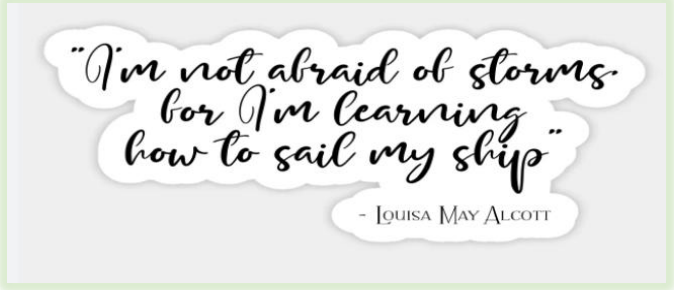
TEACHING PSHE

AT HOPPING HILL PRIMARY SCHOOL







Intent

PSHE is the vehicle through which children at Hopping Hill are supported to develop their sense of self, understand their rights and responsibilities, and recognise the impact that their choices can have on themselves and others. Through PSHE, pupils build the knowledge, confidence, and skills they need to stay safe, manage change, develop healthy relationships, and contribute positively to their community.

Our curriculum is designed around the needs of our pupils and reflects the statutory requirements for Relationships Education and Health Education, the primary science curriculum, Keeping Children Safe in Education, safeguarding priorities, online safety expectations, and the wider aims of PSHE education. It is informed by pupil voice, parent and carer consultation, staff feedback, safeguarding trends, and local and national risks.

The subject lead works with the school community to ensure curriculum decisions are relevant, inclusive, age-appropriate and support pupils to be safe, healthy, respectful, and prepared for life in modern Britain.

This supports the school's wider work on pupils' personal development by helping children to build character, confidence, resilience, respect for others and the knowledge they need to stay safe and contribute positively to society.

Our curriculum is connected by recurring golden threads: keeping ourselves and others safe; keeping ourselves healthy; developing acceptance and respect through British values; and acquiring the knowledge and vocabulary needed to be a positive citizen. These threads help pupils make connections between units, revisit previous learning and apply their understanding in everyday situations.

Implementation

PSHE is taught across all year groups. Although PSHE itself is not a statutory National Curriculum subject, schools are expected to make provision for it. At Hopping Hill, PSHE includes statutory Relationships Education and Health Education, alongside safeguarding education, online safety, economic wellbeing, and wider personal development. Relevant learning is coordinated with the primary science curriculum. Our curriculum has been revised to reflect the statutory guidance that came into effect on 1 September 2026.

The revised long-term map sets out learning from Nursery to Year 6. The key knowledge and vocabulary progression map identifies what pupils should know, the language they need and links to previous learning. Teachers use these documents together when planning, ensuring that learning builds over time rather than treating each unit as an isolated topic.

The statutory guidance recognises that children are growing up in a complex world, including online, and need to know how to be safe and healthy and how to manage their personal and social lives positively. In primary schools, the focus is on the building blocks of healthy, respectful relationships, including families, friendships, kindness, honesty, boundaries, privacy and how to seek support.

Key guidance and documents used to inform the curriculum include:

- Relationships Education, Relationships and Sex Education, and Health Education statutory guidance, effective from 1 September 2026.
- Primary National Curriculum science requirements.
- Keeping Children Safe in Education, including expectations around safeguarding education, online safety, and a whole-school approach to keeping children safe.
- PSHE Association guidance and programme of study, including broader PSHE content such as economic wellbeing and careers-related learning.

- School safeguarding records, pupil voice, parent/carer consultation, staff feedback, and local authority guidance.

Primary schools are required to teach the elements of sex education contained within the science curriculum. At Hopping Hill, any additional age-appropriate sex education is planned carefully, taught sensitively, and explained to parents and carers through the school's Relationships, Sex and Health Education policy and curriculum information.

Science programmes of study: key stages 1 and 2 (publishing.service.gov.uk)

Areas covered within the PSHE curriculum include:

Core strand	Examples of curriculum content
Relationships	Families, developing and maintaining friendships, kindness, respect, trust, loneliness and inclusion, privacy, setting and respecting healthy personal boundaries, managing conflict, recognising unsafe situations, and knowing how to get help.
Health and wellbeing	Mental wellbeing, emotions, resilience, healthy lifestyles, physical activity, sleep, hygiene, puberty, change, loss, bereavement, medicines, vaping, personal safety and first aid.
Online safety and media literacy	Safe and respectful online behaviour, sharing information, protecting personal data, location settings, digital footprints, age restrictions, reporting concerns, online influence, scams, fraud, gaming risks including in-game purchases, other financial harms and addictive gaming, and critical thinking about online content.
Living in the wider world	British values, democracy, rules and responsibilities, equality, diversity, protected characteristics, anti-bullying, stereotypes and contributing to the community; broader PSHE learning includes money, financial choices, and careers-related learning, alongside statutory Relationships and Health Education.
Safeguarding and personal safety	Trusted adults, worries and secrets, consent and permission in age-appropriate contexts, safe and unsafe touch, road, rail, water, and fire safety, and how to ask for help.

Curriculum organisation and progression
PSHE is taught throughout the school year. The long-term map organises learning around Protective Behaviours, Relationships, Wellbeing, Keeping Safe and Understanding the Law, with first aid, consent, road safety, and transition taught in the relevant year groups. The precise sequence and additional units are set out in the year-group maps; not every year group follows an identical programme.

In Early Years, learning develops through continuous provision, adult interactions, stories, routines, and planned activities. More structured teaching is introduced where it supports progression in feelings, friendships, personal safety, rules, and self-care.

The key knowledge and vocabulary map supports progression between year groups. Teachers explicitly introduce, explain and revisit vocabulary, making links with earlier learning. Recall activities check what pupils remember, while discussion and practical scenarios help them use their knowledge rather than simply repeat words or definitions.

Teaching approaches and resources
Pol-Ed is a core resource, used alongside selected existing lessons, PSHE Association materials and other reputable resources. The curriculum is not solely scheme-led: teachers use the school's agreed knowledge, vocabulary, and curriculum maps to select and adapt activities to meet pupils' needs.

Lessons provide opportunities for recall, clear teaching, discussion, and application. Stories, pictures, sorting activities, talk partners, role play and scenarios help pupils explore choices and explain what they might do, why and who could help. Written work is used where it supports the learning, rather than being the main measure of understanding.

Scenario-based learning is a continuing priority. Pupils need regular opportunities to practise applying their knowledge to realistic situations, both online and offline. Teachers revisit misconceptions and provide further practice where pupils can recall information but are not yet confident using it.

Inclusion and accessibility
Teaching and assessment are adapted to pupils' developmental stage, communication needs, and prior understanding. Pupils may demonstrate learning through talking, pointing, choosing pictures, drawing, role play, adult-scribed responses, or independent writing.

Safeguarding and whole-school policy links
PSHE forms part of the school's preventative safeguarding approach and is read alongside the Safeguarding Policy, RSHE Policy, Online Safety Policy, Anti-Bullying Policy and Behaviour and Belonging documentation. These documents connect curriculum teaching with the language, expectations, and support pupils experience throughout school.

Protective Behaviours provides a recurring foundation for personal safety. Pupils revisit the messages that everyone has the right to feel safe all of the time and that they can talk with someone about anything, even if it feels awful or small. Teaching develops pupils' understanding of Early Warning Signs, safety networks, and the importance of continuing to seek help.

Online safety is coordinated with Computing and the school's acceptable use agreements. Age-appropriate learning includes protecting personal information, recognising unreliable or misleading content, respectful online behaviour, and reporting concerns. Older pupils also explore media influence and emerging technology, including artificial intelligence and manipulated content, where identified in their curriculum map. Filtering and monitoring support this work but do not replace education, supervision, or safeguarding procedures.

Assemblies, shared learning, and everyday classroom practice reinforce PSHE rather than replace planned lessons. Connections with the Behaviour and Belonging Curriculum help pupils practise respect, inclusion, kindness, integrity, teamwork, and ambition. Whole-school themes include rules and values, anti-bullying, mental wellbeing, online safety, community, and transition.

Staff have received training on the revised curriculum and guidance, including responding clearly and appropriately to sensitive questions. Staff use agreed school procedures when a lesson or pupil response raises a safeguarding concern.

Parents and carers are kept informed about the PSHE curriculum, including Relationships Education, Health Education, and any age-appropriate sex education. The school consults with parents, carers, pupils, and staff when reviewing the curriculum and provides opportunities for families to understand what is being taught, why it is being taught and which resources are being used. This supports openness, trust and partnership while ensuring that pupils receive the knowledge, they need to stay safe and develop healthy, respectful relationships.

Further information can be found in the school's Relationships, Sex and Health Education policy and curriculum information, which are shared with parents and carers and reviewed in line with statutory guidance and the needs of the school community.

Intended impact

Following the implementation of the broad and balanced PSHE curriculum at Hopping Hill, pupils will:

- **develop the vocabulary, confidence, and skills to talk about feelings, relationships, safety, health and wellbeing;**
- **understand what healthy, respectful relationships look like, both offline and online;**
- **know how to recognise unsafe situations, including online risks, and how to seek help from trusted adults;**
- **show respect for difference, including families, cultures, beliefs and protected characteristics;**
- **understand personal boundaries, privacy, permission, and consent in age-appropriate ways;**
- **make informed choices about physical health, mental wellbeing, digital life, money and personal safety;**
- **be prepared to contribute positively to school life, the local community and wider society.**

Assessment and the evolving curriculum

Assessment is purposeful, manageable, and consistent across the school. It focuses on what pupils know, remember, understand, and can apply. Teachers use questioning, recall, discussion, and practical activities to identify starting points and check understanding throughout teaching.

Termly assessment

At the end of each unit or term, pupils respond to one short scenario linked directly to the learning taught, using the prompt: “What would you do if…?” Teachers may extend this with “Why?” or “Who could help?” The approach is consistent across the school, while the scenario reflects the year group and curriculum content.

Responses may be gathered through whole-class or small-group discussion, talk partners, drawing, labelling, role play or brief written work. Teachers use these responses to identify misconceptions, pupils needing further support and pupils showing particularly secure understanding. No separate test paper, numerical score or additional termly data entry is required.

End-of-year reflection

In Term 6, pupils complete a broader reflection using the year-group assessment materials. The advice task asks pupils to use their PSHE learning to help a new pupil in their year group. It focuses on keeping themselves and others safe, keeping their body and mind healthy, and developing kind, respectful relationships with acceptance and respect for differences.

The accompanying challenge asks pupils to explain a time when their PSHE learning helped them make a decision or take action. Vocabulary banks help pupils recall and explain their learning; they are prompts, not a checklist of words that every pupil must use.

Reception complete a whole-class reflection. In Year 1, teachers may use whole-class, group, or individual responses according to pupils’ needs. In Years 2–6, individual responses are encouraged where appropriate, with reasonable support, alternative recording or group arrangements when needed.

Annual judgement and transition

Teachers combine the termly scenario responses, end-of-year reflection and their knowledge of pupils’ learning across the year to complete the annual assessment overview which is recorded on the school’s assessment tracker system- Insight.

Review and intended impact

The subject lead reviews implementation through planning scrutiny, pupil voice, staff feedback, and learning visits. Review considers whether pupils retain key knowledge and vocabulary, can explain their choices and know how to seek help. Assessment evidence informs what needs to be revisited or adapted.

The DSL and PSHE subject lead use patterns in safeguarding and online safety concerns, bullying, prejudiced language, and peer relationships to inform proportionate curriculum responses. Individual safeguarding information remains confidential and is managed through the school’s safeguarding procedures.

Intended outcomes are evaluated over time; they are not assumed simply because content has been taught. Priorities include embedding scenario-based application, maintaining accurate knowledge and vocabulary progression, and strengthening accessibility for pupils with additional needs.