

## Mission Statement and Values

"St Mary's .... Feeding the mind, body and spirit so we can be the best we can be." We foster everyone's potential and hunger for learning by serving up a wonderful diet of generosity, sharing and a sense of belonging. We are here to serve our community and we welcome children from all faiths and none. Sit around the table at St Mary's and you will discover a warm welcome and a great community!

The Spiritual Values to which we aspire are:

Kindness: in treating others as we would want to be treated ourselves.

Truth: in the choices we make and in our dealings with family, friends, school and community.

Courage: to stand up for what is right, overcome our fears and aspire to make a positive change.

Hope: about the future and know that tomorrow can be even better than today.

Love: for ourselves and others, knowing that God loves us.

### Intent:

All pupils are entitled to a broad and balanced curriculum regardless of race, gender, religion or ability.

PSCHE is a non-statutory subject within the National Curriculum. However, here at St. Mary's we are committed to the development of the whole child and as a consequence we place Personal, Social, Health, Citizenship and Economic Education (PSCHE) and Relationships and Sex Education (RSE) at the heart of all that we do. We recognise that schools support pupils to develop in many diverse aspects of life, and the responsibility of preparing pupils for their adult lives is one that St. Mary's School takes pride in, and assumes with integrity and purpose.

This policy outlines the Intent, Implementation and Impact of how PSCHE is taught using a spiral curriculum in our school.

### About KAPOW Primary scheme:

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The Kapow Primary Scheme does not specifically cover gender identity, although personal identity and individual liberty (as a protected characteristic under 'British Values') is a theme that runs through all year groups and units more generally. Gender identity does not form part of the National Curriculum.

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### DFE Guidance:

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and

inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

### Implementation:

Kapow Primary's RSE/PSHE scheme of work covers the Relationships and Health Education statutory guidance (as set out by the Department for Education (DFE)), including the non-statutory sex education.

The Kapow Primary 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.

### PSHE Scheme: Overview

#### 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 well being

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 role of parents and carers is recognised, and guidance is provided to assist schools on how to work with them and include them in their children's learning.

In addition to the lessons, there is a suite of eight Q&A videos for teachers, featuring experts from various fields, covering the key areas: Families, Friendships, Healthy and safe relationships, Digital safety and The changing adolescent body.

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### Supporting those with SEND

At St. Mary's we ensure every part of the curriculum is accessible to all. To guarantee inclusion is happening within PSHE, we do the following:

- Have SEN children a part of school council
- Undergo regular SEN pupil voice groups to ensure the children as accessing the curriculum
- Active lessons
- Pre-learning of vocabulary
- Zones of regulation
- Quality books linked to specific topics

### RSE Scheme: overview

# Knowledge and skills developed

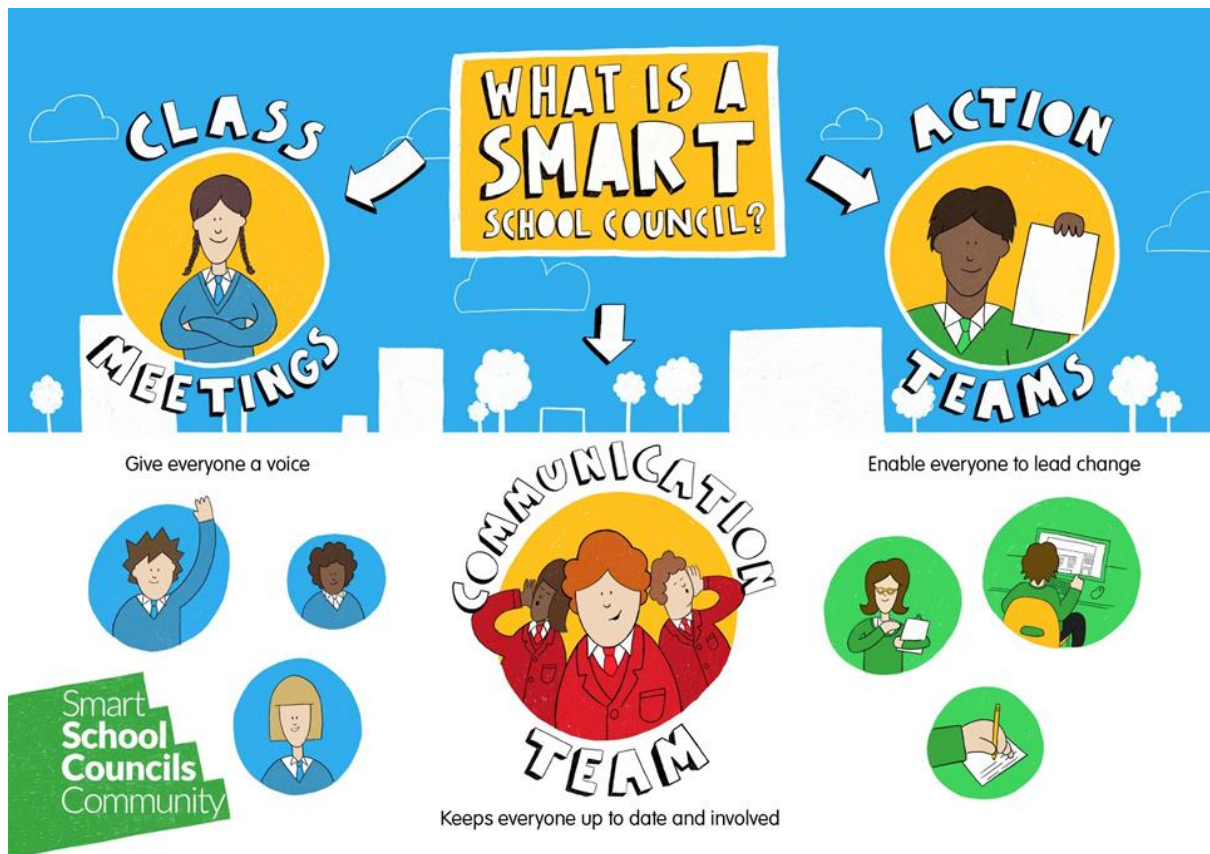


- ✓ Valuing different family structures
- ✓ Developing safe and respectful relationships
- ✓ Promoting good health and carrying out first aid
- ✓ Operating safely in a digital world
- ✓ Creating and maintaining positive friendships
- ✓ Understanding the changes that take place during puberty
- ✓ Learning to make independent choices and not be influenced by others

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Positions of Responsibility:

Smart School Council



The School Council is a vehicle for pupil voice and provides a platform where this can be expressed in a meaningful and structured way to ensure that the opinions, views and ideas of all pupils can have an impact on decisions made in school. •

The Smart School council is a 'whole school approach' and consists of:

- **Class Meetings:** a regular meeting led by different children every time in your class.
- **Action Teams:** groups that are set up to run an activity, event or new idea!
- **Communication Team:** the important group of pupils which help to run the model

### School Prefects

**Prefects:** Pupils in Year 6 are encouraged to apply for a prefect role at the start of the school year and at the start of each term. To apply, each student must fill out an application and undergo an interview process. Once elected, the student will be appointed an area of responsibility around the school. Jobs vary from: helping out in assemblies, collecting house points, hosting weekly reward

### Impact:

Each lesson within Kapow Primary'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.

Each unit of lessons comes with an Assessment quiz and Knowledge catcher. The quiz contains 10 questions, nine of which are multiple-choice and can be used either at the end of the unit or at both the start and the end to help measure progress and identify any gaps in learning. The Knowledge catchers list some of the lesson titles in mind-map or table format and can be used at the start of a unit to see what the children already know and to inform planning, and then pupils can revisit the same version of the Knowledge catcher at the end of the unit to add what else they now know, further demonstrating their progression in learning.

Once taught the full scheme, children will 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 to resilience to making healthy choices and knowing where and how to get help when needed.

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### Monitoring PSHE & RSE

The PSHE lead monitors the implementation and impact of the scheme teacher's planning and will perform book looks every term. Learning walks and pupils voice are completed a couple times every school year. Pupils, staff, governors and parents are involved in evaluating the PSCE and RSE teaching programme as part of the annual review.

Pupils' progress in learning in PSCHE is assessed by class teachers through questioning, circle time and book work. The PSCHE coordinator also undergoes a process of collecting pupil voice from each class to assess whether PSCHE and RSE knowledge is being remembered and skills are being mastered by the children.

### Other documents: (these can be accessed from the school website)

See: The following KAPOW documents

Mixed Age RSE PSHCE Long Term Plan

RSE Guidance for Parents 2024

PSHCE & RSE Statutory guidance mapping document 2024

Protected Characteristics Mapping