Curriculum Handbook



Written by: Clare Cooper

PSHCE Policy

At Farington Primary School, our PSHCE curriculum aims to inspire all children to reach their full academic and emotional potential. We believe it is important because all children have a right to be safe.

What is our vision?

At Farington Primary School, our PSHCE curriculum aims to inspire all children to reach their full academic and emotional potential. We believe this is essential, as every child has the right to be safe.
Our curriculum supports children in developing personally, socially, and emotionally while addressing the moral, social, and cultural issues of growing up. It provides opportunities to acquire the life skills needed to become positive members of a global community and to understand the rights and responsibilities necessary to live in a diverse society. Our PSHCE provision is **age-appropriate, progressive, and inclusive**, ensuring every child can engage meaningfully with the content.

Curriculum Aims and Impact:

The PSHCE curriculum at Farington Primary School aims to enable children to:

- Understand and maintain a healthy lifestyle.
- Recognise and respond to safety issues.
- Develop and maintain good relationships with others.
- Show respect for others.
- Become independent and responsible members of the school community.
- Be active and positive participants in a democratic society.
- Develop self-confidence and self-esteem, making informed personal and social choices.
- Build strong relationships within the school and the wider community.

As a result, children will be equipped to live healthy, safe, productive, and fulfilling lives in a dynamic society. They will be resourceful, make effective transitions, develop economic wellbeing, and gain the skills to make informed career and life choices. Children will also be able to:

- Identify and manage risk independently.
- Understand factors that influence their decisions.
- Accept and adapt to difference and change.
- Manage emotions effectively.
- Communicate constructively in a variety of settings.

Early Years Educational Programme – Personal, Social, and Emotional Development (PSED)
Children's PSED is crucial for leading healthy, happy lives and underpins cognitive development. Key elements include:

- Building strong attachments with supportive adults, helping children understand their own feelings and those of others.
- Supporting children to manage emotions, develop a positive sense of self, and set achievable goals.
- Encouraging confidence, persistence, and attention control.
- Modelling healthy habits, including personal care and nutrition.
- Facilitating positive peer interactions to teach cooperation, conflict resolution, and friendship skills.

These attributes provide a secure foundation for children to achieve academically and socially both in school and later life.

How do we achieve this?

Our PSHCE curriculum is delivered using a clear and comprehensive scheme of work aligned with the National Curriculum. Farington Primary School has adopted **Kapow** to ensure coverage of all key PSHE skills. This is further enriched with a variety of tailored learning experiences, including:

- **Project Evolve**: Providing children with a sound understanding of online safety.
- **Pol Ed**: Offering additional resources to enhance learning.

Class teachers adapt and modify activities to meet the needs of their cohort.
Additional strategies include:

- Linking PSHE, **British Values**, and **SMSC** within whole-school, Key Stage, and class assemblies.
- Teaching PSHE at least **once weekly**, with flexibility to respond to real-time issues within the class.
- Making **cross-curricular links** wherever appropriate.
- Building on statutory content already outlined in the National Curriculum, including:
    - Drug education
    - Financial education
    - Citizenship
    - Personal safety
    - Sex and Relationship Education (SRE)
    - Healthy lifestyle education, including diet and physical activity

Scheme of Work:

Farington Primary School has adopted **Kapow** to ensure coverage of all key PSHCE skills. This is further enriched with a variety of tailored learning experiences, including:

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In the Early Years, teaching is guided by the Early Years Foundation Stage (EYFS) framework. The PSHCE curriculum is designed to reflect the prime area of Personal, Social and Emotional Development, which encompasses three key strands: Self-Regulation, Building Relationships, and Managing Self. Within these strands, pupils develop the ability to articulate their feelings, establish and maintain positive relationships, understand the significance of rules and following instructions, and recognise the importance of maintaining physical health.

In Years 1–6, children will develop knowledge, skills, and understanding across five overarching units. Each unit is revisited annually, allowing pupils to deepen their learning and build on prior knowledge as they progress through school.

1. Connecting with Others

Pupils learn about the importance of positive and supportive relationships with family, friends, and others in their community. Key concepts include:

- Understanding different types of families.
- Building empathy, kindness, and respect.
- Developing skills for positive communication and managing conflict.
- Exploring healthy friendships and emotional boundaries in later years.

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2. My Healthy Self/ Growing Up

This unit helps children understand how to maintain both physical and mental health. Learning focuses on:

- Healthy lifestyles, including nutrition, exercise, sleep, and hygiene.
- Emotional regulation and understanding feelings.
- Developing resilience and coping strategies for change and challenges.
- Building awareness of mental health and wellbeing as children mature.

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3. Staying Safe

Pupils develop the knowledge and skills to stay safe in a variety of contexts. Topics include:

- Understanding personal safety at home, school, and in the community.
- Online safety and responsible use of technology.
- Introduction to basic first aid and emergency response.
- Learning about the physical and emotional changes of growing up, including puberty, in upper KS2.

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4. Citizenship

Children explore what it means to belong to a community and the wider society. Key learning areas include:

- Understanding rules, fairness, and respect for others.
- Recognising rights and responsibilities.
- Learning about democracy, laws, and diversity.

- Learning about groups people belong to and where money comes from and responsible financial decision making.
- Exploring ways to make positive contributions to society and the environment.

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5. Health Protection

Children learn about how to protect themselves and others including learning about:

- How to get medical help and how to reduce the risk of injury and illness
- Exploring hygiene, sun-safety and basic First-Aid.

Pupils will receive structured Online Safety education through the **Project Evolve** programme, in line with statutory safeguarding requirements. These lessons are designed to ensure that pupils develop a secure understanding of the digital environment and acquire the knowledge and skills necessary to use technology safely, respectfully, and responsibly. Lesson content may be adapted to meet the specific needs of individual cohorts, as determined by the class teacher and the PSHCE lead, to ensure the highest standards of safeguarding practice are maintained.

The following list shows the additional learning opportunities given to enhance the children's learning.

- Growth Mindset
- Anna Freud Mental Health
- Fire Safety (Yr2&6)
- PC Tony - Anti-Social Behaviour
- Bike ability
- First Aid
- Re Trips/ visitors
- Assemblies.

Teachers are able to adapt and add extra opportunities for children to develop their PSHCE key skills within the wider curriculum.

Resources:

Resources can be found on the following websites: Kapow, Project Evolve and Pol-Ed

Assessment – How do we assess skills and understanding?

Early Years

In Reception, children are assessed against the Early Learning Goals. The ELGs are based on typical child development at the age of 5, so most children are likely to meet the 'expected' level of development. Teachers should use their professional knowledge of the child to decide whether each ELG description best fits the child's learning and development.

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Key Stage 1 & 2

Assessment for learning should occur throughout the entire PSHE lesson, enabling teachers/teaching assistants to adapt their teaching/input to meet the children's needs. Future lesson design should depend on class success evaluated through marking and observations made during the lesson. Assessment of pupil work and progress is ongoing by the class teacher and informs future planning. Teachers assess against end of year expectations in line with their year group; identifying who is entering, developing, secure or working in greater depth at their year group level. This allows teachers to assess children's progress in PSHE, gathering evidence over the course of the year. Teachers use this information to inform planning for groups and individual pupils; this supports the delivery of nurture clubs. Tracking is used to identify the needs of specific groups of children, to enable us to provide experiences that support, enhance and extend. Teachers are provided with the key skills for their year group to ensure full coverage. This is provided to subject leader's half termly. Floor books are used across school, particularly for the supplementary PSHCE.

Health and Safety

School health and safety guidelines are adhered to at all times. Staff use the EVOLVE system to complete risk assessments and Allan Williams (EVC) signs these off. The children's safety is always at the forefront of the teachers planning to ensure all children have the opportunity to learn in a safe environment.

Inclusion and Safeguarding Considerations

Here at Farington Primary School we believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

❖ from both sexes;

❖ who have Special Educational Needs;

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

❖ who are looked after;

❖ from minority faiths, ethnicities, travellers, asylum seekers, refugees;

❖ who are gifted and talented; We recognise that within the school we have more able, gifted and talented children. They often require differentiated tasks within the foundation subjects and/or demonstrate a talent or skill in the creative, cultural or sporting fields.

❖ who are at risk of disaffection;

❖ who are young carers;

❖ who are sick;

❖ who have behavioural, emotional and social needs;

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do. The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also, our expectation is to see interested, well motivated children, responding to challenges and working productively on task.

We incorporate PSHE into a wide range of cross-curricular subjects and support all our children in accessing our curriculum.

AGT

At Farington Primary School we value all children equally and endeavour to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment.

Our school will have, at any time, talented or gifted pupils, some of whom may be exceptionally able, and this may be in one or more areas of learning. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information.

Other Points/Considerations:

British Values

Our school reflects British Values. We aim to be at the heart of the community, sharing, supporting and learning together with everyone as equals. We are creative, confident, open-minded, independent and unique individuals, respectful of ourselves and of others in our school, our local community and the wider world. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom and are proud to be a part of it. We aim to become caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

Parental involvement

At Farington Primary School we are fully committed to working in partnership with parents to ensure that all learners thrive and do their best. We understand the importance of parents knowing what their child is learning at school and how they can support them with this. This information is communicated throughout the year is a variety of ways including curriculum overviews, homework, the school website and Twitter. We share the progress and achievement of their child with the parents throughout the year. This is formally done through a Parents Evening each term and a written report in the Summer Term.

Monitoring and Review:

It is the role of the PSHCE Subject Leader under the guidance of the Head teacher:

❖ To organise PSHCE within the curriculum and to ensure progression and development.

❖ To keep abreast of developments within PSHCE and carry out INSET/staff meetings when required to disseminate information.

❖ To monitor and update resources and investigate opportunities for enhancing the PSHE curriculum at Farington.

❖ To support governors in their role by keeping them up to date with the curriculum.

❖ To update parents' knowledge of the relevant changes within the PSHCE curriculum.

❖ To monitor and update the implementation of PSHCE throughout school.