



PSHE AND RSE AT ARAGON PRIMARY SCHOOL

At Aragon Primary School, our curriculum aims to equip children with the knowledge, skills, and attitudes they need to navigate the complexities of life in the 21st Century. It focuses on key areas that empower children to make informed choices, now and in the future, regarding their health, safety, wellbeing, relationships, and financial matters. These lessons also support them in becoming confident individuals and active members of society. This will be in conjunction with helping pupils to develop their wellbeing and resilience to ensure they are positive and successful inside and outside the school environment, reinforced through OPAL play.

We aim to provide our children with a broad and balanced curriculum that meets the needs of all pupils. We know that Spiritual, Moral, Social and Cultural Education (SMSC) and Fundamental British Values (FBV) must be promoted. High-quality PSHE and RSE teaching plays a vital role in supporting our school's duty of care, particularly concerning safeguarding. The Department for Education's statutory Keeping Children Safe in Education (September 2020) guidance emphasizes that schools must ensure children are taught about safeguarding, including online safety, as part of a broad and balanced curriculum. In response to updates to Section 5 of Keeping Children Safe in Education (DfE, 2022), our curriculum introduces and revisits key concepts such as personal boundaries, consent, and how to communicate boundaries with others. These lessons prepare pupils for the challenges and responsibilities they may encounter in the future.

Our curriculum for RSE/PSHE aligns with the statutory guidance for Relationships and Health Education set out by the Department for Education, which includes the non-statutory aspects of sex education. It also addresses broader PSHE learning in line with the National Curriculum (2014) requirement for schools to provide personal, social, health, and economic education. Through this learning, children significantly enhance their personal development.

PSHE AND RSE IN THE EYFS

In Early Years, PSHE is taught as an integral part of topic work and is embedded throughout the curriculum: Personal, Social and Emotional Development statements from 'Development Matters in the EYFS'.

Our Early Years Curriculum supports nurturing children's personal, social, and emotional well-being, equipping them with essential skills and knowledge for their future. It encompasses a range of topics such as self-awareness, managing emotions, forming positive relationships, and making healthy choices.

In Reception, children partake in PSHE and RSE lessons where they develop key skills in understanding and managing emotions, building relationships, and fostering resilience. They learn to recognise and express their feelings, value family and friendships, and celebrate diversity. Through activities, they explore the importance of rules, perseverance, and resilience while also practicing listening and communication skills. Additionally, children are introduced to ways to care for their wellbeing through exercise, healthy eating, and mindfulness. These lessons provide a foundation for their personal, social, and emotional development.

PSED is weaved through many other areas of our curriculum too. Through engaging activities, listening to stories, circle time, play-based learning, and meaningful interactions, children continue to explore concepts of empathy, respect, diversity, and resilience. They learn to express themselves, communicate effectively, and develop a sense of belonging within their community.



We implement PSHE through the Kapow Primary scheme: a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2:

EYFS:

- **Self-regulation**
- **Building relationships**
- **Managing self**

Key stage 1 and 2:

- **Families and relationships**
- **Health and wellbeing**
- **Safety and the changing body**
- **Citizenship**
- **Economic wellbeing**

Each area is revisited to allow children to build on prior learning. The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE. Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our curriculum. The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

There are meaningful opportunities for cross-curricular learning, such as with Computing for online safety and Science for growing, nutrition, teeth, diet, and lifestyle. Our curriculum provides consistent messages throughout the age ranges including how and where to access help.

We recognise the importance of parents and carers and through documents such as this, aim to keep them as well-informed as possible. We have followed all guidance on when to seek their input and when to inform them of any changes.



Our PSHE and RSE scheme of work aims to:

- Develop confidence, independence and take responsibility for themselves and their actions;
- Have a sense of purpose;
- Prepare to play an active role as citizens;
- Develop a healthy safe lifestyle, physically and emotionally;
- Develop good relationships and respect the differences between people;
- Have worthwhile and fulfilling relationships, within which they are able to communicate their ideas and feelings;
- Value and make the most of their own and others' abilities;
- Express their opinions and understand that others' opinions may differ from their own;
- Explore values, morals and beliefs; and respect differing opinions
- Explore how all actions have outcomes/consequences for themselves and others;
- Make and act on informed decisions;
- Develop a positive attitude towards themselves, their peers and the wider school community;
- Learn about the physical changes they will go through into their journey through and into adulthood;
- Learn about the full range of different relationships in modern Britain;
- Keep themselves safe from inappropriate behaviour;
- Understand the physical changes their bodies will go through at an age-appropriate level;
- Develop an understanding of positive emotional and mental wellbeing.

HOW DO CHILDREN KNOW AND REMEMBER MORE?

In Kapow's RSE and PSHE scheme of work, children build their knowledge and understanding through a carefully sequenced curriculum that revisits key themes regularly. Lessons are designed to be engaging and interactive, using a variety of activities such as discussions, stories, and practical tasks to reinforce learning. Children partake in regular retrieval practice to build upon prior learning and move new knowledge into their long-term memory.

Our RSE & PSHE lessons incorporate visual aids, role-play, and opportunities for reflection, helping children to consolidate and apply what they have learned. This spiral approach ensures that knowledge is embedded over time, enabling children to recall and use their learning in real-life contexts.

LONG TERM AREAS FOR DEVELOPMENT (2024-2027)

To continue to deliver a high quality PSHE/RSE Curriculum, tailoring it to meet the specific needs of our

Elevate the importance of Economic Wellbeing as a key aspect of personal growth, development, and life preparation.

Achieve the School Wellbeing Award by embedding a culture of wellbeing throughout the school.

ENRICHMENT AND CULTURAL CAPITAL



OPAL Playtimes
School Council – Houses of Parliament
Year 5 and 6 First Aid Workshop
Year 5 and 6 PANTs Workshop



Humanities Week
STEM Week
Healthy Me Week
ELSA Sessions
Community Visits (Police Officers, Firefighters etc)
Anti-Bullying Week
Odd Socks Day
Show Racism the Red Card
NSPCC Workshops



SUPPORTING CHILDREN WITH SEND IN PSHE/RSE

The Aragon PSHE and RSE curriculum provides an inclusive, carefully sequenced programme that enables all pupils, including those with SEND, to access learning with confidence, safety, and dignity. Through adaptive, research-informed teaching, lessons are intentionally designed to remove barriers while maintaining high expectations, using flexible activities, clear instructions, visual supports, multi-sensory strategies, and purposeful discussion to ensure all learners can engage meaningfully. Opportunities for both collaborative and independent work help pupils develop social understanding, confidence, and increasing autonomy. The curriculum progresses steadily to avoid sudden jumps in complexity, with particular attention to key transition points, and is underpinned by strong representation and inclusion, using diverse resources and thoughtfully selected case studies to promote respect, challenge stereotypes, and ensure every pupil feels safe, valued, and heard. Together, these principles ensure that pupils with SEND can access statutory content while building the self-awareness, empathy, resilience, and social understanding needed for life beyond the classroom.

PSHE AND RSE IN OTHER AREAS OF THE CURRICULUM

A sample of texts and videos studied throughout the school in English:



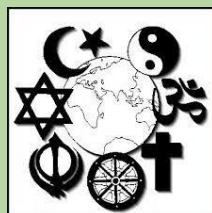
Other areas of the curriculum:



Science – Animals inc Humans



All About Me - EYFS



Religion and Worldviews



Y6 Geography – Global Challenges

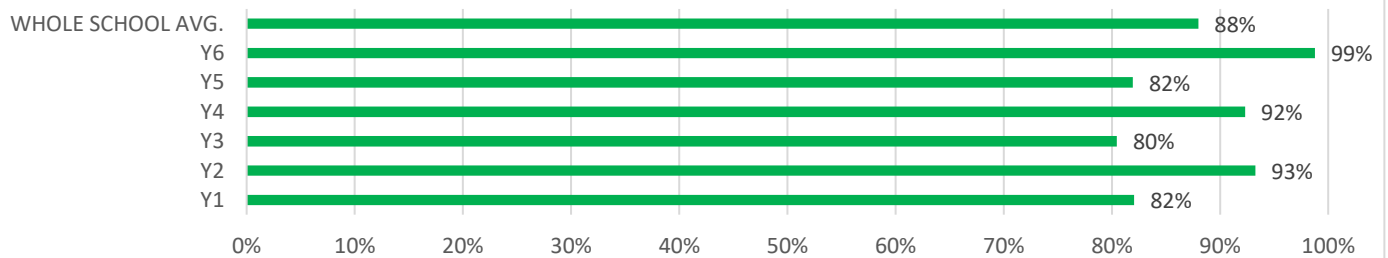


PE – Sports Leaders & Sportsmanship

And many more...

ASSESSMENT DATA 2025-2026

% of children achieving EXS+ in PSHE/RSE



ELSA SUPPORT

We have two trained ELSA's at Aragon: Ms Aldis and Mrs Kent. ELSA (Emotional Literacy Support Assistants) are specially trained members of staff who help children understand and manage their emotions in a supportive and nurturing environment. Through targeted interventions, an ELSA works with children on areas such as developing self-esteem, managing anxiety, coping with loss, improving social skills, and building resilience. Using activities like storytelling, role-play, art, and games, ELSAs create a safe space where children can explore their feelings, learn strategies to manage them, and build confidence. The aim is to equip children with the emotional tools they need to thrive both in school and in their everyday lives.



MENTAL HEALTH CHAMPIONS

These children are nominated by their classmates to give their ideas on how their wellbeing and the wellbeing of their peers could be aided by school. For example, emotional check ins, or how we celebrate key dates such as World Mental Health Day. They are trained to support their peers by offering a listening ear and encouraging a positive school atmosphere. These ambassadors may organise activities that promote mindfulness, friendship-building, and stress management, such as lunchtime clubs or awareness campaigns around mental health. They are also alert to any signs of bullying or loneliness among students and act as a point of contact for those who need help or advice. The children have a voice in how wellbeing looks at Aragon.

