



Curriculum Intent

Our Personal, Social, Health and Economic (PSHE) curriculum is designed to teach children to become responsible, healthy, respectful, contributing, aspirational moral members of British society. Children's personal and social development is interlinked in all areas of school life and our curriculum sets out the school's vision to develop the whole child and their individual talents and teach them the skills they need to become active and economically self-sufficient citizens.

Teachers deliver the National Curriculum using 1decision and produce inclusive lessons for all children to access PSHE. PSHE workshops are delivered from external providers for pupils to develop cross curricular links. Lessons are taught in sequence throughout the whole school providing students with opportunities to review, remember, deepen, and apply their understanding. PSHE lessons are also planned with the intention of discussing broader social themes.

How do you ensure consistent delivery across all key stages?

To ensure consistent delivery of Personal, Social, Health, and Economic (PSHE) education across all key stages, we adhere to the structured guidance provided by the National Curriculum. This includes implementing Rosenshine's Principles of Instruction, which advocate for effective pedagogical strategies such as explicit instruction, modelling, and regular assessments. By fostering a coherent progression of skills and knowledge, we maintain continuity in learning outcomes.

How does the curriculum cater for disadvantaged, SEND and minority group students?

The PSHE curriculum is designed to foster an inclusive environment that supports the diverse needs of all pupils, including those who are disadvantaged, have Special Educational Needs and Disabilities (SEND), or belong to minority groups. A key aim of the PSHE curriculum is to equip students with the knowledge, skills and attributes necessary for personal development and active participation in society. To achieve this, the curriculum incorporates a varied range of teaching strategies tailored to different learning styles, ensuring that every pupil can engage with the material. Furthermore, regular assessment and feedback mechanisms allow for adjustments to teaching practices, thereby ensuring that the unique perspectives and experiences of all students are acknowledged and valued. This commitment to inclusivity ultimately enhances the educational experience for every learner.

How does the curriculum embed prior knowledge and aid long term retention of knowledge?

Each unit in the 1decision curriculum is built upon each year and students are encouraged to review this through retrieval practice. Pupil voice and exploring floor books also provides students with the opportunity to reflect on prior learning.

Long Term Plan

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><i>In an Early Years Foundation Stage (EYFS) setting, Personal, Social, and Health Education (PSHE) is integral to children's development. It encompasses the Personal, Social, and Emotional Development (PSED) area of learning, which fosters children's understanding of themselves and their relationships with others. Educators employ age-appropriate activities that promote emotional literacy, social skills, and the ability to resolve conflicts. Examples include group games, storytelling, and role-play, encouraging collaboration and empathy. Assessments are made through observations, ensuring that each child's progress in PSED is monitored, thereby laying a solid foundation for their future learning and social interactions.</i></p>					
Year 1	<p>Keeping/Staying Safe: Road Safety</p> <p>Being Responsible: Water Spillage</p>	<p>Feelings and Emotions: Jealousy</p> <p>Computer Safety: Online Bullying</p>	<p>Keeping/ Staying Healthy: Washing Hands</p>	<p>Our World: Growing in Our World</p> <p>Hazard Watch: Hazard Watch</p>	<p>Fire Safety: Hoax Calling</p>	<p>Relationships: Friendship</p>
Year 2	<p>Keeping/Staying Safe: Staying Safe</p> <p>Being Responsible: Helping Someone in Need</p>	<p>Feelings and Emotions: Anger</p> <p>Computer Safety: Image Sharing/ Computer Safety</p>	<p>Keeping/ Staying Healthy: Healthy Eating/ Brushing Teeth</p>	<p>Our World: Living in Our World / Working in Our World</p>	<p>Fire Safety: Petty Arson/ Texting Whilst Driving</p>	<p>Relationships: Bullying / Body Language</p>
Year 3	<p>Keeping/Staying Safe: Leaning Out of Windows</p> <p>Being Responsible: Stealing</p>	<p>Feelings and Emotions: Grief</p> <p>Computer Safety: Making Friends Online</p>	<p>Keeping/ Staying Healthy: Medicine</p>	<p>Our World: Looking After Our World</p> <p>Hazard Watch: Hazard Watch</p>	<p>Fire Safety: Enya and Deedee Visit the Fire Station</p>	<p>Relationships: Touch</p>

Year 4	<p>Keeping/Staying Safe: Cycle Safety</p> <p>Being Responsible: Coming Home on Time</p>	<p>Feelings and Emotions: Jealousy</p> <p>Computer Safety: Online Bullying</p>	<p>Keeping/ Staying Healthy: Healthy Living</p>	<p>The Working World: Chores at Home</p> <p>A World Without Judgement: Breaking Down Barriers</p>	<p>First Aid: First Aid - Year 4</p>	<p>Growing and Changing: Appropriate Touch</p>
Year 5	<p>Keeping/Staying Safe: Peer Pressure</p> <p>Being Responsible: Looking Out for Others</p>	<p>Feelings and Emotions: Anger</p> <p>Computer Safety: Image Sharing</p>	<p>Keeping/ Staying Healthy: Smoking</p>	<p>The Working World: Enterprise</p> <p>A World Without Judgement: Inclusion and Acceptance</p>	<p>First Aid: Basic Life Support</p>	<p>Growing and Changing: Puberty</p>
Year 6	<p>Keeping/Staying Safe: Water Safety</p> <p>Being Responsible: Stealing</p>	<p>Feelings and Emotions: Worry</p> <p>Computer Safety: Making Friends Online</p>	<p>Keeping/ Staying Healthy: Alcohol/Drugs</p>	<p>The Working World: In-App Purchases</p> <p>A World Without Judgement: British Values</p>	<p>First Aid: Head Injuries & Severe Bleeding</p>	<p>Growing and Changing: Conception</p>