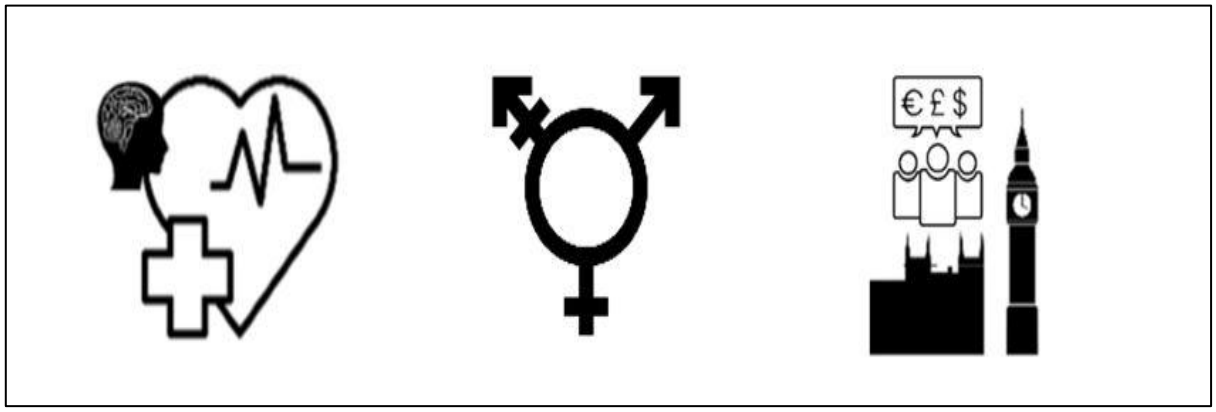
Primary Specification



PSHCE

The Rowan Learning Trust

CONTENTS:

- **Rationale**
- **National Curriculum and Subject 3Is**
- **Summary of Subject Content**
- **Year Descriptors**
- **Assessment Criteria**

Trust Level

Children are matched against 'stage descriptors' (in other words what pupils are expected to know and be able to do in computing for their year group or phase) when being assessed by their teachers in their computing lessons. Where appropriate, teachers will provide opportunities for children to apply computing knowledge and skills in other curriculum areas and may use this information as part of their assessments. Teachers use this information to form an overall picture for each child, to determine whether they have met the stage descriptors for the end of their year group or phase.

School Level

Formal assessments may be administered in different ways depending on the school. E.g. gradings offered, end of unit mini assessments, knowledge review weeks, termly or half termly assessment periods etc.

In addition to formal assessments, schools will assess pupils informally in accordance with the schools guidelines. At school level the KS2 specification document for each subject will be supported by the school own planning documents/ portals which also include LTPs, MTPs, Schemes of work and associated resources.

Long Term Plans provider leaders, teachers, students and parents with the overview of the learning journey that occurs yearly. These are available on the school website.

Medium Term Plans map the outline learning for each of the learning focusses of each half term in each year group. These provide more detailed information into the steps to facilitate a differentiated approach ensuring that content and skills are covered. The number of activities / objectives covered may vary dependent on the length of a half term and the frequency of lessons in a given subject. There are 5 planning cycles in the year. Autumn 1, Autumn 2, Spring, Summer 1 and Summer 2.

Schemes of Work may vary from subject to subject allowing the specialists in schools to develop suitable activities and topics ensuring ownership of planning for progress. Please note that no external schemes are followed to the book and when used, are merely a starting point for start.

SOW – Guiding Principles

- Skills and content based
- Form part of the 'big picture' e.g. show progression over the 6 years in school
- Provide suggested resources
- Allow for teacher ownership and/or creativity of lessons
- Allow for appropriate differentiation

The national curriculum for PSHCE aims to ensure that all pupils:

- develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society.
- make responsible decisions about health, safety & finance, to succeeding in their first job.
- manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

OBJECTIVES	
KS1	**This programme is non-statutory and schools are not required to follow it. It is included so that schools can plan a whole curriculum.** During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood. **Knowledge, skills and understanding** **Developing confidence and responsibility and making the most of their abilities** • Pupils should be taught: to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; to share their opinions on things that matter to them and explain their views; to recognise, name and deal with their feelings in a positive way; to think about themselves, learn from their experiences and recognise what they are good at;how to set simple goals. **Preparing to play an active role as citizens** • Pupils should be taught: to take part in discussions with one other person and the whole class; to take part in a simple debate about topical issues; to recognise choices they can make, and recognise the difference between right and wrong; to agree and follow rules for their group and classroom, and understand how rules help them; to realise that people and other living things have needs, and that they have responsibilities to meet them; that they belong to various groups and communities, such as family and school; what improves and harms their local, natural and built

environments and about some of the ways people look after them; to contribute to the life of the class and school; to realise that money comes from different sources and can be used for different purposes.

Developing a healthy, safer lifestyle

- Pupils should be taught: how to make simple choices that improve their health and wellbeing; to maintain personal hygiene; how some diseases spread and can be controlled; about the process of growing from young to old and how people's needs change; the names of the main parts of the body; that all household products, including medicines, can be harmful if not used properly; rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

Developing good relationships and respecting the differences between people

- Pupils should be taught: to recognise how their behaviour affects other people; to listen to other people, and play and work cooperatively; to identify and respect the differences and similarities between people; that family and friends should care for each other; that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Breadth of opportunities

- During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to: take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well); feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves); take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'); make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly); meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse); develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task); consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues); ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)

KS2

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

- Pupils should be taught: to talk and write about their opinions, and explain their views, on issues that affect themselves and society; to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action; to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way; about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future; to look after their money and realise that future wants and needs may be met through saving.

Preparing to play an active role as citizens

- Pupils should be taught: to research, discuss and debate topical issues, problems and events; why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences; to resolve differences by looking at alternatives, making decisions and explaining choices; what democracy is, and about the basic institutions that support it locally and nationally; to recognise the role of voluntary, community and pressure groups; to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom; that resources can be allocated in different ways and that these economic choices affect individuals, communities and the

sustainability of the environment; to explore how the media present information.

Developing a healthy, safer lifestyle

- Pupils should be taught: what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices; that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread; about how the body changes as they approach puberty; which commonly available substances and drugs are legal and illegal, their effects and risks; to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable; that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong; school rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people

- Pupils should be taught: that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; to think about the lives of people living in other places and times, and people with different values and customs; to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships; to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help; to recognise and challenge stereotypes; that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; where individuals, families and groups can get help and support.

Breadth of opportunities

- During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to: take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school); feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take); participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting); make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities);

	meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers); develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters); consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment); find information and advice (for example, through helplines; by understanding about welfare systems in society); prepare for change (for example, transferring to secondary school.)
KS1 & KS2	**Relationships education** **The Relationships Education and Health Education (England) Regulations 2019 have made Relationship Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationship Education. New guidance came into force in 2026 and the main changes for primary schools are as follows:** **New primary-school content** For younger pupils there is greater emphasis on: • Correct anatomical language for body parts • Personal boundaries and consent in age-appropriate ways • Communication and assertiveness skills • Understanding change, loss and bereavement • Safety around water, roads and railways • Online wellbeing and safety [nga.org.uk] **Continued emphasis on healthy relationships** The core aim remains helping children and young people develop:

- Respectful relationships
- Healthy friendships
- Emotional wellbeing
- Understanding of family life
- Knowledge of when and how to seek help [gov.uk]

The curriculum will continue to include the following :

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing

conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online.

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

INTENT

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.

IMPLEMENTATION

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 PSHCE 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

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.

Summary of Subject Content

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.

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.

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.

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.

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

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STAGE DESCRIPTORS	
EYFS	See themselves as a valuable individual. Build constructive and respectful relationships. Know that the same principles apply to an online relationship with a face to face relationship.Ho Express their feelings and consider the feelings of others. Think about the perspectives of others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. Explain the reasons for rules, know right from wrong and try to behave accordingly. Know some similarities and differences between different cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and in other countries.

KS1	**CHILDREN WILL LEARN AND UNDERSTAND:** **HEALTH & WELLBEING** How to keep clean How to keep safe How to self-regulate my emotions About their bodies About asking for help Keeping safe online **RELATIONSHIPS** Awareness of themselves and others' feelings/emotions How to form and maintain friendships How to cope with conflict **LIVING IN THE WIDER WORLD** Environmental awareness & sustainability There are different identities The significance of rules Why we need money People who help to keep us safe Days of cultural significance in our country and around the world

LKS2	**CHILDREN WILL LEARN AND UNDERSTAND:** **<u>HEALTH & WELLBEING</u>** How our bodies grow & change. How to manage and self-regulate my emotions. How to lead & sustain a healthy lifestyle. How to make positive choices. The importance of having ownership of making healthy lifestyle choices. Rights and responsibilities. Knowing how to keep myself safe. Drug education & basic first aid. An awareness of Mental well-being. How to respectfully & responsibly use technology safely. **<u>RELATIONSHIPS</u>** The different types of families & relationship. The importance of inclusion within friendships & relationships. The importance of tolerance and the acceptance of each other's differences. How to deal with persuasion and pressure. What a healthy/unhealthy relationship is including online. How to seek advice, help and support from others if needed. **<u>LIVING IN THE WIDER WORLD</u>** How to challenge prejudice and stereotypes. How rules and laws protect us. School and local democracy. How peoples' decisions can affect others and the environment. My role and the role of others in my local community. Sources of products and Fairtrade. An appreciation of the range of national, regional, religious and ethnic identities within the UK. How to manage money. A range of jobs. What an aspiration is.
UKS2	**CHILDREN WILL LEARN AND UNDERSTAND:** **<u>HEALTH & WELLBEING</u>** Gender differences. How to maintain a healthy lifestyle prior to, during and after puberty. Sex education. How to respond to change, transition and moving on. The importance of having ownership of making healthy lifestyle choices into adulthood. Legal rights and responsibilities. Strategies for keeping physically and emotionally safe.

	The signs of positive/negative mental health. Strategies to cope with and improve Mental well-being. How to use technology including social media safely, positively and appropriately. **RELATIONSHIPS** Strategies to resolve disputes in friendship (both on /offline). The impact of teasing, bullying, racism, aggressive behaviours and how to respond and ask for help. The diversity and stereotypes of people in society. How it feels to be excluded or discriminated against within friendships & relationships. The importance of self-respect and how it links to their own happiness. How to deal with pressure from others to do something unsafe or that makes us feel uncomfortable and have strategies for managing this including online. What the impact change, loss, separation, divorce & bereavement can have on a relationship. The importance of permission seeking and giving in relationships with friends' peers and adults. Where to get advice and report concerns if worried about their own or someone else's' personal safety including online. **LIVING IN THE WIDER WORLD** How the range of identities in the UK combine to bring a richness to our society. The sources of money and manage spending within a budget. My role as a global citizen and have an awareness of current issues in society. The effects, risks and consequences of criminal activity & behaviour. What DLLRT is and about the basic institutions that support it locally and nationally. Strategies to challenge prejudice and stereotypes and use them throughout their lifetime. A variety of different jobs/careers and the possible routes to these. The responsibility for planning and looking after the environment and take steps to do this. How to be a discerning user of the internet

Assessment Criteria

What we do

1. We implement an inclusive curriculum so that all children, including those with SEND, can make progress and demonstrate success in a range of ways.
2. We conduct baseline assessments, checking the pupils' existing knowledge and skill level.
3. We review and re-cap prior learning and link it to new and current study. We identify curriculum links so that learning can be applied and assessed in new contexts.
4. Teachers use a range of assessment activities in their class, including the review of knowledge organisers, mini assessments, sketch books, independent tasks, work in books, pupil chats in lessons. We incorporate longitudinal study where appropriate, including geography and history to assess long term knowledge retention.
5. To meet the expected standard, pupils should demonstrate a broad understanding of the key facts in the end points for that year (as outlined in the subject key specification document). In addition, they retain key knowledge from prior learning.
6. At the greater depth standard, pupils demonstrate knowledge and understanding of every aspect of the key specification to the highest degree.
7. We enter a mid-year and end of year attainment grade onto FFT. Subject leaders analyse the data and report to governors annually.
8. Bi-annual peer audits provide quality assurance, moderation of standards and training across trust schools.

Our logo was carefully chosen to represent the children, young people and adults in our learning community who strive for excellence through high aspiration and high expectation.



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