

# PSHE Curriculum



**Highfield  
Church of England  
Primary School**

*I have taught thee in the way of wisdom;  
I have led thee in right paths*  
(Proverbs 4: 11)

## **Intent**

At Highfield Primary, we want to equip our young learners with essential skills and knowledge to lead healthy, safe, and fulfilling lives. The curriculum aims to foster emotional literacy, resilience, and empathy, enabling students to form positive relationships and make informed decisions. By addressing topics such as physical and mental well-being, relationships, and social responsibility, the PSHE curriculum supports the holistic development of children, preparing them to navigate the complexities of modern life and become responsible, active citizens.

## **Purpose of Study**

The purpose of studying PSHE (Personal, Social, Health and Economic education) in primary school is to nurture the holistic development of young children by equipping them with essential life skills and knowledge. It aims to promote their personal growth through activities that build self-esteem, self-awareness, and emotional resilience, helping them navigate their feelings and interactions with others. PSHE also focuses on developing social skills, teaching children how to build positive relationships, communicate effectively, and understand and respect differences. Moreover, the curriculum addresses crucial aspects of health and well-being, including physical health, mental well-being, and safety awareness both offline and online. By introducing concepts of citizenship and economic awareness, PSHE educates children about their rights and responsibilities, promotes a sense of community, and prepares them for future challenges in an increasingly interconnected world. Overall, PSHE in primary school aims to empower children with the knowledge and skills they need to lead healthy, balanced lives and become responsible, informed citizens.

## **Aims**

The aims of our PSHE (Personal, Social, Health and Economic education) primary curriculum are multifaceted, designed to foster the comprehensive development of young learners. Firstly, it aims to promote the personal development of children by enhancing their self-awareness, self-esteem, and emotional intelligence, enabling them to manage their emotions and relationships effectively. Secondly, the curriculum aims to cultivate social skills, teaching children how to build positive relationships, respect diversity, and collaborate with others harmoniously. Thirdly, it focuses on health and well-being, educating children about physical and mental health, healthy lifestyles, and safety, including online safety. Furthermore, the curriculum aims to develop children's understanding of citizenship, democracy, and their roles and responsibilities within their communities and the wider world. Lastly, it aims to introduce basic economic concepts, such as financial literacy, budgeting, and the value of work,

preparing children for future financial independence. Overall, the PSHE primary curriculum aims to equip children with essential life skills, knowledge, and values that contribute to their personal growth, well-being, and readiness for the challenges of adolescence and adulthood.

## Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all schools.

We at Highfield CE Primary School acknowledge that under the Education Act 2002/ Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

## Curriculum

**The Early Years Foundation Stage-** In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

**KS1 and KS2 -** PSHE is taught through SCARFS three main themes with 3 more specific themes within those. Each year group studying the same unit at the same time (at their own level):

Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

## What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to

stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future. In our PSHE lessons children are informed of the NSPCC helpline number in case they need to speak to someone in the holidays.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

- Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- Encourage and support the development of social skills and social awareness;
- Enable pupils to make sense of their own personal and social experiences;
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- Enable effective interpersonal relationships and develop a caring attitude towards others;
- Encourage a caring attitude towards and responsibility for the environment;
- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
- Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

### **Assessment, Recording and Reporting**

At the beginning of each unit, children complete a pre-assessment task. This provides the teachers with a starting point of what they need to teach, refresh or only lightly touch upon.

Teachers consistently use formative assessments to gauge how well pupils are learning and retaining information. Each lesson across the curriculum starts with a review of the previous lesson's content called a 'Prove it'; these activities, further show the knowledge pupils have gained. This method of low-stakes testing helps teachers decide when to revisit and reinforce knowledge to ensure it is thoroughly embedded.

At the end of each unit, children complete an assessment task. This task combines pupil self-assessment with teacher assessment to indicate how well pupils have progressed throughout the unit. Teachers use this to record who has achieved below and who has achieved above the expected standard. Teachers then use the assessment to help close any gaps.

### **How PSHE education, including Relationships Education, is taught**

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, art and drama techniques. To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or

topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on our school website.

Support is provided to children experiencing difficulties on a one-to-one basis, via our pastoral team. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

### **How the delivery of the content will be made accessible to all pupils**

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

## **Parental concerns and withdrawal of students**

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.