

PSHE/RSE



It is the intent of the curriculum to:

- develop an understanding of their own and others emotions allowing for them to create and resolve conflicts within friendships and within families
- build confidence in their own strengths and appreciate differences in themselves and others
- understand their own changes and how best to maintain their personal well being
- understand their civic responsibilities in their school, local community, country and wider world.

PSHE is recognised as a key subject for our children based on many of their challenges. At Tollgate Primary, it is felt that PSHE needs to be taught and addressed in an ongoing manner. In PSHE, frequent, albeit shorter lessons, are felt to be the best way to work with the children in addressing friendships, conflict resolution, self-regulation and wellbeing. Our curriculum structure allows for the flexibility to address issues that arise naturally within the complexities of the classroom and school culture. The curriculum is designed to be taught regularly through mini-lessons that can be implemented during class assembly time. In addition, longer lessons are built into the structure to assure there are deeper conversations around specific topics. The RSE curriculum has been given a priority by ensuring there is ample and adequate time to address all the key aspects of relationships and the changing body by using one afternoon a week for a half term to address these key principles. At Tollgate Primary, it is felt this is of particular priority due to the high percentage of safeguarding issues. The general overview of topics within PSHE are built into the curriculum but can be flexibly delivered by the teachers and adjusted to assure they are meeting the needs of the children.

PSHE/RSE						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Separating from carers, expressing interests, rules/routines, recognising adults and peers	Separating from carers, expressing interests, rules/routines, recognising adults and peers	Feelings, playing cooperatively, speaking to others, respecting others	Feelings, playing cooperatively, speaking to others, respecting others	Learn independently, resolving conflict, positive relationships, adapting to change	Learn independently, resolving conflict, positive relationships, adapting to change
Reception	Forming relationships with peers and adults, school rules	Forming relationships with peers and adults, school rules	Feelings - our own and those of other people; play cooperatively in groups; speak confidently	Feelings - our own and those of other people; play cooperatively in groups; speak confidently	Learn independently, conflict resolution, positive relationships with others; adapting to change	Learn independently, conflict resolution, positive relationships with others; adapting to change
Year 1	KAPOW: Relationships, Family, Friendships	KAPOW: Relationships, Friendships	KAPOW: Health and wellbeing	KAPOW: Citizenship (Rights, Respecting Children)	KAPOW: Economic Well Being	KAPOW: RSE, Safety

Year 2	KAPOW: Relationships - friendships & Citizenship (Rights, Respecting Children)	KAPOW: Relationships - friendships	KAPOW: Economic Wellbeing	KAPOW: Health and Wellbeing	KAPOW: Family and relationships	KAPOW: RSE
Year 3	KAPOW: Relationships - friendships	KAPOW: Relationships- friendships	KAPOW: Health and Wellbeing	KAPOW: Citizenship (Rights, Respecting Children)	KAPOW: RSE Economic Wellbeing	KAPOW: Health and Wellbeing
Year 4	KAPOW: Relationships - friendships	KAPOW: Health and Wellbeing	KAPOW: Citizenship (Rights, Respecting Children)	KAPOW: RSE	KAPOW: Economic Wellbeing	KAPOW: Relationships & Transitions

Lesson Structure:

Revisit/Connect to prior learning

Vocabulary

Explain

Model

Attempt/Apply

Firm Foundations, Broad Horizons, Transforming the community together

kindness | happiness | resilience | independence | motivation | respect