



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 choices that keep them safe, make informed decisions about their lives and their future.

Knowledge Types in PSHE

Conceptual



Procedural



Metacognitive



PSHE Intention

At Barnfields Primary School, we believe every child deserves an education that prepares them not only for academic success but also to thrive as healthy, confident, respectful and responsible members of society. Personal, Social, Health and Economic Education (PSHE) lies at the heart of this commitment and supports our vision of preparing children for the opportunities, responsibilities and experiences of later life. Our curriculum is delivered through the **Jigsaw PSHE programme**, carefully adapted to meet the needs of our pupils whilst ensuring alignment with the SESAT Relationships, Sex and Health Education Policy, statutory Relationships Education and Health Education requirements, and current safeguarding guidance.

From the moment children join Barnfields, they begin developing the emotional literacy, knowledge and skills needed to understand themselves and the world around them. Through a progressive and inclusive curriculum, children learn to recognise and manage emotions, develop resilience, build positive relationships and make responsible choices that support their own wellbeing and the wellbeing of others.

As a Rights Respecting School (Silver), we embed the principles of the United Nations Convention on the Rights of the Child throughout our curriculum. Children learn about their right to education, their right to express their views and their responsibility to respect the rights and viewpoints of others. Opportunities for spiritual, moral, social and cultural development are woven throughout PSHE, enabling pupils to become respectful, reflective and active members of society.

Our curriculum reflects the realities of modern life and prepares children to navigate both physical and digital environments safely and confidently. Through carefully sequenced learning, children develop knowledge and understanding relating to healthy relationships, mental wellbeing, physical health, online safety, personal safety, equality, diversity and citizenship. They learn to critically evaluate information, challenge stereotypes, identify risk, recognise misinformation and know how and when to seek support.

Children are taught that families come in many forms and that healthy relationships are built upon trust, kindness, respect and care. They learn about consent, personal boundaries, privacy and safeguarding, helping them understand that they have rights over their own bodies and personal information. Through age-appropriate teaching, children develop understanding of change and transition, including loss, bereavement, puberty and growing up, enabling them to approach these experiences with confidence, resilience and emotional maturity.



By prioritising wellbeing, character development, respectful relationships and social responsibility, we ensure every child leaves Barnfields equipped with the knowledge, skills and attributes needed to flourish both now and in the future.

Provision, Planning and Delivery

At Barnfields, we provide a rich and inclusive PSHE curriculum through:

- Dedicated weekly PSHE lessons taught through the Jigsaw PSHE programme.
- A safe and supportive learning environment where children can discuss thoughts, feelings and experiences respectfully.
- Opportunities to develop emotional literacy, resilience, self-regulation and empathy.
- Regular opportunities for reflection, discussion and pupil voice.
- A progressive curriculum which revisits key concepts and skills through a spiral approach.
- Learning that develops understanding of relationships, wellbeing, identity, diversity and citizenship.
- Teaching that promotes inclusion and values the diversity of children, families and communities.
- Explicit safeguarding education, enabling children to recognise concerns and seek help from trusted adults.
- Opportunities to develop respectful dialogue, active listening and communication skills. [
- Learning experiences that help children understand both online and offline risks.

Through Jigsaw's '**Calm Me**' approach, children develop mindfulness, emotional awareness and self-regulation.

Through '**Connect Us**' activities, children strengthen their communication and relationship-building skills, helping to foster a positive, inclusive and respectful school community.

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, safety, 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

Barnfields PSHE curriculum alongside 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.

Relationships, Health and Sex Education

Relationships, Sex and Health Education forms an integral part of our wider PSHE curriculum and plays a vital role in both children's personal development and safeguarding. Through a carefully sequenced programme of learning, children develop an understanding of families and caring relationships, friendship, respect, consent, personal boundaries, mental wellbeing, physical health and healthy lifestyles. They learn how to keep themselves safe, recognise unhealthy situations and understand where and how to seek support.

Teaching reflects the principles outlined within the SESAT Relationships, Sex and Health Education Policy and the updated statutory guidance. Children are taught that every individual deserves dignity, kindness and respect. Through learning about equality, diversity and protected characteristics, pupils develop an understanding of how stereotypes, prejudice and discrimination can affect individuals and communities. They are encouraged to challenge harmful attitudes, including gender stereotypes and misogynistic beliefs, whilst developing empathy, respect and social responsibility.

Sex education is taught through the Jigsaw *Changing Me* unit and is delivered in a factual, age-appropriate and sensitive manner. Children learn about human development, puberty, reproduction and the physical and emotional changes associated with growing up. Accurate anatomical vocabulary is taught to support children's understanding of their bodies, promote confidence and contribute to safeguarding by ensuring children have the language required to express concerns and seek support when necessary.

Personal Safety and Online Safety

Personal safety and online safety are woven throughout the PSHE curriculum and are fundamental to our commitment to safeguarding children. As they progress through school, pupils develop the knowledge and skills needed to recognise risk, make informed decisions and keep themselves safe in both physical and digital environments.



Children learn about personal safety in a range of contexts, including road, rail and water safety, recognising unsafe situations, identifying trusted adults and understanding how to seek help in emergencies. They develop an awareness of personal boundaries, privacy and consent, helping them to understand their rights and responsibilities whilst recognising situations that may place themselves or others at risk.

In an increasingly digital world, pupils are also taught to navigate online spaces safely and responsibly. They learn to critically evaluate online information, recognise misinformation and manipulated content, understand the impact of their digital footprint and develop positive online behaviours. Learning also reflects emerging safeguarding concerns by helping children recognise online scams, fraud, gaming monetisation practices and other online financial harms, ensuring they are better equipped to make informed decisions when using technology.

Delivery

PSHE is taught weekly across Key Stage 1 and Key Stage 2 through dedicated curriculum time, ensuring that children have regular opportunities to develop knowledge, understanding and skills that support their personal development. Learning is further enhanced through assemblies, themed weeks, educational visits, wider curriculum links and whole-school events that promote wellbeing, safety, diversity and inclusion.

Lessons are delivered within a safe and supportive environment where children feel valued, respected and confident to express their views. The Jigsaw Charter establishes clear expectations for respectful discussion and supports children in understanding the balance between confidentiality and safeguarding. Through discussion, reflection, collaborative learning and real-life scenarios, pupils develop the confidence to engage with sensitive topics in a thoughtful and age-appropriate way.

Disciplinary Oracy

Oracy is integral to PSHE at Barnfields, supporting children in expressing feelings, exploring relationships and communicating ideas with confidence. Talk is used to help **pupils articulate emotions, reason about choices and engage respectfully with the views of others.**

In EYFS and Key Stage 1, children express thoughts and experiences through structured talk, role play and storytelling. Teachers model subject-specific vocabulary linked to emotions, relationships and self-care, using simple routines such as '*my turn, your turn*' to support repetition, turn-taking and early confidence. Class characters and discussion prompts ensure all children participate and explain their thinking aloud.

As pupils move through Key Stage 1 and into Lower Key Stage 2, partner and small-group discussions help them explore feelings, friendships and decision-making. Modelled sentence stems support children in articulating opinions, asking questions and responding thoughtfully to others. These routines strengthen listening, empathy and the ability to communicate personal viewpoints clearly.

By Key Stage 2, pupils take part in more structured discussions and debates around PSHE themes. They use subject-specific vocabulary to reason, justify viewpoints and consider alternative perspectives. Social stories and scenario-based talk deepen understanding of complex issues and support collaborative problem-solving.

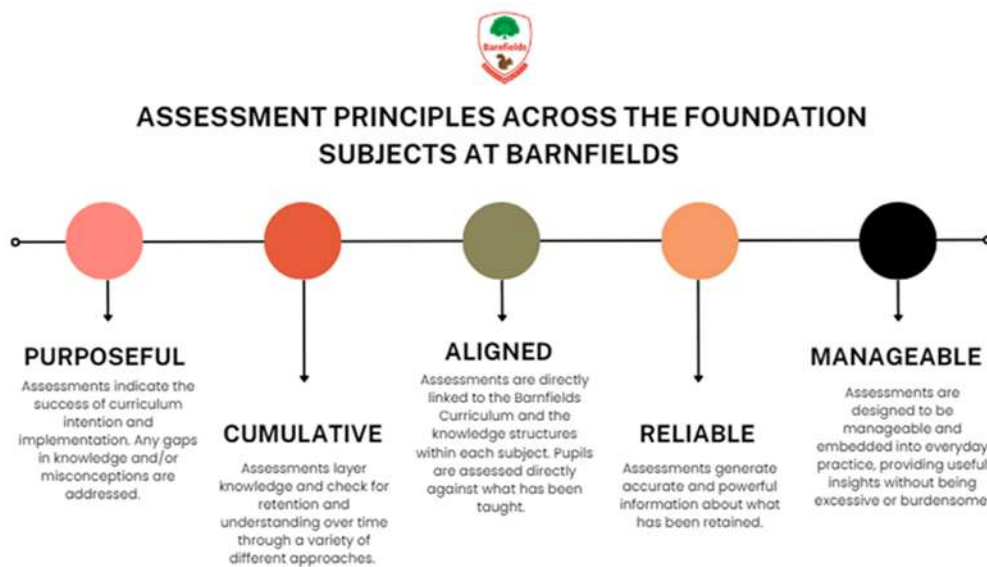


Across all phases, regular opportunities for dialogue help children practise active listening, manage disagreement respectfully and build confidence in sharing ideas. By the end of Key Stage 2, pupils can express themselves clearly, listen critically and reflect thoughtfully on their own and others' contributions, demonstrating secure oracy skills within a supportive and inclusive PSHE environment.

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*.



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

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:

- Department for Education – *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance* (July 2025; implementation September 2026).
- Department for Education & Office for Health Improvement and Disparities – *Promoting Children and Young People's Mental Health and Wellbeing: A Whole School or College Approach* (updated 2023).
- Education Endowment Foundation – *Improving Social and Emotional Learning in Primary Schools* (2019).
- PSHE Association – *Programme of Study for PSHE Education (KS1–5)* (2026 Edition)