

# PSHCE and RSE

Personal, Social, Health and Citizenship Education & Relationships and Sex Education

## Rickleton Primary School Curriculum Vision

**We aim to provide a creative, inclusive, challenging real-world curriculum relevant to the local and world-wide context of Rickleton Primary School today. Learning, built on the development of strong basic skills, will inspire deep knowledge and transferable skills which progress from each individual's starting points.**

**We want to inspire curious and ambitious learners, with a passion for education, giving them a thirst for knowledge to become the innovators and problem solvers of the future. By immersing children in an environment which celebrates tolerance and equality, children will learn to communicate their thoughts and opinions in respectful ways.**

**At Rickleton Primary School, we believe that children thrive and build resilience in an environment which is safe, inclusive and supportive of their well-being. By providing this environment, we believe every child is able to achieve their best possible outcomes and feel celebrated for who they are. Our curriculum supports learners to be proud to achieve their potential academically, socially and emotionally whilst encouraging them to become ambitious life-long learners.**

# Intent, Implementation, Impact

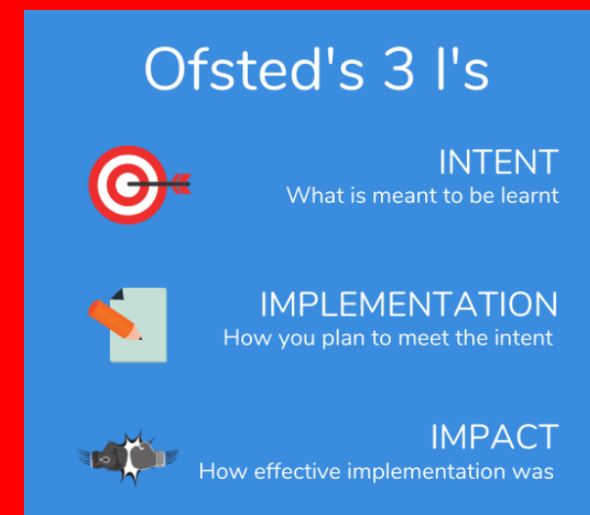
The phrase ‘intent, implementation, impact’ first came to light in 2019 when the new Ofsted inspection framework was launched. The big shift in focus was away from inspectors attempting to judge the quality of teaching and learning by observing lessons. Instead, the focus is now on attempting to judge the quality of education a school provides by, at least in part, interrogating its curriculum and its impact on pupils.

“The *intent* of the curriculum is the content you expect children to learn”

“The *implementation* of the curriculum is concerned with how you realise your intentions”

“The *impact* of the curriculum lies in whether students have learnt the things you’ve taught them”

The next three slides set out how each subject in our curriculum is designed and delivered in order to support our children to be successful. It should be clear how what they do and achieve in one subject supports the overall vision for our pupils.



## Curriculum Intent

PSHCE INTENT	We INTEND our curriculum to be:	
<p>Our intention is that personal, social and health education and citizenship enable children to become healthy, independent, resilient and responsible members of society who can communicate respectfully to all.</p> <p>We encourage inclusivity by supporting our pupils to play a positive role in contributing to the life of the school and the wider community. In this way we help develop their sense of self-worth, positive mind set and personal well-being.</p> <p>Every person in our school community is valued regardless of age, colour, gender, ethnicity, heritage, religion, identity or disability. Our children become more tolerant towards all differences and can respond in a respectful manner.</p> <p>We teach children what it means to be a positive member of a diverse multi cultural society, how society is organised and governed, ensuring that they experience the process of democracy in school through the school council.</p>	<p><b>Inclusive</b></p>	<p>All children will access the curriculum and develop the skills regardless of their starting point and personal experience. .</p>
	<p><b>Relevant to local and world-wide context</b></p>	<p>Teaching responds and adapts to the needs of the children such as resolving conflicts on the playgrounds, social media issues from outside of school to world wide issues such as Covid.</p>
	<p><b>Create deep knowledge</b></p>	<p>Our spiralling curriculum enables children to build on knowledge and skills year on year, this embeds skills and allows for development.</p>
	<p><b>Create transferable skills</b></p>	<p>Children will develop skills to keep them safe, healthy and happy as they grow up making the right choices, developing confidence and self-esteem; ultimately preparing them for their future life and work in modern Britain.</p>
	<p><b>Take account of individual starting points</b></p>	<p>We have an awareness that starting points can change depending on a child’s emotional well-being.</p>

## Curriculum Implementation

PSHCE IMPLEMENTATION	Real-world Opportunities:	Big ideas:
<p>The curriculum is designed to spiral, covering 7 strands which are revisited and deepened each year to develop a secure skill set for the children to be prepared for adulthood. Objectives are revisited, understanding is deepened and skills develop each year responding to the needs of the children at that particular time considering current affairs within school. Staff are regularly updated with key events in our current community and world to enrich the teaching of PSHCE and RSE but staff also have the flexibility to support current affairs with in the class or year group community.</p> <p>Children develop the transferable skills and knowledge to keep themselves safe, manage finance, develop healthy relationships, manage risks, maintain a healthy life and regulate their emotions thus becoming life long learners and respectable citizens.</p> <p>We understand that children’s emotional development is hugely impacted by external factors at a particular time and their starting points may differ so we aim to support children using targeted intervention groups such as rainbow club, counselling, play therapy and using peer mentor and mental health mini medics (ambassador) system on the yards enabling the subject to be inclusive of all children.</p> <p>Children will be taught a range of strategies to understand and regulate their emotional resilience.. Throughout the life of the school, children are provided with a range of experiences and visits where they can practise adapting their behaviour to different social situations.</p> <p>PSHCE including RSE learning is at the heart of our school, each year children are supported in their transition to their new classes during a whole school collaborative learning, anti bullying weeks and mental health days. Throughout the year we celebrate difference and try to create tolerance and understanding for a wide variety of personality, race, religions, gender, views and social circumstances.</p>	<p>Peer Mentors</p> <p>Mental Health Mini Medics (Ambassadors)</p> <p>Digital leaders</p> <p>RNLI Water safety</p> <p>Walkwise – Road safety</p> <p>Bus inductions</p> <p>Rainbow flag work</p> <p>Young ambassadors</p> <p>NSPCC</p> <p>Personal hygiene learning</p> <p>School Nurse</p> <p>Dental hygiene</p>	<p>Health and Wellbeing - Pupils learn what keeping healthy means and the different ways to stay physically and mentally healthy, pupils learn the importance of sleep and being well-rested and what a balanced diet is</p> <p>Relationships - Pupils learn that there are different types of relationships, about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online), pupils learn about how to treat themselves and others with respect</p> <p>Living in the wider world - Pupils learn how people and other living things have different needs; about the responsibilities of caring for them, pupils learn about things they can do to help look after their environment. Pupils learn about the different groups they belong to and the roles that people in the community have. Pupils learn about what money is; forms that money comes in; that money comes from different sources and consider different attitudes towards saving and spending money.</p>

## Curriculum Impact

PSHCE IMPACT	The IMPACT of our curriculum will create pupils who are:	
<p>We believe the impact of our PSHCE and RSE curriculum will be for our children to become well rounded individuals, who can thrive in our society both now and becoming life-long learners who understand how to be and feel safe no matter where their starting points are.</p> <p>They will have developed an understanding of how to manage their own emotional health and well-being including developing healthy relationships enabling them to become social and emotional achievers.</p> <p>All children will develop their positive growth mindset, independence, self-esteem, resilience and become the respectful communicators needed to succeed in our society.</p> <p>They will have an understanding about expectations of a good citizen in society and begin to manage their finances.</p> <p>They will leave Rickleton Primary school ready to access their next stage of education with confidence having created their deep knowledge and developed their transferable skills.</p>	<b>Respectful Communicators</b>	Our children will listen to other children and respond in a respectful manner demonstrating how to disagree in an appropriate way.
	<b>Resilient</b>	Our children will keep trying even when challenges occur. They will support each other and encourage them to keep going or try something different.
	<b>Social achievers</b>	Our children will engage in extra-curricular activities and in wider society, thriving to take part and achieve. CATs therapy, counselling, rainbow club and peer mentors will support those children who find socialising challenging.
	<b>Emotional achievers</b>	Our zones of regulation will equip the children with the language to discuss their feelings and activities to self-regulate.
	<b>Life-long learners</b>	Through the positive experiences encountered throughout the life of the school our children will have the skills and attitudes to become life-long learners.

# An Aspirational Curriculum

We feel passionately that our children aim high and have huge aspirations for their life ahead. As well as encouraging them to be successful in future studies and work, it is a vital tool for motivation and mental well-being.

We want our curriculum to open pupils' eyes to the things to not just areas in which they feel successful, but also to develop an understanding of the things they enjoy doing. By using a clear focus on real world links and future career paths, children begin to open their eyes to future choices and opportunities from an early age.

Our Aspirational Concepts documents are designed to give children an understanding of what is needed to be successful in all subjects, as well as potential future opportunities linked to the subject. Simplified language for younger pupils means that children grow in their ability to articulate their aspirations for their future.



Great accomplishments  
start with great aspirations.

Gary Hamel

# To be a Good Citizen, I...

Understand the importance of rules and follow them carefully in and out of school.	Am responsible and independent, showing resilience to overcome challenges	Make good, knowledgeable choices to stay safe in all areas of life	Maintain a healthy body and mind, managing my emotions effectively	Am respectful of other people's differences and choices in how they live their lives.	Know and live out the British Values.
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## To be a Good Citizen, I...

Always try to do my best.

Follow rules carefully.

Keep myself safe.

Keep my body and mind healthy.

Show respect to everyone and everything.

Know and live out the British Values.



Police Officer	Member of Parliament	Volunteer	Nurse	Firefighter
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## To be a Good Citizen, I...

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Make good, knowledgeable choices to stay safe in all areas of life.

Maintain a healthy body and mind, managing my emotions effectively.

Am respectful of other people's differences and choices in how they live their lives.

Understand the importance of rules and follow them carefully, in and out of school.

Know and live out the British Values.

Police Officer	Member of Parliament	Volunteer	Nurse	Firefighter
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## To be a Good Citizen, I...

Understand the importance of rules and follow them carefully in and out of school.	Am responsible and independent, showing resilience to overcome challenges	Make good, knowledgeable choices to stay safe in all areas of life	Maintain a healthy body and mind, managing my emotions effectively	Am respectful of other people's differences and choices in how they live their lives.	Know and live out the British Values.
Can name the 3 school rules and is proud to follow them?	Can self organise the equipment they need for their learning?	Can name dangers in everyday life and ways to avoid it?	Can explain ways to keep their body fit and healthy?	Can explain how they are unique and what makes them different from others?	Can name the 5 British Values as democracy, individual liberty, rule of law, tolerance and respect?
Shows interest in gaining Class Dojo points as a reward for positive learning traits?	Looks after their own personal equipment?	Can name dangers online and ways to avoid it?	Can name things which can cause damage to our body and how to avoid them?	Are proud of themselves?	Can explain what each value means and how it happens here?
Shows respect for authority (parents, teachers, police etc)?	Looks after school equipment and the school environment with pride?	Can name safe people they would speak to gain help?	Understand signs of poor mental health and activities which can improve this?	Can explain ways in which others are different (appearance, culture, relationships, belief etc)?	Can show the British Values in their own actions?
Is happy to report rule breaking to staff?	Can resolve small problems effectively?	Can name organisations who offer help to keep us safe and know how to contact them? (Police, CEOP, NSPCC etc)	Can use the 'Zones of Regulation' language to convey how they feel?	Are tolerant of all people and celebrate difference?	Can explain the negative effects when these values do not exist?
Can set and follow their own rules in play situations?	Knows when to ask for adult help with a more difficult problem?	Are aware of risks in the local area and know how to stay safe?	Know where to get help for their body and mind?	Can spot discrimination and are confident to speak out and report it?	
<b>Police Officer</b>	<b>Member of Parliament</b>	<b>Volunteer</b>	<b>Nurse</b>	<b>Firefighter</b>	

# Building from the Early Years

With the National Curriculum beginning from Year 1, the education in the EYFS (Early Years Foundation Stage) is often overlooked. We have always seen huge importance in making sure that learning for our youngest pupils is a building block for their future.

Staff have worked hard to ensure full coverage of the Early Years Foundation Stage profile, combined with positive integration in to the National Curriculum. Our core teaching schemes (Read Write Inc, Reading and Writing at Rickleton, NCETM Maths) all extend down to pupils in Reception and even Nursery for those who attend.

For the broader curriculum, the documents shown on the next slides support teachers to ensure they are aware of the foundation concepts which children bring from the EYFS in to the subjects taught in KS1 and 2, allowing staff to effectively build on prior learning.



## PSHCE in the EYFS

In the EYFS, children develop foundational skills and knowledge across seven key areas of learning, with an emphasis on the Prime areas of Communication, Physical Development and Personal, Social, and Emotional Development. These early experiences foster critical skills such as listening, speaking, motor coordination, self-regulation, and empathy, which are essential for lifelong learning.

The EYFS also nurtures curiosity and exploration through activities that promote understanding of the world and an appreciation of other cultures and ways of life. As children build these core competencies, they begin to develop the emotional intelligence and social skills needed for positive relationships and community engagement. This foundational learning directly feeds into the National Curriculum for Personal, Social, Health, and Economic Education (PSHCE), as many of the key concepts introduced in the EYFS—such as understanding and managing emotions, cooperation, respecting others, and developing a healthy sense of self—are expanded upon in greater depth throughout Key Stage One and Two.

The Rickleton PSHCE curriculum has aspects that are covered within themes, which begin in Nursery and continue up until Year 6. These themes include Me and My Relationships, Keeping Myself Safe, My Healthy Lifestyle, Me and My Future, Becoming an Active Citizen and Moving on. These topics best prepare children for their life in the wider world beyond school. Due to the nature of the curriculum in EYFS, teachers are responsive to the needs of the children, often planning and delivering lessons in reaction to incidents as they occur.

In the PSHCE curriculum, children continue to build on the emotional, social, and physical skills they have already begun to develop in the EYFS, moving towards a deeper understanding of topics such as well-being, citizenship, resilience, and the importance of healthy lifestyles. The early years focus on these fundamental skills ensures that children are well-prepared to engage with the more complex PSHCE content that follows in later years.

# Curriculum Skill Progression

## EYFS PSHCE Skills

Managing Self	Self-Regulation	Building Relationships
<p>Follow simple rules and routines and understand the reasons for the School Rules.</p> <p>Choose activities that I would like to participate in.</p>	<p>Name feelings and emotions, using the Zones of Regulation colours, considering my own feelings and those of others.</p> <p>Name and take part in strategies to regulate my emotions, e.g. deep breathing, using the Sensory Room etc.</p> <p>Focus on simple tasks, beginning to ignore distractions and stay engaged in activities of my own choosing and those that have been directed to me.</p> <p>Talk about and begin to consider how other people are feeling.</p> <p>Begin to understand how my emotions might affect my behaviour.</p> <p>Listen to instructions and respond appropriately.</p>	<p>Take turns and share with others, beginning to compromise and co-operate with my peers.</p> <p>Use manners and polite words, like 'please' and 'thank you'.</p> <p>Identify problems and think of solutions, dealing appropriately with conflict with my peers.</p> <p>Know who to go to when help is needed.</p>

## EYFS PSHCE I can statements

### Autumn 1 – Me and My Relationships

Managing Self	Self-Regulation	Building Relationships
<p><u>Managing Self</u></p> <ul style="list-style-type: none"> <li>I know the difference between kind and unkind actions.</li> <li>I know that bullying is when something happens repeatedly and does not stop.</li> <li>I know the rules and boundaries of EYFS.</li> </ul>	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> <li>I know the names of 4 basic emotions (happy, scared, sad and angry).</li> <li>I can begin to understand how I might feel.</li> <li>I can show different emotions, using facial expressions and gestures.</li> <li>I know and can take part in some meditation activities and know what this can do for my mental health.</li> <li>I know how to solve my own conflicts and negotiate without aggression.</li> <li>I know how to use available resources around me to help regulate my feelings, including using the sensory room, sensory box and mindfulness colouring.</li> </ul>	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> <li>I can talk about the people who are in my family.</li> <li>I can name the people who live in my house.</li> <li>I can draw a representation of people who live in my house.</li> <li>I can begin to understand how some families are different.</li> <li>I know that I belong to my class at Rickleton Primary School.</li> <li>I know that we are all different and unique and I can describe similarities and different between myself and peers.</li> <li>I know who to tell if I feel bullied.</li> <li>I know how to listen to the worries of others.</li> </ul>

### Autumn 2 – Keeping Myself Safe

Managing Self	Self-Regulation	Building Relationships
<p><u>Managing Self</u></p> <ul style="list-style-type: none"> <li>I know how to stay safe on Bonfire night.</li> <li>I am beginning to know how to stay safe when moving and negotiating space during PE lessons, especially when jumping from high apparatus.</li> <li>I know how to use tools safely, e.g. scissors for cutting, cookery utensils, hammers in woodwork etc.</li> <li>I know the difference between unkind behaviour and bullying. I can recognise the need for safety rules.</li> </ul>	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> <li>I know and can name my 5 senses.</li> <li>I know and understand which items can and cannot be eaten.</li> </ul> <p>I know how to stay safe when using the internet.</p>	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> <li>I know what to do when I need help using the internet.</li> <li>I know who to report bullying to and name an adult I can go to.</li> <li>I can name people who can help us in the wider world.</li> <li>I know I can ring 999 in an emergency.</li> </ul>

### Spring 1 – My Healthy Lifestyle

Managing Self	Self-Regulation	Building Relationships
<p><u>Managing Self</u></p> <ul style="list-style-type: none"> <li>I know which foods are healthy and unhealthy and I am willing to try new foods.</li> <li>I know why it is important to sleep well and how this contributes to a healthy lifestyle.</li> <li>I know why it is important to take care of my teeth.</li> <li>I can sequence the steps to brush my teeth correctly.</li> <li>I know the importance of handwashing to get rid of germs.</li> </ul> <p>I know to have regular breaks when using technology and long periods of time might affect our health.</p>	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> <li>I know why it is important to exercise and that I need to exercise to stay healthy.</li> <li>I know ways that I can stay active and this strengthens my muscles.</li> </ul>	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> <li>I know how I can accept the needs of others and take turns.</li> <li>I know how to share resources with my peers.</li> <li>I am beginning to know how to deal with conflicts that arise in my play.</li> <li>I know when I pop-up I must tell an adult.</li> <li>I know to ask a grown-up before going online.</li> </ul> <p>I know that we must not talk to people online who we do not know.</p>

Spring 2 – Me and My Future		
<p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>I know and can sequence the lifecycle of a human.</li> <li>I can begin to talk about the different between me in the present and the past.</li> <li>I can recognise some coins and know that money is one method of being able to buy things.</li> <li>I know that money can be kept in a bank and that a card can be used to digitally spend money.</li> </ul> <p>I can review goals set in Autumn 1 and set myself a new goal.</p>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>I can describe myself in positive terms.</li> <li>I know that I am special and unique.</li> <li>I know that stealing is taking something that isn't mine and can get me into trouble and how it might make others feel.</li> <li>I can talk about the consequences of stealing in and out of school.</li> <li>I know what I like about myself.</li> </ul> <p>I know that I am a valuable individual.</p>	<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>I know that there are different occupations that I could be.</li> <li>I can say which occupation I would like when I grow up.</li> <li>I can name and describe jobs of people who help us.</li> </ul>
Summer 1 – Becoming An Active Citizen		
<p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>I can agree and follow rules for my classroom.</li> <li>I know why it is important to have school rules.</li> <li>I listen carefully and follow instructions to colour in a picture.</li> </ul> <p>I know I sometimes have to wait for what I want.</p>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>I can begin to name some of the 'Protocols for Talk' and 'Protocols for Listening'.</li> <li>I can begin to name appropriate and inappropriate behaviours in school.</li> <li>I can name ways in which I can be a good friend.</li> <li>I can name my emotions and link these to the Zones of Regulation.</li> </ul> <p>I know that I am good at something and represent this with a labelled picture.</p>	<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>I can begin to give attention to what others are saying by turns to fact them and using gestures.</li> <li>I can begin to respond appropriately to what others have said.</li> <li>I can begin to share my thoughts and ideas with a friend and respond appropriately to my peers.</li> <li>I can find solutions to conflicts and rivalries.</li> <li>I know who I can go to for help.</li> </ul> <p>I understand the importance of teamwork.</p>
Summer 2 – Moving On		
<p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>I can begin to explain something I am worried about.</li> <li>I know what to expect when I start Reception.</li> </ul> <p>I can explain what to expect when I start Year 1.</p>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>I can talk about and name my feelings and begin to link these feelings to change.</li> <li>I can identify positive achievements during my time in Nursery and Reception.</li> <li>I can talk about what I enjoy doing.</li> <li>I can explain what I am looking forward to in Reception and Year 1.</li> <li>I can explain what I am worried about in Year 1.</li> <li>I can identify my strengths and areas for improvement.</li> <li>I can set myself some goals for Year 1.</li> </ul> <p>I know some of the reasons why change can feel uncomfortable and know some of the ways I can deal with these feelings.</p>	<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>I can talk about who my friends are.</li> </ul> <p>I can visit my new classroom and meet my new teacher.</p>
Key Vocabulary		
<p><b>Autumn 1 – Me and My Relationships</b></p> <p>happy, sad, scared, angry, meditation, family, mum, dad, sister, brother, aunt, uncle, grandparents, teamwork, feelings, difference, similarities, physical, features, culture, friends, caring, kind, bullying, unkind, boundaries, rules, right and wrong, behaviour, choices, relaxation, meditate, yoga, well-being, zen.</p>	<p><b>Autumn 2 – Keeping Myself Safe</b></p> <p>fireworks, sparklers, safety, jump, land, soft, squishy knees, space, cut, slice, hammer, thread, sew, internet, online, taste, touch, smell, hearing, sight, fire safety, road safety, green cross code, careful, cautious, sensible, bullying, unkind, behaviour, poisonous, rules, people who help us, safer internet day, e-safety.</p>	<p><b>Spring 1 – My Healthy Lifestyle</b></p> <p>active, healthy, exercise, muscle, warm-up, cool-down, healthy food, unhealthy food, fruit, vegetables, food groups, snacks, sugar, sleep, teeth, toothbrushing, dentist, well-being, mental health, breathing, meditation, calm, share, take-turns, kind, unkind, friendship, compliments, muscles, strengthen, energy, unhealthy, balanced diet, tired, emotions, oral hygiene, toothbrush, toothpaste, plaque, decay, digital well-being, digital citizen, self-regulation, co-regulation</p>
<p><b>Spring 2 – Me and My Future</b></p> <p>jobs, occupations, police officer, firefighter, doctor, nurse, teacher, builder, paramedic, baby, child, adult, lifecycle, growth, change, special, different, difference, unique, property, stealing, crime, illegal,</p>	<p><b>Summer 1 – Becoming An Active Citizen</b></p> <p>conversation, talk, listen, hands, face, eye contact, discuss, acceptable, unacceptable, behaviour, Zones of Regulation, calm,</p>	<p><b>Summer 2 – Moving On</b></p> <p>transition, change, happy, sad, calm, angry, nervous, anxious, worried, Reception, Year 1, cautious, excited, brave, self-regulation, Zones of Regulation.</p>
<p>money, cash, card, digital, saving, grown-up, society, people who help us, valuable, individual, hobbies, achievements, goal, target, review</p>	<p>happy, sad, angry, conflict, argument, rules, turn-taking, respond, instructions, impulse, appropriate, inappropriate, individual, valuable.</p>	

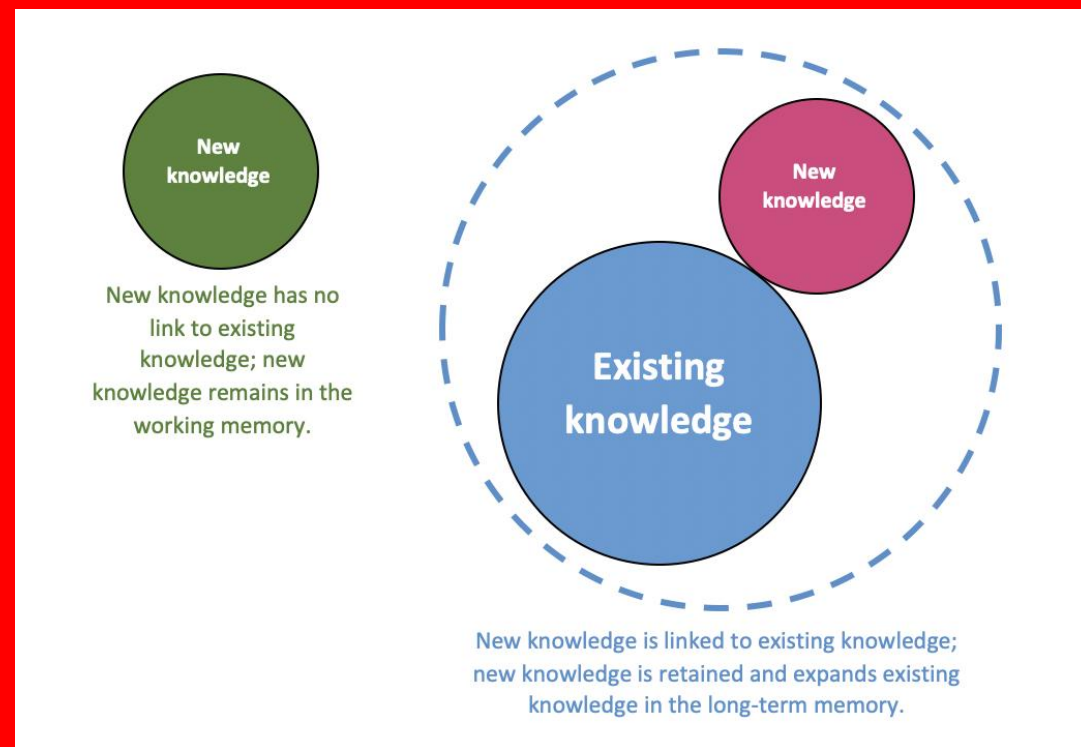
# Knowing More, Remembering More



***“Learning is defined as an alteration in long-term memory. If nothing has been altered in long-term memory, nothing has been learned.”*** (Kirschner, Sweller and Clarke, 2006)

Learning happens when pupils make sense of ideas in relation to what they already know. When we talk about knowledge in the long-term memory, we often refer to this as Sticky learning. Sticky learning is effectively the knowledge that stays with us forever.

In order to allow our pupils’ knowledge to stick, subjects are planned progressively to return to topics, themes and concepts which children recognise and can build upon. We called these themes Golden Threads.



EMOTIONAL WELL-BEING taught across all year groups directly and discretely within lessons and opportunities throughout the school day

