



Ireby Church of England Primary School

PSHE

Signed by:

_____  _____ Head Teacher

Date: 14th September 2026

Next review date: September 2028 or sooner if required

School Governance:

Responsibility of the school leadership

PSHE

Christian vision: 'Created to do Good' Ephesians 2:10

At Ireby, we are dedicated to creating a loving community for all, where all are celebrated as unique individuals and where passions and talents can flourish. We learn how God teaches us how to live our lives, how to grow relationships, accept others and use the words and example of Jesus as a foundation for all our learning. Our PSHE curriculum supports our vision by educating our children about themselves and each other – learning how to grow relationships and live well together, build their resilience by setting themselves goals and educating them about their health and well-being and enabling them to flourish.

Our Aim

To build children's PSHE skills and knowledge towards specific '**end points**' at each key stage of their learning, and commit this learning to their long-term memory, enabling them to know more and do more and fulfil our Christian vision of being healthy, active citizens who can contribute positively to making our world a better place both during their time at Ireby and beyond.

Our Intent

PSHE stands for Personal, Social, Health and Economic Education. RSE stands for Relationships and Sex Education.

Our curriculum, supported by the Kapow scheme of work, covers the full breadth of learning pupils need to stay healthy, safe and prepared for life. This includes:

Personal

Social

Health

Economic

Relationships

Citizenship

Sex education

RSE & PSHE education helps pupils maintain their mental and physical health and understand the various factors that influence their wellbeing. They learn how to build strong and supportive relationships, how to keep themselves safe in various situations and how to make thoughtful decisions about money, health and the online world.

Pupils may receive mixed messages about these topics from friends, siblings, social media and the wider world. High-quality RSE & PSHE ensures every child receives clear, accurate and age-appropriate teaching so they can make safe and informed choices as they grow.

Statutory and Non-Statutory guidance:

Relationships and health education statutory guidance

Our revised RSE & PSHE curriculum for Years 1-6 has been rewritten to meet the 2025 Relationships and sex education (RSE) and health education statutory guidance, which schools must follow from September 2026.

This of thorough redevelopment of our curriculum ensures that every element meets the expectations set out in the new guidance. The Reception curriculum broadly remains the same, continuing to fulfil the statutory requirements of the Early Years Foundation Stage Framework.

RSE & PSHE are the subjects that most directly supports pupils' personal development. As a result, a wide range of statutory and non-statutory guidance informs our curriculum, namely:

Statutory guidance

Relationships and sex education (RSE) and health education statutory guidance.

The Equality Act 2010, including duties relating to protected characteristics.

Keeping children safe in education.

Non-statutory guidance and frameworks

Teaching online safety in schools.

Promoting fundamental British values through SMSC.

Citizenship programmes of study: Key stages 1 and 2 (non-statutory).

Together, these documents outline the expectations for helping pupils stay safe, understand themselves and others, develop healthy relationships and become responsible members of their school and wider community.

In addition to this our curriculum promotes children's wellbeing, healthy relationships, online safety, citizenship and pupils' wider personal development.

Our curriculum, supported by Kapow Primary's scheme, ensures that statutory RSE & PSHE content is taught in full, supporting the wider work we do across the curriculum to develop pupils' personal development. It also takes into account the statutory and non-statutory guidance outlined above, with mapping documents provided to show how this guidance is covered across the scheme.

Strands and key areas

Our curriculum, supported by Kapow, is organised into strands and key areas to ensure a broad and balanced curriculum.

Key Areas

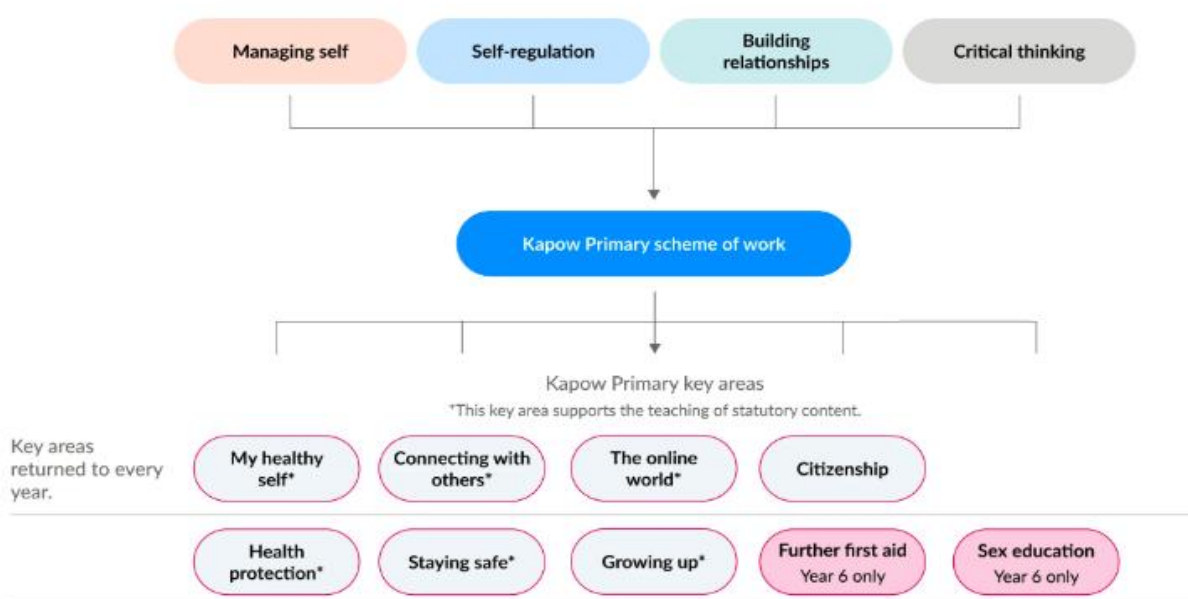
Key areas group learning into meaningful themes and ensure that all statutory content is covered. The strands weave throughout all units, demonstrating how pupils develop lifelong skills in managing themselves, regulating their emotions, building positive relationships and thinking critically.

Together, the strands and key areas help pupils revisit important ideas over time, building their confidence and understanding in a structured way.

Some key areas are revisited each year, while others are revisited less frequently to reflect the volume of content in the statutory guidance and ensure learning is age-appropriate.

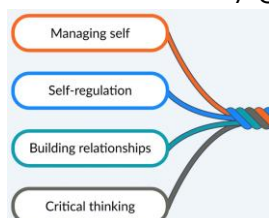
In Year 6, we teach both First aid and Sex education, both of which are non-statutory and build on previous learning.

RSE Statutory guidance (and non-statutory sex education)
Teaching online safety in schools (non statutory)
Kapow Primary Sustainability and climate change progression



Strands

The strands show how pupils' personal and social skills develop over time. They are drawn from the EYFS statutory framework, with the addition of critical thinking. They run through every key area, helping pupils learn to regulate their emotions, manage themselves, build positive relationships and think critically. This allows them to make thoughtful, informed choices as they grow.



Self-regulation

Learning to recognise and manage pupils' emotions, thoughts and behaviour so they can respond calmly and make considered choices.

Managing self

Learning to take increasing responsibility for pupils' own behaviour, routines and decisions to support their wellbeing and independence.

Building relationships

Learning how to form positive, respectful relationships by communicating kindly, understanding others and setting healthy boundaries.

Critical thinking

Learning to ask questions, consider different viewpoints and make informed, thoughtful decisions in a world where information is not always reliable.

Progression:

The RSE & PSHE: Progression of skills and knowledge shows how learning develops across each phase, both within the key areas and across the strands. It demonstrates how pupils build the knowledge, understanding and skills required to meet the statutory outcomes by the end of EYFS and the end of primary school.

Learning builds progressively across the key areas of My healthy self, Connecting with others, The online world, Staying safe, Health protection, Citizenship and Growing up, with optional units on Sex education and First aid in Year 6. Within these key areas, pupils revisit important knowledge and concepts with increasing depth and maturity.

Alongside this, the strands of self-regulation, managing self, building relationships and critical thinking show how pupils' personal and social skills develop from Reception to Year 6, supporting them to make thoughtful, informed choices and to thrive in school and beyond.

Spiral Curriculum

Our curriculum, supported by Kapow, has been designed as a spiral curriculum with the following key principles in mind:

Cyclical – pupils revisit RSE & PSHE knowledge and skills across the key areas throughout their time in primary school.

Increasing depth – each time a theme within a key area is revisited, it is explored with greater maturity and complexity.

Prior knowledge – pupils build on what they have already learned, making connections rather than starting again.



Types of knowledge

Substantive knowledge

Substantive knowledge refers to the core facts, concepts and statutory content that pupils are expected to know and understand.

In RSE & PSHE, this is organised through key areas and includes:

- How families and friendships function and what respectful relationships entail.
- The physical and emotional changes that occur during puberty.
- Strategies for maintaining good mental and physical health, including sleep, diet, exercise and managing emotions.
- Safety knowledge, including first aid, online safety and the risks associated with substances.
- The rights of children and the responsibilities of citizens.

Personal knowledge

Personal knowledge refers to pupils' growing awareness of themselves, their feelings, values and identities.

It develops as pupils learn to recognise and name emotions, understand and respect personal boundaries and reflect on how experiences and relationships shape who they are.

Disciplinary knowledge

In RSE & PSHE, disciplinary knowledge does not refer to a single subject discipline in the way it does in other subjects. Instead, it reflects how pupils learn to understand where guidance about health, wellbeing, relationships and safety comes from and how to judge its reliability.

Disciplinary knowledge in RSE & PSHE is understood as learning to question information, recognise evidence-based advice and distinguish fact from opinion. This is developed primarily through the critical thinking strand, which supports pupils to make informed and responsible decisions.

Wider Knowledge and skills

Digital Literacy

Digital literacy is embedded throughout the curriculum. Pupils learn how to use technology safely and responsibly, make informed choices online and understand how their digital behaviour affects themselves and others.

We use this alongside our Computing curriculum, which supports coverage of the expectations in Education for a connected world and aligns with the Teaching online safety in schools guidance.

While technical skills are taught elsewhere, RSE & PSHE supports pupils to develop the judgement, awareness and respectful behaviour they need to navigate online spaces with confidence.

Oracy

Our curriculum, supported by Kapow, gives pupils regular opportunities to develop their oracy skills.

Pupils discuss scenarios, share ideas and explain their thinking using key vocabulary. They role-play situations such as asking for help or being assertive and are encouraged to consider how tone of voice, volume and body language support their message.

Pupils ask and answer questions, express their opinions in a respectful and thoughtful way and collaborate in pairs or groups. They also practise summarising key information, helping them communicate clearly and confidently in a range of personal and social contexts.

Sustainability

Through the Citizenship key area, pupils explore environmental awareness as part of their rights and responsibilities within the wider community. Lessons highlight how caring for the planet is connected to caring for others, encouraging empathy, activism and a shared sense of global citizenship.

Sustainability is also supported through the Sustainability: Progression of knowledge and skills document teachers utilise to support our curriculum. This framework ensures that learning on sustainability and climate change is progressive, purposeful and integrated across subjects. As a result, pupils develop a clear understanding of their role in protecting the world around them.

Critical thinking and media literacy

Critical thinking is a key strand of the RSE & PSHE curriculum. Through discussion, questioning and exploring scenarios, pupils consider different viewpoints, recognise fairness, spot pressure and judge whether something feels right or safe. This enhances their understanding that health, safety and wellbeing guidance is based on evidence, expertise and law.

Pupils develop media and information literacy by questioning packaging claims in My healthy self units, thinking carefully about people's intentions when they offer gifts or attention and learning to understand medical information.

Personal development in RSE and PSHE

SMSC

RSE & PSHE gives pupils regular opportunities to explore different perspectives, reflect on ethical and emotional issues and think about what is right and fair. Pupils collaborate with others, build positive relationships and learn to value and respect people from different backgrounds, families and cultures.

It is important to note that SMSC development does not occur solely through RSE & PSHE but is woven throughout the entire curriculum and our wider life of the school. This whole-school approach is supported by mapping where SMSC opportunities appear across all covered subjects.

British Values

Our curriculum promotes and explicitly teaches the British values of: Individual liberty, Mutual respect, Democracy, The rule of law and Tolerance of those with different faiths or beliefs.

Pupils learn to listen to and respect differing opinions, understand why rules and laws keep people safe, recognise their rights and responsibilities and value the beliefs and lifestyles of others. Lessons encourage debate, fairness and an understanding of how communities function, helping pupils develop into thoughtful, respectful and active citizens.

British Values are not taught solely through RSE & PSHE. They are also embedded throughout our entire curriculum and are reflected in the school's vision and values.

Cultural capital

OFSTED define cultural capital as 'the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life.'

At Ireby build cultural capital by giving pupils experiences and knowledge they may not otherwise encounter across our curriculum helping to prepare them for life beyond school. RSE & PSHE contributes to pupils' cultural capital by giving them the essential knowledge and skills they need to participate confidently in society.

Pupils learn about different families and communities, how democratic and social structures function and how to communicate and interact respectfully with others. They develop the vocabulary and social understanding needed to navigate relationships, make informed choices and engage with the wider world.

EYFS

Continuity of learning

Our curriculum allows for a smooth transition from EYFS into KS1 by building on how young children learn in Reception. EYFS lessons use open prompts, stories and guided conversation to help pupils name feelings, talk about their experiences and begin to understand how others might feel.

Teachers observe pupils' responses to assess understanding, noticing whether pupils can recognise emotions, explain their thinking or relate situations to their own lives. This approach reflects the EYFS characteristics of effective learning, which emphasise active engagement, exploration and early critical thinking.

As pupils move into KS1, the scheme introduces more structured discussion, reflection and simple decision-making, helping pupils draw on these early habits of learning while gradually adapting to more formal approaches.

Building on early experiences

The scheme ensures that early social and emotional learning forms the foundation for later RSE & PSHE.

During EYFS (Reception), pupils begin to develop the core dispositions within the three strands of personal, social and emotional development: self-regulation, managing self and building relationships. These strands continue through KS1 and KS2, helping pupils revisit ideas with increasing maturity and independence.

This structured progression supports pupils as they move towards more complex decision-making, stronger relationship skills and greater personal responsibility.

Inclusion and diversity

Our curriculum, supported by Kapow, has been designed to reflect the diversity of modern society, ensuring all pupils feel respected and represented. Lessons include scenarios featuring a wide range of characters and perspectives, allowing pupils to

encounter different cultures, family structures, household situations, neurotypes and economic backgrounds.

This approach helps pupils recognise that everyone's circumstances are different and encourages them to treat others with understanding and respect.

Across our curriculum, care has been taken to avoid stereotypes and ensure that resources portray people and communities in a respectful and accurate manner. When distancing techniques are used, pupils follow a consistent set of diverse characters who grow older alongside them, helping pupils develop familiarity and empathy as they explore situations together.

Our curriculum, supported by Kapow, was developed with the input from inclusion and diversity consultants, historians and school leaders, who advised on how different identities, backgrounds and experiences are portrayed. Their guidance especially helped shape the characters to reflect our society in thoughtful, age-appropriate ways, while avoiding stereotypes and supporting pupils to build understanding, empathy and respect for all.

Implementation

PSHE is timetabled for 1 45 minutes in KS 1 and 1 hour in KS 2. This allows sufficient time to cover all our curriculum. Year 1 and 2 are taught as a class, Year 3 and 4 are taught as a class and Year 5 and 6 are taught as a class allowing us to design a two-year rolling programme.

In addition to discrete lessons, RSE & PSHE learning is often reinforced through day-to-day school life. Teachers will naturally revisit and apply their learning in response to real-life situations that arise, such as issues on the playground, in the classroom or during discussions, helping pupils to make meaningful links between taught content and real experiences.

Our Long-term Plan

CYCLE A		Autumn Term		Spring Term		Summer Term	
	EYFS	Self-regulation: My feelings.	Building relationships: Special friendships.	Managing self: Taking on challenges.	Self-regulation: Listening and following instructions.	Building relationships: My family and friends.	Managing self: My wellbeing.
	KS1	Connecting with others: How can I help myself and others feel safe?	The online world: How do we spend time online?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?
	LOWER KS2	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What careers do people chose and why?	Staying safe: What signs help me recognise what is safe or unsafe?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?
	UPPER KS2	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we be in control of our money?	Connecting with others: What does it mean to stand up for myself?	The online world: How do I feel about the things I see online?	Staying safe: How can I stay safe as I grow up?
CYCLE B		Autumn Term		Spring Term		Summer Term	
	EYFS	Self-regulation: My feelings.	Building relationships: Special friendships.	Managing self: Taking on challenges.	Self-regulation: Listening and following instructions.	Building relationships: My family and friends.	Managing self: My wellbeing.
	KS1	My healthy self: How can we look after our emotions?	Citizenship: How can I help others and the environment?	Citizenship: How do people earn money and belong to a community?	My healthy self: How can we look after our bodies?	Growing up: How can we look after and respect our bodies as we grow up?	Staying safe: How can I make safe choices in different places?
	LOWER KS2	My healthy self: How can I take care of my mind and body?	Citizenship: What rights and responsibilities do I have?	Health protection: How can we prevent illness and injury and respond if they happen?	My healthy self: How can I make healthy choices?	Citizenship: How can I spend money responsibly?	Growing up: How will my body and emotions change as I grow up?
	UPPER KS2	My healthy self: How can I support my mind and body as I grow?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	My healthy self: How do my choices today shape my future health?	Citizenship: How can we protect everyone's rights?	Sex education: How do people become parents and carers?

Supporting teachers CPD

High-quality CPD is particularly important in RSE & PSHE, where teacher confidence, shared language and awareness of sensitive issues directly affect the implementation of our planned curriculum.

Bitesize CPD videos are designed to be watched before teaching, supporting teachers to feel prepared and informed when delivering sensitive or complex content, while still using their professional judgement to adapt lessons to their class and context.

In addition, subject leaders are supported through dedicated subject leader videos, podcasts and webinars, designed to build expertise and provide deeper guidance on specific areas of RSE & PSHE.

Units of lessons

In our RSE & PSHE curriculum, a unit is a half-term block of learning. There is one unit per half-term throughout the school year, with each unit comprising six lessons, reflecting the typical length of a half-term. Lessons within a unit are carefully sequenced to build knowledge and understanding over time and are reflected in our medium term planning sheet held in our

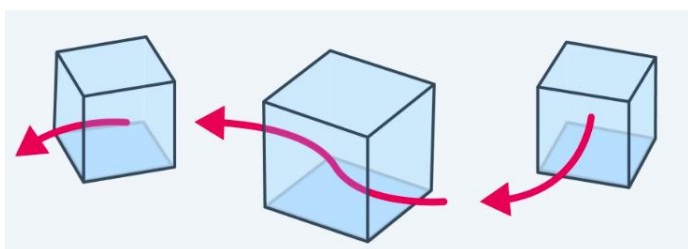
Each unit focuses primarily on one of the key areas of learning (or strands in EYFS), helping to ensure clear structure and full coverage of the statutory guidance. While there are natural overlaps between areas, organising learning in this way supports coherence and progression.

Each unit from Year 1-6 revolves around a central question that pupils should be able to answer by the end, drawing together what they have learned. Each individual lesson is also framed as a question, helping pupils understand the lesson's focus. This structure allows them to reflect on how they have met the lesson's objectives by the end.

Coherent sequencing

The units are designed for coherence, linking lessons through a shared concept captured in the unit question. This allows for a variety of lesson content to meet statutory guidelines and support a spiral curriculum while maintaining clear focus.

For example, a unit from the My healthy self key area may include lessons on diet and mindsets. Although these lessons cover different content, they all contribute towards answering the same overarching question 'How can I make healthy choices?' This helps pupils understand how individual lessons connect, rather than seeing them as separate or unrelated topics.



Lesson structure

A consistent structure

Lessons across our RSE & PSHE curriculum follow a consistent structure, which is also used across other curriculum subjects. This is a deliberate design choice to reduce cognitive overload for both pupils and teachers.

For pupils, a familiar lesson structure helps them focus on the learning itself, rather than on understanding new routines or expectations. For teachers, consistency supports confidence and efficiency, making planning and delivery more manageable, particularly when teaching sensitive or complex content.

In Reception, the lesson structure is adapted to reflect the different ways pupils learn at this stage, with approaches that are appropriate to the EYFS and support early development.



Recap and recall

Each RSE & PSHE lesson begins with a short activity revisiting prior learning. This helps reinforce key knowledge, activates long-term memory and creates connections between past and new learning.

Recap and recall activities are varied to keep the start of the lesson engaging and fun while still supporting active recall.

Attention grabber

A short, engaging activity designed to hook pupils into the new learning in the lesson.

This could be a thought-provoking question, a quick investigation or an interactive discussion to spark curiosity and enthusiasm for the topic.

Main event

The core part of the lesson, where pupils engage in activities that develop their understanding of the learning objective.

This includes a mixture of teacher modelling, guided practice and independent or collaborative tasks tailored to support all learners.

Wrapping up

A final reflective activity that consolidates learning.

This could involve reviewing the success criteria, discussing key learning or applying knowledge in a different context to assess understanding and encourage deeper thinking.

SEND

Our curriculum, supported by Kapow, is designed to be fully adaptable for pupils with SEND. Every lesson includes an adaptive teaching section, providing clear guidance on how activities can be modified to meet the needs of all learners.

Children learn in a variety of ways. As such, Kapow Primary RSE & PSHE lessons include a range of strategies to support and challenge every pupil, including:

Scaffolding – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.

Multi-sensory approaches – lessons incorporate different elements to engage all learners.

Clear instructions and structured tasks – ensuring clarity and reducing cognitive load for pupils who benefit from additional support.

Opportunities for collaborative and independent learning – allowing pupils to work at their own pace while building confidence and independence.

Use of concrete examples and real-life scenarios – Abstract ideas such as consent, relationships or emotions can be difficult for many pupils to grasp. Using clear, concrete scenarios and examples helps pupils understand what concepts look like in real situations.

Visual supports and symbol-based resources – Dual-coding on our resources helps to support understanding, especially for pupils with communication or processing differences.

Repetition – Revisiting key messages, vocabulary and expectations in different lessons and contexts supports retention and helps pupils feel secure with sensitive content.

Explicit teaching of social and emotional skills – Skills such as recognising emotions, setting boundaries, asking for help or resolving conflict often need to be taught directly rather than assumed.

By embedding adaptive teaching throughout, the scheme ensures that all pupils, regardless of their starting points, can access and succeed in their learning. The step-by-step curriculum design also supports all pupils, particularly those with SEND, by avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

Additionally, the characters used throughout the scheme represent a diverse range of experiences and needs. Some characters are depicted with different ways of thinking, feeling, coping or responding, without these differences being explicitly labelled. This helps pupils recognise that people experience the world in different ways, supporting inclusion and understanding.

Knowledge retention

Spiral curriculum

Our curriculum is built around a spiral curriculum model. The key areas of the curriculum are revisited regularly, ensuring that pupils return to important themes such as

relationships, health, safety, online life and growing up throughout their primary education.

By revisiting these key areas over time, pupils build on prior learning in a way that reflects their increasing maturity, understanding and lived experience. This supports secure knowledge development and helps pupils apply learning to real-life situations as they arise.

Revisiting key concepts – core ideas such as boundaries, friendships, wellbeing and seeking help are explored across multiple key areas and year groups, with learning framed in age-appropriate contexts.

Increasing depth and sensitivity – concepts are introduced simply and then developed in more detail, allowing pupils to explore more complex or sensitive aspects as they grow older.

Supporting retention – regular revisiting of key areas and concepts reinforces key messages and vocabulary, helping learning to stick over time.

Developing skills over time – pupils practise and refine skills linked to the strands of self-regulation, managing self, building relationships and critical thinking. These are revisited across different key areas and contexts, supporting pupils to apply their learning consistently and confidently.

Knowledge organisers

Kapow Primary's Knowledge organisers are structured documents designed to support pupils' learning by clearly outlining the key knowledge, vocabulary and concepts covered in a unit of work and can be found at the start of each unit of work.

It serves as a reference tool for both teachers and pupils, helping to consolidate learning and support knowledge retention.

Essential knowledge at a glance – summarises the most important facts, concepts and skills that pupils need to learn for a particular unit.

Key vocabulary – provides a list of subject-specific terms with definitions to develop pupils' language and understanding.

Clear and visual layout – organised in a way that makes information easy to digest and revisit, often using diagrams, timelines or key images.

Support for retrieval practice – helps pupils engage in self-assessment, recall activities and revision, reinforcing long-term memory.

Teacher and pupil-friendly – acts as a quick reference for teachers when planning lessons and an accessible learning aid for pupils to develop independence in their studies.

Recap and recall

Activates prior knowledge – helps pupils make connections between new and existing learning, reducing cognitive overload.

Strengthens memory pathways – retrieval practice has been shown to improve retention more effectively than passive review.

Identifies gaps in understanding – teachers can quickly assess what pupils remember and address misconceptions before introducing new content.

Builds confidence – regular recall activities reassure pupils that they can remember key concepts, improving engagement and motivation.

Promotes spaced learning – revisiting prior learning at regular intervals supports long-term retention, rather than cramming information in a single lesson.

Assessment during the lesson

Formative assessment is embedded throughout Kapow Primary's RSE & PSHE lessons to ensure that teachers can gauge pupils' understanding in real time and adapt their teaching accordingly.

Questioning – lesson plans include targeted and open-ended questions to check understanding, promote critical thinking and address misconceptions.

Observation – teachers are supported to observe pupils during tasks, noting how they approach activities, collaborate and apply geographical skills.

Discussion and peer interaction – pair and group discussions are built into lessons, providing opportunities for pupils to articulate their thinking and for teachers to assess understanding through dialogue.

Lesson pauses – plans include strategic pause points for checking comprehension, summarising learning and addressing any common errors before progressing.

Retrieval practice – recap activities such as short recall tasks and oral explanations are embedded to reinforce prior knowledge and assess retention.

Use of success criteria – success criteria are shared within lessons, allowing pupils to self-assess or peer-assess their work and reflect on their progress.

Short reflections in the Wrapping up – lessons conclude with brief written or verbal reflections, enabling pupils to consolidate their learning and teachers to gauge understanding.

IMPACT

This section explains how the RSE & PSHE curriculum supports pupils to develop knowledge, skills and attitudes and how teachers can recognise progress in pupils' understanding, confidence and responses to real-life situations.

Assessment

Formative

Kapow Primary's RSE & PSHE lessons include ongoing assessment opportunities, such as questioning, retrieval practice and interactive activities.

These tools allow teachers to assess understanding in real-time and adjust their teaching accordingly.

Summative

Each unit includes a Knowledge catcher that can be used at the start of the unit and revisited at the end to check pupils' progress over time. This allows pupils to show what they already know before learning begins and to demonstrate how their knowledge and understanding have developed by the end of the unit.

RSE & PSHE is distinct from many other subjects in that pupils start with different levels of prior knowledge and life experience. Accordingly, assessment is primarily ipsative: focusing on where each pupil is starting from and the progress they make over a period of learning, rather than comparison with others.

As the scheme continues to be rolled out, further assessment support will be added over the coming months to support teachers in checking pupils' understanding and progression across the curriculum.

Pupil Outcomes

Summary

In RSE & PSHE, pupil outcomes go beyond pupils being able to recall key knowledge or demonstrate specific skills in the classroom. The curriculum is designed to support pupils' confidence, wellbeing and the way they interact with others in everyday situations.

These aspects of learning develop gradually over time and can be harder to measure. When taught consistently as part of a well-sequenced curriculum, schools may notice changes in pupils' attitudes, choices and behaviour across school life.

Confidence and self-awareness

Over time, pupils may show increased confidence in expressing feelings, asking for help and making decisions. They begin to develop self-awareness and emotional literacy, which supports resilience when facing challenges or change.

Behaviour

Pupils may become better able to manage behaviour and responses, especially in challenging situations. They gain an understanding of why rules are vital for ensuring their own safety and that of others, and learn how to follow them.

Over time, pupils can develop resilience by learning to cope with setbacks, manage their emotions, make amends and move forward positively, thereby supporting a calm and safe school environment.

Written outcomes

Pupils demonstrate their learning and provide evidence of progress through a variety of activities, including structured written work, diagrams and creative responses which are held in our school's floor books.

Assessment spreadsheet

The RSE & PSHE: Assessment spreadsheet helps to track pupils' RSE & PSHE attainment over time.

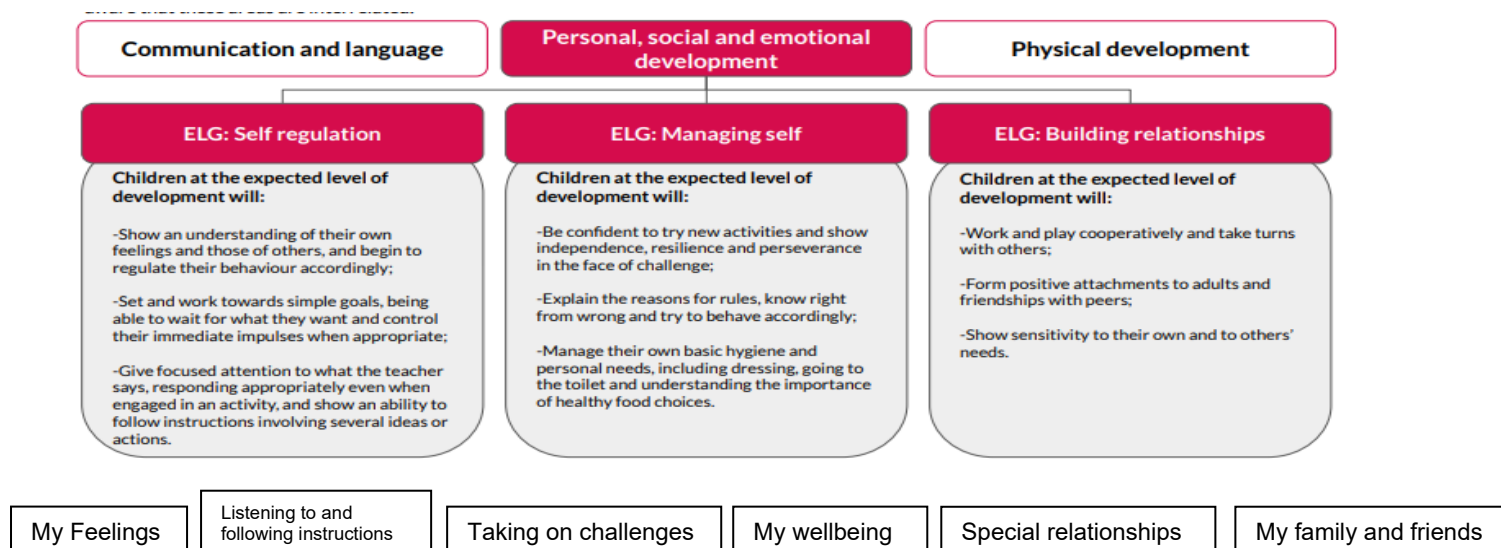
This tool allows teachers to track progress against learning objectives and assessment statements, making it easier to monitor development and identify areas for support.

PHSE in the Early Years

Personal, social and emotional development is one of the three Prime Areas in the Statutory framework for the early years foundation stage.

The prime areas, Communication and language, Physical development and Personal, social and emotional development, lay the foundations for children to achieve in all areas of learning and life.

The early learning goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year in the Personal, social and emotional development prime area and are referenced in our curriculum lesson plans, along with the relevant non-statutory Development Matters guidance. We have organised our EYFS: Reception content under the most relevant early learning goal, however please be aware that these areas are interrelated.



Implementation of PHSE will be in-line with our [Curriculum intent, implementation and impact policy](#).

Monitoring and evaluation of effectiveness of this policy

The headteacher and PSHE subject leader are responsible for monitoring and evaluating the effectiveness of this policy towards meeting our stated vision and aims. This will be achieved through:

Activity	Frequency
Lesson observations	Our PSHE leader will sample lessons during the year

Pupil voice	Samples during year
Collecting and evaluating summative assessment	Termly Teachers will review learning towards year group 'end points' and record data on spreadsheets for evaluation by the subject leader

The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this policy

Senior leaders monitor the school's PSHE policy so that we can take account of new initiatives and research or any changes in the PSHE curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years or sooner if required.