



# **PSHE and RSE**

## **Curriculum Overview**



## Vision

At Moorside Primary School, our curriculum lies at the heart of everything we do. It reflects our Mission Statement, Aims, and our school motto: "**Learn, Achieve, Succeed, Together... for a LASTing education at Moorside!**"

We are committed to offering every child a broad, balanced, and knowledge-rich curriculum that inspires curiosity, nurtures individual strengths, and supports all learners to thrive. Whether pupils have specific talents, additional needs, or unique interests, we tailor learning experiences to ensure they are supported and challenged appropriately.

We recognise that every child is different—with their own experiences, skills, and aspirations. That's why we make it a priority to understand each pupil as an individual. By doing so, we can create meaningful learning opportunities that encourage progress, celebrate success, and promote a lifelong love of learning.

Through our inclusive and ambitious curriculum, we ensure that every child at Moorside has the opportunity to **learn, achieve, and succeed—together!**

## The School Curriculum

At Moorside Primary School, our curriculum is thoughtfully designed to ensure that all pupils access the highest quality content. This approach lays a strong foundation for future learning as children progress through school and into Key Stage 3 and beyond. Our curriculum is ambitious and exceeds the expectations set out in the national curriculum.

We place a strong emphasis on understanding the needs of our pupils, ensuring that every child is given the opportunity to achieve their full potential. While academic success is a key priority, we also place equal importance on nurturing pupils' spiritual, moral, social, and cultural development. Our goal is to ensure that every child leaves Moorside as a confident, independent, and successful lifelong learner, ready to make a positive contribution to society.

At Moorside, we've thoughtfully designed our Early Years curriculum to give children the best possible start in their learning. We follow national guidance, including *Birth to 5 Matters*, to make sure every child is well prepared for the next stage of their education, especially the important move into Year 1. Our curriculum supports all areas of development, covering both the **prime areas** (communication and language, physical development, and personal, social and emotional development) and the **specific areas** (literacy, maths, understanding the world, and expressive arts and design). Through a balance of play and more structured activities, we help children build the knowledge, skills, and attitudes they need to grow in confidence and thrive, not just in school, but in life.

In Key Stage 1 and 2, our curriculum aims to provide rich and meaningful learning experiences—both within and beyond the classroom—offering pupils opportunities they may not otherwise encounter. These wider experiences are carefully planned across each key stage.

To support the delivery of a broad and balanced curriculum, we use a range of accredited curriculums to help structure and sequence our **Core** and **Foundation subjects**. This ensures a well-organised, coherent progression of knowledge and skills from year to year, and across

subjects such as English, Reading, History, Geography, Art, Design & Technology, Science, and PSHE.

At the heart of the Moorside curriculum is knowledge. We aim to build a strong foundation of vocabulary and a deep understanding of the world. Our approach to teaching is informed by the latest research into how memory works, helping children retain knowledge over time. For us, progress means learning more and remembering more—pupils make progress as they grow their understanding of the curriculum.

To support this, we use **knowledge organisers** that clearly set out the key information children are expected to learn in each subject. These organisers are shared with families each half term, alongside guidance on the weekly knowledge pupils should commit to memory. Parents are encouraged to support learning through regular quizzing and discussion at home.

Ultimately, our curriculum is designed to help children know and remember more, build strong webs of knowledge, and develop a lasting love of learning.

## The National Curriculum

### **How does 'Kapow Primary' and 'Think Equal' help our school to meet the statutory (and non-statutory) guidance for RSE & PSHE?**

The Kapow scheme of work fulfils the statutory requirements for Relationships and Health Education set out by the Department for Education. It also fulfils the National Curriculum requirement to teach PSHE ('All schools should make provision for personal, social, health and economic education ) and goes beyond the statutory requirements by referring to the PSHE Association Programme of Study (recommended by the Department for Education). 'Think Equal is a specialist Early Years programme that covers the Personal, Social and Emotional Development section of the Early Years goals.'

### **Relationships and sex education**

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils. For further details on how the school fulfils its statutory and non-statutory duty, please see the schools RSE policy (available on the school website).



# At Moorside, we are... Global Citizens



## **EARLY YEARS**

- Self-Regulation: Feelings & Me
- Building Relationships: Friendship & Inclusion
- Managing Self: Problem Solving Together
- People, Culture & Communities: Valuing Diversity
- The Natural World: Caring for our World
- Managing Self: Growing Confidence

**E**



## **YEAR 2**

- Families And Relationships
- Health And Wellbeing
- Safety And The Changing Body
- Citizenships
- Economic Wellbeing

**1**

**2**



## **YEAR 1**

- Families And Relationships
- Health And Wellbeing
- Safety And The Changing Body
- Citizenships
- Economic Wellbeing



## **YEAR 4**

- Families And Relationships
- Health And Wellbeing
- Safety And The Changing Body
- Citizenships
- Economic Wellbeing

**3**

**4**



## **YEAR 3**

- Families And Relationships
- Health And Wellbeing
- Safety And The Changing Body
- Citizenships
- Economic Wellbeing



## **YEAR 6**

- Families And Relationships
- Health And Wellbeing
- Safety And The Changing Body
- Citizenships
- Economic Wellbeing

**5**

**6**



## **YEAR 5**

- Families And Relationships
- Health And Wellbeing
- Safety And The Changing Body
- Citizenships
- Economic Wellbeing

# Curriculum Organisation

## Early Years

Personal, social and emotional development is one of the three Prime Areas in the Statutory framework for the early years foundation stage. The prime areas, Communication and language, Physical development and Personal, social and emotional development, lay the foundations for children to achieve in all areas of learning and life.

The early learning goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year in the Personal, social and emotional development prime area and are referenced in the Think Equal lesson plans, along with the relevant non-statutory requirements of Birth to 5 guidance.

## HOW THINK EQUAL SUPPORTS EYFS & PSHE GOALS

### EARLY YEARS FOUNDATION STAGE (EYFS)

Think Equal covers key EYFS Prime Areas:



**Personal, Social & Emotional Development (PSD)**  
Builds self-confidence, resilience, empathy, friendships



**Communication & Language**  
Encourages respectful listening, sharing feelings



**Understanding the World**  
Promotes awareness of diversity, fairness, inclusion

### PSHE NATIONAL CURRICULUM

Think Equal supports statutory PSHE requirements:



**Relationships Education**  
Teaches kindness, respect, valuing difference, managing conflict



**Health & Wellbeing**  
Encourages self-regulation, mindfulness, positive choices



**Living in the Wider World**  
Promotes equality, rights and responsibilities in society

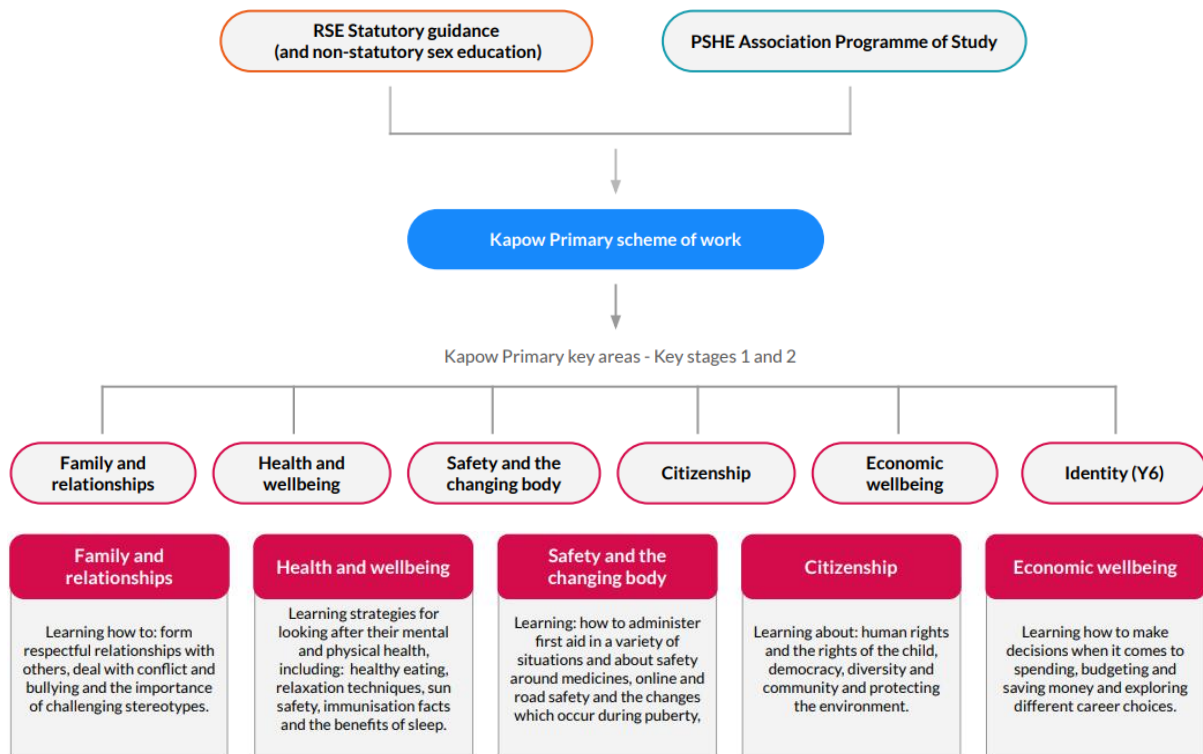
Think Equal bridges both frameworks by:

- Embedding emotional literacy early.
- Developing social & moral responsibility.
- Meeting national expectations in an age-appropriate way



## Key Stage 1 and 2

### How is the RSE & PSHE scheme of work organised?



Year 6 only:

#### Identity

Considering what makes us who we are whilst learning about body image.



# Oracy

**‘Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately. Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.’**

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry



## Learning through talk

At Moorside Primary, we know that talking is a powerful way for children to learn. By thinking aloud, asking questions, and discussing ideas together, pupils can explore their thinking and deepen their understanding.

## Learning to talk

Just as importantly, we support pupils to develop their oracy skills so they can communicate confidently in different situations — from classroom conversations to speaking in public, debating, or attending interviews.

**Our RSE & PSHE curriculum provides pupils with rich opportunities to develop their oracy skills through activities such as:**

- Engaging in discussions to deepen understanding of different scenarios.
- Role-playing characters to build empathy and explore perspectives.
- Actively contributing to group conversations.
- Explaining personal choices using key vocabulary.
- Responding thoughtfully to questions.
- Asking meaningful questions to peers.
- Collaborating in pairs or groups to complete tasks.
- Summarising key information clearly and concisely.
- Expressing opinions in a respectful and considered manner.

## Intent for PSHE and RSE

At Moorside Primary School, our RSE and PSHE curriculum is designed to equip pupils with the essential knowledge, skills, and attitudes needed to navigate the complexities of life in the 21st century. Through carefully planned lessons and activities, children learn to make informed decisions about their health, wellbeing, relationships, safety, and financial matters—empowering them to become confident individuals and active, responsible members of society.

We follow the Kapow Primary RSE/PSHE scheme of work (KS1 and KS2), which fully meets the statutory requirements for Relationships and Health Education as outlined by the Department for Education. The scheme also includes non-statutory sex education and broader PSHE content, in line with the National Curriculum (2014) expectation that schools should provide PSHE education.

In EYFS, PSHE is embedded within the Personal, Social and Emotional Development (PSED) area of learning and is closely aligned with the Early Learning Goals (ELGs). At Moorside Primary School, we use the Think Equal EYFS units to support this development through age-appropriate, play-based and structured activities.

Key areas include:

- **Self-Regulation** (Communication and Language)  
Pupils learn to understand and manage their own emotions, listen attentively, follow multi-step instructions, and begin to regulate their behaviour.
- **Managing Self** (Personal, Social and Emotional Development)  
Children build confidence, independence, and resilience. They learn about rules, right and wrong, and how to manage personal hygiene and make healthy choices.
- **Building Relationships** (Physical Development)  
Pupils develop cooperative skills, form positive relationships with adults and peers, and show empathy and sensitivity to others.

These foundations ensure that children begin their PSHE journey with a strong understanding of themselves and others, preparing them for the more structured curriculum in Key Stages 1 and 2.

Moving into Key Stage 1 and 2, the curriculum is structured around six key units that progress across the academic year:

- **Family and Relationships**
- **Health and Wellbeing**
- **Safety and the Changing Body**
- **Citizenship**
- **Economic Wellbeing**
- **Identity** (Year 6 only)

These units support pupils' personal development, as defined in the Ofsted Education Inspection Framework, and promote the fundamental British values of:

- Democracy
- Rule of Law
- Individual Liberty

- Mutual Respect and Tolerance

While the scheme does not explicitly cover gender identity, the theme of identity is woven throughout all year groups. As gender identity is not part of the statutory curriculum, Moorside Primary School follows its own procedures when addressing sensitive topics in this area, ensuring that all discussions are age-appropriate and inclusive.

High-quality RSE and PSHE teaching is a vital part of our safeguarding approach. In line with the DfE's statutory guidance "Keeping Children Safe in Education" (September 2025), our curriculum includes:

- Education on online safety, including misinformation and digital risks
- Lessons on personal boundaries, consent, and respectful communication
- Opportunities to explore mental health, grief, and loneliness
- Strategies for recognising and responding to child-on-child abuse

These elements help prepare pupils for the challenges they may face and ensure they are supported in developing safe, respectful relationships both in and beyond school.

## Implementation

At Moorside Primary School, we follow the Think Equal and Kapow Primary RSE & PSHE scheme, which provides a consistent, whole-school approach to personal development from Early Years through to Year 6. The curriculum is carefully structured to ensure progression and continuity across all year groups.

### EYFS Provision

In EYFS, PSHE is taught through the Personal, Social and Emotional Development (PSED) prime area of learning, aligned with the Early Learning Goals (ELGs). The Think Equal scheme supports this through three key strands:

- **Self-regulation** – helping children understand and manage their emotions and behaviour.
- **Building relationships** – encouraging positive interactions, cooperation, and empathy.
- **Managing self** – promoting independence, resilience, and healthy choices.

These foundations are delivered through age-appropriate activities, stories, role-play, and structured discussions, preparing children for the more formal PSHE curriculum in Key Stages 1 and 2.

### Key Stage 1 and 2 Provision

Across Years 1 to 6, the curriculum is organised into five core areas:

- Families and Relationships
- Health and Wellbeing
- Safety and the Changing Body

- Citizenship
- Economic Wellbeing

Each area is revisited annually to build on prior knowledge and deepen understanding. Lessons follow a progressive programme that supports children’s development in line with the statutory Relationships and Health Education guidance from the Department for Education.

Where lessons extend beyond statutory content—particularly in Citizenship and Economic Wellbeing—they are informed by the PSHE Association Programme of Study, which is endorsed by the DfE.

### **Sex Education**

Sex education is included in **Year 5 (Puberty) and Year 6 (Sexual Reproduction)**, in accordance with DfE recommendations. It is delivered sensitively and in line with Moorside Primary School’s RSE policy, ensuring pupils are well-prepared for the transition to secondary school.

### **Equality and Inclusion**

The scheme actively supports the Equality Act through direct teaching and inclusive resources. Pupils learn about:

- Different types of families
- The impact of stereotypes
- Celebrating diversity and difference

This ensures that all children feel represented and respected within the curriculum.

### **Implementation and Pedagogy**

Teaching and learning activities are based on best practice in RSE and PSHE education. Lessons include:

- Introductory sessions at the start of each year to establish ground rules and create a safe learning environment
- Differentiation strategies to support all learners (see adaptive practices for further information)
- Real-life scenarios, stories, and video clips to explore current and relevant topics
- Role-play activities to help children rehearse responses to real-world situations

There are also meaningful opportunities for **cross-curricular links**, particularly with:

- Computing (e.g. online safety)
- Science (e.g. nutrition, growth, teeth, and lifestyle)

Consistent messages are reinforced across all year groups, including guidance on how and where to access help.

### **Parental Engagement**

We recognise the vital role of parents and carers in supporting children’s personal development. We use the Kapow scheme as it offers guidance for schools on how to involve families in their children’s learning.

## **Staff CPD**

To ensure staff are confident and have the knowledge to teach an effective PSHE and RSE curriculum, Kapow Primary provides a suite of eight Q&A videos for teachers, featuring expert insights on key topics such as:

- Families
- Friendships
- Healthy and safe relationships
- Digital safety
- The changing adolescent body

# Adaptive Practice

## **SEND - Adaptive Teaching Strategies For Those Who Need Support and Scaffold**

### **1. Adjusting the Level of Challenge**

Adapt tasks so they are accessible but still stretching – e.g. provide sentence stems, scaffolds, or allow pupils to show learning in different ways such as mind maps or collaborative work.

### **2. Clarifying and Simplifying Instructions**

Break tasks down into clear, manageable steps – e.g. use numbered instructions, visual cues (pictures, symbols, diagrams), or rephrase directions.

### **3. Highlighting Essential Content**

Focus on the key ideas and concepts from the curriculum – e.g. bold or highlight essential knowledge, remove unnecessary detail to reduce overload.

### **4. Re-explaining and Reinforcing Concepts**

Give multiple opportunities to revisit and reframe new learning – e.g. explain in different ways, link to real-life contexts, or use hands-on resources.

### **5. Using Examples and Models**

Show pupils what success looks like – e.g. worked examples, sample answers, modelled writing or problem solving.

### **6. Collaborative and Peer Support**

Build in opportunities for pupils to learn with and from one another – e.g. talk partners, group roles, peer tutoring, or structured team activities.

### **7. Scaffolding with Step-by-Step Guidance**

Guide pupils through learning gradually – e.g. “I do, we do, you do”, sentence starters, checklists, or prompts for each stage of a task.

### **8. Improving Accessibility**

Make content easier to access – e.g. sit pupils close to the teacher, ensure visibility of the board, provide child-friendly texts/media, or read aloud when needed.

### **9. Allowing Additional Processing Time**

Give pupils more time to think, respond, or complete tasks – e.g. extended wait time for answers, chunked activities, or pausing to check understanding.

### **10. Teaching and Reinforcing Vocabulary**

Introduce and revisit key vocabulary explicitly – e.g. word banks, visual images, repetition, or sentence stems to practise using words correctly.

### **11. Checking Understanding and Providing Feedback**

Monitor learning regularly and provide immediate support – e.g. mini-plenaries, quick quizzes, targeted questioning, or verbal feedback.

### **12. Offering Multiple Ways to Record and Present Learning**

Encourage pupils to show understanding in varied ways – e.g. oral responses, drawings, photos, digital recordings, mind maps, or written work.

### **13. Pre-teaching Key Knowledge and Vocabulary**

Prepare pupils ahead of lessons to boost confidence – e.g. introduce new words, concepts, or background knowledge before whole-class teaching.

## **Those Who Need Further Challenge - Adaptive Teaching Strategies to Stretch and Support**

### **1. Building on Prior Knowledge**

More able pupils should be encouraged to share their existing knowledge with peers through peer modelling, presentations, or by tackling enquiry-based questions that extend their understanding.

### **2. Interest-Driven Extension**

Teachers should build on pupils' interests by providing higher-level texts, suggesting independent reading, and assigning home learning projects that deepen engagement with the subject.

### **3. Deepening Conceptual Understanding**

Pupils should be challenged to explore topics in greater depth, use more complex terminology, and make abstract connections to develop a richer understanding.

### **4. Higher-Order Questioning**

Teachers should use open-ended questions that promote critical thinking, interpretation, and inference, encouraging pupils to analyse and evaluate ideas.

### **5. Challenging Learner Roles**

More able pupils should be given roles that require leadership, debate, or tutoring, allowing them to contribute meaningfully and stretch their thinking.

### **6. Mastery and Enrichment Activities**

Teachers should provide opportunities for mastery through intensive teaching, peer-assisted learning, and analytical tasks that require deeper engagement with content.

### **7. Flexible Task Design**

Pupils should be offered a choice of tasks with varying levels of challenge, and success criteria should be adapted to stretch their capabilities.

### **8. Feedback for Growth**

Feedback should be framed to encourage pupils to take responsibility for their learning, using open-ended questions to prompt reflection and improvement.

# Impact

At Moorside Primary School, assessment is an integral part of our RSE & PSHE curriculum, ensuring that pupils are making meaningful progress and that teaching is responsive to their needs. Each lesson within the Kapow Primary scheme includes clear assessment guidance to help teachers identify whether pupils have:

- Met the learning intention
- Exceeded expectations
- Require further support

To support this, each unit includes two key tools:

- **Assessment Quiz**  
A 10-question quiz (nine multiple-choice and one open-ended) to be used at the start and at end of the unit. This helps measure progress, identify gaps in understanding, and inform future planning. These quizzes will also be used during directed time for knowledge retrieval.

These tools allow teachers at Moorside Primary to track pupil development across the curriculum and ensure that learning is embedded and meaningful.

By the end of Key Stage 2, pupils will have met the objectives set out in the Relationships and Health Education statutory guidance. More importantly, they will be equipped to apply their learning in real-life contexts—whether resolving friendship issues, demonstrating resilience, making healthy lifestyle choices, or knowing how and where to seek help when needed.

This approach ensures that assessment is ongoing, purposeful, and used effectively to inform planning, support pupils, and drive improvement in PSHE and RSE teaching and learning across the school.

## **The Role of Subject Leaders**

PSHE and RSE subject leaders at Moorside Primary make effective use of assessment data to monitor the quality and impact of PSHE and RSE across the school. Insights data, knowledge catchers, and assessment grids allow leaders to:

- Evaluate pupil progress and attainment across classes and year groups.
- Identify strengths and areas for development in teaching and learning.
- Monitor curriculum coverage and progression across key stages.
- Support teachers in addressing gaps and ensuring consistency in delivery.

This systematic use of assessment ensures that subject leadership is proactive and evidence-based, driving continuous improvement in PSHE and RSE teaching and learning.

Subject leaders are given dedicated time to monitor and evaluate their subject effectively. They have access to ongoing CPD to strengthen their subject knowledge and leadership skills. Each term, subject leaders produce a report that is shared with all staff, outlining the impact of the subject on pupil outcomes and identifying clear priorities for further development.

## Overview of Content

	<b>Introductory lesson</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
EYFS		Self-regulation: Feelings and Me	Building relationships Friendships and inclusion	Managing self: Problem solving together	People, culture and communities: Valuing diversity	The natural world: Caring for our world	Managing self: Growing in confidence
Year 1	Y1 Introduction: Setting ground rules for RSE & PSHE	Y1 Families and relationships	Y1 Health and wellbeing	Y1 Safety and the changing body	Y1 Citizenship	Y1 Economic wellbeing	Y1 Transition lesson
Year 2	Y2 Introduction: Setting ground rules for RSE & PSHE lessons	Y2 Families and relationships	Y2 Health and wellbeing	Y2 Safety and the changing body	Y2 Citizenship	Y2 Economic wellbeing	Year 2: Transition lesson
Year 3	Introduction: Setting ground rules for RSE & PSHE lessons	Y3 Families and relationships	Y3 Health and wellbeing	Y3 Safety and the changing body	Y3 Citizenship	Y3 Economic wellbeing	Year 3: Transition lesson
Year 4	Introduction: Setting ground rules for RSE & PSHE lessons	Y4 Families and relationships	Y4 Health and wellbeing	Y4 Safety and the changing body	Y4 Citizenship	Y4 Economic wellbeing	Year 4: Transition lesson
Year 5	Introduction: Setting ground rules for RSE & PSHE lessons	Y5 Families and relationships	Y5 Health and wellbeing	Y5 Safety and the changing body	Y5 Citizenship	Y5 Economic wellbeing	Year 5: Transition lesson
Year 6	Introduction: Setting ground rules for RSE & PSHE lessons	Y6 Families and relationships	Y6 Health and wellbeing	Y6 Safety and the changing body	Y6 Citizenship	Y6 Economic wellbeing	Year 6: Transition lesson