



Clipston Endowed VC Primary School

The Big Picture – Personal, Social, Health & Relationships Education (PSHRE)

Our Over-arching Intent	That every child flourishes and enjoys learning through access to a rich, rounded, connected, coherent and progressive curriculum		
Aims of our Curriculum – by the end of their time with us at Clipston we aim...	To develop successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve	To develop confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.	To develop responsible, happy citizens of the world who have the capacity to make positive contributions to society.
Core School Value	“Be Kind ~ Be Your Best ~ Be Happy”		
The Intrinsic Core of PSHRE – our Intent	Our intent is driven by the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) & Health Education laid out in the DfE document (July 2025) https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf		
We will develop the knowledge and skills that children need to succeed	Develop children’s vocabulary acquisition and oracy skills so that they can articulate their thoughts both verbally and in written form, in order to communicate effectively in a range of situations.	Provide opportunities for children to be exposed to a wide variety of cultures, topics, themes and points of view to counter-balance the lack of diversity in our local demographic at our largely white British school, in order to prepare them for life in modern Britain.	

How do we organise learning in PSHRE through the development of Big Ideas?

	We have chosen to use this resource because it covers all the statutory aspects of personal, health & relationships education and provides updates as guidance changes. Additionally, the scheme supports pupils’ personal development, including their spiritual, moral, social and cultural development and understanding of British values, and incorporates non-statutory guidance on citizenship as recommended in the National Curriculum Review for implementation in 2028.			
Discuss and Explore the Whole School Big Ideas as outlined in the Kapow Programme	My Healthy Self	Connecting With Others	The Online World	Staying Safe
	Learning to look after their mental and physical health and make choices that support their wellbeing.	Learning how to build positive relationships, communicate with respect and understand the importance of kindness and boundaries.	Learning how to use the internet safely, recognise risks and behave responsibly when communicating or accessing information online.	Learning how to recognise risks, respond safely in different situations and seek help when something feels wrong or unsafe.
	Citizenship	Growing Up	Health Protection	
	Learning how to take part in their communities, understand rules, rights and responsibilities, appreciate diversity and fairness and develop early financial literacy.	Learning about the changes that happen as they grow, including puberty and developing bodies and how to manage these changes with confidence.	Learning how to prevent illness, recognise emergencies, manage basic first aid to keep someone safe until help arrives, and understand how hygiene, vaccines and healthy habits help keep people well.	

The Big Ideas are developed through the understanding of Key Themes or Schema, developed from EYFS to Year 6

Explore and Investigate Key Themes (Schema) - Key Strands as outlined in the Kapow Programme	Self-regulation	Managing Self	Building Relationships	Critical Thinking
	Learning to recognise and manage emotions, thoughts and behaviour so they can respond calmly and make considered choices.	Learning to take increasing responsibility for own behaviour, routines and decisions to support their wellbeing and independence.	Learning how to form positive relationships by communicating kindly, understanding others and by setting healthy boundaries.	Learning to ask questions, consider different viewpoints and make informed, thoughtful decisions in a world where information is not always reliable.
Curriculum Links	Our PSHRE curriculum has links with our curricular for Science, Computing and PE, as well as with our Church School Christian Values and our teaching of British Values. Aspects of Health & Wellbeing and the Changing Body are delivered as part of Physical Education and Science curricula.			

Implementation: How do we deliver our Curriculum? (Year A – 2026/27 Year B – 2027/28)

Progression	Progression in Learning from Reception to Year 6 is outlined in our PSHRE Overview and End Points document.	
Early Years Foundation Stage Continuous Provision		
EYFS planned components and knowledge in the context of....	My feelings (Autumn Term 1) Explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions. Special relationships (Autumn Term 2) Explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences. Taking on challenges (Spring Term 1) Understand why we have rules, the importance of persistence in the face of challenges, how to communicate effectively with others, practice ‘grounding’ coping strategies, and learn new skills to build resilience.	Listening and following instructions (Spring Term 2) Why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one. My family and friends (Summer Term 1) How we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another. My wellbeing (Summer Term 2) How to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.
Key Stage 1 – Year 1 & Year 2		
KS1 (Years 1 & 2) planned components and knowledge in the context of....	Year A	Year B
	How can I help myself and others feel happy and safe? Identify what makes them and others special, pupils learn how friends, family and classmates can help and support each other. How do we spend time online? Understand how to stay safe and respectful online and recognising the different ways people use the internet in everyday life. How can I protect myself and others in daily life? Explore illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help. How can I stay safe? Recognise how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm.	How can we look after our emotions? Recognise and name a range of emotions, pupils learn to identify facial and body clues linked to feelings. How can I help others and the environment? Learn how people can care for others and the environment through exploring the needs of babies, young children and pets. How do people belong to a community and earn money? Explore communities, belonging and money through learning about the different groups people are part of and how decisions can be made fairly. How can we look after our bodies? Understand how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body.

	How can I build safe, kind, and caring relationships with others? Recognise how families and communities can be similar and different; pupils learn about kindness, respect and positive relationships. How can we stay safe online? Develop an awareness of online content, recognising that not everything is suitable or trustworthy, and learning how to respond when something online makes them feel worried or uncomfortable.		How can we look after and respect our bodies as we grow? Recognise how people grow and change over time through learning about physical development, privacy and personal boundaries. How can I make safe choices in different places? Understand that unsafe situations can occur in different places and recognise common hazards at home and in public spaces.	
Lower Key Stage 2 – Year 3 & Year 4				
LKS2 (Years 3 & 4) planned components and knowledge in the context of....	Year A		Year B	
	What helps us feel safe and included? Recognise own strengths, qualities and boundaries, and develop self-worth and confidence in expressing ourselves respectfully. How should we communicate online? Explore ways people communicate online and understanding the importance of safe and respectful online behaviours. What careers do people choose and why? Explore careers, aspirations and equality by learning about different jobs, why people choose them and how careers can change over time. What signs help me recognise what is safe or unsafe? Develop personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. How can we respect each other? Examine respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. How can we decide what to trust online? Develop critical thinking skills through exploring how information is found, shared and presented online.		How can I take care of my mind and body? Examine the connection between the mind and body by recognising and describing a wide range of emotions and feelings. What rights and responsibilities do we have? Learn about rights, responsibilities and citizenship by exploring children’s rights, human rights and why they matter. How can we prevent illness and injury and respond if they happen? Investigate how healthy habits, medicines and health care help prevent illness and protect wellbeing. How can I make healthy choices? Understand how healthy choices support both physical and mental wellbeing by exploring exercise, nutrition and hydration. How can I spend my money wisely? Learn about managing money by examining the different ways people pay for goods and services including cash, cards and budgeting. How will my body and emotions change as I grow up? Learn about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone.	
Upper Key Stage 2 – Year 5 & Year 6				
UKS2 (Years 5 & 6) planned components and knowledge in the context of....	Year A		Year B	
	Why are healthy relationships important? Investigate identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. How am I influenced by what I see online? Consider how online content can influence choices by examining advertising, influencers and persuasive techniques used online. How can we be in control of our money? Explore money management by learning how needs and wants can influence spending decisions and financial choices, including budgeting, borrowing and interest, and money safety. What does it mean to stand up for myself and others? Develop self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. How do I feel about the things I see online? Explore how online experiences influence thoughts, feelings and behaviour, recognising online risks and learning how to respond safely to online bullying and other harmful behaviour. How can I stay safe as I grow up? Develop an understanding of hazards, risks and safer choices by exploring how to stay safe in different situations and considering how peer pressure and drug misuse can affect decision-making.		How can I support my mind and body as I grow? Understand how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. How can we make a difference in our communities and beyond? Develop active citizenship skills through exploring how people can make a difference in their communities and beyond. How can I manage the changes to my body and emotions as I grow up? Understand the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. How do my choices today shape my future health? Develop knowledge of how making informed choices now can support future wellbeing by exploring the effects of mindset, behaviour, dental hygiene and care for others and self. How can we protect everyone’s rights? Explore human rights, laws and how the legal system helps uphold fairness in society. Consider the consequences of breaking laws, examine prejudice and discrimination and identify ways to challenge stereotypes to promote equality and inclusion. [Optional First Aid Unit]	
Whole School Enrichment –	Examples of Planned Activities linked to PSHRE	Community Harvest Lunch Forest School Visiting Community Police Officer Water Safety Awareness	Magistrates in the Community Visiting Dental Practitioner Bikeability Rail Safety Awareness	Courageous Advocacy First Aid / Mental Health Workshops Secondary School Visits School Nurse - Puberty
Impact	Most children achieve the early learning goals in the Framework for the EYFS			
	Most children achieve the End Point Milestones for PSHRE			
	Children become...			
	successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve.	confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.		responsible, happy citizens of the world who have the capacity to make positive contributions to society.