







## Challenge, Equality & Opportunity

### PSHE

#### Whole School Curriculum Intent:

<i>We can build knowledge and skills</i>	<i>We are creative</i>	<i>We are resilient</i>	<i>We understand ourselves and each Other</i>
<div style="text-align: center;">  </div> <p>We strive for all of our children to have competency in the basic skills of reading, writing, maths and communication to underpin their learning, give them access to the broader curriculum and build their confidence as learners.</p> <p>We want our children to know more, remember more and be able to do more as a result of every learning experience across the curriculum.</p>	<p>We want our children to be creative in their thinking so that they use their knowledge and skills to solve problems and create new knowledge, skills, thoughts and objects which give them enjoyment and inspire them to take their learning further.</p> <div style="text-align: center;">  </div>	<div style="text-align: center;">  </div> <p>We need our children to develop independence and resilience so that they are able to grow as thinkers and learners.</p>	<p>We aim for our children to develop empathy, awareness, respect and tolerance in-keeping with the school's No Outsiders values.</p> <p>We also want all of our children to understand themselves and be ready for the next steps in their education and the wider world.</p> <div style="text-align: center;">  </div>
<h3 style="color: green;">What does this look like?</h3>			
<p>Achieve well in reading, writing and communication, including being at the age related expectation in early reading and phonics.</p> <p>Can build on previous learning.</p> <p>Can access new learning experiences.</p> <p>Value and enjoy success in the core subjects.</p> <p>Choose reading and use reading effectively.</p> <p>Apply maths, reading, writing and communication across the curriculum.</p>	<p>Reflect, adapt and develop ideas.</p> <p>Explore concepts.</p> <p>Make links across the curriculum.</p> <p>Ask questions and are curious.</p> <p>Use initiative.</p> <p>Hypothesise and generate ideas</p> <p>Communicate learning.</p> <p>Direct own learning through range of skills.</p> <p>Can argue and use evidence.</p>	<p>Bounce back and try again.</p> <p>Try new things and take risks.</p> <p>Manage their own things, time and learning as appropriate.</p> <p>Engage with extra-curricular activities.</p> <p>Solve problems through perseverance.</p> <p>Work towards a goal.</p>	<p>Listen to others.</p> <p>Can work in a group and cooperate with others. Assess own success and learning.</p> <p>Take turns and are patient.</p> <p>Use manners and are polite in interactions with everyone.</p> <p>Can manage emotions and support others.</p> <p>Show respect.</p> <p>Are kind and begin to show compassion.</p> <p>Can follow the Golden Rules.</p> <p>Can express themselves.</p>

## PSHE Intent

Our intent for PSHE (Personal, Social, Health Education) is that it underpins our whole school approach to learning and helping to grow mature and resilient learners able to face the multiple challenges of modern life, including the virtual world. To ensure our pupils are taught consistently to a high standard, we use Kapow Primary's PSHE and RSE schemes of work.

### *We can build knowledge and skills*

Provide a PSHE curriculum that is ambitious and develops the whole child.

Develop a deep understanding of the five main areas of our PSHE curriculum – Families and relationships; Health and wellbeing; Safety and the changing body; Citizenship and Economic wellbeing.

Develop communication skills and support emotional wellbeing which will benefit children's learning in all areas of the curriculum.

Educate responsible, confident and emotionally aware children who find their place in society as good citizens and develop an ambition to create a better world.

### *We are Creative*

Appreciate the importance of communication skills and emotional health and wellbeing in themselves and others.

Learn to express feelings and to communicate through a range of effective methods e.g. talking; writing and singing.

Children discuss their thoughts, feelings and experiences in a 'safe' environment each lesson.

### *We are Resilient*

Ask questions and challenge their own views and thinking.

Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards a diverse society.

Encourage children to have dreams, to set and achieve goals and to understand that being resilient and overcoming challenges and obstacles can be a learning process.

Learning is applied to real life situations that the children experience in Havannah First School or at home. This enables children to become more resilient and problem solve independently by giving learning a purpose.

We are curious to learn about ourselves and other people. We understand that everybody is different and that is one of the reasons why the world is such a special place.

### *We Understand Ourselves and Each Other*

Develop effective communication skills to explain their thinking and point of view and to suggest challenges that themselves and others may feel.

Promote the importance of empathy, acceptance and an ambition to create a better world for themselves and others around them.

Children are encouraged to be courageous and to respect and be empathetic towards others. They are supported to have ambition, recognise their own value and that of others in an inclusive school, family and wider society.

Work collaboratively and discuss ideas to develop their communication and critical thinking skills.

Give children the language, knowledge and confidence to do the right thing and encourage others to do the same.

## PSHE Implementation

We follow the Kapow Primary scheme which is continuously updated and developed by primary PSHE specialists. Detailed lesson plans and resources support non-specialists and ensure consistency between classes. All of the lessons can be easily adapted to suit individual children's needs.

The Kapow Primary scheme is a whole school approach that consists of five areas of learning:

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

Each area is revisited every year to allow children to build on prior learning. The lessons also provide a progressive programme. The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association's Programme of Study which is recommended by the DfE.

There are many other opportunities where children are involved in PSHE outside of the discreet lesson, including assemblies where a range of themes are covered.

More information about the relationship between the curriculum and the school's plans can be found in the Long Term Plan for PSHE.

### Progression in PSHE

	R	Year 1	Year 2	Year 3	Year 4
<b>Knowledge</b>					
<b>Families and relationships</b>	<p>To name and describe the different members of our families.</p> <p>To understand that all families are valuable and special.</p> <p>To know that we share toys so that everyone feels involved and no one feels left out or upset.</p> <p>To understand that different people like different things.</p>	<p>To understand that families look after us.</p> <p>To know some words to describe how people are related (eg. aunty, cousin).</p> <p>To know that some information about me and my family is personal.</p> <p>To understand some characteristics of a positive friendship.</p> <p>To understand that friendships can have problems but that these can be overcome.</p> <p>To know that it is called stereotyping when people think of</p>	<p>To know that families can be made up of different people.</p> <p>To know that families may be different to my family.</p> <p>To know some problems which might happen in friendships.</p> <p>To understand that some problems in friendships might be more serious and need addressing.</p> <p>To understand some ways</p>	<p>To know that I can talk to trusted adults or services such as Childline if I experience family problems.</p> <p>To know that bullying can be physical or verbal.</p> <p>To know that bullying is repeated, not a one off event.</p> <p>To know that violence is never the right way to solve a friendship problem.</p> <p>To know that trust is being able to rely on someone and it is an important</p>	<p>To know that families are varied in the UK and across the world.</p> <p>To understand the different roles related to bullying including victim, bully and bystander.</p> <p>To understand that everyone has the right to decide what happens to their body.</p> <p>To understand the courtesy and manners which are expected in different scenarios.</p> <p>To understand some stereotypes</p>

	<p>To understand that all people are valuable.</p> <p>To know that it is important to help, listen and support others when working as a team.</p> <p>To know that it is important to tell the truth.</p>	<p>things as being 'for boys' or 'for girls' only.</p>	<p>people show their feelings.</p> <p>To understand what good manners are.</p> <p>To understand some stereotypes related to jobs.</p> <p>To know that there are ways we can remember people or events.</p>	<p>part of relationships.</p> <p>To know the signs of a good listener.</p> <p>To understand how to listen carefully and why listening is important.</p> <p>To understand that there are similarities and differences between people.</p> <p>To understand some stereotypes related to age.</p>	<p>related to disability.</p> <p>To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.</p>
<b>Health and wellbeing</b>	<p>To know that having a naturally colourful diet is one way to try and eat healthily.</p> <p>To know that exercise means moving our body and is important.</p> <p>To know that yoga can help our bodies and minds relax.</p> <p>To name some different feelings and emotions.</p> <p>To know that I am a valuable individual.</p> <p>To know that facial expressions can give us clues as to how a person is feeling.</p> <p>To know that I can learn from my mistakes.</p> <p>To know some strategies to calm down.</p>		<p>To know that food and drinks with lots of sugar are bad for our teeth.</p> <p>To explain the importance of exercise to stay healthy.</p> <p>To understand the balance of foods we need to keep healthy.</p> <p>To know that breathing techniques can be a useful strategy to relax.</p> <p>To know that we can feel more than one emotion at a time.</p> <p>To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p>	<p>To understand ways to prevent tooth decay.</p> <p>To understand the positive impact relaxation can have on the body.</p> <p>To know the different food groups and how much of each of them we should have to have a balanced diet.</p> <p>To understand the importance of belonging.</p> <p>To understand what being lonely means and that it is not the same as being alone.</p> <p>To understand what a problem or barrier is and that these can be overcome.</p>	<p>To know key facts about dental health.</p> <p>To know that visualisation means creating an image in our heads.</p> <p>To know that different job roles need different skills and so some roles may suit me more than others.</p> <p>To know that it is normal to experience a range of emotions.</p> <p>To know that mental health refers to our emotional wellbeing, rather than physical.</p> <p>To understand that mistakes can help us to learn.</p> <p>To know who can help if we are worried about our own or other</p>

					people's mental health.
<b>Safety and the changing body</b>	<p>To know that some rules are in place to keep us safe.</p> <p>To know how to behave safely on the pavement and when crossing roads with an adult.</p>	<p>Practising what to do if I get lost.</p> <p>Identifying hazards that may be found at home.</p> <p>Understanding people's roles within the local community that help keep us safe.</p> <p>Learning what is and is not safe to put in or on our bodies.</p> <p>Practising making an emergency phone call.</p>	<p>To know the PANTS rule.</p> <p>To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>To understand the difference between secrets and surprises.</p> <p>To know the rules for crossing the road safely.</p> <p>To know that medicine can help us when we are ill.</p> <p>To understand that we should only take medicines when a trusted adult says we can.</p> <p>To know the names of parts of my body including private parts.</p>	<p>To understand that cyberbullying is bullying which takes place online.</p> <p>To know the signs that an email might be fake.</p> <p>To know the rules for being safe near roads.</p> <p>To understand that other people can influence our choices.</p> <p>To know that bites or stings can sometimes cause an allergic reaction.</p> <p>To know that it is important to maintain the safety of myself and others, before giving first aid.</p>	<p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p> <p>To understand the risks associated with smoking tobacco.</p> <p>To understand the physical changes to both male and female bodies as people grow from children to adults.</p> <p>To know that asthma is a condition which causes the airways to narrow</p>
<b>Citizenship</b>	<p>To know that we have rules to keep everything fair, safe and enjoyable for everyone.</p> <p>To understand that we all have similarities and differences and that make us special.</p> <p>To know that we all have different beliefs and celebrate special</p>		<p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>To know some of the jobs people do to look after the environment</p>	<p>To understand the UN Convention on the Rights of the Child.</p> <p>To understand how recycling can have a positive impact on the environment.</p> <p>To know that the local council is responsible for looking after the local area.</p>	<p>To know that human rights are specific rights that apply to all people.</p> <p>To know some of the people who protect our human rights such as police, judges and politicians.</p> <p>To know that reusing items is of benefit to the environment.</p>

	times in different ways.		<p>in school and the local community.</p> <p>To understand how democracy works in school through the school council.</p> <p>To understand that different groups of people make different contributions to the community.</p>	<p>To know that elections are held where adults can vote for local councillors.</p> <p>To understand some of the consequences of breaking rules.</p> <p>To understand the role of charities in the community.</p>	<p>To understand that councillors have to balance looking after local residents and the needs of the council.</p> <p>To know that there are a number of groups which make up the local community.</p>
<b>Economic wellbeing</b>		<p>To know that people use money to buy things, including things they need and things they want.</p> <p>To know that coins and notes are types of money and have different values.</p> <p>To know that notes are higher in value than coins.</p> <p>To know that it is wrong to steal money.</p> <p>To know that money is valuable and needs to be looked after.</p> <p>To know that money should be stored in a safe place to keep it secure and should not be displayed in public places.</p> <p>To know that they should not show or give money to strangers.</p> <p>To know that they can ask adults they know and trust about money and where to store it safely.</p> <p>To know that banks are places where we can store our money.</p>	<p>To know that many adults earn money by having a job.</p> <p>To know some basic needs for survival, such as food, water and shelter.</p> <p>To know that a bank account is like a special place in a bank that keeps money safe until it is needed.</p> <p>To know that a bank account card is like a special key that unlocks a bank account to access the money inside.</p> <p>To know that saving money is when we keep some money and don't spend it straight away.</p> <p>To know that it is important for workplaces to include a variety of people to bring different</p>	<p>To know that we can pay for things using cash, a debit card, a credit card, online banking, and digital wallets.</p> <p>To know that spending should be based on necessity, importance, and available budget.</p> <p>To know that budgeting is planning how to spend and save the money that you have available.</p> <p>To know that money can cause us to have positive and negative feelings.</p> <p>To know how we spend money can affect other people and the environment, like buying environmentally friendly products to help protect the planet.</p> <p>To know that different jobs contribute to our</p>	<p>To know that getting value for money involves considering the cost, usefulness and quality of items.</p> <p>To know that purchases can be influenced by needs, wants, peer pressure, and advertising.</p> <p>To know that people often earn interest when they keep savings in a bank account.</p> <p>To know that earning interest is when the bank gives you some extra money as a reward for keeping your money with them.</p> <p>To know that people often change jobs or careers multiple times in their lives.</p> <p>To know that stereotypes can be made on age, gender, culture, ability and interest and hobbies.</p>

		<p>To know adults have jobs to help others and to earn money.</p> <p>To know that skills are things that we can do well and that everyone has different skills.</p> <p>To know that different jobs need different skills.</p>	viewpoints and skills.	<p>society in different ways.</p> <p>To know that stereotypes are oversimplified ideas about what jobs are suitable for people based on gender, race, or other characteristics.</p> <p>To know that it is important to consider what they are good at and enjoy doing when choosing future careers.</p> <p>To know that they can aim for any career they are interested in and passionate about, regardless of stereotypes or other people's expectations.</p>	
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## Skills

<b>Families and relationships</b>	<p>Learning how to talk about our families and discussing why we love them.</p> <p>Talking about people that hold a special place in my life.</p> <p>Developing strategies to help when sharing with others.</p> <p>Exploring what makes a good friend.</p> <p>Thinking about what it means to be a valued person.</p>	<p>Exploring how families are different to each other.</p> <p>Exploring how friendship problems can be overcome.</p> <p>Exploring friendly behaviours.</p> <p>Recognising how other people show their feelings.</p> <p>Identifying ways we can care for others when they are sad.</p> <p>Exploring the ability to successfully work</p>	<p>Understanding ways to show respect for different families.</p> <p>Understanding that families offer love, care and support.</p> <p>Understanding difficulties in friendships and discussing action that can be taken.</p> <p>Learning how other people show their feelings and how to respond to them.</p> <p>Exploring the conventions of manners in</p>	<p>Learning that problems can occur in families and that there is help available if needed.</p> <p>Exploring ways to resolve friendship problems.</p> <p>Developing an understanding of the impact of bullying and what to do if bullying occurs.</p> <p>Identifying who I can trust.</p> <p>Learning about the effects of non-verbal communication.</p> <p>Exploring the</p>	<p>Using respectful language to discuss different families.</p> <p>Exploring physical and emotional boundaries in friendships.</p> <p>Exploring how my actions and behaviour can affect other people.</p> <p>Discussing how to help someone who has experienced a bereavement.</p>
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	<p>Exploring the differences between us that make each person unique.</p> <p>Considering the perspectives and feelings of others. Learning to work as a member of a team.</p> <p>Developing listening skills.</p>	<p>with different people.</p>	<p>different situations.</p> <p>Exploring how loss and change can affect us.</p>	<p>negative impact of stereotyping.</p>	
<b>Health and wellbeing</b>	<p>Discussing ways that we can take care of ourselves.</p> <p>Exploring how exercise affects different parts of the body.</p> <p>Identifying how characters within a story may be feeling.</p> <p>Identifying and expressing my own feelings.</p> <p>Exploring coping strategies to help regulate emotions.</p> <p>Exploring different facial expressions and identifying the different feelings they can represent.</p> <p>Exploring ways to moderate behaviour, socially and emotionally.</p> <p>Coping with challenge when problem solving.</p>	<p>Learning how to wash my hands properly.</p> <p>Learning how to deal with an allergic reaction.</p> <p>Exploring positive sleep habits.</p> <p>Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</p> <p>Exploring health-related jobs and people who help look after our health.</p> <p>Identifying personal strengths and qualities.</p> <p>Identifying different ways to manage feelings.</p>	<p>Exploring the effect that food and drink can have on my teeth.</p> <p>Exploring some of the benefits of exercise on body and mind.</p> <p>Exploring some of the benefits of a healthy balanced diet.</p> <p>Suggesting how to improve an unbalanced meal.</p> <p>Learning breathing exercises to aid relaxation.</p> <p>Exploring strategies to manage different emotions.</p> <p>Developing empathy.</p> <p>Identifying personal goals and how to work towards them.</p> <p>Exploring the need for perseverance and developing a growth mindset.</p>	<p>Discussing why it is important to look after my teeth.</p> <p>Learning stretches which can be used for relaxation.</p> <p>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p> <p>Exploring my own identity through the groups I belong to.</p> <p>Identifying my strengths and exploring how I use them to help others.</p> <p>Being able to breakdown a problem into smaller parts to overcome it.</p>	<p>Developing independence in looking after my teeth.</p> <p>Identifying what makes me feel calm and relaxed.</p> <p>Learning visualisation as a tool to aid relaxation.</p> <p>Exploring how my skills can be used to undertake certain jobs.</p> <p>Explore ways we can make ourselves feel happy or happier.</p> <p>Developing the ability to appreciate the emotions of others in different situations.</p> <p>Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p> <p>Developing a growth mindset.</p>



			Developing an understanding of self-respect.		
<b>Safety and the changing body</b>	<p>Considering why it is important to follow rules.</p> <p>Exploring what it means to be a safe pedestrian.</p>	<p>To know that some rules are in place to keep us safe.</p> <p>To know how to behave safely on the pavement and when crossing roads with an adult.</p>	<p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Learning how to behave safely near the road and when crossing the road.</p>	<p>Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Identifying things people might do near roads which are unsafe.</p> <p>Beginning to recognise unsafe digital content.</p> <p>Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Exploring choices and decisions that I can make.</p> <p>Learning what to do in a medical emergency, including calling the emergency services.</p>	<p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefits and risks of sharing information online.</p> <p>Discussing the benefits of being a non-smoker.</p> <p>Discussing some physical and emotional changes during puberty.</p> <p>Learning how to help someone who is having an asthma attack.</p>
<b>Citizenship</b>	<p>Beginning to understand why rules are important in school.</p>	<p>Recognising why rules are necessary and the consequences of not following rules.</p> <p>Discussing how to meet the needs of different pets.</p> <p>Exploring the differences between people.</p> <p>Recognising the groups that we belong to.</p>	<p>Explaining why rules are in place in different settings.</p> <p>Identifying positives and negatives about the school environment.</p> <p>Learning how to discuss issues of concern to me.</p> <p>Recognising the importance of looking after the</p>	<p>Exploring how children's rights help them and other children.</p> <p>Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Discussing ways we can make a difference to recycling rates at home/school.</p>	<p>Discussing how we can help to protect human rights.</p> <p>Identifying ways items can be reused.</p> <p>Explaining why reusing items is of benefit to the environment.</p> <p>Identifying the benefits different groups bring to the local community.</p>

			<p>school environment.</p> <p>Identifying ways to help look after the school environment.</p> <p>Recognising the contribution people make to the local community.</p>	<p>Identifying local community groups and discussing how these support the community</p>	<p>Discussing the positives diversity brings to a community.</p>
<b>Economic wellbeing</b>		<p>Exploring how money is used by people.</p> <p>Discussing how to keep money safe.</p> <p>Discussing what to do if we find money.</p> <p>Exploring choices people make about money.</p> <p>Developing an understanding of how banks work.</p> <p>Listening to descriptions of professions.</p> <p>Thinking about questions they would like to ask others about their job.</p> <p>Describing what different people do in their jobs.</p>	<p>Explaining adult money sources.</p> <p>Identifying whether something is a want or need.</p> <p>Comparing and contrasting 'wants' and 'needs'.</p> <p>Identifying the main features of bank account cards.</p> <p>Exploring personal skills and talents.</p> <p>Exploring the reasons why people choose certain jobs.</p> <p>Identifying some ways to make an environment inclusive and fair.</p> <p>Reflecting on the importance of individuality and diversity.</p>	<p>Considering pros and cons of payment methods.</p> <p>Contemplating budgeting benefits.</p> <p>Planning and calculating within a budget.</p> <p>Discussing attitudes and feelings about money.</p> <p>Developing empathy in financial situations.</p> <p>Handling negative financial emotions.</p> <p>Making ethical spending decisions.</p> <p>Assessing impact of spending choices.</p> <p>Reflecting on future job based on goals.</p> <p>Challenging and understanding workplace stereotypes.</p> <p>Ranking factors influencing job choices.</p>	<p>Recognising value for money.</p> <p>Understanding differing opinions on spending.</p> <p>Recognising how to track money spent and saved.</p> <p>Understanding reasons for using a bank.</p> <p>Exploring how to safeguard money effectively.</p> <p>Identifying influences on job choices.</p> <p>Understanding careers can change.</p> <p>Challenging workplace stereotypes.</p>

## Vocabulary

<b>Families and relationships</b>	Family Love Friend Share Unique Interests/Hobbies Similar Different Diversity Festival Celebration Turn-taking Support	Behaviour Care Emotions Family Feelings Friend Friendly Problem Stereotype Permission	Friendship Love Manners	Bullying Communicate Empathy Open questions Similar Solve Sympathy Trust	Act of kindness Authority Bereavement Boundaries Bystander Permission
<b>Health and wellbeing</b>	Emotions Feelings Exercise Breathing Heart-rate Health Relaxation Independence Pedestrian	Allergy Emotions Feelings Germs Ill (poorly) Qualities Relax	Diet Exercise Goal Growth mindset Healthy Physical activity Relaxation Skill Strengths	Alone Balance Barriers Belonging Identity Lonely Resilience Boundaries	Fluoride Mental health Negative emotions Positive emotions Visualise
<b>Safety and the changing body</b>		Accident Drug Emergency Hazards Medicine Physical contact Polite Respect Role Trust	Medicine Pedestrian Private Secret Surprise Penis Testicles/testes Vulva Vagina	Allergic Anaphylaxis Bullying Casualty Choice Cyberbullying Decision Distraction Fake Influence Injuries	Age restriction Asthma Law Protect Puberty Public Tobacco Breasts Genitals
<b>Citizenship</b>	Rule Persistence Challenge Problem solving	Care Democracy Different Fair	Election Environment Identity Job	Charity Community Consequence Council	Authority Cabinet Council officer Diversity

	Mistake Cope Teamwork Grounding technique Trial and error Listening Persevere Team	Pet Responsibility Rule Similar Unique Vote	Opinion Rule School council Volunteer Vote	Councillor Law Recycling Rights United Nations/UN	Human rights Local government Protect Reuse
<b>Economic wellbeing</b>		Banks and building societies Cash Earn Save Skill Spend Value	Coins Need Notes Priority Want	Account Budget Career Feeling Stereotype	Bank account Bank statement Influence Satisfaction Value for money

PSHE is taught as part of the continuous provision and as discrete lessons in Reception. In Key Stages One and Two, there are five units for each year group, each unit consists of 6 - 8 lessons which are usually taught discretely. It can be taught weekly across six half terms or some units can be delivered on a PSHE focus day or across several afternoons. We have built in flexibility to ensure that PSHE is not 'squeezed' out of the busy curriculum. The Kapow Scheme brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. A variety of teaching strategies are used and are mindful of each child's preferred learning style. The program is designed as a whole school approach, with all year groups working on the same theme at the same time, with the exception of year 1 who teach children how to use the Zones of Regulation for the first three half terms of each academic year. Thus, generating a whole school focus for adults and children alike.

Please see the Long Term Plan for PSHE for more information.

### **A Typical PSHE Lesson at Havannah First School**

Kapow is a mindful and child-centred approach to PSHE. It is an original and comprehensive scheme of learning which integrates personal, social, health and economic education with emphasis on emotional literacy, mental health and SMSC, especially spiritual development. Kapow aims to help children know and value who they really are and how they relate to other people in this ever-changing world.

**PSHE lessons in Key Stage One and Two at Havannah First School follow the Kapow PSHE lesson structure which is as follows:**

#### **Attention grabber**

#### **Main event**

#### **Wrapping up**

Lesson structures can vary to suit the content and the objective.

Children will largely work within the classroom setting, with our school nurse or outside agencies working with each class at least once a year.

Children will complete their work in their PSHE book. PSHE and RE lessons are evidenced in the same workbook, with RE work at the front of the book and PSHE at the back. Snapshots of lessons will often be posted on Twitter too.

Vocabulary is built upon and used in each lesson. Expectations of the vocabulary that is expected to be learned and used is also included as part of the short term plans.

<https://www.kapowprimary.com/subjects/rse-pshe/>

<https://pshe-association.org.uk/>

<http://www.youngminds.org.uk/>

<http://www.getsafeonline.org/>

<https://www.stopbullying.gov/kids>

<https://www.childnet.com/resources/looking-for-kidsmart/>

<https://www.bbc.com/ownit>

<https://www.clickview.co.uk/primary/pshe/>

