Personal, Social, Health and Economic Education (PSHE) Curriculum

Intent and Implementation



Our School Vision:

Recognising the unique light that shines in every individual, we strive to 'encourage one another and build each other up' (1 Thessalonians 5:11) to ensure that all can thrive. Through our core Christian values of Love, Hope and Justice, we inspire learning for life, empowering everyone to flourish and make a positive difference in the world.

Curriculum Intent:

- To develop articulate, resilient and empowered citizens who make a difference to others
- To provide a coherent and ambitious curriculum that leads to a greater depth of understanding for all
- To inspire pupils with purposeful and interconnected learning experiences

Intent

At Preston Candover CE Primary, our vision is to inspire learning for life by developing pupils who are confident, respectful, resilient and responsible individuals. Through our PSHE curriculum, we aim to give children the knowledge, skills and attributes they need to look after their physical and mental health, develop positive relationships, make safe and informed choices, and understand their place within their families, school and wider community.

Our curriculum is designed to help pupils understand themselves, others and the world around them. Through carefully sequenced learning, pupils develop their understanding of healthy relationships, respect, boundaries, emotional wellbeing, personal safety, online safety and healthy lifestyles. They learn to recognise and manage emotions, communicate effectively, resolve difficulties, make responsible decisions and identify when and how to seek help. Alongside this, pupils develop their understanding of economic wellbeing, careers, citizenship, rights and responsibilities, enabling them to become increasingly independent and active members of their communities.

Key PSHE knowledge, skills and attributes are progressively developed, revisited and applied across the key stages. Learning is organised around the three core themes of Relationships, Health and Wellbeing, and Living in the Wider World, with statutory Relationships and Health Education forming an integral part of the curriculum. Pupils are given opportunities to apply their learning to real-life situations and consider how their knowledge and skills can help them make informed, safe and responsible choices.

Our Christian vision and values of Love, Hope and Justice underpin our approach to PSHE. Pupils are encouraged to recognise the unique value of every individual, develop resilience and hope when facing challenges, and consider how their choices and actions affect others. Through this, we aim to develop children who can flourish as individuals, build positive relationships and contribute positively to the world around them.

Implementation

Our PSHE curriculum is informed by the PSHE Association programme of study and adapted to reflect the needs of our pupils, our mixed-age structure and our school context. It provides a progressive sequence of learning across Relationships, Health and Wellbeing, and Living in the Wider World, including statutory Relationships and Health Education alongside economic wellbeing, careers, citizenship and personal development. Our planning also integrates selected No Outsiders lessons, which are integrated into relevant units to support pupils' understanding of equality, diversity, inclusion, respect and belonging.

Teachers follow a carefully sequenced curriculum in which important knowledge is revisited and developed over time. New learning builds on pupils' previous knowledge and experiences, with increasing depth and challenge as

pupils progress through the school. Our mixed-age classes are planned across a two-year cycle so that pupils encounter age-appropriate content and experience appropriate progression without unnecessary repetition.

Across the key stages, pupils develop their understanding of healthy and unhealthy relationships, families and friendships, respect, boundaries and consent, emotional and mental wellbeing, physical health, personal safety, online safety, medicines and drugs, first aid, growing and changing, financial capability, careers, citizenship and responsibilities.

Statutory Relationships and Health Education is taught progressively in accordance with the PSHE Association framework and supporting resources. Puberty and the physical and emotional changes associated with growing up are taught as part of the planned Health Education curriculum, with content introduced at an age-appropriate stage and revisited as pupils progress. In Year 6, pupils also receive our school's planned sex education, in accordance with our school's RSE policy, enabling pupils to develop age-appropriate knowledge and understanding as they prepare for secondary school.

PSHE teaching uses discussion, questioning, stories, scenarios, role play, problem-solving and reflection to help pupils explore different situations, explain their thinking and develop appropriate responses. Teachers establish safe and respectful environments in which pupils can ask questions and discuss sensitive issues appropriately.

Learning is connected to pupils' experiences beyond the classroom. PSHE is taught weekly by class teachers and complemented by opportunities through collective worship, assemblies, behaviour and relationships work, pupil leadership, enrichment and the wider life of the school. Our Leader in Me approach reinforces habits such as taking responsibility, setting goals, making choices, working collaboratively and considering the impact of our actions.

British Values and citizenship are developed through the PSHE curriculum and wider school experiences. Pupils learn about democracy, rights and responsibilities, respect, equality, diversity and participation, with opportunities to develop leadership and responsibility in meaningful contexts.

Safeguarding is woven throughout the curriculum. Pupils develop an understanding of personal boundaries, trusted adults, safe and unsafe situations, online safety and how and when to seek help. This learning is revisited and developed as pupils' experiences and responsibilities change.

PSHE for every child

We seek to ensure that all pupils can access and engage with the PSHE curriculum and develop the knowledge and skills they need to flourish. Teachers build on pupils' existing knowledge and experiences, using questioning, discussion and reflection to identify understanding and adapt teaching where necessary.

Appropriate scaffolding, visual resources, modelling, structured discussion and opportunities to rehearse responses help pupils engage with the intended learning without unnecessary barriers. Teaching is adapted to meet individual needs while maintaining ambitious curriculum expectations.

Pupils with SEND are supported to access the same ambitious curriculum, with additional opportunities to revisit concepts, practise skills and explore situations through carefully chosen examples and supported discussion where appropriate.

Our curriculum reflects the diversity of the world in which pupils live. Through No Outsiders and wider curriculum content, pupils learn about different families, cultures, backgrounds and experiences, and develop an understanding of equality, respect and inclusion. They are supported to recognise stereotypes, prejudice and discrimination and to develop empathy and compassion.

Key vocabulary is explicitly introduced, modelled and revisited so that pupils can communicate confidently about relationships, health, emotions, safety and responsibilities. Pupils have opportunities to listen to different perspectives, discuss ideas and express themselves respectfully.

For pupils learning English as an additional language, teachers provide additional modelling, repetition, visual support and opportunities for structured talk to support access to new vocabulary and concepts.

Assessment

Assessment of pupils' learning in PSHE takes different forms and is used to check that pupils are developing, remembering and applying the intended knowledge and skills. Assessment is used to support pupils and teachers in reflecting on learning, identifying progress and informing future teaching.

Formative assessment is used regularly by the class teacher throughout lessons to monitor pupils' understanding. Teachers use questioning, discussion, observation, reflection and responses to tasks to identify gaps in knowledge, misconceptions and areas where pupils require further support or challenge. This assessment is used to inform subsequent teaching and opportunities for pupils to revisit and consolidate their learning.

Units commonly begin with a baseline or retrieval activity, providing an opportunity to revisit relevant prior learning and establish pupils' starting points. These activities may take the form of retrieval questions, discussion, mind maps or other appropriate strategies, helping teachers to identify what pupils already know and understand and to address gaps or misconceptions where necessary. Where appropriate, pupils may revisit an initial activity later in a unit to demonstrate how their knowledge and understanding have developed.

Throughout each unit, teachers assess pupils' developing knowledge and understanding through their responses to questioning, discussion, scenarios, written work and practical activities. Where appropriate, end-of-unit quizzes or other assessment activities may be used to revisit key learning and support teachers in checking pupils' developing understanding. Assessment focuses on what pupils know, understand and can apply rather than on their personal beliefs, values or opinions.

Teachers assess pupils' understanding of key knowledge and vocabulary, and their ability to demonstrate and apply relevant skills, such as communicating effectively, managing emotions, developing healthy relationships, thinking critically and making safe and responsible decisions. Pupils are also given opportunities to demonstrate how they can apply their learning to situations they may encounter in everyday life and to reflect on their own learning and progress.

Assessment information is used by teachers to identify areas requiring further teaching, consolidation or challenge and to inform future planning. Through this approach, teachers can build a picture of what pupils know, remember and can apply in PSHE and support the progressive development of important knowledge and skills throughout their time at Preston Candover CE Primary.

What makes a Preston Candover Citizen?

KS1: A Preston Candover Citizen is kind, respectful and safe**.** They can recognise and talk about their feelings, build positive friendships, follow rules, make safe choices, use technology responsibly and know when and how to ask for help.

KS2: A Preston Candover Citizen is responsible, respectful and increasingly independent**.** They can manage emotions, develop healthy relationships, respect boundaries and differences, recognise and manage risks, including online, make informed choices and know when and how to seek help. They take responsibility for their wellbeing and contribute positively to their community.