



PSHE/RSE

At Fawkham CEP School



INTENT:

EYFS –

At Fawkham Primary School, we want our children in EYFS to develop skills that form a crucial foundation for later teaching of PSHE/RSE at KS1/KS2. Both our PSHE/RSE curriculum and the EYFS Framework complement each other, providing opportunities for progression throughout the school. Our PSHE/RSE curriculum in EYFS is embedded in the following areas (or Early Learning Goals): Personal, Emotional and Social Development and Physical Development Skills.

KS1/KS2 –

Here at Fawkham, we want our children to gain the knowledge, skills and understanding they need to lead confident, healthy, fulfilling lives. We want them to be able to make informed decisions about their wellbeing, health and relationships and to build their self-belief. We aim to equip our children with the knowledge to make sound decisions when facing risks, challenges and difficult situations in their lives. Our PSHE curriculum supports our children to develop resilience and to know how and when to ask for help and support. We have used the PSHE association programme of study (which fully covers all the DoE statutory requirements) to create the PSHE units tailoring them to the needs of our Fawkham children. Each unit is framed around an overarching question linked to the areas of Health and Wellbeing, Relationships and Living in the Wider World. PSHE lessons are taught for 1 hour each week. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Because our children, families and staff are from a predominantly white British background, we place extra emphasis within our PSHE curriculum on multiculturalism. Across all year groups, there are 10 PSHE units that cover multiculturalism; within our other subjects, we celebrate ethnicity and race (purposefully choosing multicultural key figures such as scientists and including multicultural core texts in English, for example). We also run a multicultural week each year which all children participate in. Due to our Christian School status, our daily collective worships focus predominantly on Christianity. However, we have chosen to run one worship each week to raise awareness of other religions/world issues/awareness events again with the aim of increasing children's understanding of other cultures. The theme of resilience, which we have identified as an important theme for our children, is interwoven throughout the PSHE units. We encourage resilience through achieving goals, persevering with tasks and showing a growth mindset. This is as well as developing personal attributes such as integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

We continually make connections with other aspects of school life e.g. school rules, our core Christian values of: care, respect, honesty, friendship, responsibility and forgiveness and our behaviour expectations. Furthermore, our five well established child led leadership teams serve to develop leadership skills in our children where they learn to become confident communicators and leaders raising issues as they occur and taking a proactive approach to solving them in collaboration with staff.

| Year | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--------------|---|--|---|---|---|---|
| Year R (Yr1) | Personal, Social and Emotional Development & Physical Development skills interwoven throughout all EYFS topics. | | | | | |
| Year R (Yr2) | | | | | | |
| Year 1 | Where I live What is the same and different about us? ** | Once upon a time Who is special to us? | Frozen Kingdom What helps us stay healthy? | Super heroes What can we do with money? | African Safari Who helps to keep us safe? | Pirates How can we look after each other and the world? |
| Year 2 | Space What makes a good friend? | Space What is bullying? ** | Looking after our world What jobs do people do? | Looking after our world What helps us to stay safe? | Big City What helps us grow and stay healthy? | Paws, Claws and Whiskers! How do we recognise our feelings? |

| Year | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--------|---|--|--|---|--|--|
| Year 3 | Make a splash! How can we be a good friend? | Rainforest What keeps us safe? | Pre-historic world What are families like? ** | Classics What makes a community? ** | Dragons | |
| | | | | | Why should we eat well and look after our teeth? | Why should we keep active and sleep well? |
| Year 4 | Trash or treasure? What strengths, skills and interests do we have? | Frozen Kingdom How do we treat each other with respect? ** | Scrumdiddlyumptious! How can we manage our feelings? | Classics How will we grow and change? | Extreme Earth How can our choices make a difference to others and the environment? | Rotten Romans How can we manage risk in different places? |
| Year 5 | Space What makes up a person's identity? ** | Fawkham Child What decisions can people make with money? | Raging Rivers How can we help in an accident or emergency? | Classics How can friends communicate safely? | Ancient Greece How can drugs common to everyday life affect health? | What a performance! What jobs would we like? ** |
| Year 6 | All about me How can we keep healthy as we grow? ** | Shakespeare How can we keep healthy as we grow? ** | WWII How can the media influence people? ** | Classics How can the media influence people? ** | Egyptians What will change as we become more independent? How do friendships change as we grow? ** | What a performance! What will change as we become more independent? How do friendships change as we grow? ** |

KEY

Health and Wellbeing

Relationships

Living in the Wider World

sex education

drugs education

diversity**