



INTENT – we aim to...

Subject on a Page – PSHE

Aiming High in Faith, Love and Learning



To provide a broad and balanced PSHE curriculum.

To promote our Christ Church values of faith, love, and learning.

To develop emotional literacy and resilience.

To create an inclusive learning environment.

To encourage pupils to aim high in learning and personal growth.

To embed PSHE across the whole curriculum and school life.

To strengthen partnerships between school and home.



IMPLEMENTATION – How do we achieve our aims?

Planning:

At our school, we use the Kapow Primary PSHE scheme to deliver high-quality, progressive teaching across all year groups. The scheme provides clear, age-appropriate planning aligned with statutory RSHE requirements and the PSHE Association Programme of Study. Using Kapow's mixed-age planning ensures full coverage and progression across combined classes. Long- and medium-term plans outline key objectives, vocabulary, and approaches, while short-term plans allow teachers to tailor lessons to pupils' needs. Cross-curricular links, reflection, and discussion make PSHE learning meaningful, relevant, and embedded throughout school life.

Recording:

Pupils record their PSHE learning in a class PSHE book, capturing written tasks, reflections, and group activities. These books show the learning journey across each unit and help pupils revisit key ideas. Teachers share PSHE learning half-termly on Class Dojo to engage parents and carers with photos, pupil work, and key themes. This strengthens the home-school partnership and encourages discussion beyond the classroom. The approach celebrates pupils' personal, social, and emotional development while providing evidence of progression across the Kapow PSHE curriculum.

Assessment:

Assessment in PSHE is ongoing and supports pupils' reflection on their personal development. Each unit includes pre- and post-assessment tasks to identify prior knowledge, measure progress, and inform planning. These are added to the class PSHE book as evidence of learning over time. Teachers also use recaps, discussions, and reflection activities to gauge understanding and adapt teaching, ensuring assessment is meaningful, child-centered, and supports personal growth in line with the Kapow PSHE curriculum.

Vocabulary:

Teaching key vocabulary is central to the PSHE curriculum and underpins pupils' emotional literacy. Through the Kapow PSHE scheme, children learn precise, age-appropriate words to describe and understand their feelings and experiences. Explicit teaching and revisiting help pupils express themselves confidently, manage emotions, and communicate effectively. Teachers model and reinforce vocabulary through discussion and reflection, developing empathy, self-awareness, and positive relationships.

EYFS:

In the Early Years Foundation Stage, PSHE is delivered through the Kapow EYFS units, which are carefully designed to support children's personal, social, and emotional development in line with the EYFS Framework. Learning experiences are play-based and woven throughout the daily routine, helping children to develop the key skills and attitudes needed for lifelong learning.

Lesson Structure:

All PSHE lessons follow the '7-Part Christ Church Lesson' structure, delivered in collaboration with the Kapow Primary planning. Each lesson begins with a mindfulness session to support focus and wellbeing and concludes with a reflective mindfulness plenary to consolidate learning and encourage self-awareness.

SEND:

The Kapow PSHE curriculum is designed to be fully inclusive, ensuring that all pupils can access and engage with the learning, regardless of need or ability. Lessons include a variety of approaches—such as discussion, role play, creative activities, and visual supports—which allow teachers to adapt learning to meet the diverse needs of their pupils. Adaptive teaching is a key part of PSHE planning and delivery. Teachers carefully consider the individual needs of pupils with SEND, providing appropriate scaffolding, simplified language, additional visual resources, or alternative recording methods where necessary. This ensures that every child can participate meaningfully, develop their understanding, and make progress within the PSHE curriculum. Kapow's inclusive approach supports all learners in building confidence, communication skills, and emotional literacy within a safe and supportive environment.



IMPACT – How do we know if we've achieved our

Pupil voice – regular discussions and surveys where children reflect on their learning, wellbeing, and sense of belonging.

Teacher assessment and observation – ongoing monitoring of children's understanding, engagement, and application of PSHE principles across the curriculum and in daily school life.

Whole-school ethos – the extent to which our school community embodies our Christian values in behavior, relationships, and collective worship.

Staff Voice – regular monitoring of books, lessons and staff questionnaires to gauge impact.