

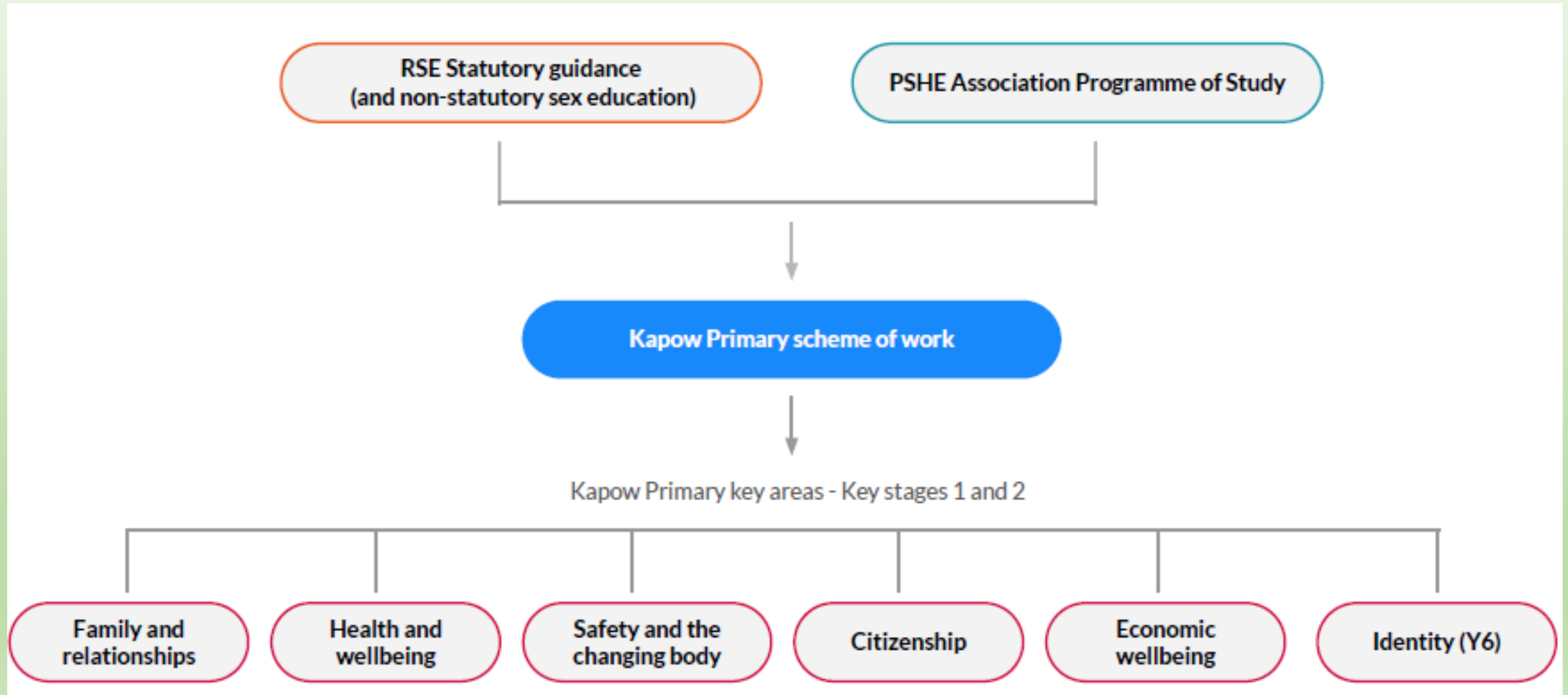
# What does PSHE & RSHE look like here at Woods?



Education that prepares for life today, and tomorrow.

Here at Woods, we want every child to have an education that prepares them for life's opportunities and challenges.

# Teaching and learning at Woods:







KS2 SafetyZone



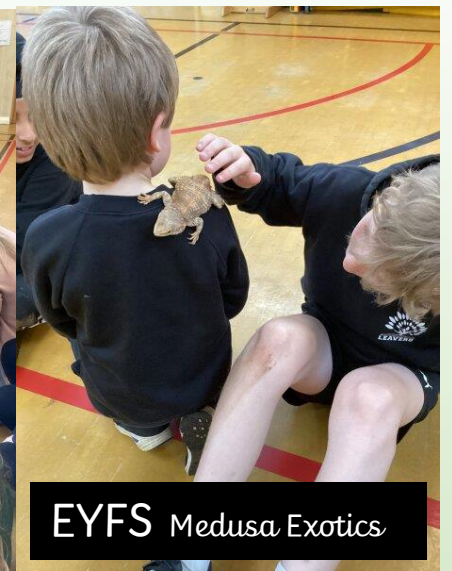
KS1 Heidi (emotional support animal)



KS1 Midwife



KS2 Little LifeSavers



EYFS Medusa Exotics



EYFS Arnold Fire Station



KS1 Nurse



KS1 Doctors



KS2 Police



KS2 Gardening in the local community



KS2 East Midlands Safety Team



Puppet Man



KS1 Visit to Woodborough Convenience Store



KS2 Bikeability

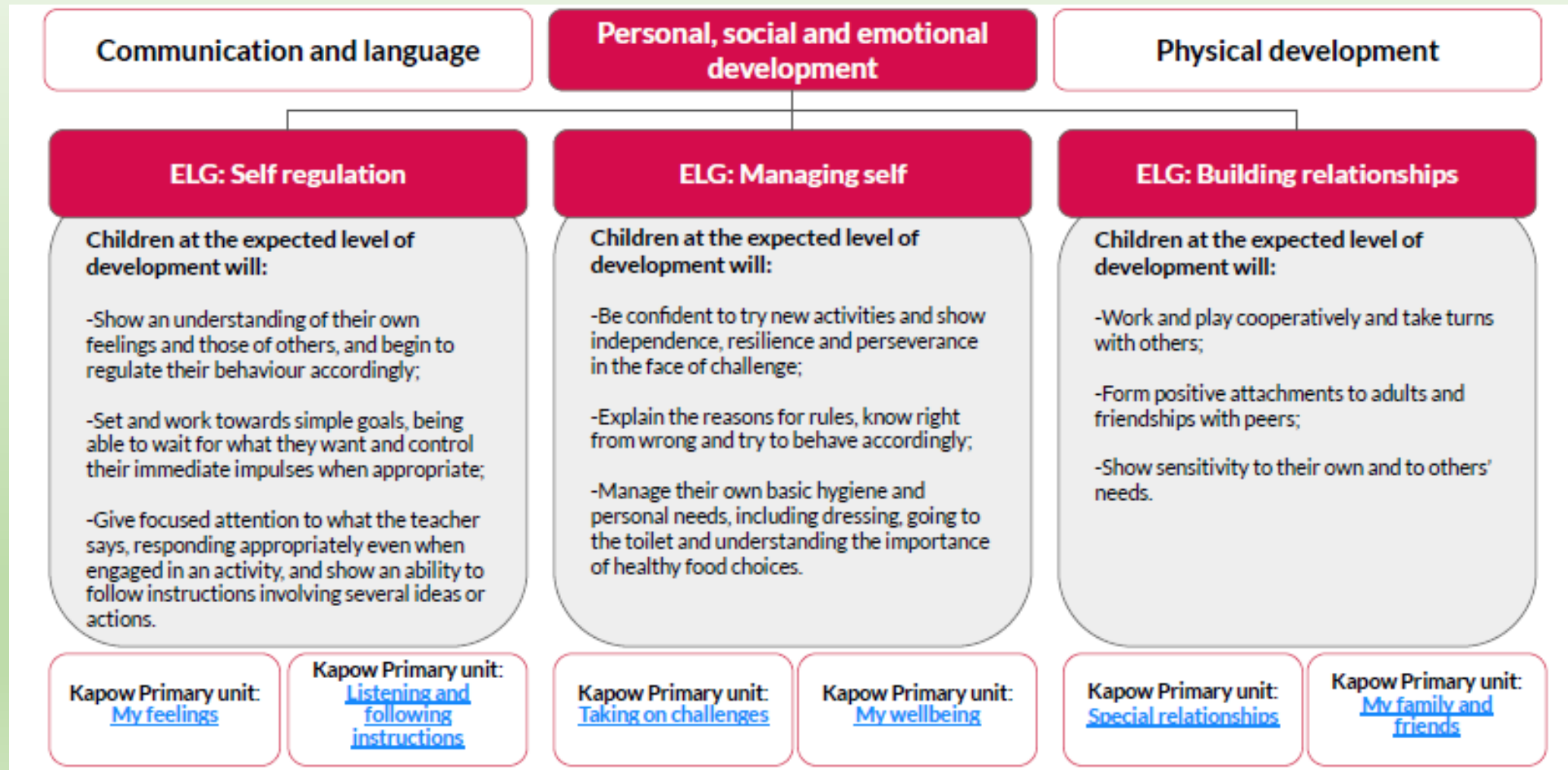


KS1 Police





# Teaching and learning in EYFS at Woods:



# Teaching and learning in KS1 & KS2 at Woods:

## Family and relationships

Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.

## Health and wellbeing

Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.

## Safety and the changing body

Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty,

## Citizenship

Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.

## Economic wellbeing

Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

Year 6 only:

## Identity

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





Year 4 – scientific names for genitals, introduction to puberty changes including the main physical and emotional changes and how to deal with them.

Year 5 – a more detailed look at puberty changes including wet dreams, erections, and menstruation.

Year 6 – a re-cap on puberty changes, **sex, reproduction and birth, consent**, healthy and unhealthy relationships.

# Formative assessment at Woods:

Pupils with secure understanding indicated by:

Understanding everyone can expect a level of respect but this can be lost.

Pupils working at greater depth indicated by: Understanding that different people we know might respect us for different reasons.



# Summative assessment at Woods:

Name:

Quiz - KS2

Unit title: Families and relationships

## Year 6 - Family and relationships - Respect

Use the image to answer the following questions.



**Q1** Who can help stop bullying?

- A** The person doing the bullying and people who see bullying
- B** The person being bullied and people who see bullying
- C** People who see bullying
- D** The person doing the bullying, the person being bullied and people who see bullying

**Q2** Which of these aims to stop people being treated unfairly?

- A** The Discrimination Act
- B** The Equality Act
- C** The Fairness Act
- D** The Anti-discrimination Act

**Q3** Who should we have respect for?

- A** Adults, especially those who have important jobs
- B** Other children and adults
- C** Adults who have important jobs
- D** Everyone unless they have done something to lose respect

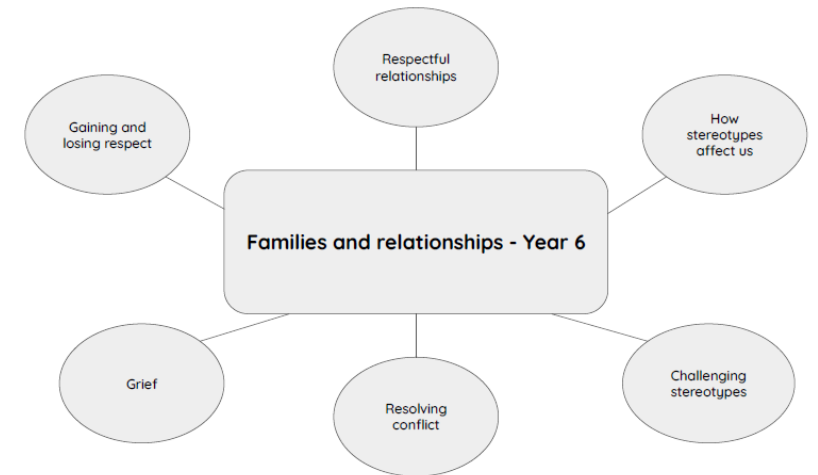
**Q4** Which of these does not show respect?

- A** Disagreeing with someone's opinion
- B** Listening to what someone has to say
- C** Laughing at someone's opinion
- D** Asking others what they think about someone's opinion

**1** How might someone show respect for another person?


**2** Why might someone lose respect?


**3** What can someone do to regain respect?

Families and relationships - Year 6

Gaining and losing respect	Respectful relationships	How stereotypes affect us
Challenging stereotypes	Resolving conflict	Grief

# Quality assurance:

2023/24 – Book  
Look (exercise books  
& floor books), Pupil  
Voice

2024/25 – Book  
Look (floor books),  
Staff Voice

**Woodborough Woods Monitoring Timetable  
2023-2024**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core	English Live	Maths Live	English Live	Maths Live	English Live	Maths Live
		Science Live		Science Live		Science Live
	Maths non-live	English non-live	Maths non-live	English non-live	Maths non-live	English non-live
			Science non-live		Science non-live	
Foundation		Geography Live (3, 4,5)	Geography non-live		Geography non-live	Geography Live (1, 2, 6)
	History Live (2, 3)		History non-live		History Live (1,4,5,6)	History non-live
		Art and Design Live (2,6)	Art and Design non-live		Art and Design Live (1,3,4,5)	
			DT non-live	DT Live (4,5,6)		DT Live (1,2,3)
	PSHE non-live			PSHE Live		
				Computing Live		Computing non-live
			Music Live (1,2,3,4,5)		Music non-live	Music Live (6)
	PE Live			PE non-live		
French - TBC		RE Live				RE non-live

# Examples of good practice evidenced:

PLEASE TAKE A LOOK AT THE FLOOR BOOKS AT THE BACK OF THE ROOM.



1	<p>To ensure that the teaching of the PSHE curriculum (including all its elements) is never less than good, and often outstanding, and that children understand its relevance, importance and lifelong benefits.</p>	<p><b>Autumn 1</b> – Book look and Staff Voice.</p> <p><b>Autumn 2</b> – Staff meeting lead by AW (AW to ensure that all information is shared with all teaching assistants).</p> <p><b>Spring 2</b> – PSHE Live (10 mins drop in observation &amp; Book Look).</p>
2	<p>To continue to cover aspects of the PSHE Curriculum through assemblies and special themed weeks e.g. Anti-Bullying Week, E-Safety Day, World Kindness Day etc.</p> <p>To continue offering enhanced additional learning opportunities, trips and visits from specialist external providers.</p> <p>Evidence to be shared in Floor Book.</p>	<p><b>Autumn 2</b> – Staff meeting lead by AW (AW to ensure that all information is shared with all teaching assistants).</p> <p><b>Spring 2</b> – PSHE Live (10 mins drop in observation &amp; Book Look).</p>
3	<p>To encourage the use of texts to support the teaching of PSHE &amp; RSHE.</p>	<p>AW to continue creating LTP for Y6 texts.</p> <p><b>Summer 1</b> – Share with staff and ask them to consider which texts could be used to complement lessons taught in Summer 2.</p> <p>2025/6 – LTP to be created for all years.</p>




1

To ensure that the teaching of the PSHE curriculum (including all its elements) is never less than good, and often

Autumn 2 – Staff meeting lead by AW (AW to ensure that all information is shared with all teaching assistants



### Woodborough Wood's PSHE Y6 LTP

Introduction: Setting ground rules for RSE & PSHE lessons	L1 - Setting rules and signposting					
Family and relationships	 L1 - Respect	L2 - Respectful relationships	 L3 - Stereotypes	L4 - Challenging stereotypes	L5 - Resolving conflict	 L6 - Change and loss

2

Summer 2.

2025/6 – LTP to be created for all years.

# Why?





# Why? To inspire our next generation.

I just wanted to tell you how much [REDACTED] enjoyed the visit from the policeman and the dog today.

He was dressed in his brother's police fancy dress outfit when I got home from work. He had been talking to Nana and Grandad non stop for 2 hours about it. The little police dog teddy which goes with the outfit has gone to bed in a box on his bedroom floor!

Thank you for organising all these amazing experiences for them. 😊



Education that prepares for life today, and tomorrow.

The logo for Kapow Primary, featuring the word "Kapow" in a large, blue, stylized font, with "Primary" in a smaller, blue, cursive font underneath it.

Kapow  
Primary



Any questions?