

RSE Policy - Curriculum Map and Assessment Methods

Academy Specific Information

This appendix must be completed by each academy

It should be maintained and reviewed in line with the overarching RSE Policy.

Academy:	Offley Primary Academy
RSE Lead:	Miss R Graystone

CURRICULUM MAP

At Offley Primary Academy, we support all pupils to become resilient, confident, respectful and responsible members of society. Through our whole school approach (KAPOW), our broad and balanced curriculum provides learning in relation to:

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

As pupils progress through our school, they will revisit, embed and build upon their understanding and skills, learning how to make informed choices, now and in the future around their health, safety, wellbeing, relationships and financial matters. Pupils will also gain knowledge of different career paths that learning in PSHE and RSE could lead to, including teacher, counsellor, tutor, coach, nurse and the emergency services.

Year Group	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
EYFS	Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.	Exploring why families and special people are valuable, understanding why it is important to share and developing strategies to help with this, seeing themselves as valuable individuals and exploring diversity by recognising similarities and differences.	Considering why we have rules and the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practicing 'grounding' coping strategies.	Listening to stories to practise their comprehension skills, playing games which require them to listen carefully to instructions to succeed, considering how rumours can spread quickly and change as they do so.	Exploring cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-play, considering the ingredients for a good friend, exploring how kind words make others feel good, recognising the value in working together as a team.	Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body, discussing some of the ways in which we can take care of ourselves, learning how to travel safely as a pedestrian, considering the importance of making balanced food choices.

Year Group	Family and Relationships	Health and Wellbeing	Citizenship	Safety and the changing body	Economic Wellbeing
1	Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.	Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.	Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.	Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe	Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some job roles in and out of school.
2	Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.	Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.	Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion	Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.	Learning about where money comes from, how to look after money, how we use money and looking at careers and jobs.
3	Learning: how to resolve relationship problems; effective listening skills and about non-verbal	Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation;	Learning about children's rights; exploring why we have rules and the roles of local community groups,	Learning how to: call the emergency services; responding to bites and stings; be a responsible digital citizen;	Introduction to creating a budget and learning about the different ways of paying, the emotional impact of
	communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.	exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down	charities and recycling and an introduction to local democracy.	learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.	money, the ethics of spending and thinking about potential jobs and stereotypes.
4	Learning that families are <u>varied</u> and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.	Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene.	Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.	Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma.	Exploring: choices associated with spending, what makes something good value for money, stereotypes in the workplace, career aspirations and what influences career choices.
5	Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our attributes.	Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.	An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community.	Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.	Developing understanding about income and expenditure, borrowing, risks with money, career choices, finance and feelings, stereotypes in the workplace

Please note - the order of the units for Year 6 is slightly different than all of the other year groups due to SAT's week. This is also due to the RSE optional parent/carers consent lessons during the Safety and the changing body unit which is due to take place during Summer 2. Please see below:

Year Group	Family and Relationships	Health and Wellbeing	Citizenship	Economic Wellbeing	Safety and the changing body	Identity (Year 6 only)
6	Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.	Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.	Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.	Exploring: attitudes to money, how to keep money safe, banks and organisations, the risks of gambling, career paths and the variety of different jobs available.	Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops (parents/carers may withdraw their child from this section), the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.	Two lessons on the theme of personal identity and body image.

At Offley Primary Academy, we use Kapow Primary PSHE and RSE scheme to fulfil the statutory requirements for Relationships and Health Education set out by the Department for Education. This scheme also refers to the PSHE Association Programme of Study recommended by the Department for Education, ensuring that all National Curriculum PSHE content, and statutory RSE curriculum expectations are met. We use Kapow Primary to inform our weekly PSHE lessons which are delivered by class teachers and higher-level teaching assistants, which are further supported by the teaching assistants within each key stage. Details of our curriculum are on our long-term curriculum map and on our school website, with additional information such as our cultural capital opportunities and contextual safeguarding, e.g. road and dog safety.

Here at Offley, our RSE curriculum is not taught in isolation and is embedded throughout our PSHE lessons, with a particular focus during the Safety and the Changing Body unit which is delivered during the summer term for years 1 through to 6. Our progression map and long-term curriculum above (and on our school website), provide detailed information on how these progress throughout the key stages; preparing the children with the primary statutory knowledge required before progressing to Key Stage 3.

ASSESSMENT METHODS

Pupils' progress is assessed through a range of formative and summative assessment processes, including:

- Class teachers monitor pupils' development in PSHE and RSE through ongoing observation during lessons.
- Teachers assess understanding by observing pupils' participation in discussions, activities and completed tasks.
- Effective questioning is used throughout lessons to deepen learning and assess pupils' knowledge and understanding.
- Pupils in Years 1 to 6 complete a baseline quiz before each unit to assess prior knowledge and identify starting points.
- The pre-unit quiz also serves as a stimulus and introduction to upcoming learning.
- The same quiz is repeated at the end of the unit to measure progress and learning gains.
- End-of-unit quiz outcomes help identify any remaining gaps in knowledge or understanding.
- Assessment information is used to inform future planning, teaching and learning activities.
- Assessment in PSHE and RSE is therefore both formative (ongoing observations, discussions and questioning) and summative (pre- and post-unit quizzes).