

## PSHE Rationale

### Intent

PSHE at Askwith Primary School enables pupils to develop the knowledge, skills and attributes needed to manage their lives now and in the future, preparing them to become active, responsible citizens in modern Britain. As the PSHE Association states, "PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn."

Our curriculum builds character, emotional literacy, resilience and respect. It supports pupils to understand themselves and others, develop healthy relationships and make informed, responsible decisions. The three core themes—Relationships, Living in the Wider World and Health & Wellbeing—provide a coherent structure for essential knowledge.

PSHE begins in Early Years and is directly linked to the prime areas of learning, particularly Personal, Social and Emotional Development (PSED). As the EYFS Framework states, "children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances." Our curriculum identifies the sequential steps of knowledge from Reception to Year 6, ensuring strong foundations for later learning.

The curriculum is ambitious and inclusive for all pupils, including SEND, EAL, disadvantaged and vulnerable children. It aligns with the whole-school intent for pupils to know more, remember more and do more, and supports equality of access through carefully designed content, vocabulary instruction and adaptive teaching.

### Implementation

The PSHE curriculum is structured as a spiral curriculum, revisiting key concepts through increasing depth and complexity. Units are planned around the three core themes:

<b>Relationships</b>	<b>Living in the Wider World</b>	<b>Health &amp; Wellbeing</b>
Families & friendships Safe relationships Respecting ourselves & others	Belonging to a community Media literacy & digital resilience Money & work	Physical & mental wellbeing Growing & changing Keeping safe

Assemblies, global themes and family groups provide additional opportunities to explore these concepts, reinforce learning and promote whole-school values. Assemblies are planned termly with explicit links to PSHE and mental health.

The monocultural context of Askwith is addressed deliberately through PSHE, ensuring pupils develop understanding of diversity, equality, similarities and differences, and the experiences of others beyond their immediate community.

## **RSE Implementation**

Relationships and Sex Education (RSE) is fully integrated into the PSHE curriculum. It is taught sensitively, age-appropriately and in line with statutory guidance. Pupils learn about:

- healthy relationships
- emotional and physical changes
- personal identity and respect
- sexual development and hygiene
- correct vocabulary for body parts
- diversity and equality

LGBT content is integrated across PSHE, assemblies and family groups, rather than taught as a standalone unit, in line with DfE expectations.

## **Pedagogy**

Teaching includes:

- explicit vocabulary instruction
- modelling and structured discussion
- retrieval practice and spaced revisiting
- scenarios, role-play and problem-solving
- opportunities for reflection and personal response

Teaching avoids cognitive overload by introducing new concepts in small steps and providing clear, concise explanations.

## **Impact**

Assessment in PSHE is both formative and summative. Teachers use questioning, discussion, retrieval practice and observation to identify misconceptions and adapt teaching. Summative assessments evaluate pupils' acquisition of new knowledge and feed into termly progress reviews.

Progress is tracked using the school's progression document, ensuring pupils build on prior learning and that gaps are identified and addressed promptly. Leaders evaluate the impact of adaptations and interventions to ensure they remove barriers and support progress for SEND and disadvantaged pupils.

By the end of KS2, pupils demonstrate:

- emotional regulation and resilience
- positive relationships and respect for diversity
- understanding of physical and mental health
- strategies for staying safe, including online
- responsible decision-making
- awareness of rights, responsibilities and fairness

### **Inclusion**

PSHE is inclusive and accessible to all pupils. Lessons are adapted to ensure every child can engage meaningfully, including those with SEND, EAL or additional vulnerabilities.

Adaptations may include:

- visual supports
- simplified vocabulary
- scaffolded tasks
- pre-teaching of key concepts
- additional adult support

The curriculum is designed to be accessible from the outset, reducing the need for extensive individualisation. High expectations remain consistent—adaptations support access without lowering challenge.

Leaders monitor the effectiveness of adaptations to ensure they lead to improved outcomes.

### **Personal Development & SMSC**

PSHE is central to pupils' personal development. SMSC is woven throughout lessons, assemblies, family groups and wider school life.

#### **Spiritual Development**

Pupils reflect on their own experiences, beliefs and values, developing curiosity, self-awareness and appreciation of the diverse world they live in.

#### **Moral Development**

Pupils explore right and wrong, consequences, fairness and ethical dilemmas. They learn to make responsible choices and consider the perspectives of others.

#### **Social Development**

Pupils develop communication, cooperation and teamwork skills. They learn to build positive relationships and understand similarities and differences between people and cultures.

## **Cultural Development**

Pupils develop appreciation of diversity within school, Britain and the wider world. They explore identity, belonging and respect in a multicultural society.

Fundamental British Values are embedded throughout PSHE, assemblies, global themes and family groups.

Reading underpins the curriculum. Key texts are carefully selected to support comprehension, representation and discussion, and are available during daily reading for pleasure.

## **Leadership & Professional Development**

The PSHE subject leader monitors curriculum delivery through lesson visits, planning scrutiny, pupil voice and staff feedback. This ensures consistency and high standards across year groups.

Staff receive ongoing CPD, including training in vocabulary instruction, cognitive science principles, safeguarding, mental health and statutory RSE. Leaders ensure all adults understand the PSHE curriculum and implement it consistently.

Attendance, punctuality and safeguarding are monitored closely, with PSHE contributing to early identification of need and pastoral support.

## **Enhancements**

Enhancements enrich the curriculum and build cultural capital. Visitors, workshops and themed events provide pupils with opportunities to explore aspirations, challenge stereotypes and broaden their understanding of the world. The school ensures a balance of male and female role models, particularly in STEM, to promote gender equality.

*Reviewed February 2026*