



PSHE/RSE AT NEWTON



INTENT: PSHE and RSE is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. During key stages 1 and 2 within this programme, children will have learning opportunities and experiences that reflect their increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. The curriculum is also designed to help children manage the physical and emotional changes at puberty, introduce them to a wider world and enable them to make an active contribution to their communities.

IMPLEMENT: Our Curriculum is based on the Cambridgeshire Primary Development Programme materials – this is a sequenced, spiral programme that builds on prior learning as children progress through school. Lessons are taught discretely on a weekly basis in each class.

LEARNING OVERVIEW

2023-24 (Cycle A)

2024-25 (Cycle B)

2025-26 (Cycle C Oak Class/Cycle A Juniper and Willow Classes)

EYFS

Children in EYFS will undertake learning and activities related to the **content** of the Year 1 PSHE curriculum (see unit plans for detail) but being consistent with EYFS pedagogy and underpinned by the focuses from EYFS Framework/Development Matters.

Reception PSED:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
- Know and talk about the different factors that support their overall health and wellbeing.

ELG:

PSED — Self-Regulation:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in an

				<p>activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED — Managing Self:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong, and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p>PSED: Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively, and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others’ needs.
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>JUNIPER</p> <p>Year cycle (A/B repeats)</p>	<p>1 Beginnings and Belonging (MMR4 BB1/2)</p> <p>My Body and Growing Up (EYFS) HSL1</p>	<p>1: Working Together (CIT3 WT12)</p>	<p>1: Diversity and Communities (CIT4 DC12)</p>	<p>1: Managing Risk (HSL4 MR12)</p>	<p>1: Safety Contexts/Personal Safety (HSL5 SC12)</p>	<p>Relationships and Sex Education/Managing Change (HSL9 PS12)</p>
<p>WILLOW Cycle A</p>	<p>2: Rights, Rules and Responsibilities</p>	<p>2: Family and Friends (MMR6 FF12)</p>	<p>2: Drugs Education (HSL8 DE12)</p>	<p>2: My Emotions (MMR5 ME12)</p>	<p>2: Healthy Lifestyles (HSL7 HL12)</p>	<p>Relationships and Sex Education</p>

	(CIT5 RR12)					(HSL10 SR12)
WILLOW Cycle B	3: Beginning and Belonging (MMR9 BB34)	3: Working Together (CIT6 ST34)	3: Diversity and Communities (CIT7 DC34)	3: Managing Risk (HSL11 MR34)	3: Safety Contexts/Personal Safety (HSL12 SC34) (HSL16 PS34)	Relationships and Sex Education (HSL11 RS2)
OAK Cycle A	5: Rights, Rules and Responsibilities (CIT11 RR56)	5: Family and Friends (MMR16 FF56)	5: Drugs Education (HSL22 DE56)	5: My Emotions (MMR15 ME56)	5: Healthy Lifestyles (HSL21 HL56)	Relationships and Sex Education (HSL13 RS4) (HSL20 RS5) (HSL24 RS6)
OAK Cycle B	6: Beginnings and Belonging (MMR14 BB56)	6: Working Together (CIT9 WT56)	6: Diversity and Communities (CIT10 DC56)	6: Managing Risk (HSL18 MR56)	6: Safety Contexts/Personal Safety (HSL19 SC6) (HSL23 PS56)	Relationships and Sex Education (HSL20 RS5) (HSL24 RS6) (HSL13 RS4)
OAK Cycle C	4: Rights, Rules and Responsibility (CIT8 RR34)	4: Family and Friends (MMR11 FF34)	4: Drugs Education (HSL15 DE34)	4: My Emotions (MMR10 DE34)	5: Healthy Lifestyles (HSL14 HL34)	Relationships and Sex Education (HSL20 RS5) (HSL24 RS6) (HSL13 RS4)

IMPACT – ASSESSMENT AND RECORDING

PSHE/RSE learning can be recorded in Topic books or individual Learning Journeys (Juniper Class). This learning may include written or pictorial responses but is typically, highly discursive. In the younger years (but not exclusively) there may be a class learning journey where adults capture learning as scribed oral contributions from pupils, or photographs or other observations/commentary.

Teachers assess learning in a number of ways: by making observations of the children working during lessons, listening to their responses and ideas, looking at work in books as well as outcomes of weekly quizzes and end of unit tests. All these assessment tools help teachers to reach a judgement as to how well the unit content has been learnt ie. do children know, remember and can do the things we have been teaching them? Each unit of learning in PSHE specifies what constitutes the “expected” learning for most pupils and teachers will decide whether a child has met that criteria, either in part or as a whole or indeed whether they have gone beyond it. While it is crucial that the teacher then acts on the outcomes of this assessment so that it informs future learning, it also provides a snapshot summary identifying who is on track, who is not there yet and who is out in front.

- Oak Class follow separate year group-based programmes for Relationships and Sex Education in Summer 2 each year
- Teachers follow the separate RSE planning guidance for Summer term alongside the specified PSHE unit