

PSHE

At OAK, our Personal, Social, Health and Economic (PSHE) curriculum supports pupils to develop the knowledge, skills and attributes they need to lead healthy, safe, responsible and fulfilling lives. It incorporates the statutory requirements for Relationships Education and Health Education within a broader, ambitious PSHE curriculum, informed by the PSHE Association Programme of Study and the Department for Education's statutory guidance. [GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/PSHE-Programme-of-Study-2020.pdf)

Our curriculum begins in the Early Years, where Personal, Social and Emotional Development (PSED) provides important foundations through *self-regulation, managing self and building relationships*. From Year 1, these foundations are progressively developed through a carefully sequenced curriculum that enables pupils to understand themselves and others, develop and maintain healthy relationships, make informed decisions and manage risks. Pupils learn how to protect their physical and mental health and wellbeing, stay safe both online and offline, recognise when something is wrong and know how and where to seek help.

Through PSHE, we prepare pupils for the opportunities, responsibilities and experiences of life, helping them develop respect for themselves and others and understand the diverse society in which they live. Our curriculum aims to develop confident, resilient and compassionate pupils who can make positive choices and participate responsibly in their communities and the wider world.

Intent

- **To develop healthy and confident individuals:** We support pupils to understand their physical and mental health and wellbeing, recognise and manage emotions, develop resilience and make informed choices that contribute to healthy lives.
- **To build positive and respectful relationships:** Pupils learn how to form and maintain healthy relationships, respect differences,

understand appropriate boundaries and recognise the characteristics of relationships that are safe, caring and respectful.

- **To equip pupils to keep themselves and others safe:** We develop the knowledge and strategies pupils need to recognise risk and unsafe situations, including online, understand appropriate and inappropriate behaviour, and know when, how and where to seek help.
- **To prepare pupils for change and growing up:** We provide accurate, age-appropriate learning that enables pupils to understand and manage change, develop increasing independence and prepare confidently for puberty and the transitions they experience throughout primary education and beyond.
- **To develop responsible and active citizens:** Pupils learn to respect diversity, understand rights and responsibilities, make informed decisions and contribute positively to their communities, developing an age-appropriate understanding of money, work and the wider world.

This intent ensures that pupils progressively develop the knowledge, skills and attributes needed to manage their lives, now and in the future, building the confidence and capacity to make informed decisions, navigate relationships and seek support when they need it.

Implementation

Our PSHE curriculum is informed by the **PSHE Association Programme of Study** and incorporates the statutory requirements for Relationships Education and Health Education. It is organised through three interconnected core themes, which provide a coherent framework for learning from Key Stage 1 to the end of Key Stage 2. [PSHE Association](#)

- **Health and Wellbeing:** Pupils develop their understanding of physical and mental health, emotions, healthy lifestyles, growing and changing, personal safety and how to access appropriate help and support.
- **Relationships:** Pupils learn about families, friendships and other relationships; respectful behaviour; diversity; boundaries; consent

and permission; managing conflict; and recognising safe and unsafe relationships.

- **Living in the Wider World:** Pupils develop their understanding of belonging to communities, rights and responsibilities, respect for others, economic wellbeing, money, work and their increasing role as responsible citizens.

The curriculum is **progressive and spiral**, enabling pupils to revisit important concepts and build upon prior knowledge as their understanding and maturity develop. Learning is carefully sequenced so that increasingly complex concepts are introduced at an appropriate stage, while teachers respond sensitively to the needs and contexts of their pupils. This reflects PSHE Association guidance that effective PSHE is sequenced, revisits prior learning and develops progressively over time. [PSHE Association](#)

In the Early Years, PSED is both explicitly planned for and embedded throughout children's experiences. Through play, relationships, routines, stories, discussion and adult modelling, children develop *self-regulation, independence and positive relationships*, establishing the foundations upon which the PSHE curriculum builds.

From Year 1 to Year 6, PSHE is explicitly taught through planned lessons alongside opportunities to reinforce and apply learning through the wider curriculum and life of the school. Discussion, scenarios, stories, role play and reflection provide opportunities for pupils to explore ideas, develop appropriate vocabulary, consider different perspectives and practise applying their learning. A safe and inclusive learning environment enables pupils to ask questions and discuss sensitive issues appropriately.

Relationships and Health Education are taught as integral parts of the PSHE curriculum in accordance with statutory guidance. Where primary sex education beyond the statutory science and Relationships and Health Education curriculum is provided, this is clearly identified, age-appropriate and taught in accordance with the school's RSHE policy and statutory requirements. The DfE continues to recommend sex education in Years 5

and/or 6, although sex education itself is not compulsory in primary schools. [GOV.UK](https://www.gov.uk)

Safeguarding is woven throughout the curriculum. Pupils progressively develop the knowledge and vocabulary to recognise unsafe or inappropriate situations and behaviours, understand personal boundaries, stay safer online and offline, identify trusted adults and seek help. Teaching is inclusive and accessible, reflecting pupils' different needs, experiences, families and backgrounds while promoting dignity, respect and equality.

Impact

The impact of our PSHE curriculum is that pupils become increasingly confident, resilient and responsible individuals who can make informed decisions about their health, relationships, safety and wellbeing. They develop the knowledge and vocabulary to recognise risk, establish appropriate boundaries, seek help and respond positively to the opportunities and challenges they encounter.

By the end of Key Stage 2, pupils demonstrate respect for themselves and others, value difference and understand their responsibilities within relationships, communities and the wider world. They are equipped with strong foundations for the next stage of their education and for navigating life with increasing independence, confidence and responsibility.