

## Subject on a page



At Springfield Academy, we ensure every child receives a PSHE curriculum which is designed to help them build positive relationships, develop self-worth, and apply these skills to overcome challenges in the modern world. During their time at Springfield Academy, children will gain an understanding of wider issues and global challenges. They will grow into reflective, resilient, and respectful individuals. Our pupils will become confident communicators who listen actively and support one another.

### Intent

- We aim to...

Provide our pupils with the knowledge and skills they need to make informed choices and to stay safe and healthy.

Support pupils in becoming responsible citizens who contribute positively to school life and the wider community.

Foster strong self-awareness in pupils, empowering them to show respect for themselves and others.

Equip pupils with the essential skills to navigate challenges and thrive in the modern world

### Implementation

- How do we achieve our aims?

Our PSHE curriculum is delivered primarily through discreet lessons but will, by nature, also be supplemented by reactive sessions as issues arise.

Kapow is the scheme which underpins Springfield's PSHE curriculum, and this is supported by other relevant recognised resources (e.g. NSPCC). Kapow's RSE and PSHE curriculum fulfils the statutory requirements set out in the DfE's Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance, as well as reflecting the DfE's non-statutory Citizenship and PSHE framework for KS1 and KS2.

Across our two-year cycle, each year group will study 8 separate units which build throughout school. These units comprise of:

#### Cycle A

Autumn term – 'Families and Relationships'

Spring term – 'Economic Wellbeing'

Summer term – 'Safety and the Changing Body' and 'Transition'

#### Cycle B

Autumn term – 'Citizenship'

Spring term – 'Health and Wellbeing'

Summer term – 'Safety and the Changing Body' and 'Transition'

### Impact

- How will we know we have achieved our aims?

Pupils are empowered to make informed choices that help them stay safe and healthy.

Pupils develop self-awareness and effective self-regulation, enabling them to form and maintain healthy and sustainable relationships with others.

Pupils leave Springfield Academy with a sense of determination to making a positive impact on the society and world around them.

Children leave Springfield Academy equipped with essential life skills that enable them to succeed and thrive in the modern world.

### By the end of primary school, pupils should...

- Know what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.
- Know about personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent
- Have respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on
- Be told explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.
- Know the principles of positive relationships also apply online. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures.
- Know that families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.)
- Develop a growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks
- Be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- Have a clear understanding of boundaries and privacy, ensuring they understand that they have rights over their own bodies.