

Beaufront First School Long-Term Plan: PSHE & RSE

Intent	Implementation	Impact
The PSHE and RSE Curriculum at Beaufront fulfils the statutory requirements of RSE as set by the DfE and meets the requirements of the PSHE National Curriculum by following an approved scheme of work designed by the PHSE Association and enriched by Kapow. Beaufront is also on the pathway to becoming a UNICEF Rights Respecting School, which is a golden thread throughout the curriculum but is particularly important within the PHSE and RSE curriculum. This curriculum complements other areas of learning and aims to ensure that all pupils: • Know how to be safe and healthy. • Know how to manage their academic, personal, and social lives positively. • Can make informed decisions when faced with risks or challenges. • Develop resilience, kindness, integrity, generosity, and honesty. This will enable our pupils to become knowledgeable and respectful global citizens who are able to engage safely and positively in our ever-changing world.	All children will engage in weekly PHSE and RSE lessons, which complement other subjects such as Wellbeing. Our inclusive and enriched curriculum takes into consideration individual faiths and beliefs, needs, and contexts. Pupils can enjoy PSHE and RSE through: • Carefully planned sequences of lessons designed to develop the knowledge, understanding, and skills needed to be safe, healthy, and to make informed decisions. • Carefully planned, appropriate resources, which may include external agencies and visitors. • Regular practice of the skills needed to manage their own lives. • Where needed, Year 2 and Year 4 children will be taught separately, for example, when teaching elements of the RSE Curriculum based around changing bodies and personal relationships. Children will engage in a dynamic enquiry cycle to develop the skills to: - Explore and investigate - Interpret - Evaluate - Apply - Express - Question Children will also build skills in relation to: - Listening - Speaking - Problem Solving - Creativity - Adapting	Through a focused and thorough PSHE and RSE Curriculum, children can: • Show understanding and sensitivity with regard to their own feelings and those of others. • Self-regulate. • Set and work towards goals. • Give focused and respectful attention to self and others. • Face challenges with resilience and integrity. • Express how they are independent and resilient. • Demonstrate an understanding of the need for rules and of right and wrong. • Manage some of their own needs. • Understand the need for a healthy, active lifestyle. • Work with others. • Form and maintain healthy, positive relationships, knowing what a healthy relationship is and is not. • Understand that the world is always changing and that there will be always be new, sometimes complex, challenges. • Know that they have the knowledge and skills to confidently make decisions and be an active member of the global community. All children will have a deep knowledge and understanding of what it means to be safe, active, and responsible.

	- Planning - Leadership - Teamwork	
National Curriculum Objectives		
By the end of Primary school, all pupils should know:		
● Families are important for children growing up because they can give love, security, and stability. ● the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together, and sharing each other's lives. ● that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. ● that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. ● Marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong. ● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. ● how important friendships are in making us feel happy and secure, and how people choose and make friends. ● the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. ● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ● that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. ● how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations, and how to seek help or advice from others, if needed. ● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ● practical steps they can take in a range of different contexts to improve or support respectful relationships. ● the conventions of courtesy and manners. ● The importance of self-respect and how this links to their own happiness. ● that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. ● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ● What a stereotype is, and how stereotypes can be unfair, negative, or destructive. ● The importance of permission-seeking and giving in relationships with friends, peers, and adults. ● that people sometimes behave differently online, including by pretending to be someone they are not.		

- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them.
- how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.
- How information and data are shared and used online.
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice, e.g., family, school, and/or other sources.

Big Questions

- **What does a respectful relationship look like and feel like?**
- **How can we deal with conflict?**
- **What do we need to do to be physically and mentally healthy?**
- **How do we change?**
- **What is right?**
- **What is wrong?**
- **How can we make difficult decisions?**
- **What makes us who we are?**

Programme of Study - Overview			
	EYFS	KS1	KS2
Autumn 1	Self-regulation: My feelings	Families and Relationships (Year 1/ 2)	Families and Relationships (Year 3/ 4)
Autumn 2	Building Relationships: Special relationships	Health and Wellbeing (Year 1/ 2)	Health and Wellbeing (Year 3/ 4)

Programme of Study - Overview			
	EYFS	KS1	KS2
Spring 1	Managing Self: Taking on challenges	Safety and the Changing Body (Year 1/ 2)	Safety and the Changing Body (Year 3/ 4)
Spring 2	Self-regulation: Listening and following instructions	Citizenship (Year 1/ 2)	Citizenship (Year 1/ 2)
Summer 1	Building Relationships: My family and friends	Economic Wellbeing (Year 1/ 2)	Economic Wellbeing (Year 3/ 4)
Summer 2	Managing Self: My well-being	Transition (Year 1/ 2)	Transition (Year 3/ 4)