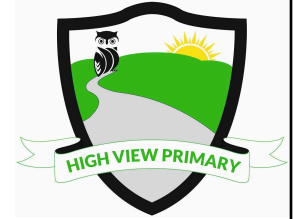


PSHE

High View Primary

Curriculum Overview



Intent

Why do we teach what we teach?

At High View Primary School, we believe all children should leave school with strong foundations in the skill set of self-belief, perseverance, belonging, creativity, curiosity, responsibility and respect. Our intent for PSHE is to form the building blocks for these skills within our teaching of Relationships Education, Mental Health and Wellbeing, Living in the Wider World and Being Safe. Our curriculum has been broken down to suit the school community and focuses on parts of the curriculum that support our children the most. This includes teaching the children about the Zones of Regulation and mental health strategies to ensure they have a skill set to refer to when faced with life's challenges.

We deliver PSHE in line with statutory requirements and national guidance, including the expectations set out by the Department for Education for Personal, Social, Health and Economic (PSHE) education and Relationships Education. Our curriculum design reflects the guidance published by the DfE, ensuring we meet statutory obligations while providing a curriculum that supports the specific needs of our pupils.

Our PSHE curriculum follows a clear and well-structured progression from EYFS through to Year 6. In the Early Years, children develop the foundations of self-awareness, emotional literacy, relationships and understanding of routines and safety. They prioritise emotional regulation, co-regulation, and wellbeing, ensuring children feel safe, valued, and understood. As children move through Key Stage 1 and into Lower Key Stage 2, learning builds sequentially to deepen their understanding of friendships, emotions, healthy lifestyles, belonging and growing independence. By Upper Key Stage 2, pupils are equipped with the knowledge and skills to navigate more complex concepts such as body changes, digital safety, peer influence, respectful relationships, diversity, and preparing for transition to secondary school. This progression ensures that learning is revisited, strengthened and built upon in age-appropriate steps across all year groups.

Our inclusive and adaptive teaching approach ensures that all learners including those with SEND and those who are disadvantaged can access and succeed in PSHE. Through high-quality first teaching, targeted support and an individualised, adaptive approach, we make sure every pupil can engage with the curriculum at a level that is appropriate to their needs. This enables all children to develop the personal, social and emotional skills required to thrive both in school and in the wider world.

It is important for children to have a safe environment in which to explore real-life scenarios and ways to problem solve, as this allows them to make mistakes in a low-risk zone with support and guidance from a trusted adult. PSHE is crucial for children's understanding of themselves and others, enabling them to form meaningful relationships, recognise the diverse community in which we live and celebrate what this has to offer. Our intent is to ensure the children in our care leave school with the knowledge and skills they need to keep themselves safe and to thrive in the wider world.

PSHE at High View Primary School connects naturally with a wide range of curriculum areas. This allows children to apply their personal, social and emotional skills in meaningful contexts. Examples include:

English: Developing speaking and listening skills through discussions, debates and circle time and exploring themes of empathy, identity, relationships and emotions through stories and texts.

Science: Learning about the human body, health, hygiene, puberty and life cycles and understanding healthy lifestyles, nutrition and the impact of substances.

Computing: Applying online safety knowledge, including respectful communication, digital footprints and cyberbullying and developing awareness of media influence and responsible use of technology.

PE (Physical Education): Promoting teamwork, resilience, cooperation and emotional regulation during games and physical challenges.

RE (Religious Education): Exploring respect, tolerance, diversity and the beliefs of others and understanding how values and faith shape people's choices and behaviour.

History: Considering fairness, justice, equality and the impact of significant individuals and events on society.

Maths: Applying decision-making and problem-solving skills to real-life scenarios such as money management and budgeting.

Implementation

How do we teach what we teach?

Throughout the school, we use Kapow as our core PSHE scheme of work. PSHE is taught weekly, with a designated 30-minute slot in each class timetable, allowing focused learning on specific objectives. Lessons are designed to be creative, engaging, and fun, ensuring children remain motivated and actively participate. Many lessons include discussion or circle time, providing children with a safe space to voice ideas, concerns, or viewpoints on the topic. In the Autumn Term, the emphasis is on creating a safe and inclusive environment, setting expectations around empathy, active listening, turn-taking, and respect for others' opinions.

PSHE learning is also embedded throughout the school day, as its themes such as relationships, respect, emotional regulation, and wellbeing arise naturally in everyday interactions. The Zones of Regulation are used across the school to support children in identifying and managing their emotions, with staff consistently modeling and reinforcing these strategies. PSHE skills are also reinforced through restorative conversations, helping children reflect on their feelings, relationships, safety, and strategies to maintain positive interactions core skills that underpin personal, social, and emotional development.

Each class has a floorbook that follows the children throughout their educational journey at High View, documenting learning outcomes, reflections, and progression over time. PSHE progression is clearly mapped through knowledge organisers, linked to the Kapow scheme, and reinforced through a vocabulary progression document, ensuring age-appropriate development of concepts and language.

Lessons are differentiated to provide scaffolding for those who need additional support and extension activities for learners who are ready to explore concepts in greater depth. Teachers are prepared to handle

sensitive or difficult conversations, including topics such as bereavement or introducing complex concepts to younger pupils in a developmentally appropriate way.

Staff receive ongoing training and updates through INSET days, staff meetings, and online platforms such as Kapow, ensuring they are confident and well-equipped to deliver high-quality PSHE lessons.

Impact

How do we know what pupils have learnt and how they have learnt it?

At High View Primary School, we provide an exciting and memorable journey, where each child thrives and becomes the greatest version of themselves. Our children discover and develop knowledge, talents, and skills, creating a positive and lifelong impact. Our core values of belonging, respect, curiosity, perseverance, creativity, and responsibility underpin everything we do, including our PSHE curriculum.

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Progress in PSHE can be seen in the ways children's personalities develop, how they communicate with others, and the choices they make. Teachers observe how pupils behave, interact, and engage during activities such as discussions, role plays, or group tasks. Engaging PSHE lessons help to build confidence, develop respectful communication, and foster greater empathy and understanding of peers and the wider world.

Key knowledge and understanding is recorded throughout lessons in whole-class floorbooks, which follow children throughout their time at High View. Teachers use these records to address misconceptions verbally, observe individual learning, and assess retention of knowledge through methods such as quizzes, true/false statements, or annotated drawings. Activities such as role-play provide an interactive, safe, and controlled environment for pupils to explore real-life situations. Knowledge retention is supported through recapping prior learning at the start of each lesson and making links to previous knowledge during discussions. Floorbooks also serve as a resource for both teachers and children to revisit earlier learning, supporting progression across year groups.

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To ensure high-quality delivery, learning walks are conducted regularly, during which the PSHE subject lead observes teachers delivering lessons across all year groups. Book looks are also carried out, allowing the subject lead and SLT to monitor and evaluate children's recorded learning, with constructive feedback provided to staff to support continuous improvement.

Monitoring and evaluation are carried out by the subject leader through a variety of strategies, including pupil voice activities. These insights help to ensure PSHE is taught to a high standard and that children make clear progress in their learning. To further enhance learning and community engagement, assemblies, workshops, and themed events are planned and delivered across the school, supporting children and their families in developing understanding and skills that extend beyond the classroom.

Our PSHE curriculum, therefore, reflects the High View vision, empowering children to develop the knowledge, skills, and values they need to thrive as individuals and members of a diverse community, making a positive impact both now and in the future.