

"Believe in yourself and you will be unstoppable." – Unknown

Intent

At St Dennis Primary Academy, our vision is to provide all children with a strong understanding of the world around them, locally, nationally, and global, while giving them the confidence and tools to navigate the moral, social, and cultural issues they may encounter as they grow. Our PSHE (Personal, Social, Health and Economic) curriculum is thoughtfully designed to reflect the school's vision and values, and is tailored to meet the specific needs of the children in our care.

RSHE (Relationships, Sex and Health Education) is delivered as a key part of our PSHE curriculum. It supports children in developing the knowledge and skills needed to build healthy, respectful relationships, focusing on family and friendships in a range of contexts, including online. This is taught alongside essential learning about how to maintain both physical and mental health, ensuring children are equipped to lead happy, safe, and fulfilling lives.

Our PSHE curriculum is driven by the key principles of oracy, real-life experiences, environment and community, and wellbeing. We place a strong emphasis on oracy to ensure children develop the confidence to express themselves clearly and listen respectfully to others. Real-life experiences are woven throughout our provision, giving children meaningful, relatable contexts for their learning. We make purposeful links with the local environment and wider community, helping children to understand their place in the world and the positive impact they can have. Supporting children's wellbeing underpins every aspect of our provision, promoting resilience, self-awareness, and emotional literacy.

All teaching staff are confident in delivering the agreed programme of study for PSHE and are committed to providing purposeful, carefully sequenced learning opportunities. Children benefit from both explicit teaching and wider, implicit experiences that are embedded across the curriculum and school life.

At St Dennis, we strive to create a school culture where every child feels valued and heard. Through inclusive practice and meaningful pupil voice, children are encouraged to actively contribute to school life and engage with the wider world as confident, respectful and responsible citizens.

Implementation

At St Dennis Primary Academy, PSHE (Personal, Social, Health and Economic) education is a key part of our whole-school approach to supporting pupils' personal development, wellbeing, and readiness for life beyond school. Our curriculum is structured around three core themes: Health and Wellbeing, Relationships, and Living in the Wider World.

We follow a personalised and carefully sequenced curriculum that ensures clear progression across all year groups. This allows pupils to build on their knowledge and understanding each year, developing the essential skills, attitudes, and values they need to thrive both in and outside of the classroom.

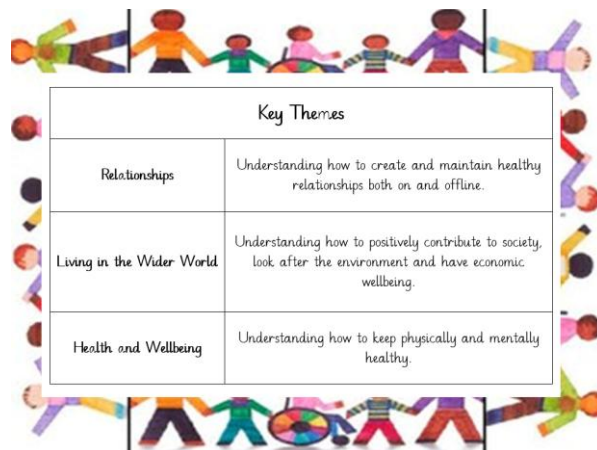
To support the delivery of high-quality lessons, we use a range of trusted and engaging resources:

- Brook Learn lessons, commissioned by Cornwall Council with contributions from the Headstart Kernow team and funded by The National Lottery Community Fund, provide expertly designed and quality-assured content across a range of PSHE topics.
- The Christopher Winter Project offers well-regarded teaching materials for RSHE (Relationships, Sex and Health Education) and Drug and Alcohol Education, drawing on their extensive experience in supporting schools with age-appropriate, high-quality content.
- Emotional Literacy lessons take place weekly in all classes, involving all children and members of staff. These sessions are an integral part of our PSHE provision, offering valuable opportunities for pupils to identify, understand and communicate their feelings. Children become equipped with strategies and tools to regulate themselves and learn to empathise with the emotions and perspectives of others.

Our school community actively participates in national PSHE-related campaigns such as Anti-Bullying Week and Safer Internet Day. We provide real-life learning opportunities wherever possible, including visitors, educational trips, and special events. Learning from these experiences is shared and celebrated through our school's social media platforms and website, helping to engage the wider community and raise awareness of the important issues explored in school.

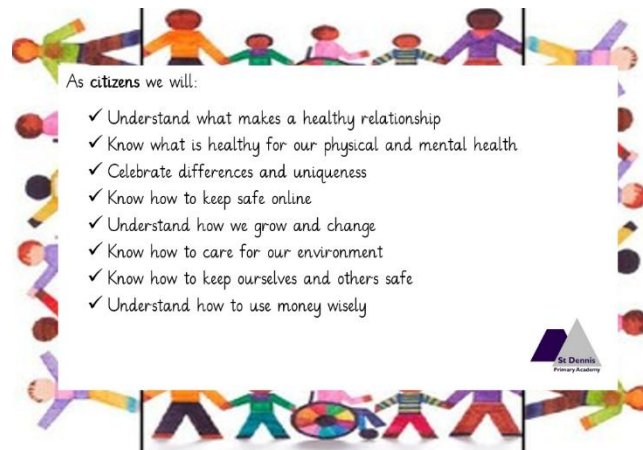
We believe that PSHE plays a crucial role in shaping well-rounded, respectful, and responsible young citizens. By fostering inclusive discussions, encouraging empathy, and building resilience, we are equipping our children with the tools they need to succeed in modern life.

There are three main themes of PSHE (Living in the Wider World, Relationships and Health and Wellbeing).



Key Themes	
Relationships	Understanding how to create and maintain healthy relationships both on and offline.
Living in the Wider World	Understanding how to positively contribute to society, look after the environment and have economic wellbeing.
Health and Wellbeing	Understanding how to keep physically and mentally healthy.

We also talk about key skills of being a good citizen. These are in children's books as a reminder.



As citizens we will:

- ✓ Understand what makes a healthy relationship
- ✓ Know what is healthy for our physical and mental health
- ✓ Celebrate differences and uniqueness
- ✓ Know how to keep safe online
- ✓ Understand how we grow and change
- ✓ Know how to care for our environment
- ✓ Know how to keep ourselves and others safe
- ✓ Understand how to use money wisely

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To support learning, children also have a Knowledge Organiser in their book and on display, with key learning points and maps, diagrams, facts and vocabulary. They also take one home so they can share their learning at home.

Year: 2

Topic: Relationships

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"Everyone matters, everyone succeeds, every moment counts"





Childline

0800 1111

Don't keep it inside

Talk to us

www.childline.org.uk

Glossary

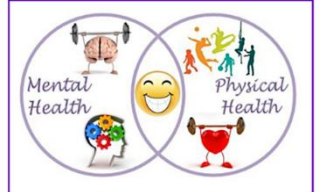
emotions A feeling, such as joy, anger or sadness

friendship People who like each other and choose to spend time together

truth Something that is a fact

secret Something that is kept unknown from others

surprise A temporary secret that has a positive outcome





Children with SEND are fully included in PSHE and their needs are understood so that the right adjustments and provision are in place. Staff have high expectations which ensures children aspire to be successful in their learning and make good progress. This is because 'Everyone matters, everyone succeeds and every moment counts'. Adaptations in PSHE can be viewed on our website: <https://www.stdennis.academy/attachments/documents.asp?id=805>

Impact

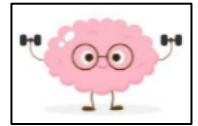
Our PSHE curriculum is well thought out and is sequenced to demonstrate progression in knowledge, skills and vocabulary. Children deepen their understanding of how to be healthy, safe, well-informed individuals within the world around them.

- Children demonstrate and apply the British Values of democracy, tolerance, mutual respect, rule of law and individual liberty.
- Children demonstrate a healthy outlook towards school and behaviour is consistently good.
- Children achieve age related expectations across the wider curriculum.
- Children become healthy and responsible members of society.
- Children will be on their journey preparing them for life and work in modern Britain.
- Children develop positive and healthy relationships with their peers both now and in the future.
- Children understand the physical aspects involved in RSHE at an age-appropriate level.
- Children have respect for themselves and others.

PSHE Unit and Lesson Structure

Memory Masters

We plan for **Memory Masters** at the beginning of every unit of learning, as we recognise the value in pupils having the opportunity to **revisit**, **recall**, **revise**, **remember**, **reinforce**, **relearn** and **reflect** upon previously taught content. This enables them to **retain** key knowledge across the whole curriculum to know more and remember more.



Monday 11 th September 2025	T	TA	I	P	G
 MEMORY MASTER 					
Topic:					
Retrieval Task:					

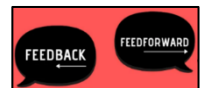
Memory Masters sessions will be evident in books through a Learning Objective, showing the Memory Masters symbol. Examples of this could be a collective list of ideas, a scale of confidence or key information remembered. We use a range of retrieval techniques from Kate Jone's Retrieval Practice books.

Feedback and Feedforward

At the beginning of lesson, there is a **feedback and feedforward** element to review prior learning within the unit, in readiness to build connections. The **Knowledge Organiser** (stuck in book at beginning of the unit) may be used to support this.

In line with our **Marking and Feedback Policy**, this element may also include:

- Work to praise and share to address misconceptions
- Excellent examples of presentation
- Targeted support
- Time to edit foundational skills errors



Pedagogy

We then share what PSHE is.

Key Stage 1:

PSHE stands for Personal Social Health and Economic

Personal – Learning about your relationships and emotions

Social – Learning about living alongside other people

Health – Learning how to keep our bodies and minds well

Economic – Learning how to make, spend and save money

We remind children that the three key themes of PSHE are **Living in the Wider World**, **Relationships and Health and Wellbeing**.

Key Stage 2:

PSHE stands for Personal Social Health and Economic

Personal – Learning about your relationships and emotions

Social – Learning about living alongside other people

Health – Learning how to keep our bodies and minds well

Economic – Learning how to make, spend and save money

We remind children that the three key themes of PSHE are **Living in the Wider World, Relationships and Health and Wellbeing**.

In KS2 we also remind children that **Online Safety, Money and Careers, Staying Safe, Equality and British Values** are sub-themes within PSHE

In both key stages, we also look at which **theme is the focus of the lesson**.



Relationships



Health and Wellbeing



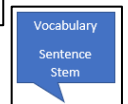
Living in the Wider World

Learning Objective, Key Vocabulary and Sentence Stems

The **Learning Objective** is then shared (*format for books is in planning folder and includes vocabulary*). These are in the form of enquiry questions.

Definitions of key vocabulary for this lesson and any relevant vocabulary from previous lessons.

Sentence Stems are also shared and repeated.



New Learning (*Key Concept Introduction / Modelling / Questioning*)

Key knowledge and concepts are **introduced**, and it is explained that these will be learnt through the three different ways of knowing: making connections, understanding the impact and making sense of the beliefs.

These skills are then discussed, highlighted and **modelled** so they are developed and used accurately.

Questioning (*throughout lesson*)

Questioning techniques are also considered e.g. Cold Calling / Think, Pair, Share / Show-me Boards / Probing Questions etc



Independent Practice/Practical

Following modelling, children have the opportunity to **develop substantive knowledge through disciplinary knowledge**



Think Deeper – An extra challenge!

Provide an extra challenge. This could be linked to their lives or experiences.



Let's Reflect (*Formative Assessment*)

Learning Objective is revisited to ensure children know what they have learnt. This also provides feedback that improves children's learning.



Cumulative Quiz

At the end of each lesson, we use one or two questions to assess understanding of the key content. These questions build to a final cumulative quiz that is also used as an assessment.



Show What You Know (*Summative Assessment*)

At the end of a unit in the wider curriculum, assessment is carried out through a 'Show what you know' activity. The objective for each lesson is shared to support the answering of the overarching question.

