

Chancel's PSHE/RSHE Curriculum



Impact

The ultimate impact of our PSHE and RSHE curriculum—delivered through the high-quality, fully sequenced Oak National Academy framework—is to produce safe, healthy, and resilient individuals. By the time pupils leave our school, they are equipped with the critical knowledge and moral discernment necessary to make informed choices, navigate the complexities of modern life, and contribute positively to society.

We evaluate the success of the Oak National Academy scheme of work through a robust combination of qualitative and quantitative indicators:

- **Continuous Formative Assessment:** Use of Oak National Academy's integrated checks for understanding, exit quizzes, and regular reflective tasks to measure immediate knowledge retention and clarify misconceptions.
- **Pupil Voice & Reflection:** Regular focus groups, student surveys, and structured learning discussions that verify pupils feel safe, included, and empowered by their lessons.
- **School Climate Metrics:** Monitoring a noticeable decrease in behavior incidents, safe-guarding flags, and online safety breaches alongside an increase in proactive, positive peer interactions and self-referrals for mental health support.
- **Teacher Capacity & Consistency:** Reduced planning workload allows teachers to focus on delivering high-impact, contextualized discussions, resulting in a cohesive experience across all year groups.

Intention 1: to develop our learner's learning (our head and body: what we learn)

1. Pupil Knowledge, Safety, and Well-being

- **Informed Decision-Making:** Pupils demonstrate a deep, age-appropriate understanding of relationships, physical health, and mental well-being. They can actively apply this knowledge to assess risks and make responsible choices.
- **Digital Literacy & Online Safety:** Through targeted units on online safety and media influence, pupils display the critical thinking needed to identify online harms, counter digital manipulation, and maintain a positive, safe digital footprint.
- **Modern Risk Navigation:** Pupils show explicit awareness of contemporary societal pressures and health risks—including vaping, gambling, online exploitation, and weapon awareness—enabling them to safeguard themselves and seek timely help.

2. Healthy Relationships, Inclusivity, and Respect

- **Respectful Cultures:** Pupils develop a strong vocabulary of consent, boundaries, and mutual respect. The curriculum fosters a mature understanding of healthy vs. unhealthy dynamics, actively reducing incidents of bullying, misogyny, and discrimination.
- **Empathy & Emotional Regulation:** Pupils can name, understand, and regulate their emotions. They show heightened empathy, a willingness to listen to diverse perspectives, and a commitment to upholding British values and inclusive communities.

Intention 2: to develop the character of our learners (our heart and character: who we are when we learn)

At Chancel, the planning of inspiring and imaginative activities promotes enjoyment of the PSHE / RSHE curriculum which, in turn, positively impacts on the achievement of children, confidence and attitude to learning. Taking part in outstanding lessons and workshops, pupils will be taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission

	seeking and giving, and the concept of personal privacy to help them make the right choices when faced with challenges of modern life. Developing the independence and motivation as learners is crucial alongside building a sense of responsibility as a future citizen is at the heart of all of Chancel's community
Intention 3: to develop behaviours and habits to become effective learners (our actions and attitudes: how we act when we learn)	The impact will be achieved by developing the strategies that children use to approach challenges every day. The aim of teaching pupils about relationships, physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.
Intention 4: to develop the moral compass of our learners (our place in the community and wider world: who we are)	This subject represents a huge opportunity to help our pupils develop the knowledge and attributes gained will support their own, and others', wellbeing and attainment and help them to become successful and happy adults who make a meaningful contribution to society.
As a result of our PSHE/RSHE teaching at Chancel Primary School you will see: - Engaged children who are all challenged in all areas. - Children who can all talk about PSHE RSHE topics confidently demonstrating a clear understanding of Pupil Knowledge, Safety, Well-being, Healthy Relationships, Inclusivity, and Respect. - Inspiring lessons that use a variety of resources and strategies to support PSHE RSHE learning. - Enrichment opportunities, which further develop our pupils PSHE / RSHE knowledge and understanding. - Learning that is tracked and monitored through a robust assessment system to ensure all children make progress in their learning, behaviour and attitudes to life in modern Britain.	