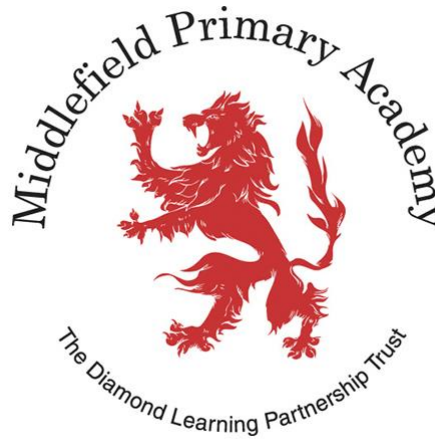




PSHE Intent, Implementation, Impact Statement

Intent

At Middlefield Primary Academy, we follow the Kapow scheme for PSHE. The scheme aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century.

The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society. Kapow Primary's RSE/PSHE scheme of work covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education. The scheme covers wider PSHE learning, in line with the requirement of the National Curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).'

Children's learning through this scheme will significantly contribute to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty. The Kapow Primary scheme does not specifically cover gender identity, although identity is a theme that runs through all year groups and units more generally.

Quality PSHE and RSE teaching is an important element in helping staff at Middlefield Primary Academy to carry out their duty of care with regards to safeguarding. The DfE's statutory 'Keeping Children Safe in Education (Sep 2020)' guidance states that 'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. In response to the child-on-child abuse updates to Section 5 of Keeping Children Safe in Education (DfE, 2022), our curriculum introduces and revisits ideas of personal boundaries, consent and

communicating our boundaries with others. This prepares pupils for the challenges and responsibilities they will face in the future

Implementation

The Kapow scheme is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2.

EYFS:

- Self-regulation
- Building relationships
- Managing self

Key stage 1 and 2:

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

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

Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our scheme.

The scheme supports the requirements of the Equality Act through direct teaching, for example, learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. All lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way.

Role-play activities are also included to help children play out scenarios that they may find themselves in. There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages throughout the age ranges including how and where to access help.

The PSHE subject leader will ensure the following documentation from Kapow relating to the implementation of the curriculum is relevant and up to date:

- Long-term plans outlining the learning within each year group.
- Statutory guidance mapping, illustrating how the units of lessons deliver the learning required within the Statutory guidance for Relationships, Sex and Health Education.
- RSE & PSHE Progression of skills and knowledge.
- Protected characteristics mapping.

Other documentation related to the implementation of the curriculum:

- Protected characteristics mapping.
- SMSC, Personal development and British values mapping.
- Education for a connected world mapping (alongside our Computing scheme).
- Keeping children safe in education: Child on Child Sexual harassment knowledge outcomes and mapping.
- Knowledge organisers summarise the learning for each unit

Impact

Each unit of lessons is completed with a POP (proof of progress) task. These tasks can take various formats, whichever format is most suited to the subject matter. Each lesson within Kapow's scheme features assessment guidance, helping teachers to identify whether pupils have met, exceeded, or failed to meet the desired learning intentions for that lesson.

Once taught the full scheme, children should have met the objectives set out within the Relationships and Health Education statutory guidance and can utilise their learning within their daily lives, from dealing with friendship issues and resilience to making healthy choices and knowing where and how to get help when needed.