | | |
| Cycle C Years 4, 5 & 6 1Decision Unit of Study | Keeping/Staying Safe Water and Sun Safety Keeping/Staying Healthy Alcohol and Smoking Mental Health | Computer Safety Making Friends Online Being game aware Fake News | RSE Curriculum Education Solutions and 1decision This unit is taught in single age year groups | Feelings and Emotions Worry and feeling anxious I am ready to learn Being Responsible Stealing and Peer Pressure | A World Without Judgement British Values UN Convention of the rights of the child | The Working World £5 Challenge In-App Purchases Changes |
| Wellbeing Kepow | My Place in the World | | | | | |