



## What PSHE Looks Like in the Federation

Lead: Mary Freeman

### Curriculum Intent

#### **What a PSHE lesson looks like in our school:**

PSHE and RSE are taught through the 1Decision programme using a progressive and fully planned scheme of work, giving our children the relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

This whole school approach with a strong emphasis on emotional literacy, building resilience and nurturing mental health enables the Federation to deliver engaging and relevant PSHE across all Key Stages.

#### **This is our philosophy:**

- Through the delivery of the 1Decision programme our children will acquire knowledge, understanding and the skills they need to manage their lives now and in the future.
- To provide our children with experiences to develop the qualities and attributes that they need to thrive as individuals, family members and members of society and the global community.

#### **Cultural Capital:**

Every child has a cultural capital, the knowledge, skills and behaviours that they can utilise in life beyond school, and that these accumulate over time through many different experiences and opportunities. Children need to be introduced to the best of what is thought and said, helping empower, raise aspirations and prepares them for an exciting future.

At the Federation, children are empowered to build on their knowledge, skills and behaviours in all aspects of school life. In PSHE children are empowered by:

**Knowledge:** PSHE at the Federation using the 1Decision programme provides children with a rich curriculum building knowledge of ourselves and the world around us. Through the units of work children gain, discuss and debate information, facts and experiences to develop understanding of real life situations and scenarios that they will encounter now and in life beyond school. Children are prepared and supported to tackle challenging issues and are exposed to relevant places that they can gain help and support if needed.

Each school year children revisit each unit building on their current understanding in order to develop and deepen their knowledge, allowing them to feel empowered and inspired for their futures.

**Skills:** In PSHE lessons children are taught skills that can help them throughout their life. Children are also taught fundamental listening and speaking skills. Through group discussions children become aware of how everyone is different and have different thoughts and opinions and it is important to listen and discuss before coming to conclusions. They are also taught the importance of respecting others confidentiality and privacy.

**Behaviours:** Children are taught how to act and conduct themselves in different situations. The units of work teach about emotions. Through teaching these we encourage children to understand these emotions in themselves and how to use their taught knowledge and skills to react to them. We discuss how we can encounter many different scenarios that make us act and behave in certain ways and children are taught to understand and implement skills to cope and manage.

## **This is the knowledge and understanding gained at each stage:**

### **By the end of EYFS, including Luston Nursery, pupils will:**

- Have had an opportunity to have started to explore the topics through the three core themes of Health and Wellbeing, Relationships and Living in the Wider World relevant to the age and stage of development focussing on the key values to let children build their capacity for learning and equip them for life
- Pupils are confident, resilient, independent and develop strength of character in line with their age and developmental stage.

### **By the end of Key Stage 1 pupils will:**

- Have built on their knowledge of the 3 core themes, delivered through the unit topics of learning to stay safe, keeping healthy, relationships, being responsible, feelings and emotions, computer safety, our world and fire safety.
- **By the end of Key Stage 2 pupils will:**
- Have completed the units of the 1Decision programme and will have a greater understanding about the 3 core themes, delivered through the unit topics of learning to stay safe, keeping healthy, relationships, being responsible, feelings and emotions, computer safety, our world and fire safety.
- During the later years of Key Stage 2, pupils will also complete Relationship, Sex and Health Education in line with the statutory 2020 guidance. The 1Decision programme will also be used to deliver these topics which will cover relationship, health and the changing adolescent body (parents will have the right to remove their children from any lessons they feel inappropriate for their child.)
- These topics and themes will be taught in a sensitive and age-appropriate way.

## **Curriculum Implementation**

### **This is how it works:**

- Each class is taught a unit a term across the year on a two-year rolling programme
- Each class is taught one lesson per week in an age and stage appropriate way
- The topics are taught through the three core themes of:
  - Health and Wellbeing
  - Relationships
  - Living in the Wider World

### **This is what adults do:**

- Deliver exciting progressive lesson which build on prior knowledge to enable a greater capacity for learning and equip each child for life
- Create a learning environment that supports learning and that engages children's interest.
- Whole school professional development

### **This is how we support:**

We will always give a child the opportunity to talk to a member of staff if they wish after a lesson has been delivered to ensure their wellbeing is being supported.

- Work can be differentiated so that all children are able to meet the learning objective
- Small group/1:1 adult support where required
- We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas
- These pupils will then receive additional support or resources to use

### **This is how we challenge:**

- Lessons will be differentiated.
- Additional activities to stretch the learning within the lesson.

### **This is how we ensure all children can access the curriculum:**

- Children who have SEN or EAL needs pre-teaching when appropriate.

- Seating children alongside good role models to support one another.
- Providing visual and practical prompts.
- Teaching lessons using a range of different techniques to appeal to different learning styles eg. videos, drama.

## Curriculum Impact

### **This is what you might typically see:**

- Engaged respectful learners.
- Children asking questions and offering a range of answers.
- Children focusing on a topic and showing the ability to listen to other's ideas and opinions.

### **This is how we know how well our pupils are doing:**

- Weekly lesson specific for each class.
- Baseline assessments at the start of each topic
- Marking and feedback by teacher and peers.
- Photographic and video evidence.
- Displays of work in classes
- Assessment tracked at the end of each half term and entered onto an assessment tracking system.
- Book scrutiny, pupil interviews and planning audits.

### **This is the impact of the teaching:**

Children who have the ability to build on their capacity for learning by being:

- Inquisitive learners
- Reflective learners
- Children who are equipped for life by being well-rounded human beings.

### **Through the delivery of the PSHE and RSE subjects pupils will:**

- Understand how to eat in a healthy way and maintain a healthy and active lifestyle, enabling them to keep physically and mentally healthy.
- Have a developing understanding of age-appropriate healthy relationships.
- Have an understanding of British values.
- Have an understanding of Protected Characteristics
- Understand how to engage with the views, beliefs and opinions that differ from their own, developing understanding and appreciation for these differences.
- Understand how to be responsible, respectful and active citizens who can contribute positively to society.
- Know how to debate ideas in considered and age-appropriate ways.

Date: September 2025

To be reviewed: July 2026