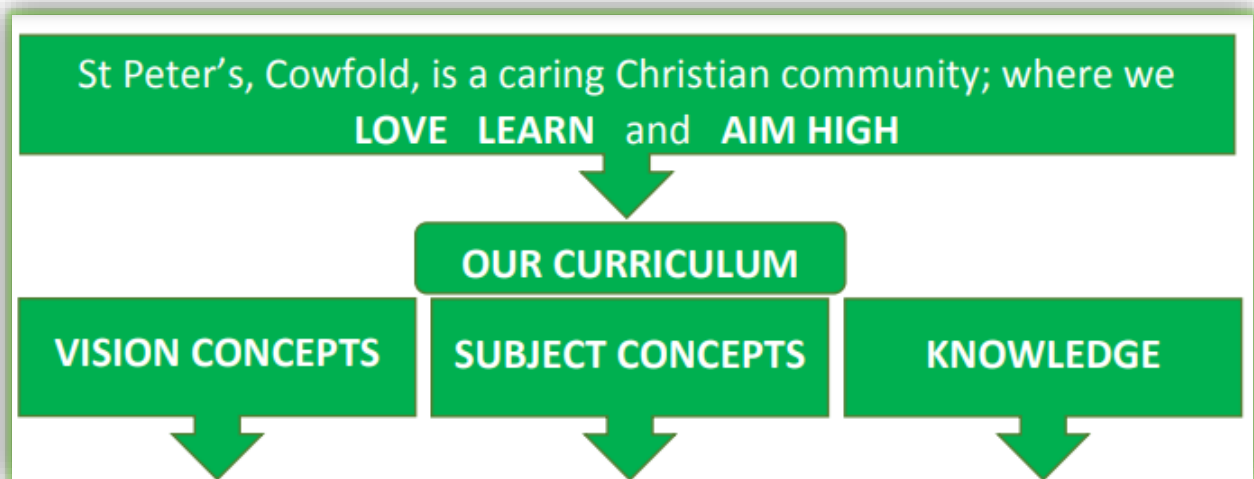




How We Teach Relationships, Sex and Health Education



Just as St Peter himself was entrusted to be the rock on which Jesus founded his church, St Peter's CfE Primary School develop firm foundations within our pupils for life based on Jesus' teachings.

St Peter's children learn through a **concept based curriculum** which supports the acquisition of knowledge and skills in a spiralling curriculum. The concepts that we have used to design our curriculum around, come from two areas. We cover vision concepts, that are unique to our context as a rural church school and subject concepts that we believe organise our curriculum. This curriculum design ensures all children can make progress and work towards achieving the end of key stage outcomes set out by the National Curriculum.

In order to ensure we have cross-curricular links and the opportunities for purposeful, quality outcomes St Peter's operates a '**topic approach**' to enhance curriculum coverage. However, some subject content doesn't lend itself to being taught in a '**topic approach**' and is taught discretely in its own right (e.g. much of maths and many areas of Science, RSHE or RE). History is a subject that lends itself to a **topic approach** and it is one of the three over-arching topics that a class will study in an academic year. One term is broadly **HISTORY** topic based, a second term is **GEOGRAPHY** based and the third term is based on **BOOKS** with one or more, key texts as the focus.

Vision Concepts:

Our vision concepts spiral throughout our curriculum so St Peter's children have a range of opportunities to apply what they have learnt in meaningful contexts and live out our school values, develop spiritually and explore their own beliefs



Our children apply their knowledge and skills that are set out in our small-steps progression documents to become 'agents of change' and explore 'courageous advocacy' through our vision concepts.

Community

The concept that we have a responsibility as a Christian community to learn about, understand and love others in our school, village, nation and the world

Christian Values

The concept that if we live by our distinctively Christian values and can demonstrate the qualities of our learning friends we will be equipped as lifelong learners

Ambition

The concept that we should use our knowledge and skills to improve the lives of ourselves and others

Subject Concepts

The outcomes of the national curriculum are achieved through our concept-based curriculum. Our subject concepts are a helpful way to organise a curriculum as they provide learners with a disciplined way of thinking about curriculum content. Subject concepts come up repeatedly in our curriculum, supporting learners to assimilate new knowledge into growing schema.

For Relationships, Sex & Health Education we have the following Subject Concepts which children return to each academic year to build upon the knowledge they previously gained. They are:

- **Families and relationships**
- **Health and wellbeing**
- **Safety and the changing body**
- **Citizenship**
- **Economic Well Being**

Our RSHE Syllabus is based on the 'Kapow Primary' RSHE Curriculum and accompanying resources. Kapow Primary is an online provider of resources for primary schools and subject specialists have developed all their plans and resources thoroughly. Their team of subject specialists help teachers to develop the skills they need to teach specialist subjects with confidence. Teachers are empowered with on-demand access to inspiring videos and specialist lesson plans, as well as schemes of work for to help ensure progression. Kapow continually update schemes of work in light of new DfE guidance – such as the new guidance that was released in July 2025. For more information about Kapow please see:

<https://www.kapowprimary.com/about-kapow/>

and for RSHE specifically, please see:

[RSE & PSHE | Reception, KS1 and KS2](#)

The Church of England Education Office supports the approach taken by the government and has issued a Charter which St Peter's C of E (Aided) Primary School Cowfold has adopted.

For more information, please see: <https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education>



Knowledge Progression

Each subject concept has progression indicators called small-steps. The small-steps outline what intended knowledge pupils should attain during each milestone. We refer to the substantive knowledge as 'I know' knowledge and disciplinary knowledge as 'I can' knowledge. The small step documents, that describe this progression, are organised into 4 milestones. These are:

- ❖ Early Years Foundation Stage
- ❖ Milestone 1 – Year 1 and 2
- ❖ Milestone 2 – Year 3 and 4
- ❖ Milestone 3 – Year 5 and 6

Assessment

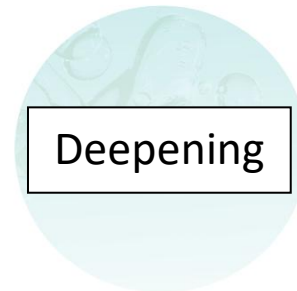
We assess the 'I know' knowledge and 'I can' knowledge each term. Within a particular milestone, a teacher assessment is made for each learner's level of knowledge: emerging, advancing and deepening. These levels of knowledge represent 3 cognitive domains.



Low-level cognitive demand. Involves following instructions.



Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.



Cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification of answers.