

Personal Social Health and Economic Education (PSHE)

January 2026

Let your light shine



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St Martin's CE Primary School is a place to thrive. A warm, friendly, and ambitious school where we encourage children's, staff, and our wider community to '*let their light shine*' and in doing so, shine the light of Jesus through our behaviour and actions. We believe that achievement is for all, both personal and academic, and our mission is to equip our children with the knowledge, skills, wisdom, confidence, and self-belief they need to accomplish both.

Our Christian Values

Respect, Resilience and Compassion



We aim to develop the whole child: spiritually, physically, socially, emotionally, morally and academically, to give them the best possible start in life and value themselves as unique and worthy individuals. We encourage children to have respect and compassion for themselves and others and support them to show resilience when times are difficult. Our approach is distinctly Christian, yet open and welcoming to all, with the promise by Jesus of '*life in all its fullness*' close to our hearts.

Intent



Curriculum Intent

We value PSHE as one way to support pupil's development as human beings, to enable them to understand and respect who they are, as well as others in the community, to empower them with a voice and to equip them for life and learning.

The aim of Personal, Social, Health and Economic Education (PSHE) and Relationship, Sex Education (RSE) curriculum, is to prepare pupils gradually and appropriately for adult life, developing positive healthy relationships and equip pupils with a sound understanding of risk, with the knowledge and skills necessary to make safe and informed decisions.

It supports pupils through their physical, emotional, moral, cultural, and mental development, and helps them to understand themselves, respect others and sustain healthy relationships of all kinds.

Our pupils are encouraged to develop a sense of belonging by playing a positive role in contributing to school life and the wider community. As a result of our PSHE/RSE curriculum we aim for our pupils from Nursery through to Year 6, to become positive members of society with the knowledge of how to keep themselves and others safe and to understand and develop healthy relationships both now and into their adulthood

To ensure progression that builds on learning from previous academic years, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to pupils' needs.



Curriculum Aims

We want pupils to be able to:

- Ask questions, discuss, communicate understanding, and revise their ideas
- Use specialist vocabulary
- Keep themselves and other safe.
- Build resilience and belief in themselves.
- Make healthy and informed choices in their own lives.
- Learn to respect themselves and others.
- Understand what a healthy relationship looks like.
- Understand the value of money.
- Understand why/how their body changes.
- To understand the importance of British values
- Achieve age related expectations

Implementation



Curriculum Implementation

Early Years / Years 1- 6

We teach PSHE as an explicit subject from Reception to Year 6 using the Jigsaw scheme.

Pupils are taught six units over the year. Each unit has five to seven sessions, which are taught for one hour per week.

Each term has a focussed unit:

Term 1: Being Me in My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Relationships

Term 4: Healthy Me (including drugs education)

Term 5: Changing Me (Including sex education)

Term 6: Dreams and Goals

Each unit has a clear unit outcome



Lesson structure

We want PSHE lessons to be an enjoyable experience. We believe that pupils learn best when there is a clear structure and purpose for the learning.

PSHE is taught using a knowledge and skills-based approach. Each has a clear unit outcome, providing a clear purpose for the learning. These are identified on the title page and are shared with pupils, and rereferred to purposefully, throughout the topic.

Each lesson begins with clear learning intentions, which are shared with pupils – a Skills and Knowledge intention and a Social and Emotional intention. Learning Intentions are expressed as ‘I can’ statements (presented on a title page), which teachers use to assess understanding. The teacher’s input and learning activities will appropriately match this intention.

Key knowledge and skills are then developed throughout the lesson using supplementary questions along with key vocabulary.

All pupils work on achieving the main learning intention. The activities will be adapted to ensure they meet the needs of each child’s ability.

As the unit progresses the pupil will develop their knowledge and skills. As a result, they will be able to apply all of their learning when completing their unit outcome tasks.



Planning and Resources

Each unit employs the same structure. Teachers begin by looking at the unit overview. This provides an at-a-glance overview of what will happen in the unit. It offers practical advice regarding resourcing and teaching of the unit of work. Teachers use this to plan their unit.

Some units may have cross curricular links which provide opportunities to retrieve, practise and embed prior learning.



Inclusion

We teach PSHE to all pupils, whatever their ability. Those working towards expectations will work on tasks that are adapted to suit their needs.

At St Martin's CE, we believe that all pupils have a right to full and equal access to all areas of the curriculum. Quality first teaching is used to ensure all pupils, including those with SEND, are provided with high expectations throughout the curriculum.

By understanding the learning needs and support required for all pupils, including those with SEND, in each cohort, teachers ensure that scaffolds, interventions and learning tools are provided to meet the needs of the individuals across all subjects.

Due to the unique nature of our setting, whereby we have a Resource Base, teachers will work closely with Kingfisher staff to offer appropriate and inclusive provision that meets the needs of pupils who follow a hybrid timetable.

Impact



Assessment

Teachers will exploit opportunities to formatively assess pupils's understanding through asking key questions, leading discussions or through direct conversation with pupils to check their understanding and their use of correct vocabulary.

In the Early Years we assess against the Early Learning Goals.

In Years 1-6,

Each unit is clearly evidenced with a title page which provides 'I can' statements for each lesson. The 'I can' statements should be constantly referred to throughout the lesson. The work produced by the pupils in their exercise books will demonstrate their understanding; the teacher will assess the child against this statement following the lesson.

By looking at which 'I can' statements the pupils have achieved, the pupils, teacher and subject leader can quickly determine who is working at age expectations and the knowledge, skills and concepts that require further attention.



Role of Subject Leader

- Ensure that the statutory requirements of the national curriculum for History are met
- Ensure appropriate professional development opportunities are provided for all staff
- Monitor their subject to ensure consistency of approach
- Ensure regular and appropriate assessment of History takes place and have a clear overview of who is achieving age related expectations
- Ensure that pupils who are not making enough progress to achieve age related expectations have been identified, and adapt future plans
- Ensure appropriate resources are available
- Engage with outside agencies and online communities to keep up to date and become the expert in their chosen subject in the school