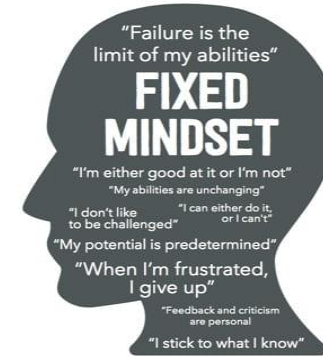
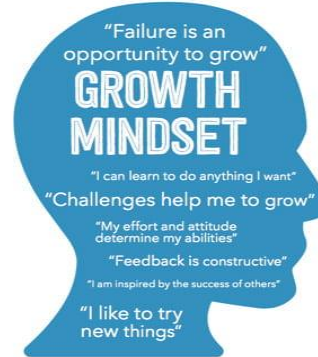


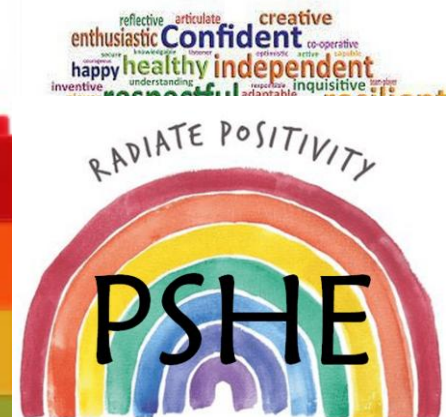


Health Education In Primary School



The Changing Me. . .

What's Happening?



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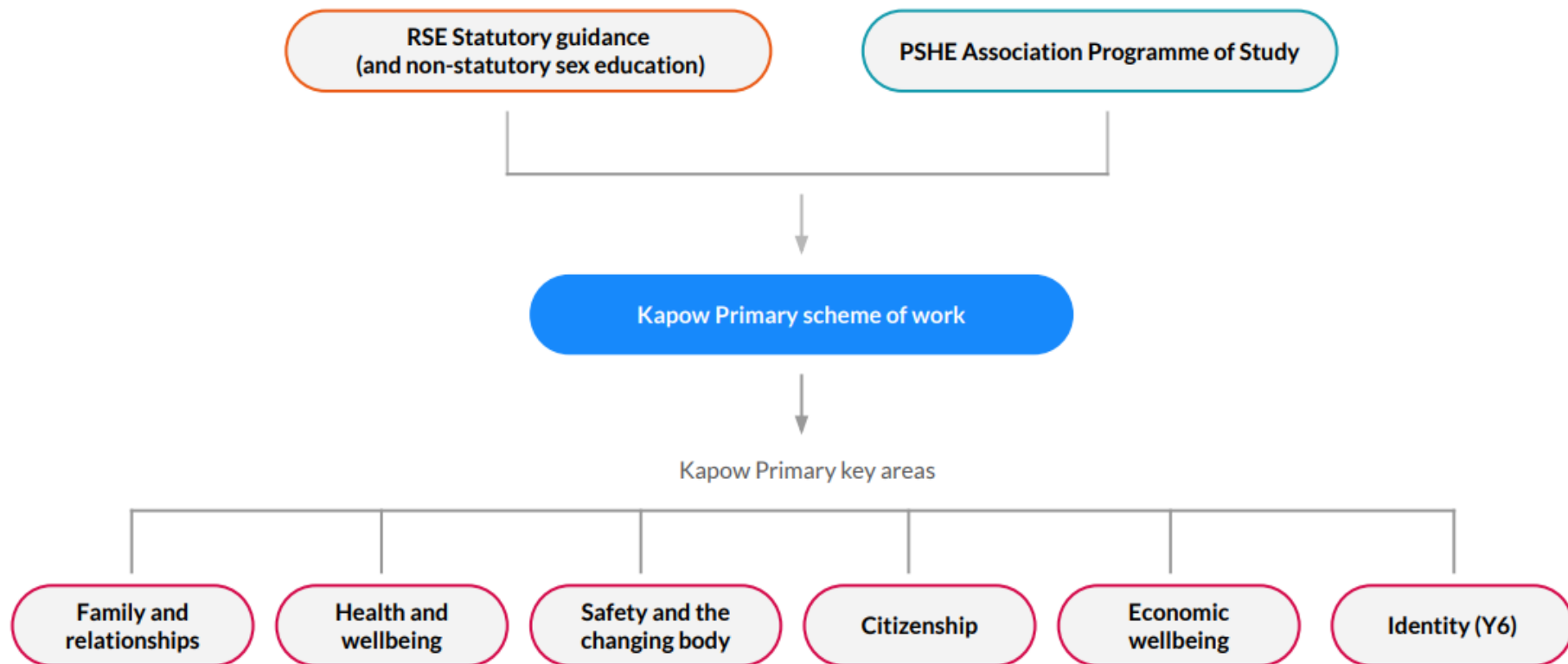
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Purpose of Study

Aims

Personal, social, health and economic (PSHE) education improves the physical and psychosocial well-being of pupils. The Kapow programme is the key resource used in the delivery of these skills. The aim is 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. In EYFS learning is organised around the prime areas, **Communication and language, Physical development and Personal, social and emotional development**, that lays the foundations for children to achieve in all areas of learning and life.

KS1 and KS2



EYFS



National Curriculum aims and how our scheme of work meets this

Brownlow Fold's PSHE curriculum 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 ed) and goes beyond the statutory requirements by referring to the PSHE Association Programme of Study (recommended by the Department for Education.)

Strategic Focus: Prioritising Foundational Knowledge, Basic Skills, and the Bottom 20% in Reading

Foundational Knowledge

Our curriculum is built on the principle that secure foundational knowledge underpins all future learning. In the primary phase, this means giving children repeated opportunities to acquire, revisit, and apply core concepts across English and the wider curriculum. We sequence learning so that pupils develop strong recall and understanding of essential subject knowledge, ensuring that no child is left behind in the building blocks of literacy.

Basic Skills

The teaching of basic skills particularly early reading, phonics, vocabulary development, spelling, and handwriting is a non-negotiable priority. We recognise that fluency in these skills is essential to accessing the broader curriculum. High expectations, consistent routines, and carefully structured practice ensure that pupils not only acquire these skills but also gain confidence in using them independently and across subjects.

Addressing the Needs of the Bottom 20% in Reading

We place a particular emphasis on supporting the lowest 20% of readers, ensuring early identification, targeted intervention, and bespoke support. This includes:

- Systematic use of assessment to monitor progress and highlight gaps.
- Structured interventions (including additional phonics, precision teaching, and guided reading).
- Deployment of skilled adults to provide intensive, high-quality support.
- Building motivation and fostering positive attitudes to reading by providing texts that are both accessible and engaging.

Key features of our approach in PSHE to overcome barriers:

- Use of multisensory tasks — role play, video, drawing, or oral responses.
- Use of simplified texts, visuals, and dual coding to aid understanding.
- Use of peer collaboration and structured discussion (e.g., think-pair-share).
- Pre-teaching of key vocabulary (3–5 essential words per lesson).
- Deploying skilled adults for reading or small-group support.

Promoting the nine protected characteristics

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine Protected Characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Race
5. Religion or belief
6. Marriage or civil partnership
7. Sex
8. Sexual orientation
9. Pregnancy and maternity

Under the Equality Act you are protected from discrimination

- When you are in the workplace
- When you use public services like healthcare (for example, visiting your doctor or local hospital) or education (for example, at your school or college)
- When you use businesses and other organisations that provide services and goods (like shops, restaurants, and cinemas)
- When you use transport
- When you join a club or association
- When you have contact with public bodies like your local council or government departments

The Protected Characteristics are actively promoted across school life through:

- Our school ethos and values
- Our mission statement
- Our curriculum drivers
- Our school behaviour policy
- Conscious role modelling by all adults in the school community
- Active engagement and communication with parents and carers
- British Values, SMSC and Equality and Diversity throughout our curriculum
- Discussion within curriculum subjects, taking a cross-curricular approach
- Personal, Social, Health and Economic education (PSHE) sessions
- Sporting, Art and Cultural Events
- Pupil Voice and Staff Voice
- Educational visits
- Real-life learning outside the classroom including our Forest School
- Extra-curricular activities, after-school clubs, charity work and work within the local community Celebrations and Collective Worship
- Celebration Assemblies and themed weeks highlight diversity, equality, and positive role models from a range of backgrounds. Success and kindness are celebrated equally
- Curriculum drivers embed diversity, empathy, and social awareness across subjects. The PSHE curriculum explicitly teaches respect, relationships, equality, and understanding of difference, helping pupils develop tolerance and empathy.
- RE lessons promote understanding of different faiths and worldviews, with the values promoted being linked to those in PSHE.

Embedding Protected Characteristics into the whole school ethos promotes:

- Self-esteem, self-knowledge and self-confidence
- Respect for democracy and support for participation in the democratic process
- Acceptance of responsibility for their own behaviour
- Respect for their own and other cultures
- Understanding of how they can contribute positively to school and home life and to the lives of those living and working in the locality and further afield
- An understanding of Equality, Human Rights and Protected Characteristics
- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combating discrimination

Curriculum Design/PSHE Key Teaching Methodology/Strategies

Our PSHE curriculum has been carefully designed so that pupils gain more knowledge over time. Some knowledge is very important, and we return to this regularly to help it 'stick' in pupils' memory. Knowledge learned across the wider curriculum facilitates comprehension. It also helps our pupils gain a broader vocabulary. We know that children are exposed to a richer **vocabulary** base when they access a broad curriculum, and this is very important to their future success. In our curriculum plans we have outlined the specific vocabulary children need to know, use and remember at each stage in their learning.

Using the information gained from **pre-learning tasks** and our school context, a series of **subsidiary questions** are then asked. **Pre-learning** tasks ensure that our pupils are given the opportunity to share what they think they already know about a particular topic. Well-planned pre-learning tasks inform teachers of any misconceptions pupils may have. Teachers introduce the ambitious end goal/outcome of the lesson/unit, making explicit how the small step fits into the wider learning journey. **Knowledge components** are shared, which ensures pupils know how they will achieve their outcome by the end of the lesson. Subject specific enrichment opportunities are provided both inside and outside of school such as the Empowered Learner Award, Children's Mental Health Week, Safer Internet Day etc. We know that knowledge 'sticks' when links are made between subjects. Webs of knowledge are created in our memories (schema) when we create meaningful links between learning. The more we introduce pupils to related content, the deeper knowledge will be. **Key concepts/knowledge** in each subject are revisited over time. We use the ten evidence-based Principles of Direct Instruction (Rosenshine) to build schema through carefully sequenced **component tasks** leading to **composite tasks**. Teachers model and develop key knowledge using the "I do, we do, you do" pedagogical structure. Teachers check **key knowledge** has been retained to the working memory at the end of every lesson, through the use of key questioning. **Retrieval practice** provides opportunities for pupils to practise applying the knowledge they have understood to consolidate understanding and strengthen recall. The Teacher uses the evidence base (pupil workbook, pupil retrieval practice book, Green for Growth Check) to make a 'professional judgement' about a pupils attainment. The teacher inputs the data on to BROMCOM using the year group end points for that subject.

The Importance of Retrieval Practice

Retrieval practice is the act of recalling previously learned information. It is one of the most effective strategies for strengthening memory and improving long-term learning. Research shows that knowledge is forgotten rapidly if not revisited, a process described by **Ebbinghaus' Forgetting Curve**, which illustrates how retention drops steeply over time without reinforcement. Retrieval interrupts this decline: every time pupils recall information, the memory trace strengthens, making it easier to access in the future. This not only improves recall but also helps pupils transfer knowledge to new situations.

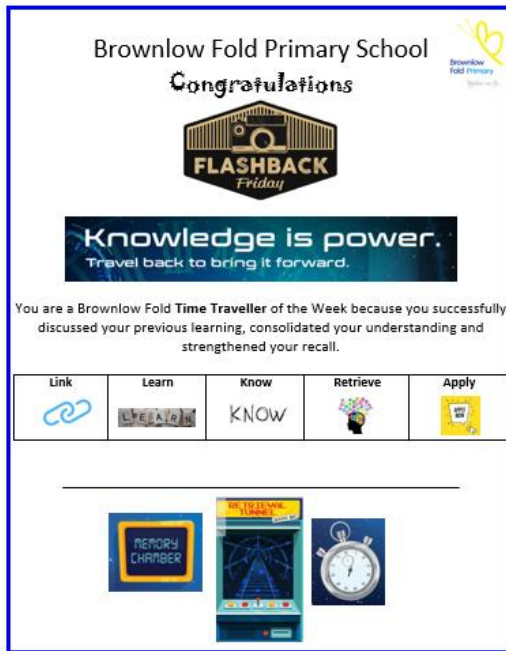
At Brownlow Fold, **retrieval practice is a high priority across all areas of the curriculum**. We believe that remembering more leads to knowing more, and we have embedded strategies to ensure pupils revisit and apply prior learning regularly.

Whole-School Approaches

Retrieval Alley

To support retrieval, we have created a **Retrieval Alley** – a corridor that acts as a “memory chamber,” bringing key learning to the forefront of pupils’ minds. Each half term, one year group fills the alley with essential knowledge in an interactive way. Other classes create their own ‘mini chambers or displays within their classrooms’, ensuring retrieval is embedded throughout the school. Each class has a **‘Key Knowledge Box’** containing essential facts, concepts, and vocabulary pupils are expected to retain. These boxes provide clarity on core learning, strengthen long-term retention, and ensure curriculum continuity across the school.





Brownlow Time Traveller

Each class celebrates a **'Time Traveller of the Week'** to reward pupils who excel in retrieval activities.

- Recall key facts, vocabulary, and methods with increasing accuracy.
- Explain how prior knowledge has supported their learning today.
- Show effort and positivity in retrieval activities.

Curriculum-Based Retrieval

Green for Growth Checks: At the end of each unit, pupils complete a post-learning task to showcase their knowledge and demonstrate depth of understanding.

Knowledge Organisers: Each unit (subject dependent) is supported by a knowledge organiser that highlights the **Key Knowledge** in bold. This knowledge is retrieved regularly and applied to future learning across the curriculum.

The **Learning Cycle (Link - Learn – Know – Retrieve – Apply)** ensures pupils build on prior knowledge, develop understanding, recall and strengthen key concepts, and confidently apply them to future learning.

<u>Link</u>	<u>Learn</u>	<u>Know</u>	<u>Retrieve</u>	<u>Apply</u>
				
Focus on prior knowledge through pre learning questions ▪ Within the same subject ▪ Within another subject ▪ From personal experience	Use the prime learning challenge, expressed as a question. Use the information gained from pre-learning tasks and our school context, to answer the subsidiary questions	Use the Knowledge Organisers and the Green for Growth Check	Link ideas to existing knowledge and organise into mental models/schemata	Apply knowledge to future learning

These approaches ensure pupils are consistently linking, **learning, knowing, retrieving, and applying** knowledge, making connections across the curriculum and strengthening long-term memory.

What does Retrieval practice look like in PSHE?

Retrieval practice in PSHE helps pupils retain key concepts, connect ideas over time, and apply learning to real-life contexts. It also strengthens long-term understanding of personal, social, and emotional concepts — helping pupils internalise values, make informed choices, and develop consistent behaviours that reflect their learning.

It is embedded in PSHE lesson through:

- Quick Recap Activities at the start of each lesson- eg short quizzes, “3 things I remember” or true/false statements from previous topics (e.g., friendship qualities, staying safe online)
- Spaced Recall-Revisiting key PSHE concepts (e.g., emotions, consent, resilience) at intervals throughout the term and throughout different year groups. Current learning is linked to previous units (e.g., connecting “Healthy Relationships” to “Online Safety”).
- Discussion and Reflection- use of paired or group discussions to recall prior experiences and learning. Pupils are encouraged to apply previous knowledge to new scenarios or dilemmas.
- Visual and Concept Mapping- Where appropriate mind maps or concept webs are utilised to show how ideas from different PSHE topics connect (e.g., respect, kindness, and equality). These maps are revisited and updated over time to reinforce connections.
- Scenario-Based retrieval - Use of role play to apply remembered knowledge in practical contexts to solve dilemmas.
- Low-Stakes Assessment-Use of short, informal quizzes or games (e.g., Kahoot, matching activities) to test understanding without pressure.

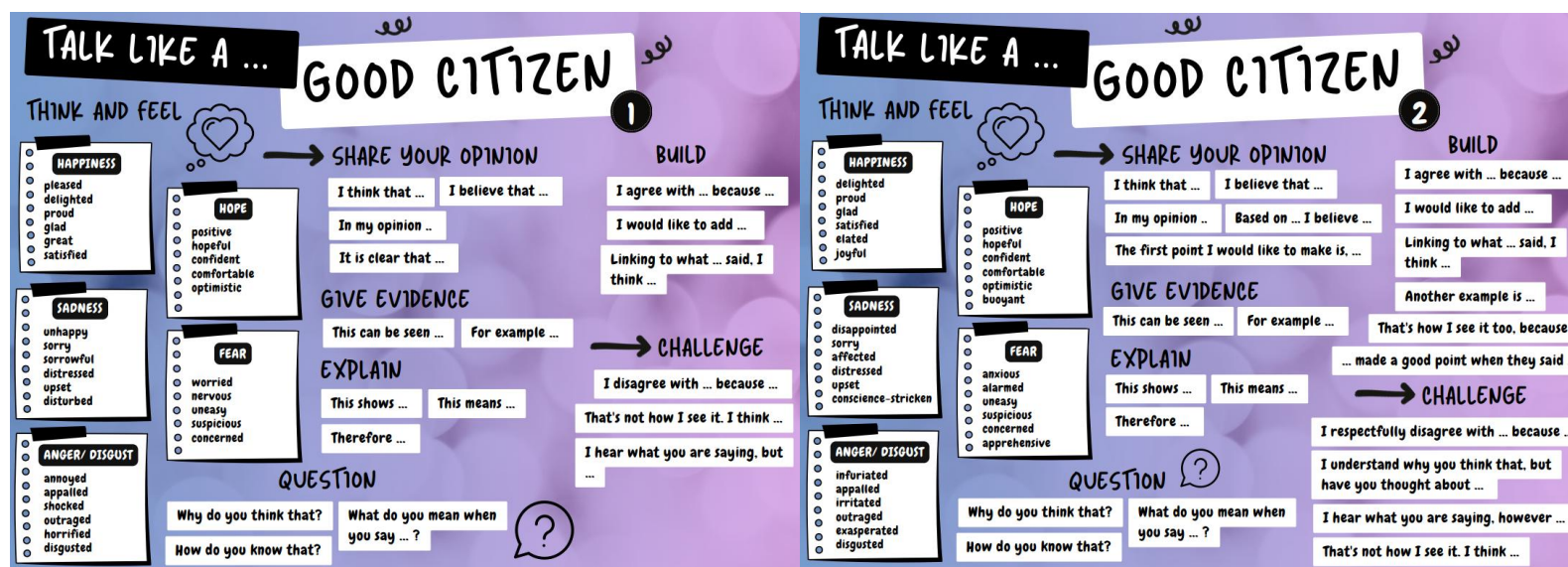
Oracy

At Brownlow Fold, we view oracy as a fundamental skill that underpins learning, social development, and future success. Through deliberate teaching across all subjects, pupils are supported to develop strong speaking and listening skills, use vocabulary and grammar accurately, and communicate with clarity and respect. Oracy at Brownlow Fold not only supports academic achievement, critical thinking, and deeper understanding, but also builds confidence, empathy, and positive relationships. By providing language-rich experiences, we help close attainment gaps, ensuring every child has the opportunity to thrive in school and beyond.

Oracy in PSHE

Oracy and discussion is central to all PSHE lessons. Pupils are required to articulate their ideas, opinions and feelings using appropriate vocabulary which is scaffolded or modelled by the teacher. Opportunities for oracy include group/pair discussion, presentations in front of the class, circle time and responding to questions or other stimuli.

- Collaborative learning: Paired talk and group tasks cultivate active listening, respectful dialogue, and constructive questioning, enabling all pupils to rehearse and refine their ideas verbally.
- Guided questioning: Teachers use targeted questioning to elicit extended, full-sentence responses that demand explanation and justification, encouraging pupils to verbalise the steps in their thinking.
- Reasoning and understanding: By encouraging pupils to use extended and accurate vocabulary, pupils improve reasoning skills and gain a greater understanding of themselves and their emotions.



Knowing more and remembering more

All teachers follow this approach which supports the consolidation of prior knowledge and the incremental development of new knowledge. Brownlow is Brilliant (whole school PP) is shared daily with children and is an opportunity for the children to retrieve key learning. Timetabled retrieval lessons also focus on retrieving learning from the previous term. School have purchased LBQ questions which are low stakes quizzes which assess the children's knowledge of the key curriculum content. Pupils use ipads to answer questions and progressing at their own pace. Teachers gain immediate feedback and live analysis that supports assessment and future planning.

Retrieval curriculum conversations also take place in mixed year groups with a subject focus once every half term. This provides opportunities for pupils discuss their learning, from previous year groups, learn about future learning, consolidate their understanding and strengthen their recall.

Teaching and Learning Pedagogy

Principles of Direct Instruction at Brownlow Fold

Each lesson contains a short review of previous learning New material is presented in small steps with opportunities to practise	Children are asked lots of questions and responses checked Models are provided	Practice is guided by the teacher The teacher checks for understanding	Obtain a high success rate The teacher provides a scaffold for difficult tasks	The teacher monitors independent practice The teacher facilitates daily, weekly and monthly retrieval practice
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Adaptive Teaching

Adapting the curriculum for pupils with SEND in RSHE and PSHE

At Brownlow we provide opportunity for all pupils to experience success by:

- Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
- Balancing input of new content so that pupils master important concepts.
- Making effective use of learning support staff.
- Achieving external validation to quality assure provision – DAQM achieved November 2024 and BPTAA achieved in July 2025

All pupils access the same curriculum and are given scaffolds to support. This approach supports high achievement for everyone and raises aspirations for all pupils. Listed below are some of the strategies that a teacher may implement to support children dependent on the area of need. Teachers will also make in-the-moment adaptations such as changing their language, clarifying a task or re-explaining a concept or explaining it in a different way etc.

SEND PSHE Curriculum Adaptations

- Instructions are delivered clearly, concisely and step by step.
- Strategies to improve listening skills are taught and reinforced.
- Pictures or diagrams are used to represent thoughts and ideas.
- We provide a mix of activities to suit a range of learning styles, especially including kinaesthetic activities.
- Learning breaks are provided where necessary.
- Instructions are given using tick lists and tasks are broken down into manageable chunks.
- Tasks and activities are structured.
- Open ended questions are avoided.
- Time is provided to process information.
- Pupils are encouraged to demonstrate/present their learning in alternative ways which suit them
- Clear timelines for when things need to be achieved are provided.
- Expectations are made clear.
- Extra time to complete work is allowed if/when needed.
- Seating allows all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.

Adapting the curriculum for pupils who are more able in PSHE

Key teaching strategies used to support provision for more able pupils:

- Task design: Teachers ensure the right pitch with appropriate challenge to engage pupils, i.e. tasks make them think, not merely do. For example, role play where a dilemma needs a satisfactory resolution
- Cutaway: Teachers determine if 'more able' pupils need all of the direct instruction for part of every lesson i.e. they may start the work earlier than the rest of the class.
- Adaptations: task, outcome, resources, how the pupils are grouped etc.
- Ongoing dialogue: Metacognitive approaches are used encouraging the children to reflect on their learning and make decisions
- Applying learning: Time to apply learning in a different context or extend learning, going sideways rather than always upwards. For example, discussing more complicated scenarios.
- Working with others: Pair and group work.
- Beyond the classroom: Opportunities sought beyond the classroom

Healthy Relationships

The Healthy Relationship Programme at Brownlow Fold has been written as an early intervention delivery to educate pupils on what a healthy relationship should look like. The long term aim of the programme is to break the cycle of domestic abuse. The Healthy Relationship Programme has been mapped to the Relationships education (RSE) and health education guidance along with the PSHE Curriculum and actively promotes British Values. The project is delivered over a 4 week period to pupils and is delivered by Fortalice. The pupils complete an initial and end course assessment on what their understanding of Domestic Abuse and Violence was and a weekly assessment to allow for effective measurable outcomes to be created on their understanding of each sub topic and on Domestic Abuse and Violence. The weekly sessions were chosen to explore different objectives within the Relationships Education curriculum with a focus on promoting Healthy Relationships.

Session 1

In session one pupils focus on the Caring Friendship strand of the RSE curriculum. The pupils' understanding of what a healthy relationship is and how words and behaviours can impact on the relationship is explored and developed. Often pupils do not realise how many different types of relationships that they are in assuming that the word 'relationship' focuses only on romantic relationships as opposed to connections that they have with all people. Children discuss how we behave within these relationships and focus on the positive behaviours such as being kind, caring, respecting each other etc. Pupils complete a sorting activity to decide if people were in a healthy or unhealthy relationship discussing people's emotions by reading body language as a key form of communicating. The impact that words can have on individuals is discussed and pupils write about a time when someone had upset them. Some pupils share with the class what they had written and the fact that some people can still be affected by words from a long time ago.

Session 2

In session two the focus is on Respectful Relationships and Caring friendships. In this session pupils gain more knowledge of what bullying is and who they can talk to as a 'Trusted Adult'. There is a focus on the pupils recognising that it is important to have more than one trusted adult. Pupils identify the different types of bullying and what

they should do if they or someone they knew was being bullied. The importance of asking an adult for help is reiterated and the animated story of Daniel is used to reinforce this message. It is also emphasised that behaviours are choices and that they can be positive or negative and these always have a consequence.

Session 3

In session three the focus is on gender stereotyping and recognising the negative impact that this could have on a person. Assumptions are discussed and how this can impact on relationships and attitudes towards others. This session links to the Respectful Relationships strand of the RSE curriculum. Pupils then explore the different types of Domestic Abuse that victims can experience. Animations of stories are shared and the pupils are able to see the link from bullying behaviours to how it affects adults and how relationships can move from healthy to unhealthy. The aim of this activity is to explore the Being Safe strand within the curriculum and to emphasise the importance of the trusted adult.

Session 4

The theme of this session is Rules and Laws. It is used to reinforce the pupils understanding that actions have consequences and the impact of the laws in this country. Due to Bikeability pupils are often very knowledgeable of road laws and know that to use a mobile phone in the car is illegal. Children generally have no understanding of knife law and it is reinforced carrying a knife is illegal.

Intent

PSHE is at the core of all that we do at Brownlow Fold. It enables pupils to become healthy, confident, independent, and responsible members of society. Through PSHE our aim is to help them understand how they are developing personally and socially, whilst, tackling many of the moral, social, and cultural issues that are part of growing up. Through our whole-school approach to PSHE, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life. PSHE is taught across the school from EYFS - Year 6 with further opportunities to deepen our PSHE knowledge through additional events throughout the school year. Our PSHE curriculum uses the Kapow scheme which incorporates links to our school values, with RSE being taught within the curriculum using Kapow resources. The Kapow programme also fulfils all the requirements of the governments' new relationship education programme. Children will think about healthy relationships, puberty and problems arising from social media. In a rapidly changing world, children will need to be prepared to adapt and to make informed choices. This provides opportunities to enrich our delivery of PSHE in a creative way, whilst, at the same time helping our children explore a wide variety of issues about themselves, others and their rights and responsibilities. We provide our children with a strong understanding of the diverse world around them and support them in developing their self-worth by playing a positive role in contributing to school life and the wider community, through the many and varied pupil roles and responsibilities. PSHE reaches across every curricular area, as well as into every strand of school life. Our PSHE curriculum forms an important and intrinsic part of our school ethos.

Implementation

The Kapow Scheme embodies our school vision, which aims to enable all children, regardless of background, ability, additional needs, to flourish in order to become the very best version of themselves they can possibly be. To facilitate this, the scheme aims to provide children with necessary skills and knowledge to navigate life. The KS1 and KS2 curriculum is shaped around five core values, to help our children make healthy choices: Families and relationships, Health and wellbeing, Safety and the changing body, Citizenship and Economic wellbeing. Each year group will work on the same topic but each topic is at an age-appropriate level. The scheme ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Formal, summative assessment in PSHE takes place at the end of each foundation subject assessment cycle stating whether children are Well Below, Below, Working Towards, Expected, Exceeding, Working above. Formative assessment takes place continually throughout the year: assessment for learning is used to ensure lessons are pitched appropriately and to inform future planning.

Learning Beyond the classroom

In the **Early Years** Children are beginning their PSHE learning journey through their environment, visit from the school Nurse, their outdoor learning and Forest School

Year 1 children complete weekly sessions with Commando Joe which focuses on building their confidence and resilience.

Year 2 children complete weekly sessions with Commando Joe which focuses on building their confidence and resilience.

Year 3 children complete a term with Bright Leaders, weekly Commando Joe sessions,

Year 4 children complete weekly Commando Joe sessions, a term with Bright Leaders

Year 5 children complete a term with Bright Leaders, Fort Alice, [Global Policing](#), Community Police, linking Schools Project

Year 6 children complete weekly Commando Joe sessions, a variety of PSHE workshops Global Policing, Internet Legends, Fort Alice and Bright Leaders Crucial Crew

Other Enrichment Opportunities: Children have the opportunity to take part in forest schools led by the Assistant headteacher.

Impact

By the time children leave Brownlow Fold they will be fully prepared, socially and emotionally, to face the challenges of secondary school and life beyond. All children will have the willingness and ability to try new things, push themselves and persevere, to have a good understanding of how to stay safe, healthy and develop good relationships. Children will have an appreciation of what it means to be a positive member of a diverse, multicultural society and have strong self-awareness, interlinked with compassion of others

Teaching Sequence

- Prior Learning/Retrieval of previous knowledge
- Pupils complete the pre learning task for the unit of work.
- Pupils are introduced to the key vocabulary and key knowledge
- The teacher teaches the curriculum content for that aspect of the curriculum using retrieval practice/Metacognitive strategies
- The teacher formatively assesses the pupil's progress throughout the duration of the unit of work through marking/pupil discussion/pupil workbook evidence etc.

- One day each week the teacher makes explicit links across the curriculum in a specific Retrieval Practice session
 - Retrieval Practice Sessions are 30 minutes for pupils in KS1.
 - Retrieval Practice Sessions are 45 minutes for pupils in KS2.
 - Retrieval Practice pupil work is documented in a Retrieval Practice Book.

Retrieval Practice sessions incorporate aspects of the whole of the curriculum from that year group from different periods of time.

- Topics taught in a given term are regularly retrieved through lesson starters during the term it is being taught.
- Retrieval lessons on Tuesday revisit learning from the previous term. For example, if The Titanic is taught in Autumn 1, it will be revisited in retrieval lessons during Autumn 2.
- Pupils complete a Green for Growth check at the end of the following term
- Green for Growth checks are documented in the Retrieval Practice Book.
- Children are given specified periods of time to complete the Green for Growth Check:
Key Stage One - 20 minutes
Key Stage Two - 30 minutes
- Formal, summative assessment in Geography takes place at the end of each foundation subject assessment cycle stating whether children are Well Below, Below, Working Towards, Expected, Exceeding, Working above. Formative assessment takes place continually throughout the year: assessment for learning is used to ensure lessons are pitched appropriately and to inform future planning
- In some subjects the assessment is based on a final, finished piece of work such as a musical performance (solo or ensemble), a sporting performance (e.g. dance, gymnastics) or competency in team games and tactics. Hand-written pre-learning tasks for these subjects would not be appropriate; however, pupils' musical or sporting competence is informally assessed by Bolton Music service and class teachers/Commando Joe coaches.

Curriculum Conversation/Retrieval Practice: PSHE

Each half term the children are split into mixed year groups and all teachers lead a 'Curriculum Conversation.' This provides the children with the opportunity to share their learning with others and make connections between components. Children are therefore more likely to remember key knowledge in the long term. Our curriculum builds on prior learning and re-visits content, supporting the children to develop strong schemata.

Research-Informed Questioning Techniques

- Use **"What do you remember about...?"** as a regular warm-up.
- Incorporate **retrieval practice** into daily and weekly routines.
- Make use of **multiple choice**, **true/false**, and **odd one out** formats.
- Ask pupils to **draw and label** to reinforce memory.
- Use **talk partners** and **mini-whiteboards** for low-stakes recall.

Example Weekly Retrieval Cycle

Day	Activity
Monday	3 questions from last week's topic
Tuesday	3 questions from a previous term
Wednesday	Vocabulary recall (e.g., "What does 'root' mean?")
Thursday	Picture quiz / draw and label activity
Friday	Mixed-topic quiz (3–5 quick-fire questions)

Year 1 – Retrieval Questions

- What are your personal strengths and qualities?
- How can you manage your feelings in healthy ways?
- How do people show their feelings?
- How can problems be solved with support from others?
- Why are sleep and relaxation important for your well being.
- How can families be different from one another?
- What makes a good friend, and how can friendships affect us?
- What are stereotypes, and why are they unfair or untrue?
- How should you respond to adults in different situations?
- What is the difference between appropriate and inappropriate physical contact?
- In what ways are people similar and different?
- Why is hand washing and sun protection important?
- What should you do if someone has an allergic reaction?
- What should you do if you get lost?
- How do you call the emergency services?
- What are some hazards you might find in the home?
- Who are the people in the community that help keep us healthy?
- Who are the people in the community that help keep us safe?
- How do you care for babies, young children, and animals?
- Why are rules important, and what happens if they're not followed?
- What is money, and where does it come from?
- How can you keep money safe?
- How do banks and building societies work?
- How can you make choices about spending and saving?
- What different jobs do people do in and out of school?
- What does democracy mean, and why does it matter?

Year 2 – Retrieval Questions

- How are families made up of different people who care for and support each other?
- How can you recognise how someone is feeling and respond kindly?
- How can you use good manners in different situations?
- What does self-respect mean, and how can you show it?
- How do exercise and relaxation help your physical health and wellbeing?
- What strategies can you use to manage different emotions?
- How can you set goals and work towards them?
- What does it mean to have a growth mindset?
- How do you take care of your teeth, and why is dental hygiene important?
- How can you stay safe near roads and use medicines safely?
- What are some ways to stay safe online?
- What's the difference between a secret and a surprise?
- Can you name parts of the body and explain why privacy is important?
- What rules do you follow outside of school, and why do they matter?
- How can you help care for your school and local environment?
- What roles do people have in your community?
- How does a school council work, and how can you share your opinions respectfully?
- Where does money come from?
- How can you look after your money and use it wisely?
- What are some different ways we use money?
- What jobs and careers do people have?

Year 3 – Retrieval Questions

- How can you solve problems in relationships respectfully?
- What are effective listening skills, and how can you understand non-verbal communication?
- What is bullying, how does it affect people, and what actions can be taken to stop it?
- What does trust mean, and how can you identify people you can trust?
- What are stereotypes, and how can you recognise and challenge them?
- What does a healthy lifestyle include, and why is it important?
- How can you explore your identity through the groups you belong to?
- How can you use your strengths to help others?
- How can you solve problems by breaking them down into smaller steps?
- When should you call the emergency services, and how do you do it?
- What should you do if someone gets a bite or sting?
- What does it mean to be a responsible digital citizen?
- What is cyberbullying, and how can you deal with it?
- How can you identify unsafe digital content?
- How can you recognise influences and make independent choices?
- What are the best ways to stay safe near roads?
- What are children's rights?
- Why do we have rules, and what happens if they're not followed?
- What roles do local community groups and charities play?
- Why is recycling important?
- How does local democracy work?

Year 4 – Retrieval Questions

- How can you recognise that families are different and show respect for those differences?
- What are physical and emotional boundaries in friendships, and how can you understand them?
- What are the roles of a bully, a victim, and a bystander?
- How does your behaviour affect others?
- How can you use appropriate manners in different situations?
- What is bereavement, and how can it affect people?
- How can you manage a range of emotions and take responsibility for how you express them?
- How can you appreciate the feelings of others and respond with empathy?
- What does it mean to develop a growth mindset, and how can it help you face challenges?
- What calming activities help you feel better?
- How can you take care of your teeth independently?
- How can you stay safe online, and what are the risks and benefits of sharing information?
- What is the difference between private and public information?
- What are age restrictions, and why do they exist?
- What physical and emotional changes happen during puberty?
- What are the risks of using tobacco?
- How can you help someone who has asthma?
- What are human rights?
- What are some ways to care for the environment?
- What roles do groups in your local community play?
- How can you appreciate the diversity in your community?
- What is the role of local government.
- How can you make choices about spending money wisely?

	• What makes something good value for money? • What are stereotypes in the workplace, and how can you recognise and challenge them? • What are your career aspirations? • What influences career choices?
Year 5 – Retrieval Questions • What are the different types of families, including those formed through marriage? • What should someone do if they feel unsafe in their family? • How can challenges strengthen a friendship? • What is the impact of bullying, and what influences a bully's behaviour? • What are your own positive qualities, and how can you recognise and appreciate them? • How can you take responsibility for your sleep, sun safety, healthy eating, and managing your feelings? • How can you set goals and learn from failure? • Why are rest and relaxation important for your wellbeing? • What are the emotional and physical changes of puberty, including menstruation? • How can you stay safe online and understand the risks of sharing information? • What is the difference between private and public content? • Why are age restrictions important online, and how can you follow them? • What strategies can you use to overcome online danger. • How can you give first aid to someone who is bleeding? • How does the justice system work? • How does parliament work, and what is the role of pressure groups? • What are your rights and responsibilities as a citizen?	Year 6 – Retrieval Questions • How can you resolve conflict using negotiation and compromise? • How can you show respect to others, and why does everyone deserve to be respected? • What is grief, and how can it affect people? • How can you show care for others in your community? • What is discrimination, and how can you recognise and challenge it? • How can you value and celebrate diversity? • How can you make healthy choices about your diet, oral hygiene, and physical activity? • What are the facts about immunisation, and why is it important? • How do rest and relaxation affect your physical and mental health? • What strategies can help you stay resilient in challenging situations? • How can you plan for long-term goals and work towards achieving them? • How can you check if online information is reliable? • What are the physical and emotional changes that happen during puberty? • How is a baby conceived and how does it develop? • What are the risks of drinking alcohol? • How can you give first aid to someone who is choking or unresponsive? • What are human rights, and why do they matter? • How can you make food choices that are good for both you and the environment? • How does national democracy work? • What are different attitudes people have toward money?

- How does energy use affect the planet?
- How can you contribute positively to your community.
- What is the difference between income and expenditure?
- What is borrowing, and what are the risks involved?
- What career choices are available, and what influences those choices?
- How can money affect our feelings?
- What are stereotypes in the workplace, and how can you challenge them?

- How can you keep your money safe, and how do banks and organisations help with that?
- What are the risks of gambling.
- What different career paths and jobs can people have?
- How can you prepare for the move to secondary school, and what worries or anxieties might you have?
- What are RSE and PSHE lessons about, and how can you help create a positive learning environment?
- How can you respectfully talk about body image?

End Point Progression in PSHE

EYFS PSHE End Points What will the children be able to know and do?

Nursery

- I can understand my own feelings and the feelings of others.
- I can begin to manage my behaviour based on how I feel.
- I can set simple goals and work towards them.
- I can wait for what I want and control my impulses when needed.
- I can listen carefully to my teacher and respond appropriately, even when I'm busy.
- I can follow instructions that include several steps.
- I can try new activities with confidence.
- I can show independence, resilience, and perseverance when things are challenging.
- I can explain why rules are important.
- I can tell the difference between right and wrong and try to behave in the right way.
- I can take care of my own hygiene and personal needs, like dressing and going to the toilet.
- I can make healthy food choices.
- I can work and play cooperatively with others.
- I can take turns and share with my friends.
- I can form positive relationships with adults and friends.
- I can show care and sensitivity to my own needs and the needs of others.

Reception

- I can explore and understand my feelings.
- I can recognise when I'm feeling a certain way.
- I can begin to talk about and manage my emotions.
- I can listen to stories and understand what they mean.
- I can follow instructions carefully when playing games.
- I can understand how rumours can spread and change.
- I can explain why families and special people are important to me.
- I can share with others and use strategies to help me take turns.
- I can see myself as a valuable individual.
- I can recognise similarities and differences between people.
- I can understand why we have rules.
- I can keep going when things are difficult by using persistence and perseverance.
- I can communicate clearly and respectfully with others.
- I can use grounding strategies to help me feel calm.
- I can talk about cultural festivals that are important to others.
- I can share and take turns during role-play and games.
- I can describe what makes a good friend.
- I can use kind words to make others feel good.
- I can work well with others as part of a team.
- I can explain why exercise is important for my body and mind.
- I can describe how different types of exercise affect my body.
- I can talk about ways to take care of myself.
- I can travel safely as a pedestrian.
- I can make balanced food choices to stay healthy.

KS1 PSHE End Points
What will the children be able to know and do?

Year One

- I can describe how families can be different from one another.
- I can explain what makes a good friend and how friendships can affect us.
- I can talk about ways people show their feelings.
- I can understand that problems can be solved with support.
- I can recognise that stereotypes are unfair and untrue

- I can identify my personal strengths and qualities.
- I can use strategies to manage my feelings in healthy ways.
- I can explain why sleep and relaxation are important for my wellbeing.
- I can understand the importance of hand washing and sun protection.
- I can describe what to do if someone has an allergic reaction.
- I can name people in the community who help keep us healthy.

- I can respond appropriately to adults in different situations.
- I can tell the difference between appropriate and inappropriate physical contact.
- I can explain what to do if I get lost.
- I can describe how to call the emergency services.
- I can identify hazards in the home.
- I can name people in the community who help keep us safe.

- I can explain why rules are important and what happens if they're not followed.
- I can describe how to care for babies, young children, and animals.
- I can talk about how people are similar and different.
- I can understand what democracy means and why it matters.

- I can explain what money is and where it comes from.
- I can describe how to keep money safe.
- I can understand how banks and building societies work.
- I can make choices about spending and saving.
- I can name different jobs people do in and out of school.

Year Two

- I can describe how families are made up of different people who care for and support each other.
- I can recognise how other people show their feelings and respond kindly.
- I can use good manners in different situations.
- I can understand and show self-respect.

- I can explain how exercise and relaxation help my physical health and wellbeing.
- I can use strategies to manage different emotions.
- I can set goals and work towards them.
- I can develop a growth mindset.
- I can take care of my teeth and understand why dental hygiene is important.

- I can stay safe near roads and understand how to use medicines safely.
- I can begin to understand how to stay safe online.
- I can tell the difference between secrets and surprises.
- I can name parts of the body and understand the idea of privacy.

- I can follow rules outside of school and understand why they matter.
- I can help care for my school and local environment.
- I can describe the roles people have in my community.
- I can explain how school councils work and share my opinions respectfully.

- I can explain where money comes from.
- I can look after my money and use it wisely.
- I can talk about different ways we use money.
- I can name different jobs and careers people have.

Lower KS2 PSHE End Points
What will the children be able to know and do?

Year Three

- I can solve problems in relationships respectfully.
- I can use effective listening skills and understand non-verbal communication.
- I can explain the impact of bullying and what actions can be taken.
- I can explore what trust means and identify who I can trust.
- I can recognise and challenge stereotype.

- I can describe what a healthy lifestyle includes, such as physical activity, a balanced diet, rest, and relaxation.
- I can explore my identity through the groups I belong to.
- I can use my strengths to help others.
- I can solve problems by breaking them down into smaller steps.

- I can call the emergency services when needed.
- I can respond safely to bites and stings.
- I can be a responsible digital citizen.
- I can explain what cyberbullying is and how to deal with it.
- I can identify unsafe digital content.
- I can recognise influences and make independent choices.
- I can stay safe near roads.

- I can explain what children's rights are.
- I can understand why we have rules.
- I can describe the roles of local community groups and charities.
- I can explain the importance of recycling.
- I can understand how local democracy works

Year Four

- I can recognise that families are different and respect those differences.
- I can understand physical and emotional boundaries in friendships.
- I can describe the roles of a bully, victim, and bystander.
- I can explain how my behaviour affects others.
- I can use appropriate manners in different situations.
- I can talk about bereavement and how it affects people.

- I can manage a range of emotions and take responsibility for how I express them.
- I can appreciate the feelings of others and respond with empathy.
- I can develop a growth mindset to help me face challenges.
- I can identify calming activities that help me feel better.
- I can take care of my teeth independently.

- I can stay safe online and understand the risks and benefits of sharing information.
- I can tell the difference between private and public information.
- I can understand age restrictions and why they exist.
- I can describe the physical and emotional changes that happen during puberty.
- I can explain the risks of using tobacco.
- I can help someone who has asthma.

- I can explain what human rights are.
- I can describe ways to care for the environment.
- I can explore the roles of groups in my local community.
- I can appreciate the diversity in my community.
- I can understand the role of local government.

- I can make choices about spending money wisely.
- I can decide what makes something good value for money.
- I can recognise and challenge stereotypes in the workplace.
- I can think about my career aspirations.
- I can understand what influences career choices.

Upper KS2 PSHE End Points
What will the children be able to know and do?

Year Five

- I can describe different types of families, including marriage.
- I can explain what to do if someone feels unsafe in their family.
- I can understand how challenges can strengthen a friendship.
- I can explore the impact of bullying and what influences a bully's behaviour.
- I can recognise and appreciate my own positive qualities
- I can take responsibility for my sleep, sun safety, healthy eating, and managing my feelings.
- I can set goals and learn from failure.

- I can understand why rest and relaxation are important for my wellbeing.

- I can describe the emotional and physical changes of puberty, including menstruation.
- I can stay safe online and understand the risks of sharing information.
- I can tell the difference between private and public content.
- I can follow age restrictions online.
- I can use strategies to overcome online dangers.
- I can give first aid to someone who is bleeding.

- I can explain how the justice system works.
- I can describe how parliament works and the role of pressure groups.
- I can understand my rights and responsibilities.
- I can explain how energy use affects the planet.
- I can contribute positively to my community.

- I can understand income and expenditure.
- I can explain what borrowing is and the risks involved.
- I can explore different career choices and what influences them.
- I can talk about how money can affect our feelings.
- I can challenge stereotypes in the workplace.

Year Six

- I can resolve conflict by using negotiation and compromise.
- I can show respect and understand that everyone deserves to be respected.
- I can talk about grief and how it affects people.

- I can make healthy choices about my diet, oral hygiene, and physical activity.
- I can explain the facts about immunisation.
- I can understand how rest and relaxation affect my physical and mental health.
- I can use strategies to stay resilient in challenging situations.
- I can plan for long-term goals and work towards them.

- I can check if online information is reliable.
- I can describe the physical and emotional changes that happen during puberty.
- I can explain how a baby is conceived and develops.
- I can understand the risks of drinking alcohol.
- I can give first aid to someone who is choking or unresponsive.

- I can explain what human rights are and why they matter.
- I can make food choices that are good for me and the environment.
- I can show care for others in my community.
- I can recognise discrimination and value diversity.
- I can understand how national democracy works.

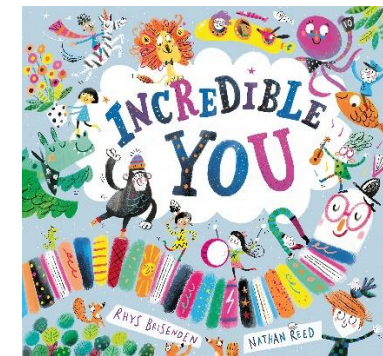
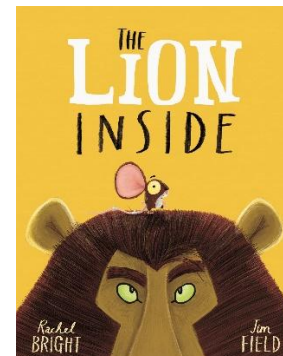
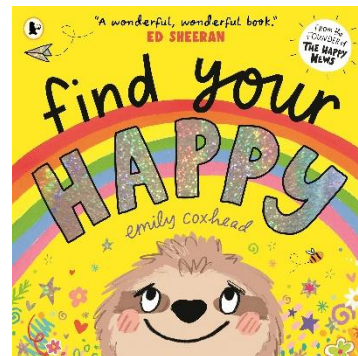
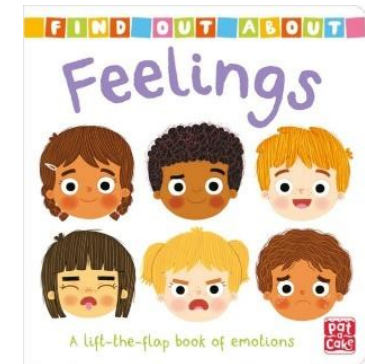
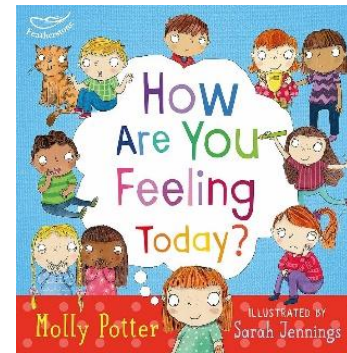
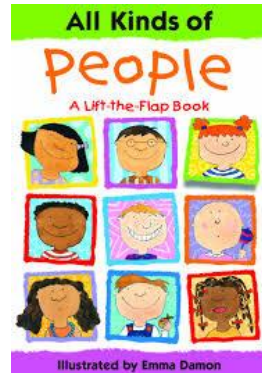
- I can explore different attitudes to money.
- I can keep my money safe and understand how banks and organisations work.
- I can explain the risks of gambling.
- I can explore different career paths and the variety of jobs.

- I can prepare for the move to secondary school and talk about any worries or anxieties I have.
- I can explore my personal identity and talk about body image in a respectful and confident way.

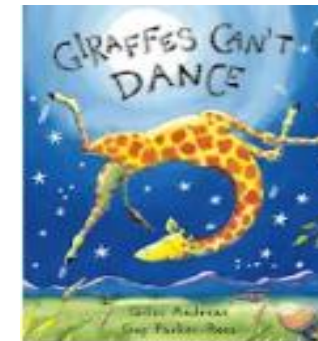
High quality resources and texts underpinning our curriculum

PSHE is promoted and prioritised at Brownlow Fold which means knowledge and vocabulary is consistently being revisited throughout the curriculum. We use high quality texts to inspire our children to create high quality pieces of writing, encourage the love of reading and embed their skills further. These texts are chosen so that they are accessible and engaging for all children within the class. Children have access to a range of fabulous resources which are used to support learning. Each year group has access to various resources linked to each of their topics.

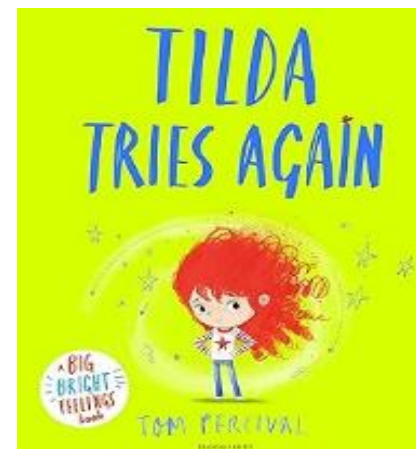
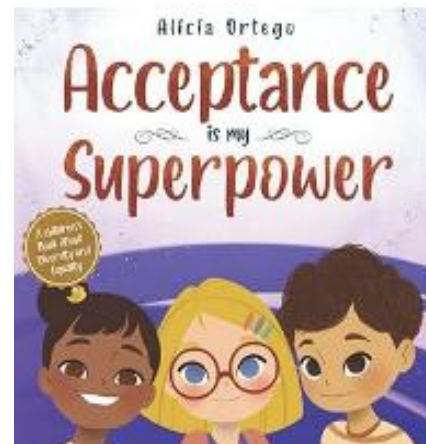
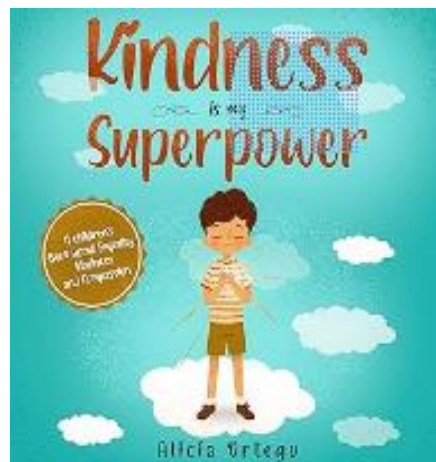
Early Years: Nursery and Reception



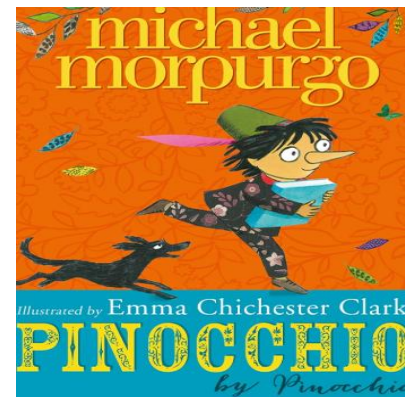
Year One



Year 2



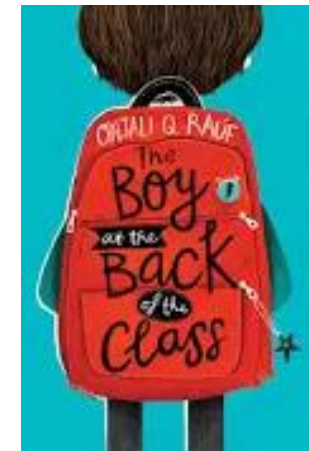
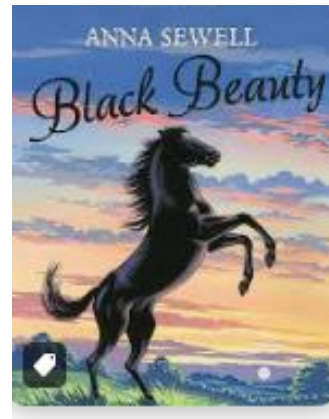
Year Three



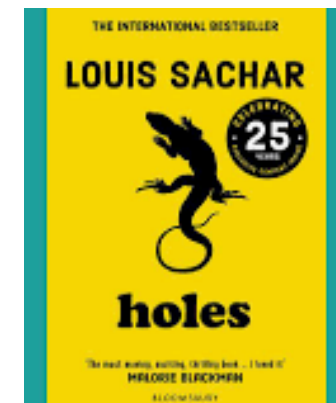
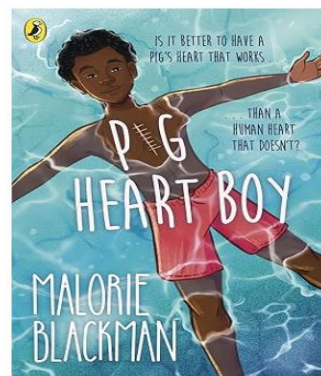
Year Four



Year Five



Year Six



Week	Autumn	Spring	Summer
Week 1	<u>Self-regulation: My feelings (6 lessons)</u> Lesson 1: Identifying my feelings	<u>Managing self: Taking on challenges (6 lessons)</u> Lesson 1: Why do we have rules?	<u>Building relationships: My family and friends (6 lessons)</u> Lesson 1: Festivals
Week 2	Lesson 2: Feelings jars	Lesson 2: Building towers	Lesson 2: Sharing
Week 3	Lesson 3: Coping strategies	Lesson 3: Team den building	Lesson 3: What makes a good friend?
Week 4	Lesson 4: Describing feelings	Lesson 4: Grounding	Lesson 4: Being a good friend
Week 5	Lesson 5: Facial expressions	Lesson 5: Team races	Lesson 5: Teamwork
Week 6	Lesson 6: Creating a calm corner	Lesson 6: Circus skills	Lesson 6: Celebrating friendships
Week 7	<u>Building relationships: Special relationships (6 lessons)</u> Lesson 1: My family	<u>Self-regulation: Listening and following instructions (6 lessons)</u> Lesson 1: Simon says	<u>Managing self: My wellbeing (6 lessons)</u> Lesson 1: What is exercise?
Week 8	Lesson 2: Special people	Lesson 2: Listening to a story	Lesson 2: Yoga and relaxation
Week 9	Lesson 3: Sharing	Lesson 3: Pass the whisper	Lesson 3: Looking after ourselves
Week 10	Lesson 4: I am unique	Lesson 4: Obstacle race	Lesson 4: Being a safe pedestrian
Week 11	Lesson 5: My interests	Lesson 5: Blindfold walk	Lesson 5: Eating healthily
Week 12	Lesson 6: Similarities and differences	Lesson 6: Treasure hunt	Lesson 6: A rainbow of food

Week	Autumn	Spring	Summer
Introduction	Introduction: Setting ground rules for RSE & PSHE		
Week 1	Family and relationships (7 lessons) Lesson 1: What is family?	Lesson 6: Sun safety	Lesson 2: Caring for others: Animals
Week 2	Lesson 2: What are friendships?	Lesson 7: Allergies	★ Optional: Extend the unit by visiting a farm or a different animal-centre to learn more about animal care.
Week 3	Lesson 3: Recognising other people's emotions	Lesson 8: People who help keep us healthy	Lesson 3: The needs of others
Week 4	Lesson 4: Working with others	Safety and the changing body (8 lessons) Lesson 1: Adults in school	Lesson 4: Similar, yet different
Week 5	Lesson 5: Friendship problems	Lesson 2: Adults outside school	Lesson 5: Belonging
Week 6	Lesson 6: Healthy friendships	Lesson 3: Getting lost	Lesson 6: Democratic decisions
Week 7	Lesson 7: Gender stereotypes	Lesson 4: Making an emergency phone call	Economic wellbeing (6 lessons) Lesson 1: What is money?
Week 8	Health and wellbeing (8 lessons) Lesson 1: Understanding my emotions	Lesson 5: Appropriate contact	Lesson 2: Keeping money safe
Week 9	Lesson 2: What am I like?	Lesson 6: Safety with substances	Lesson 3: What is a bank?
Week 10	Lesson 3: Ready for bed	Lesson 7: Safety at home	Lesson 4: Saving and spending
Week 11	Lesson 4: Relaxation	Lesson 8: People who help keep us safe	Lesson 5: Jobs in school
Week 12	Lesson 5: Hand washing and personal hygiene	Citizenship (6 lessons) Lesson 1: Rules	Lesson 6: Jobs out of school
Transition			Transition lesson Individual strengths and new skills

Week	Autumn	Spring	Summer
Introduction	Introduction: Setting ground rules for RSE & PSHE		
Week 1	Family and relationships (7 lessons) Lesson 1: Families offer stability and love	Lesson 7: Looking after our teeth	Lesson 3: Our local environment
Week 2	Lesson 2: Families are all different	Safety and the changing body (8 lessons) Lesson 1: Introduction to the internet	Lesson 4: Job roles in our local community
Week 3	Lesson 3: Other people's feelings	Lesson 2: Communicating online	Lesson 5: Similar yet different - my local community
Week 4	Lesson 4: Unhappy friendships	Lesson 3: Secrets and surprises	Lesson 6: School council
Week 5	Lesson 5: Introduction to manners and courtesy	Lesson 4: Appropriate contact: My private parts	Lesson 7: Giving my opinion
Week 6	Lesson 6: Change and loss	Lesson 5: Appropriate contact: My private parts are private	★ Extend the unit, or put into practise some of the improvements to the school environment from Lesson 2 (eg plant flowers, litter picking, cleaning)
Week 7	Lesson 7: Gender stereotypes: Careers and jobs	Lesson 6: My personal boundaries	Economic wellbeing (6 lessons) Lesson 1: Where does money come from?
Week 8	Health and wellbeing (7 lessons) Lesson 1: Experiencing different emotions	Lesson 7: Road safety	Lesson 2: Exploring wants
Week 9	Lesson 2: Being active	Lesson 8: Crossing roads safely	Lesson 3: Exploring needs
Week 10	Lesson 3: Relaxation: Breathing exercise	Lesson 9: Staying safe with medicine	Lesson 4: Bank cards and accounts
Week 11	Lesson 4: Steps to success	Citizenship (7 lessons) Lesson 1: Rules beyond school	Lesson 5: My skills and talents
Week 12	Lesson 5: Developing a growth mindset	Lesson 2: Our school environment	Lesson 6: Everyone is welcome
Week 13	Lesson 6: Healthy diet		
Transition			Transition lesson Change

Week	Autumn	Spring	Summer
Introduction	Introduction: Setting ground rules for RSE & PSHE		
Week 1	Family and relationships (8 lessons) Lesson 1: Healthy families	Lesson 6: Communicating my feelings - coming soon!	Lesson 3: Recycling
Week 2	Lesson 2: Friendship conflict	Lesson 7: Diet and dental health	Lesson 4: Local community groups
Week 3	Lesson 3: Friendship conflict versus bullying	Safety and the changing body (8 lessons) Lesson 1: First Aid: Emergencies and calling for help	Lesson 5: Charity
Week 4	Lesson 4: Effective communication	Lesson 2: First Aid: Bites and stings	Lesson 6: Local democracy
Week 5	Lesson 5: Learning who to trust	Lesson 3: Be kind online	Lesson 7: Rules
Week 6	Lesson 6: Respecting differences in others	Lesson 4: Cyberbullying	★ Extend the unit, or set up a mock election to demonstrate how democracy works.
Week 7	Lesson 7: Stereotyping gender	Lesson 5: Fake emails	Economic wellbeing (6 lessons) Lesson 1: How do people pay for things?
Week 8	Lesson 8: Stereotyping age	Lesson 6: Making choices	Lesson 2: What does budgeting mean?
Week 9	Health and wellbeing (6 lessons) Lesson 1: My healthy diary	Lesson 7: Influences	Lesson 3: How do people feel about money?
Week 10	Lesson 2: Relaxation	Lesson 8: Keeping safe out and about	Lesson 4: What happens when people spend money?
Week 11	Lesson 3: Wonderful me	Citizenship (7 lessons) Lesson 1: Rights of the child	Lesson 5: What careers do people have?
Week 12	Lesson 4: My superpowers	Lesson 2: Rights and responsibilities	Lesson 6: Can anyone be anything?
Week 13	Lesson 5: Resilience breaking down barriers		
Transition	Transition lesson Coping strategies		

Week	Autumn	Spring	Summer
Introduction	Introduction: Setting ground rules for RSE & PSHE		
Week 1	Family and relationships (8 lessons) Lesson 1: Respect and manners	Lesson 5: My happiness	Citizenship (6 lessons) Lesson 1: What are human rights?
Week 2	Lesson 2: Healthy friendships	Lesson 6: Emotions	Lesson 2: Caring for the environment
Week 3	Lesson 3: How my behaviour affects others	Lesson 7: Mental health	Lesson 3: Community
Week 4	Lesson 4: Bullying	Safety and the changing body (8 lessons) Lesson 1: Internet safety: Age restrictions	Lesson 4: Contributing
Week 5	Lesson 5: Stereotypes: Gender	Lesson 2: Share aware	Lesson 5: Diverse communities
Week 6	Lesson 6: Stereotypes: Disability	Lesson 3: First Aid: Asthma	Lesson 6: Local councillors
Week 7	Lesson 7: Families in the wider world	Lesson 4: Privacy and secrecy	Economic wellbeing (6 lessons) Lesson 1: What is value for money?
Week 8	Lesson 8: Change and loss	Lesson 5: Consuming information online	Lesson 2: Why keep track of money?
Week 9	Health and wellbeing (7 lessons) Lesson 1: Looking after our teeth	Lesson 6: Growing up	Lesson 3: What ways are there to look after money?
Week 10	Lesson 2: Relaxation: Visualisation	Lesson 7: Introducing puberty	Lesson 4: What influences career choices?
Week 11	Lesson 3: Celebrating mistakes	Lesson 8: Tobacco	Lesson 5: Why make a career change?
Week 12	Lesson 4: Meaning and purpose: My role	★ Extend the unit, or allow children time to explore the Thinkuknow website about online safety	Lesson 6: How can workplace stereotypes be challenged?
Transition			Transition lesson Setting goals

Suggested long-term plan: RSE & PSHE - Outline (Year 5)

Week	Autumn	Spring	Summer
Introduction	Introduction: Setting ground rules for RSE & PSHE		
Week 1	Family and relationships (8 lessons) Lesson 1: Build a friend	Lesson 5: Taking responsibility for my feelings	Lesson 3: Protecting the planet
Week 2	Lesson 2: Friendship skills	Lesson 6: Healthy meals	Lesson 4: Contributing to the community
Week 3	Lesson 3: Marriage	Lesson 7: Sun safety	Lesson 5: Pressure groups
Week 4	Lesson 4: Respecting myself	Safety and the changing body (7 lessons) Lesson 1: Online friendships	Lesson 6: Parliament
Week 5	Lesson 5: Family life	Lesson 2: Staying safe online	★ Optional: Extend the unit by spending time looking at the activities in the Parliament booklets available to order here .
Week 6	Lesson 6: Bullying	Lesson 3: Puberty	Economic wellbeing (6 lessons) Lesson 1: Why prioritise needs over wants?
Week 7	Lesson 7: Stereotyping: gender	Lesson 4: Menstruation	Lesson 2: What is a weekly budget?
Week 8	Lesson 8: Stereotypes: Race and religion	Lesson 5: Emotional changes in puberty	Lesson 3: What is borrowing and loaning?
Week 9	Health and wellbeing (7 lessons) Lesson 1: Relaxation: Yoga	Lesson 6: First Aid: Bleeding and head injuries.	Lesson 4: What are the risks of handling money online?
Week 10	Lesson 2: The importance of rest	Lesson 7: Alcohol, drugs and tobacco: Making decisions	Lesson 5: Why challenge workplace stereotypes?
Week 11	Lesson 3: Embracing failure	Citizenship (6 lessons) Lesson 1: Breaking the law	Lesson 6: What makes a suitable career?
Week 12	Lesson 4: Going for goals	Lesson 2: Rights and responsibilities	
Transition	Transition lesson: Roles and responsibilities		

Week	Autumn	Spring	Summer
Introduction	Introductory lesson: Setting rules and signposting		
Week 1	Family and relationships (6 lessons) Lesson 1: Respect	Lesson 7: Good and bad habits	Lesson 3: Caring for others
Week 2	Lesson 2: Respectful relationships	Lesson 8: Physical health concerns	Lesson 4: Prejudice and discrimination
Week 3	Lesson 3: Stereotypes: Attitudes	Safety and the changing body (8 lessons) Lesson 1: Alcohol	Lesson 5: Valuing diversity
Week 4	Lesson 4: Challenging stereotypes	Lesson 2: Critical digital consumers	Lesson 6: National democracy
Week 5	Lesson 5: Resolving conflict	Lesson 3: Social media	Economic wellbeing (6 lessons) Lesson 1: How do people navigate their feelings about money?
Week 6	Lesson 6: Change and loss	Lesson 4: Physical and emotional changes of puberty	Lesson 2: How do people keep money safe?
Week 7	Health and wellbeing (8 lessons) Lesson 1: What can I be?	Lesson 5: Conception <i>Parents have a right to withdraw their child from part of this lesson</i>	Lesson 3: What money responsibilities are there in secondary school?
Week 8	Lesson 2: Relaxation: Mindfulness	Lesson 6: Pregnancy and birth <i>Parents have a right to withdraw their child from this lesson</i>	Lesson 4: What are the risks of gambling?
Week 9	Lesson 3: Taking responsibility for my health	Lesson 7: First Aid: Choking	Lesson 5: What is a workplace?
Week 10	Lesson 4: The impact of technology on health	Lesson 8: First Aid: Basic life support	Lesson 6: What career routes are there?
Week 11	Lesson 5: Resilience toolbox	Citizenship (6 lessons) Lesson 1: Human rights	Identity (2 lessons) Lesson 1: What is identity?
Week 12	Lesson 6: Immunisation	Lesson 2: Food choices and the environment	Lesson 2: Identity and body image
Transition	Transition lesson: Dealing with change		

Careers in PSHE

At Brownlow our aim is to raise aspirations and support career related learning, helping children learn about the world around them broadening their aspirations and challenging stereotypes. There are so many varied pathways to a chosen career it's important that children recognise the opportunities that are available to them.

[hashtag#startsmalldreambig](#)



Careers involving PSHE include: counsellor, support worker, learning mentor, teacher, psychologist, nurse, doctor, police officer, occupational therapist, family support worker, cyber-security adviser and Charity/NGO roles.

Retrieval Practice examples

Retrieval practice involves generating answers to questions about previously learnt information. Retrieval practice provides opportunities for pupils to practise applying the knowledge they have understood to consolidate understanding and strengthen recall.

For example, this could take the form of a past paper, a multiple- choice quiz or a verbal question and answer.

PSHE

Can you list three things which positively and negatively affect your mental wellbeing?

Positive

- _____
- _____
- _____
- _____

Negative

- _____
- _____
- _____

Last Week	Last Term	Last Year	Further Back
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Do you remember how to notice the difference in your heartrate after exercise?
Can you use the key words to explain your answers?

pulse

heartrate

health





Last Week

Last Term

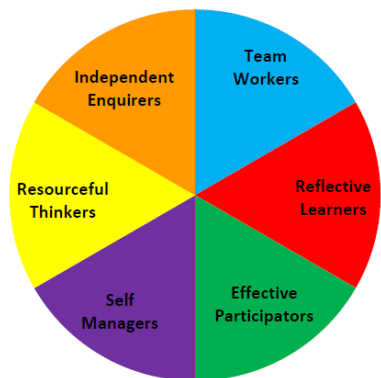
Last Year

Further Back



Empowered Learner

Each term the 'Empowered Learner' focus emphasises six areas of personal development. Throughout their time at Brownlow Fold all children are supported to become self-evaluative of their own strengths and areas for development. We recognise the impact that personal skills can have on the academic success and well-being of our children. They play a vital role in developing the ability of our pupils to enjoy and reflect on their learning across the curriculum.



Autumn One - Self Manager
Autumn Two - Effective Participators

Spring One - Resourceful Thinker
Spring Two - Reflective Learner

Summer One - Independent Enquirer
Summer Two - Team Worker

Extra-Curricular Clubs

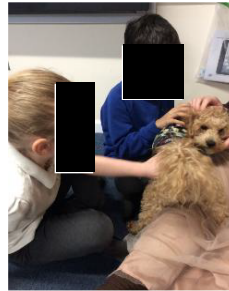
At Brownlow Fold, we provide children with a wide range of extra-curricular activities. Extra-curricular activities help children to learn about themselves and develop and use their skills and knowledge in different contexts. In addition to building skills within a specific discipline, extracurricular activities are great for developing general academic and soft skills. For example debating for public speaking, academic competitions for exam strategies and sport for teamwork. Being part of a group or team also provides a sense of belonging, with extracurricular activities offering an opportunity for children to interact with others with similar interests and potentially build friendships outside of their usual circle.

School Therapy Dog

Children and adults can benefit educationally and emotionally, increase their understanding of responsibility and develop empathy and nurturing skills, through contact with a suitable, calm dog. In addition to these benefits, children and adults take great enjoyment from interaction with animals. We are aware that a lot of our children have never spent time around a dog and can be scared of them, leading to potentially unsafe behaviour. Getting to know a school dog can allow us to teach children about safe contact. It can also teach children about the responsibilities of caring for an animal.

Academic research has shown that dogs working and helping in the school environment can achieve the following:

- Improve academic achievement
- Increase literacy skill
- Calming behaviours
- Increase social skills and self-esteem
- Increase confidence
- Teach responsibility and respect to all life
- Help prevent truancy
- Motivate children who are often less attentive



PTFA Winter Fair

The PTFA worked hard with staff to host a Winter Fair involving children, staff, parents and the wider community. It was a huge success and raised funds for school. The PTFA is a group of parents/carers who give their time on a voluntary basis to organise and run fundraising activities for the benefit of Brownlow Fold pupils. The Winter Fair raised £567.87. Funds were used to be two friendship benches for Friendship Friday.



Careers Week

We have hosted Careers Weeks where we introduced the pupils to different careers. The hope was to inspire the children to consider their options for the future. Throughout the week, we had volunteers with different careers who came to discuss with the children what their roles entailed. This was either through a question and answer session, presentation or activity workshop. The response was positive and each class recorded having more knowledge of different careers at the end of the week than at the start. We have also been part of the Start Small, Dream Big pilot to raise career aspirations.

Children's Mental Health Week

We often take part in Children's Mental Health week. Each class takes part in assemblies, completed creative activities linked to recognising our feelings, learned how to support others through specifically planned lessons and looked at good mental health practises. Most importantly, the children have learned that there are lots of options to get help, if they feel they need it, in school and in their lives outside of school. We finished the week off with a "Dress to Express" day. The children dressed in clothes that express what kind of person they are and how they feel. We raised money for the charity 'Place2Be'

Safer Internet Day

Safer Internet Day took place in February 2023, with celebrations and learning based around the theme '**Want to talk about it? Making space for conversations about life online**'. Coordinated in the UK by the UK Safer Internet Centre, the celebration saw thousands of organisations get involved to promote the safe, responsible and positive use of digital technology for children and young people. We celebrated by putting children's voices at the heart of the day and encouraged them to shape the online safety support that they receive.



Comic Relief

The concept of Comic Relief was **to get British comedians to make the public laugh, while raising money to help people around the world and in the United Kingdom**. As a school we fundraise for Comic Relief each year and children and staff wore red to raise funds for this worthwhile cause.



Healthiest Class Award

As a school we promote healthy eating by providing workshops, for pupils and staff, to complement work on increased active lifestyles. There is a whole school focus on bringing healthy snacks to school. This is promoted through the Healthiest Class Award during Friday's weekly Celebration assembly. A healthy eating and school food action plan is in place, regularly reviewed, updated and shared; it is linked in with the school improvement plan and has clear, measurable success criteria.

Children to take part in dental hygiene workshops and work to improve their understanding of limiting the intake of sugary foods and making good daily life choices when eating alongside an active lifestyle. Pupils will be taught about the negative impact of sugar: this prevalent ingredient in ordinary sports nutrition not only ruins athletic performance but also damages teeth and destroys wider health

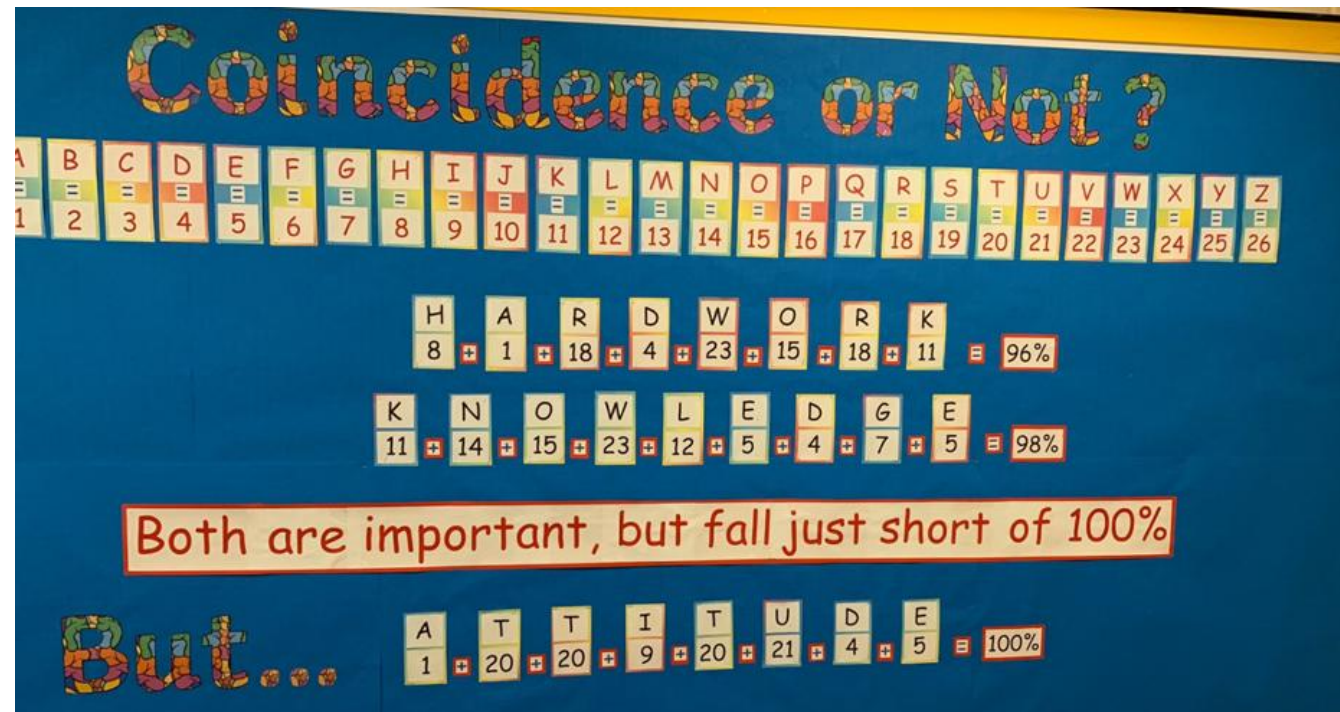
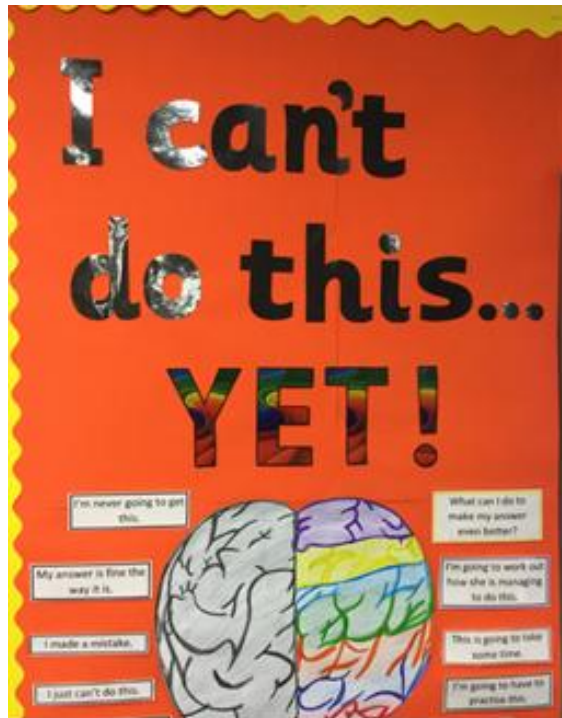


Litter Picking Challenge

Children at Brownlow work hard to pick up litter in our local community.

Growth Mind-set

At Brownlow Fold we teach the children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning (even when they find work challenging). Adopting a Growth Mind-set approach offers an optimistic view about what is achievable for everyone at Brownlow Fold.





Brownlow Bucket List

At Brownlow Fold we have carefully designed a 'Brownlow Bucket List' to provide our pupils with a range of memorable and meaningful experiences during their time with us. Rather than being a list created individually, it is a collection of activities and opportunities chosen by the school, ensuring that every child has the chance to take part. Our aim is for pupils to leave Brownlow Fold having not only achieved academically, but also having enjoyed a wide variety of experiences that will enrich their personal growth, confidence, and sense of community. These activities include opportunities to:

- Try new challenges both in and outside of the classroom.
- Take part in cultural, creative, and sporting experiences.
- Develop life skills that will support them beyond primary school.
- Celebrate important milestones with their peers.

The Bucket List is something we want children to be proud of as they move on to the next stage of their education. Each item ticked off will represent an achievement or special memory that has shaped their journey with us.

