



Barnfields Primary School: PSHE Subject Rationale

PSHE Subject Quest at Barnfields:

To acquire knowledge, understanding and skills needed to develop physically, mentally and emotionally, creating healthy individuals who can make informed decisions about their lives and their future.

Knowledge Types in PSHE

Conceptual



Procedural



Metacognitive



PSHE Intention

In an ever-evolving society, it is essential to equip our children with the knowledge, skills, and values needed to navigate the complexities of the world around them. Our PSHE curriculum is designed to foster a deep understanding of diversity, wellbeing, and personal responsibility, empowering pupils to make informed choices about their physical and mental health, relationships, and future aspirations. We strive to nurture confident, resilient, and emotionally intelligent individuals who can adapt to challenges, demonstrate empathy, and contribute positively to their communities. Through an inclusive and progressive approach, we support the wider work of the school in embedding fundamental values that promote self-efficacy, integrity, and a sense of purpose. By prioritising wellbeing, character development, and social responsibility, we ensure that every child is prepared to thrive in an ever-changing world, becoming happy, successful, and proactive members of society.

Provision, Planning and Delivery

Provision

We bring our vision for PSHE to life by:

- Prioritising PSHE as a dedicated subject within the school timetable.
- Providing ample time for children to engage in discussions, activities and reflections that promote emotional intelligence, resilience and well-being.
- Implementing a spiral curriculum that allows learners to progressively build upon previously taught knowledge.
- Connecting real-life experiences with examples by exploring diverse perspectives on well-being, relationships and responsible citizenship.
- Encouraging collaborative discussions in pairs and small groups, fostering respectful and positive communication of thoughts, feelings and ideas.
- Promoting the use of PSHE-specific vocabulary when discussing personal development, relationships and societal issues.
- Giving children the freedom to express their opinions, beliefs and aspirations in a safe and supportive environment.
- Supporting children in articulating their thoughts, concerns and ideas, helping to build confidence and empathy.



Planning

The foundations of PSHE are established in the Early Years through a strong focus on personal, social, and emotional development (PSED), which underpins children's ability to self-regulate, manage themselves, and build positive relationships. Through carefully planned provision, play-based learning, and adult-led interactions, children develop essential skills such as recognising and expressing emotions, understanding boundaries, and learning to interact with others respectfully. The Early Years environment nurtures these skills through daily routines, collaborative activities, and opportunities for problem-solving, helping children to develop independence, resilience, and empathy. By embedding these core aspects of PSED from the outset, children build a secure foundation for the PSHE curriculum as they progress through school, enabling them to develop a strong sense of self, make responsible choices, and form healthy, respectful relationships. This early grounding ensures that pupils are well-equipped to engage with the wider themes of PSHE in later years, supporting their emotional well-being and social development.

Following the PSHE Subject Road Map, children in Years 1-6 at Barnfields experience a structured, progressive, and engaging PSHE curriculum that builds upon prior learning each year. The curriculum is designed to equip children with essential life skills, helping them develop self-awareness, emotional resilience, and positive relationships.

In PSHE at Barnfields, children develop a deep understanding of key concepts (**conceptual knowledge**) such as respect, consent, democracy and resilience. They explore how media and technology shape opinions, helping them to form a well-rounded perspective. Through **procedural knowledge**, pupils learn practical skills for managing emotions, maintaining mental well-being, and building positive relationships. They develop strategies for conflict resolution, communication and decision-making, enabling them to navigate challenges effectively. Additionally, **metacognitive knowledge** is embedded within the curriculum, encouraging children to reflect on their own values, beliefs and aspirations. By assessing risks and considering the impact of their choices, they become more self-aware and responsible individuals who can set and work towards personal goals with confidence.

Teachers in KS1 and KS2 follow the Barnfields Knowledge Progression Grid, which outlines the knowledge to be taught, and incorporate the Jigsaw PSHE to support lessons. Jigsaw's six half-termly themes provide a structured approach, ensuring consistency across year groups.

- ~ Autumn 1: Being Me
- ~ Autumn 2: Celebrating Differences
- ~ Spring 1: Dreams and Goals
- ~ Spring 2: Healthy Me
- ~ Summer 1: Relationships
- ~ Summer 2: Changing Me (including Sex Education)



Being Me



Celebrating Differences



Dreams & Goals



Healthy Me



Relationships



Changing Me



The Jigsaw PSHE goes beyond National Curriculum expectations, promoting emotional literacy, resilience, and both mental and physical well-being. Mindfulness is embedded throughout, helping children develop emotional awareness, focus, and concentration. The curriculum is adapted to meet the needs of our children and aligns with our school values of *resilience, reflection, responsibility, positivity, and respect*. Children express their learning through discussion, role-play, and a variety of creative formats.

Sex education within RSHE is a vital component of PSHE in primary schools, ensuring that children receive age-appropriate, factual, and sensitive information to help them understand their bodies, relationships, and personal boundaries. It supports children in developing respect for themselves and others, promoting healthy relationships and fostering emotional well-being. By teaching about consent, privacy, and changes that occur during puberty, schools equip children with the knowledge and confidence to navigate their development safely and responsibly. Our well-planned RSHE curriculum also plays a crucial role in safeguarding, helping children recognise and report concerns while fostering resilience. Delivered in a safe and supportive environment, RSHE in PSHE empowers pupils with lifelong skills and knowledge, ensuring they grow into confident, respectful, and well-informed individuals.

Delivery

The PSHE curriculum in Key Stage 1 and Key Stage 2 every week, with lessons lasting 45 minutes. Some objectives may also be covered as part of enrichment days, themed days such as Internet Safety Day or Mental Health Week, or they may be linked to other areas of the curriculum.

Progression

At Barnfields, we ensure progression in PSHE education by having designed a curriculum that builds children's knowledge systematically over time. Units are repeated in each year group to build on prior learning. We understand that progression in PSHE means children 'knowing more, remembering more,' and being able to apply their understanding in real-life situations. To achieve this, we carefully sequence learning so that children develop personal, social and emotional knowledge in a structured and meaningful way. Our goal is not only to provide knowledge but also to equip children with the skills and confidence to navigate the challenges of life, as outlined in the National Curriculum and Jigsaw PSHE.



To support this, we plan our curriculum so that each new concept builds on prior learning. We ensure children have a strong foundation by introducing essential knowledge first – such as understanding emotions, respectful relationships and decision making- before encouraging them to apply their learning in real-world contexts.

The PSHE curriculum balances explicit skill development – where children build essential life skills such as self-regulation, empathy, and critical thinking – with personal exploration, allowing them to reflect on their own values,



beliefs and sense of identity. This approach ensures that pupils develop both the practical skills needed for well-being and relationships, as well as the ability to navigate their own personal growth and decision-making.

The three core PSHE themes of responsibility, choices and identity are embedded throughout the curriculum:

- **Responsibly:** Children learn the importance of accountability for their actions, understanding the impact they have on themselves and others. This includes social responsibility, understanding rules and consequences.
- **Choices:** Pupils are guided to make informed. Safe and ethical decisions in different areas of their lives, including friendships, health, and emotional well-being. They explore the consequences of their choices and develop resilience in decision making.
- **Identity:** The curriculum supports children in developing a strong sense of self, respecting diversity, and understanding how their experiences shape their personal and social identity.

Practice is a key part of our approach. We build regular opportunities for children to revisit and refine their understanding through discussions, role-play and reflection. For example, when exploring responsible decision-making, children first learn about safe and unsafe choices before applying their knowledge to real-life scenarios, such as peer pressure or online safety. By embedding these practices into our curriculum, we help children deepen their understanding and confidence in navigating the world around them.

Online safety is a fundamental aspect of PSHE, ensuring that children develop the knowledge, skills and attitudes needed to navigate the digital world safely and responsibly. Through a progressive curriculum, pupils learn about key aspects such as managing online relationships, identifying risks, protecting personal information, and understanding the impact of their digital footprint. Online safety is embedded within PSHE relating to the themes of responsibility, choices and identity, as is reinforced through whole-school initiatives and assemblies.

Assessment, Recording and Reporting

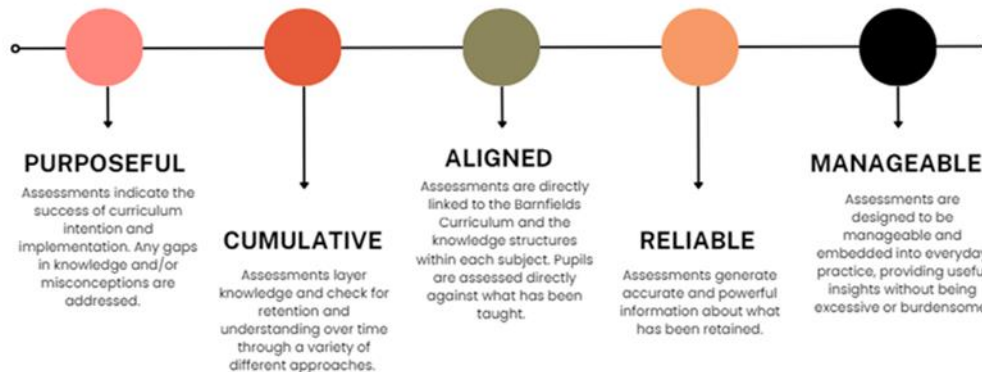
Assessment

Assessment in PSHE aligns with the school's five key assessment principles for foundation subjects: *purposeful, cumulative, aligned, reliable, and manageable.*



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ASSESSMENT PRINCIPLES ACROSS THE FOUNDATION SUBJECTS AT BARNFIELDS



Assessment in PSHE is an ongoing and integral part of the learning process, ensuring that children develop a deep and meaningful understanding of key concepts. Throughout each unit, teachers continuously assess pupils' knowledge, understanding, and skills through careful observations, discussions, and the review of written work. This formative assessment enables teachers to adapt and refine the learning journey, ensuring that lessons are responsive to the needs of both individuals and the whole class. Based on these assessments, teachers make informed decisions about when to re-teach, consolidate, or extend learning to secure progression.

At the end of each unit, children complete a summative assessment that focuses on key vocabulary, core skills, and the application of their learning. This is often presented through real-life scenarios, allowing pupils to demonstrate their ability to apply their knowledge in context. The outcomes of these assessments inform future planning, ensuring that any gaps in understanding are identified and addressed through targeted teaching.

Retrieval practice is embedded throughout the curriculum, supporting long-term retention and deepening conceptual understanding. It also provides valuable opportunities for teachers to assess pupils' use of language, clarify misconceptions, and reinforce key learning points. By maintaining a robust assessment approach, PSHE teaching remains dynamic, responsive, and impactful, equipping pupils with the essential skills and knowledge to navigate their lives with confidence and resilience.

Recording

PSHE learning is documented in children's personal wider curriculum books, with each entry tailored to the specific learning objective. Evidence produced may include personal reflections, written explanations, discussions of key themes, mind maps, photographs of group activities, and self-assessments. These records capture the development of key skills such as emotional literacy, critical thinking, and decision-making.

Reporting



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Teachers assess pupil progress in PSHE by evaluating their engagement, understanding, and ability to apply learning to real-life situations. At the end of each term, teachers record pupil attainment using Sonar, determining whether a child is working towards, meeting, or exceeding age-related expectations. The aim of this assessment is to measure the depth of understanding and the application of PSHE concepts in different contexts.

Additionally, informal updates are provided during parents' evenings and through discussions linked to pastoral support and whole-school well-being initiatives.

Supporting Research:

DfE – Promoting children and young people’s emotional health and well-being (2015)

Education Endowment Foundation (EEF) – Social and Emotional Learning (SEL) impact

PSHE Association Review (2015)