



Shining Together Through Courage, Connection and Curiosity.

Guided by Christian values, we inspire every child to let their light shine through a love of learning.

'Let your light shine for all to see' Matthew 5:16

PSHE

At Huby, we believe that every child should have the knowledge, understanding, confidence and self-belief to flourish as an individual and as a valued member of their community. **PSHE plays a fundamental role in helping children to understand themselves, develop positive relationships, make healthy and safe choices, and recognise the contribution they can make to the world around them.**

Through PSHE, children are given opportunities to explore who they are, what matters to them and how their thoughts, feelings and actions affect themselves and others. They learn that they have a voice, that their choices matter and that they have the capacity to make a positive difference.

We want every child to shine through PSHE. Through our curriculum, children develop the **courage** to understand and express their feelings, share their views, ask for help, make responsible choices and face challenges with increasing confidence. They develop **connection** through learning how to build respectful, supportive and healthy relationships, appreciate the experiences and perspectives of others, and understand their responsibilities within their school, local and wider communities. They develop **curiosity** by asking questions, exploring different perspectives, considering how the world works and thinking about how they can contribute to making it a better place.

Our PSHE curriculum is designed to equip children with the knowledge, vocabulary, understanding and practical skills they need to navigate life safely and confidently. Through learning about physical and mental health, relationships, emotions, growing and changing, personal safety, the online world, citizenship and economic wellbeing, children are encouraged to apply their learning to real-life situations and increasingly complex decisions.

We use **Kapow Primary's RSE & PSHE curriculum** as the foundation for our provision. Its carefully sequenced, spiral approach enables children to revisit and deepen important knowledge and understanding as they grow. We recognise that PSHE learning is not confined to a weekly lesson; it is reflected in the relationships we build, the choices we make, the way we treat one another and the opportunities children have to participate in the life of our school and community.

Our curriculum is **ambitious for all pupils**. We recognise that children come to school with different experiences, backgrounds, levels of maturity and individual needs. We therefore create a safe, inclusive and respectful environment in which every child can participate, ask questions, listen to others and develop their understanding. Adaptation, scaffolding, explicit teaching, appropriate challenge and sensitive

handling of personal and potentially difficult issues enable all pupils to engage meaningfully with PSHE learning.

Through discussion, reflection, scenarios, practical activities and opportunities to consider different perspectives, children are encouraged to think deeply about themselves and the world around them. They learn that kindness, compassion, respect, fairness, responsibility and courage are not simply words but qualities that can be demonstrated through everyday actions.

Ultimately, we want our pupils to leave Year 6 **knowing that they are valued, that their voice matters and that they have the knowledge, confidence and character to make positive choices and contribute to the lives of others.** We want them to have the **courage to be themselves, the connection to care for others and the curiosity to explore the world around them – enabling them to let their light shine.**

Implementation

Our PSHE curriculum is carefully sequenced from EYFS to Year 6 so that children progressively develop the knowledge, vocabulary, understanding and practical skills required to make healthy, safe, respectful and responsible choices.

We use **Kapow Primary's RSE & PSHE scheme as the foundation for our curriculum.** The scheme provides a structured progression of learning across key areas including health and wellbeing, relationships, online safety, staying safe, growing and changing, citizenship and economic wellbeing. Key learning is revisited as children move through the school so that knowledge and understanding are progressively developed.

Teachers use the Kapow planning and resources alongside their professional knowledge of their pupils and the Hubby community. Learning is adapted appropriately to reflect children's age, stage of development, individual needs and lived experiences.

PSHE learning is delivered through a combination of discrete lessons and wider opportunities across school. The principles developed through PSHE are reinforced through:

- collective worship
- relationships and behaviour expectations
- safeguarding education
- pupil voice and leadership
- school responsibilities and roles
- charitable activities and community involvement
- online safety
- wider enrichment opportunities
- discussions arising naturally from children's experiences.

The PSHE Learning Process

Across school, pupils are encouraged to:

Recall → Explore → Discuss → Reflect → Apply → Act

Teachers create opportunities for pupils to revisit prior learning before exploring new ideas and applying their understanding to increasingly complex situations.

Lessons provide a balance of:

- retrieval and recall of previous learning

- explicit teaching of key vocabulary and knowledge
- discussion and questioning
- exploration of scenarios and real-life situations
- consideration of different perspectives
- role play and practical activities where appropriate
- opportunities to work collaboratively
- reflection on thoughts, feelings and choices
- problem solving and decision making
- opportunities to apply learning to everyday life.

PSHE lessons provide a safe environment in which children can ask questions and develop their understanding. Teachers establish clear expectations around respectful discussion and recognise that pupils should not be expected to disclose personal or sensitive experiences.

EYFS

In EYFS, the foundations of PSHE are developed primarily through **Personal, Social and Emotional Development**, alongside communication, physical development and the relationships children experience throughout the provision.

Children are supported to:

- recognise and name their emotions
- develop positive relationships with adults and peers
- understand and follow boundaries and expectations
- recognise that their actions affect others
- develop confidence and independence
- make choices
- manage feelings and behaviour
- understand similarities and differences
- begin to recognise what keeps them safe and healthy
- develop a sense of belonging and responsibility.

PSHE learning is embedded throughout the day rather than being limited to discrete sessions. Adults model positive relationships, respectful communication, kindness, problem solving and emotional regulation.

Children are encouraged to develop the confidence to express themselves, listen to others and recognise that they are valued members of the Huby community.

Key Stage 1

In KS1, children develop their understanding of themselves, their relationships and the world around them.

Children learn about:

- emotions and feelings
- physical and mental wellbeing
- healthy lifestyles
- friendships and family relationships
- kindness and respect

- similarities and differences
- personal boundaries and privacy
- trusted adults and how to seek help
- keeping themselves safe
- the safe use of digital devices and the internet
- belonging to groups and communities
- rules, responsibilities and fairness
- how their actions can affect others
- ways they can contribute to their school and local community.

Children are encouraged to talk about their feelings and experiences using increasingly precise vocabulary. They begin to recognise that people may think and feel differently from them and develop strategies for responding respectfully.

Through discussion and practical scenarios, children begin to develop the **courage to speak up, the connection to care for others and the curiosity to understand the world around them.**

Key Stage 2

In KS2, pupils develop increasing independence in applying their knowledge to more complex situations and decisions.

Children develop their understanding of:

- physical and mental health
- emotional wellbeing and resilience
- healthy lifestyles
- friendships and family relationships
- respectful relationships
- communication and conflict resolution
- personal boundaries
- stereotypes and assumptions
- online relationships and behaviour
- online safety, privacy and personal information
- reliable and unreliable information
- social media and digital communication
- puberty, growing and changing
- personal hygiene and physical development
- first aid and staying safe
- rights and responsibilities
- diversity and inclusion
- prejudice and discrimination
- community and citizenship
- economic wellbeing
- money, spending and saving
- work and future aspirations.

Pupils increasingly consider the consequences of different choices and learn to apply strategies to real-life situations.

They are encouraged to question assumptions, consider different perspectives and recognise unfairness or discrimination. They learn that being part of a community brings both rights and responsibilities and that their actions can have an impact beyond themselves.

By the end of KS2, pupils should increasingly demonstrate the **confidence and independence to make informed choices, seek support when needed and contribute positively to the communities of which they are part.**

Vocabulary and Oracy

Vocabulary development is integral to our PSHE curriculum.

Children need the language to understand and communicate their thoughts, feelings, relationships, choices and experiences. Teachers explicitly introduce, explain, revisit and model important vocabulary.

Pupils are encouraged to:

- listen respectfully to others
- express their thoughts and opinions
- describe and explain feelings
- ask questions
- explain their choices
- consider consequences
- disagree respectfully
- use appropriate subject-specific vocabulary
- explain when and how to seek help
- communicate concerns or boundaries appropriately.

As pupils progress through the school, they develop increasingly sophisticated vocabulary to discuss health, relationships, emotions, identity, safety, rights, responsibilities and the wider world.

Inclusion and Adaptation

We recognise that children come to PSHE with different experiences, backgrounds, levels of maturity, communication skills and individual needs.

Teachers adapt PSHE teaching appropriately while maintaining high expectations for all pupils.

This may include:

- visual prompts and resources
- explicit teaching of vocabulary
- repetition and retrieval
- scaffolded language
- sentence stems
- carefully structured discussion
- role play and practical activities
- alternative ways of recording learning
- pre-teaching of key concepts
- additional adult support
- opportunities for reflection
- appropriate challenge and extension
- carefully considered adaptation for pupils with SEND.

Teachers are sensitive to the personal and potentially difficult nature of some PSHE content. Children are provided with safe ways to participate and are not required to disclose personal experiences.

The aim of adaptation is to enable every child to **participate meaningfully, develop independence and have their voice heard**.

Spiritual Development Through PSHE

Spiritual development is deliberately woven through our PSHE curriculum. PSHE provides rich opportunities for pupils to reflect on themselves, understand others, explore the wider world and consider deeper questions about values, responsibility and what it means to live well with others.

We use the **Mirrors, Windows, Doors and Candles** model to help teachers identify meaningful opportunities for spiritual development.

Mirrors – Looking at ourselves

PSHE gives children opportunities to reflect on:

- their strengths and qualities
- their emotions and feelings
- their hopes and aspirations
- their relationships
- their choices and actions
- their values and beliefs
- their responsibilities
- how they respond to challenge.

Pupils are encouraged to recognise their own worth and develop the confidence to express who they are.

Through these experiences, children develop **self-awareness and courage** and begin to understand that they have their own unique light to share.

Doors – Looking at others

PSHE enables pupils to encounter experiences, perspectives and circumstances that may be different from their own.

Pupils are encouraged to:

- develop empathy
- listen to different perspectives
- understand differences between people
- recognise the dignity and value of every individual
- consider fairness and justice
- challenge stereotypes and prejudice
- develop respectful relationships
- consider how their actions affect others
- understand their responsibilities within a community.

This develops **connection** by helping pupils recognise that they are part of something bigger than themselves and that everyone has value.

Windows – Looking at the wider world and exploring possibilities

PSHE encourages children to look beyond their immediate experiences and develop their **curiosity** about the world.

Pupils may explore:

- different communities and cultures
- rights and responsibilities
- fairness and inequality
- the changing world
- careers and aspirations
- the opportunities and challenges presented by technology
- environmental responsibility
- ways individuals and communities can create positive change.

Children are encouraged to ask questions, challenge assumptions and consider how the world could be improved.

Candles – Looking beyond ourselves

PSHE provides opportunities for pupils to consider deeper questions about how we live and the values that guide our choices.

Where appropriate, pupils may explore:

- kindness and compassion
- forgiveness
- courage
- respect and dignity
- justice and fairness
- responsibility
- service to others
- the impact of our choices
- caring for our community and the wider world
- Christian values and Biblical perspectives
- questions about what it means to live a good and purposeful life.

These opportunities are not added artificially to PSHE lessons. Instead, teachers identify where the subject matter naturally provides an opportunity to pause, reflect and consider something beyond the immediate learning.

Through this approach, pupils are encouraged to consider **how they can let their light shine not only for themselves, but for others.**

Impact

The impact of our PSHE curriculum is seen in pupils who:

- understand their own strengths, emotions and needs
- communicate their feelings and opinions confidently
- know how and when to seek help

- understand how to keep themselves physically and mentally healthy
- make increasingly informed and responsible choices
- understand personal safety and appropriate boundaries
- develop positive and respectful relationships
- demonstrate kindness, empathy and compassion
- recognise and respect differences between people
- challenge stereotypes and recognise unfair or discriminatory behaviour
- understand their responsibilities within school and the wider community
- demonstrate increasing awareness of online safety and responsible digital behaviour
- understand that actions have consequences
- demonstrate resilience when faced with challenges
- show increasing independence and confidence
- participate positively in the life of the school and community
- demonstrate curiosity about themselves and the wider world
- have the courage to express their views and ask for help
- recognise the value and dignity of themselves and others
- understand that their choices and actions can make a difference.

Assessment is used to identify what pupils **know, understand and can apply**, and to inform subsequent teaching. Teachers use ongoing formative assessment alongside appropriate assessment opportunities to identify gaps, misconceptions and next steps.

Evidence from **pupil voice, discussion, observations, learning outcomes, assessment information and participation in school and community life** helps teachers and leaders evaluate the effectiveness of the PSHE curriculum.

We particularly value pupil voice as evidence of impact. Children should be able to explain not only **what** they have learned but how it helps them to make choices, develop relationships, keep themselves safe and contribute to their community.

By the end of Year 6, we want every child to leave Huby knowing that **they are valued, their voice matters and they have a responsibility to use their gifts and choices positively.**

We want them to have developed the:

Courage to be themselves, speak up, seek help and face challenges.

Connection to build positive relationships, show compassion and contribute to their community.

Curiosity to ask questions, explore different perspectives and understand the world around them.

Above all, we want every child to understand that they have the capacity to make a difference and to **let their light shine for all to see.**