

Subject Area -PSHE / RSHE

Rational Overview –

What does this subject look like at Chancel Primary School?

Curriculum Intent Statement: PSHE & RSHE

The core intent of our Personal, Social, Health, and Economic (PSHE) and Relationships, Sex, and Health Education (RSHE) curriculum—delivered through the **Oak National Academy** framework—is to empower pupils to **stay safe, build healthy relationships, and support their overall physical and mental wellbeing**. Here at Chancel, pupils take part in structured age related RSE lessons once a week.

Strategically sequenced from Year 1 through to Year 6, our curriculum builds a progressive, developmentally appropriate foundation of knowledge. It ensures full compliance with statutory Department for Education (DfE) expectations, tackling modern safeguarding priorities including online safety, media influence, mental health, and emerging risk areas (such as vaping, online harms, and misogyny) with accuracy and sensitivity.

Our curriculum is structured around five core progressive threads that connect every unit of learning:

1. **Relationships:** Recognising what respectful, supportive relationships look like and navigating changes safely.
2. **Wellbeing:** Developing social and emotional learning (SEL) to champion positive mental and physical health.
3. **Online Safety:** Equipping pupils to safely navigate media influence, internet culture, and online risks.
4. **Growing Up:** Approaching physical development, changing bodies, and sex education with age-appropriate care and medical accuracy.
5. **Community:** Fostering fundamental values of respect, tolerance, and civic responsibility within a diverse global society.

Intent (overarching aims- What skills do we wish our pupils to acquire?

The specific outcomes and learning objectives by the end of KS1 across these core themes include:

1. Wellbeing & Emotions

- **Managing Change and Feelings:** Pupils can identify and name primary emotions (happiness, sadness, anger, worry) and understand that mentally healthy individuals experience all of these but learn to manage reactions. They can explain how to handle periods of change constructively (e.g., by talking to a trusted adult or focusing on positive outcomes).
- **Physical Health & Routines:** Pupils can plan a healthy week and take responsibility for basic daily health routines, such as physical activity, sleep, handwashing, and dental hygiene. They can explain how to eat a balanced diet.

2. Relationships & Boundaries

- **Healthy Relationships:** Pupils can describe how to live in harmony, show kindness, and understand that their actions have an impact on how others feel. They learn to distinguish what a family looks like, explaining that families are unique, special, and do not all look the same.
- **Power and Boundaries:** Pupils can recognize and communicate their personal physical boundaries. They can describe what "feeling safe" means with family and carers, and they understand the difference between good surprises and unsafe secrets.
- **Anti-Bullying:** Pupils develop an early understanding of what bullying is and how to stop it.

3. Communities & Celebrating Difference

- **Belonging & Respect:** Pupils can identify the groups they belong to (school, family, local community) and describe the roles of different people within their school and wider community
- **Inclusion:** Pupils learn how to show respect to people of different backgrounds, races, and cultures, and how to make others feel welcome

4. Digital Life & Media Influence

- **Online Safety:** Pupils know what is safe to share online and exactly who they should talk to if they encounter something that makes them feel uncomfortable while using devices.
- **Critical Thinking:** Pupils begin to evaluate digital content, learning to question if everything they see online is true.

5. Staying Safe & Hazard Awareness

- **Safety at Home:** Pupils identify home hazards and understand safety rules regarding risky substances (medicines and household products).
- **Seeking Help:** A foundational outcome is that pupils can confidently identify "trusted adults" (parents, teachers, carers) and explain how to clearly communicate concerns until they are heard.

The specific outcomes and learning objectives by the end of KS2 across these core themes include:

1. Relationships & Boundaries

- **Healthy Boundaries:** Pupils can define, communicate, and actively manage their own personal boundaries and "personal bubbles," and know how to respect the physical boundaries and expressions of others.
- **Conflict & Harmony:** Pupils demonstrate an understanding of how to live in harmony, manage peer friction, and differentiate between healthy, respectful friendships and unhealthy or controlling behaviors
- **Diversity & Inclusion:** Pupils can explain the importance of differences, identify discriminatory behaviors, and understand how to show respect across different races, cultures, and family dynamics

2. Health & Wellbeing

- **Emotional Regulation:** Pupils possess an "emotions toolkit." They can identify complex feelings associated with big life transitions (e.g., moving to secondary school), change, loss, or grief, and apply strategies to manage them.
- **Physical Health & Lifestyle:** Pupils can independently plan a healthy week, evaluating the balance between exercise, nutrition, and sleep. They also understand the fundamentals of menstrual and gynaecological health
- **Risky Substances:** Pupils understand the risks of nicotine addiction, specifically the facts regarding **vaping** and nicotine pouches, alongside the wider impacts of alcohol and drug misuse.

3. Digital & Media Literacy

- **Online Safety & Sharing:** Pupils know what is safe to share online and can explain why apps, games, and social media platforms carry strict age restrictions.
- Pupils can distinguish between fact, opinion, and manipulation online, with specific awareness of how **Artificial Intelligence (AI) chatbots** and online media can pose digital risks.
- **Resisting Pressure:** Pupils have the assertive communication skills needed to resist pressure to share private information or images online

4. Personal Safety & Harm Prevention

- **Contextual Safety:** Pupils can assess hazards in public spaces, unfamiliar contexts, or transport environments (such as rail safety).
- **Seeking Help:** A core outcome is knowing how to locate and clearly articulate a request for help from a trusted adult, and understanding the need to keep trying until they are heard.