Amport CE (Aided) Primary School

COURAGE COMPASSION RESPECT

Intent Statement

PSHE - including RSE

Intent

Dedicated and discrete PSHE (including RSE) forms part of our broad and balanced curriculum

Implementation	**Impact**
PSHE is taught through 5 core themes. Family and relationships. • Health and wellbeing. • Safety and the changing body. • Citizenship. • Economic wellbeing. These key areas are revisited through each year group, ensuring clear progression, coherence and balance. In Year 6, pupils also explore an additional key area, Identity, to support their transition to secondary school. In Year R delivery will be through the PSED area of learning, encompassing work on sense of self and relationships The content of each topic will be age and developmental stage appropriate All topics will be taught sensitively and with respect for the background and beliefs of all pupils and their families Lessons include healthy lifestyles, the importance of sleep, relaxation techniques, sun safety, immunisation and the benefits of balanced nutrition and exercise. As they grow older, pupils also explore the changes that occur during puberty	Pupils understand how to form and sustain respectful relationships, recognising the importance of care, trust and communication. They can use strategies for resolving conflict, understand the impact of bullying and challenge stereotypes. Children will appreciate diversity within families and friendships and to value positive, supportive connections with others. Pupils will develop strategies to look after their mental and physical health. Pupils will learn about resilience and how to manage their emotions, laying the foundations for lifelong wellbeing. Pupils develop essential knowledge and skills to stay safe in a range of contexts, including at home, online and in the community. They learn basic first aid, safety around medicines, road safety and how to respond to emergencies. Pupils are prepared to manage and navigate changes that occur during puberty development with confidence and understanding. Pupils will gain an understanding of their rights and responsibilities as members of society. They learn about democracy, human rights, diversity and the importance of community.

Claire Croft
September 2025

They explore where money comes from, how to keep it safe and the value of work in its many forms. As they progress, pupils consider stereotypes around jobs and careers, broadening their understanding of future opportunities and economic responsibility. In Year 6, pupils reflect more deeply on personal identity and what makes us who we are. They consider body image, self-esteem and the influence of media and culture on how we view ourselves and others.	Lessons also explore environmental stewardship and encourage pupils to consider how their actions can make a positive impact locally and globally. Pupils can make informed decisions about money, including spending, saving and budgeting. Pupils to build confidence, respect diversity, and enter secondary school with a secure sense of self.

Intent **For teachers to develop secure knowledge and understanding of PSHE education (including RSE) and develop confidence in the delivery of PSHE lessons**	
Implementation PSHE including (RSE) is discussed as a staff at given intervals in Staff Meetings to ensure that progression is maintained throughout the school. Opportunities are given for staff to share resources and learning ideas. Teachers use Kapow planning to support their sequence of leaning. This includes the FPA programme growing up with Yasmine and Tom. Baseline assessments are used and then can be revisited after a unit of work to form part of the assessment process. End of unit assessments for each pupil are completed and can be completed through class discussion, questioning and selected activities. PSHE books show a breadth of activities that enable children to develop their skills and knowledge and understanding of the three core themes Lessons demonstrate teachers understanding and knowledge of the elements that contribute to an effective PSHE lesson	**Impact** The teaching and learning of PSHE, in each class, is highly effective. Pupils are engaged in their learning and display an enthusiasm and interest in the areas being taught. Teachers are skilled in their questioning and enable pupils to add to, build on to, or challenge the views of others. This allows for in depth discussions which in turn aid pupils in making good progress within lessons and in PSHE overall Children will make at least good progress from their last point of assessment. Teachers feel confident learning has taken place and identify any future learning needs Children can talk about their learning in the three core areas. Children demonstrate their respect and understanding of others Children are exposed to high quality PSHE sessions

Claire Croft
September 2025

Claire Croft
September 2025

Intent **Children are supported to be happy, healthy and safe. "We want to equip them for adult life and to make a positive contribution to society."(DFE)**	
Implementation	**Impact**
Through our PSHE curriculum we will teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults	Children will be supported to form positive and healthy relationships and leading happy, healthy and safe lives. They will develop an understanding of different families and the diversity of society
Children have opportunities to talk explicitly about the features of relationships that are likely to lead to happiness and security and help children to recognise any less positive relationships when they encounter them.	Children can articulate features of positive relationships and less positive relationships. They understand they can always talk to a trusted adult and that if they are worried about anything it is important that they do talk to someone, so that they can be helped and supported.
Children are taught how to keep themselves and others safe (online and off)	Children will develop a true understanding of how to manage risks they may face including risks online
Make mental wellbeing central to learning by encouraging the development of language to talk about their bodies, health and emotions	Children can recognise and talk about their bodies, health and emotions using appropriate vocabulary. Children are supported to make informed decisions about their wellbeing, health and relationships and make sound decisions in real-life situations.

Intent **To promote the spiritual, moral, cultural, mental and physical development of pupils**	
Implementation	**Impact**
Our PSHE curriculum encourages the development of resilience, self belief, self respect and self worth and personal attributes like kindness, courage, integrity, honesty, consideration and respect There is a culture of trust and understanding within the school Children are taught how to live well together, including behaving well towards others, disagreeing well, forgiving and repairing broken relationships; Children are taught how to make sense of the world around them, to develop the skills to express their own views and empower them to make their own informed decisions	All children are educated to develop spiritually, academically, emotionally and morally to enable them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in the World around them. Children feel safe and have positive relationships with adults in school. Children can discuss and apply their own and others ideas , understand that relationships have ups and downs and that these can often be worked through, develop strategies to manage conflict and seek advice and support from others if needed.

Claire Croft
September 2025