

PSHE/ RSHE at Church Eaton



Intent: What are our aims?

Our entire curriculum is designed to educate and form the whole child. We want children to have a deep understanding of their own story – to know where they have come from, what their own aspirations for the future are and what skills they will need to achieve them. We want children to leave Church Eaton understanding that:

- They are part of a small rural community with a very long and very proud history. (**Community**)
- They are also part of an enormous diverse wider world that will provide endless opportunities. (**Diversity**)
- They are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (**Social Mobility**).

The PSHE/RSHE scheme of work supports these guiding principles by giving children the knowledge, skills and attitudes they need to navigate the complexities of life in the 21st century. The curriculum covers key areas that support children to make informed choices, now and in the future, about their health, safety, wellbeing, relationships and financial matters, helping them to become confident individuals and active members of society. Our PSHE/RSHE curriculum is ambitious, broad and balanced for all pupils. It is designed and sequenced so that pupils build knowledge and understanding cumulatively over time and can apply this learning confidently in their everyday lives. The curriculum is adapted, where appropriate, so that disadvantaged pupils, pupils with SEND, pupils known to social care and those facing other barriers to learning can access the same ambitious curriculum and thrive.

Our Primary's RSE/PSHE scheme of work covers the Relationships and Health Education statutory guidance (as set out by the Department for Education).

The scheme covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).' Children's learning through this scheme would significantly contribute to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: democracy, the rule of law, individual liberty, and mutual respect and tolerance for different faiths and beliefs.

Quality PSHE and RSHE teaching is an important element in helping schools to carry out their duty of care with regards to safeguarding. The DfE's statutory 'Keeping Children Safe in Education (Sep 2025)' guidance states that 'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.' In response to the child-on-child abuse updates to Section 5 of Keeping Children Safe in Education (DfE, 2022), our curriculum introduces and revisits ideas of personal boundaries, consent and communicating our boundaries with others. This prepares pupils for the challenges and responsibilities they will face in the future.

Implementation: What do we teach?

Our PSHE/ RSHE scheme is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social, and emotional development prime area) and five areas of learning across Key stages 1 and 2.

EYFS: Self-regulation, Building relationships and Managing self

Key stage 1 and 2: Families and relationships, Health and wellbeing, Safety and the changing body, Citizenship and Economic wellbeing

Each area is revisited so that children build on prior learning over time. The programme is carefully sequenced and progressive, enabling pupils to revisit important knowledge, vocabulary and concepts and apply them with increasing confidence and independence.

The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE.

Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our scheme.

The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. All lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way.

Role-play activities are also included to help children play out scenarios that they may find themselves in.

There are meaningful opportunities for cross-curricular learning, with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages throughout the age ranges including how and where to access help.

Implementation: How do we ensure that knowledge and skills are progressive?

- Our National Curriculum mapping document shows which of our units cover each of the national curriculum attainment targets as well as each of these strands within it. (See Website)
- Our Progression of skills and knowledge shows the skills that are taught within each year group and how these skills develop year on year to ensure attainment targets are securely met by the end of each key stage. (See Website)

Implementation: What units do we cover and when do we cover them?

Because we have mixed aged classes, we operate a two-year cycle for PSHE/RSE. Units are mapped out with the links to our Curriculum drivers of Community, Diversity (D) and Social Mobility (M) as indicated below. The precise knowledge and skills that are taught in each unit are indicated in our Progressive Knowledge and Skills Documents and the national Curriculum mapping document that is on the Curriculum section of our website. Please note: The order in which the units are completed may be altered if necessary.

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Implementation: What do PSHE/RSHE lessons look like?

We have identified a series of Teaching and Learning Pillars which underpin all teaching and learning at Church Eaton. Teaching is informed by evidence about how pupils learn so that lessons focus on the most important knowledge, vocabulary and concepts, present new learning clearly, revisit prior content, check understanding systematically and adapt teaching in response to misconceptions and gaps.

Pillar	
Focused Planning	Curriculum programmes of study are developed into medium term plans which highlight learning objectives, assessment opportunities and sticky knowledge objectives designed to help pupils remember long term content. Teachers then plan and tailor units of work based around big questions that need answering. These units of work integrate technology, opportunities for discussion and creativity to address the specific individual needs of pupils so that all pupils can reach their full potential regardless of their starting point. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts, and vocabulary.
Quality First Teaching	Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using books to document their ideas. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. Quality First Teaching is achieved in PSHE/RSHE by ensuring we have - High expectations for all pupils - Well-structured lessons with clear objectives - Adapted instruction to meet diverse needs - Use of formative assessment to inform teaching - A focus on engagement, challenge, and progress We use the 'What a lesson looks like at Church Eaton' document to ensure that quality first teaching is achieved in all PSHE/RSHE lessons
Effective Target Setting through Meaningful Assessment	Assessment is an integral part of teaching and learning in PSHE/RSE. Teachers use ongoing assessment within lessons to check pupils' understanding against the learning objectives and intended knowledge. This assessment is then used diagnostically to identify misconceptions, gaps in knowledge and the next steps in learning. Information from assessment supports future planning, adaptation and intervention, ensuring that all pupils are appropriately supported and challenged. Summative records are then used by teachers and subject leaders to monitor patterns in attainment and progression over time.
Targeted Support	Staff Solution Circles are used to support data analysis and identify what support pupils need and how this can be achieved. This is supported by Raising Achievement and Progress Meetings that are held regularly. Adaptive teaching, appropriate scaffolds and reasonable adjustments are used in every lesson to ensure that all pupils can access the same ambitious curriculum, while opportunities to extend learning are provided when appropriate.
Purposeful Learning Environment	PSHE/RSHEs celebrated with displays in and out of the classroom, and on social media. Learning resources and visual prompts are easily accessible to enable children to work independently, and shared displays are used to celebrate final products and parent engagement days. Regular access to alternative learning spaces e.g., library, hall, outside to enhance the learning experience is also explored

Extended Curriculum	Children are given the opportunity to attend Solution Circles and work with children across the school
Reading at the core	Children are provided with reading resources at an appropriate level to support their learning. They are also given opportunities to borrow books linked to PSHE and relationships education from the school library and library bus to supplement their knowledge and interest. Speaking, listening and the careful use of subject-specific vocabulary are developed within PSHE/RSHE so that pupils can articulate their understanding clearly and respectfully.

Impact: What will our children have learnt from our PSHE/RSHE Curriculum?

Through our carefully planned and sequenced curriculum we work to develop learners, from their individual starting points who are:

- Community Builders who are aware that they are part of a small rural community with a very long and proud history and can use this sense of community spirit to work collaboratively with others for the common good.

- Clear Communicators who are literate and numerate in all contexts and aware that they are part of an enormous diverse wider world that will provide endless opportunities for them to apply these skills.

- Successful learners who are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (social mobility).

Once they have been taught the full scheme, children will have met the objectives set out within the Relationships and Health Education statutory guidance and will be able to apply their learning in daily life, from managing friendships and showing respect for others to building resilience, making healthy choices and knowing when, where and how to get help when needed.

Impact: How do we track progress?

The impact of our scheme is monitored through both formative and summative assessment. In each lesson, teachers use assessment guidance to check pupils' understanding against the learning objectives. This assessment is then used diagnostically to identify misconceptions, gaps in knowledge and the next steps in learning.

At the start of each unit, pupils complete a knowledge catcher to help teachers identify prior knowledge and establish a baseline for learning. At the end of each unit, pupils complete an assessment quiz to assess what they know and remember from the learning journey. Pupils may then revisit their knowledge catcher so that they can add and reflect on what they have learned across the unit, demonstrating their progression over time. To support this further, we also use pupil voice, discussion, class evidence and ongoing teacher assessment to check the progress made and identify how best to support pupils moving forward.