



**Personal Social and Health Education
(including SRE)
at
Castle Camps C. of E. (V.C.) Primary School**

Life in all its fullness

Intent

The National Curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. Although not all aspects of PSHE are compulsory, from September 2020, the relationship and health aspects of PSHE became statutory within the National Curriculum. The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. At Castle Camps Primary School, PSHE enables our children to become healthy, independent and responsible members of society who are able to articulate their feelings in order to maintain good mental health. It aims to help them to understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of our diverse society. Through the delivery of our PSHE curriculum we aim for our children to become resilient, flexible learners, by providing experiences, knowledge and skills to enable them to become good citizens in the future. We encourage our children to develop their sense of self-worth by playing a positive role in contributing to school and the wider community. We are aware of the way that PSHE supports many of the principles of safeguarding and it links closely to our school's Safeguarding Policy. It also links closely with Spiritual, Moral, Social and Cultural (SMSC) Development and British Values (Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance). Through our PSHE curriculum at Castle Camps Primary School we recognise our duty to 'actively promote' and provide opportunity for children to understand the fundamental British Values as first set out by the Government in the 'Prevent' strategy in 2014, in order for them to become fair, tolerant and confident adults in a forever challenging world

Implementation

At Castle Camps Primary School we follow the units of work designed by the Cambridgeshire PSHE Service. These units of work have been planned taking into account the updated Statutory Guidance for the teaching of PSHE which came into effect in September 2020. The units of work have been carefully planned into our long term plans to ensure that throughout the time that the children are at our school all aspects of the curriculum will be taught, deepening their learning by building on the foundations laid right from the Early Years. At the beginning of each PSHE unit of work, children are able to convey what they know already as well as what they would like to find out. This helps to inform the programme of study and also ensures that lessons are pitched appropriately, taking into account children's prior knowledge and starting points. Staff will use assessment for learning to ensure that lessons are relevant and will use this to help to plan for next steps. Our inclusion policy ensures that all children will have the same opportunities, with access to a broad and balanced curriculum.

Impact

Although PSHE at Castle Camps is taught separately from the half termly class topics, it pervades all aspects of school life and learning and is therefore taught implicitly as well as explicitly. Outcomes in PSHE books evidence a broad and balanced PSHE curriculum and demonstrate children's acquisition of identified key knowledge and progression within their personal and social development. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of the moral, social and cultural issues of our diverse society, as well as the importance of both physical and mental wellbeing. They also develop their emotional literacy and expand their knowledge and use of a corresponding vocabulary to enable them to effectively communicate with others or about themselves.

CYCLE A 2026-2027	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hedgehogs	Myself and My Relationships Beginning and Belonging	Myself and My Relationships My Emotions	Citizenship Me and my World	Healthy and Safer Lifestyles Keeping Safe	Healthy and Safer Lifestyles My Body and Growing Up	Healthy and Safer Lifestyles Healthy lifestyles.
BRITISH VALUES LINK		Self-knowledge and self-esteem and responsibility for behaviour.				
PREVENT LINK	When/where and how to get help (safety circles/networks of support)	Self-esteem, resilience, confidence and managing emotions.				
Squirrels	Myself and My Relationships Beginning and Belonging	Myself and My Relationships Anti-Bullying	Citizenship Working Together	Healthy and Safer Lifestyles Managing Safety & Risk	Healthy and Safer Lifestyles Sex and Relationships Education	Healthy and Safer Lifestyles E-Safety
BRITISH VALUES LINK		Self knowledge and self esteem and responsibility for behaviour.	Self knowledge and self confidence, responsibility for behaviour, showing initiative, having a voice and making a positive contribution.			

PREVENT LINK	When/where and how to get help (safety circles/ networks of support)	Self esteem, resilience, confidence and managing emotions.	Resilience, determination and confidence	Recognising and managing risk. Making safer choices. Resisting pressures.		
Rabbits	Myself and My Relationships Beginning and Belonging	Myself and My Relationships Anti Bullying	Citizenship Working Together	Healthy and Safer Lifestyles Managing Risk	Healthy and Safer Lifestyles Sex and Relationships Education 2	Healthy and Safer Lifestyles Healthy Lifestyles
BRITISH VALUES LINK		Self knowledge and self esteem and responsibility for behaviour.	Self knowledge and self confidence, responsibility for behaviour, showing initiative, having a voice and making a positive contribution.			
PREVENT LINK	When/where and how to get help (safety circles/ networks of support)		Resilience, determination and confidence	Recognising and managing risk. Making safer choices. Resisting pressures.		
Badgers	Economic Wellbeing Financial Capability	Myself and My Relationships Anti Bullying	Citizenship Working Together	Healthy and Safer Lifestyles Managing Safety & Risk	Healthy and Safer Lifestyles Sex and Relationships Education	Healthy and Safer Lifestyles Sex and Relationships Education
BRITISH VALUES LINK		Self knowledge and self esteem and responsibility for behaviour.	Self knowledge and self confidence, responsibility for behaviour, showing initiative, having a voice and making a positive contribution.			

PREVENT LINK	When/where and how to get help (safety circles/ networks of support)		Resilience, determination and confidence	Recognising and managing risk. Making safer choices. Resisting pressures.		
Deer	Citizenship Diversity and Communities.	Myself and My Relationships Anti Bullying	Citizenship Working Together	Healthy and Safer Lifestyles Managing Risk	Healthy and Safer Lifestyles Sex and Relationships Education	Healthy and Safer Lifestyles Sex and Relationships Education
BRITISH VALUES LINK		Self knowledge and self esteem and responsibility for behaviour.	Self knowledge and self confidence, responsibility for behaviour, showing initiative, having a voice and making a positive contribution.			
PREVENT LINK	When/where and how to get help (safety circles/ networks of support)		Resilience, determination and confidence	Recognising and managing risk. Making safer choices. Resisting pressures.		
CYCLE B 2025-2026	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hedgehogs	Citizenship Identities and Diversity	Myself and My Relationships My Emotions	Myself and My Relationships My family & friends	Healthy and Safer Lifestyles	Healthy and Safer Lifestyles Keeping Safe	Healthy and Safer Lifestyles Healthy Lifestyles

			including anti-bullying	My Body and Growing Up		
BRITISH VALUES LINK		Self knowledge and self esteem. Responsibility for behaviour.				
PREVENT LINK	When/where and how to get help (safety circles/networks of support)					
Squirrels	Citizenship Diversity and Communities	Myself and My Relationships My Emotions	Economic Wellbeing Financial Capability	Healthy and Safer Lifestyles Drug Education	Healthy and Safer Lifestyles Personal Safety	Myself and My Relationships Managing Change
BRITISH VALUES LINK	Responsibility for behaviour, rules, the law, public institutions, democracy, having a voice and making a positive contribution.	Self knowledge and self esteem. Responsibility for behaviour.				
PREVENT LINK	Democracy, government, rules/laws, debates, responsibilities, values and critical thinking.				Pressure from others that threatens their safety and wellbeing.	

Rabbits	Citizenship Rules, Rights and Responsibilities	Myself and My Relationships My Emotions	Healthy and Safer Lifestyles. Digital Lifestyles.	Healthy and Safer Lifestyles Drug Education	Healthy and Safer Lifestyles Personal Safety	Myself and My Relationships Managing Change
BRITISH VALUES LINK	Responsibility for behaviour, rules, the law, public institutions, democracy, having a voice and making a positive contribution.	Self knowledge and self esteem. Responsibility for behaviour. Rules and the law, tolerance, respect for others, harmony and discrimination.				
PREVENT LINK	Democracy, government, rules/laws, debates, responsibilities, values and critical thinking.				Pressure from others that threatens their safety and wellbeing.	
Badgers	Citizenship Rules, Rights and Responsibilities	Myself and My Relationships My Emotions	Healthy and Safer Lifestyles. E-Safety	Healthy and Safer Lifestyles Drug Education	Healthy and Safer Lifestyles Personal Safety	Myself and My Relationships Managing Change
BRITISH VALUES LINK	Responsibility for behaviour, rules, the law, public institutions, democracy, having a voice and making a positive contribution.	Self knowledge and self esteem. Responsibility for behaviour. Rules and the law, tolerance, respect for others, harmony and discrimination.			Pressure from others that threatens their safety and wellbeing.	

<p>PREVENT LINK</p>	<p>Democracy, government, rules/laws, debates, responsibilities, values and critical thinking.</p>					
<p>Deer</p>	<p>Citizenship Rules, Rights and Responsibilities</p>	<p>Myself and My Relationships My Emotions</p>	<p>Healthy and Safer Lifestyles. E-Safety</p>	<p>Healthy and Safer Lifestyles Drug Education</p>	<p>Healthy and Safer Lifestyles Personal Safety</p>	<p>Myself and My Relationships Managing Change</p>
<p>BRITISH VALUES LINK</p>	<p>Responsibility for behaviour, rules, the law, public institutions, democracy, having a voice and making a positive contribution.</p>	<p>Self knowledge and self esteem. Responsibility for behaviour. Rules and the law, tolerance, respect for others, harmony and discrimination.</p>				
<p>PREVENT LINK</p>	<p>Democracy, government, rules/laws, debates, responsibilities, values and critical thinking.</p>				<p>Pressure from others that threatens their safety and wellbeing.</p>	

PSHE Curriculum Relationships Education

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Physical health and mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle.

- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

Elements of an Outstanding PSHE Lesson

- Pupils are inspired to be curious, fascinated and inspired to tackle many of the moral, social and cultural issues that are part of growing up.
- Teachers will make clear links between prior topics and learning, ensuring there is a clear progression of knowledge and skills.
- Pupils will confidently share their prior skills, knowledge and vocabulary applying this during lessons.
- Pupils use high level tier 3 vocabulary both verbally and in written work.
- Pupils are encouraged to use a wide range of quality resources and of teaching and learning techniques which are chosen to be thought provoking, inspiring and which will spark intrigue to encourage children to find out more.
- Pupils are given opportunities to develop independent enquiry and critical thinking skills.
- Lessons have a clear, ambitious learning intention, which is clearly linked to the PSHE curriculum and progression of skills document.
- Pupils demonstrate empathy and respect when exploring PSHE themes, whilst developing their own voice and viewpoint.
- Providing opportunities for pupils to understand and engage with real life PSHE issues.
- Pupils are given opportunities to think and reflect on learning related to PSHE through refined questioning, discussion, role play and debates.

SEND within PSHE

Children with SEND at Castle Camps are provided a broad curriculum both within and across all subjects unless indicated otherwise on EHCP.

Some of the issues facing pupils with SEND include:

- ☒ Cognition and Learning
- ☒ Communication and Interaction
- ☒ Physical and Sensory
- ☒ Social, Emotional and Behavioural

Teaching, Learning and Assessment:

- Teachers and TAs are aware of pupils who have EHCPs and APDRs, and, using these, plan adaptations and opportunities for them to meet relevant targets within the subject.
- Subject leaders and class teachers regularly meet with the SENDCo to discuss individual pupils, and adaptations that could be made to allow for greater access to a broad curriculum.
- Learning objectives and independent activities are adapted so all pupils can access the learning at their level.
- Clear and fixed routines and structure to lessons support access to learning, and these are matched to particular children's needs.
- Teachers and TAs establish relationships built on trust and understanding with the pupils to enable needs to be met effectively, and the children to see themselves as learners.
- When assessing pupils, every opportunity is carefully planned to allow children with SEND and/or disabilities to demonstrate what they know and are able to do, using alternative means where necessary, as well as knowing what they are learning or practising.

Adult Support:

- Teachers and TAs support named children in activities to promote participation with other pupils where possible.
- When appropriate, children are encouraged to work independently or alongside their peers.
- Both teachers and TAs adapt the lesson as they see fit for individuals. This may be in terms of adapting questions asked of specific pupils, giving more thinking time, using a word mat to refer back to pre-teaching, scaffolded or form of the activity, the way the learning is recorded, changing or adding to the resources, selecting peers for children to work with and any other adaptations to support children in making steps in learning to the main objective for the class lesson.

Resources:

- Visual cues and prompts (including writing frames, word mats, task planners, procedural steps and 'Now/Then' boards)
- Resources are adapted to suit the needs of the pupil – resources chosen for colour/size/shape etc and these are accessed independently by children where possible.
- Health and Safety when using resources is considered for all pupils, and alternative resources are provided when necessary. Where children have a physical disability this should be considered in line with their EHCP and/or APDR.
- Resources to support children to be independent with recording their learning/writing are used to allow greatest access to the curriculum (including, but not limited to chunky pencils, pencil grips, scribes, word processing).

Additional Learning Opportunities:

- Pre-teaching is used with children before specific lessons to prepare them for the learning objective or vocabulary.
- The need for all learners to acquire new vocabulary is reinforced; teachers model occasions when they also need to check the meaning of words or factual information.
- Children may be introduced to certain resources in advance of the lesson, particularly a practical lesson, to familiarise them with the equipment and how to use it.
- All adaptations and scaffolding are in place to support children's independent learning.

SMSC in PSHE

<p style="text-align: center;"><u>Spiritual</u></p> <ul style="list-style-type: none">● We aim to develop deep thinking, encouraging children to question how the world works; to promote the spiritual growth of our children.● We are sensitive to individual needs, backgrounds and experiences.● The study of real people and places allows children to reflect on their own values, viewpoints and beliefs, as well as those of others.● We promote a sense of wonder about the world through exploration of real world examples.	<p style="text-align: center;"><u>Moral</u></p> <ul style="list-style-type: none">● Within our classrooms we encourage respect and reward positive behaviour. We value listening to the views and opinions of others.● We recognise right and wrong and understand that our actions have consequences● We provide role-play and decision making activities to allow children to explore ideas held by society● We think about the effects humans have on the world● We use real issues to allow children to decide on their own opinions about important issues that are going on in the world.
<p style="text-align: center;"><u>Social</u></p> <p>In our classrooms, we seek opportunities to promote self-esteem and build self-confidence.</p> <ul style="list-style-type: none">● We encourage collaborative learning in the form of listening and learning from one another.● We help children develop voice and opinion on a range of issues by offering explanations to one another.● We encourage courteous discussions where children can confidently put forward their ideas using reasoned examples or facts.● We engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.	<p style="text-align: center;"><u>Cultural</u></p> <p>Children learn about the varying religions present in their local area; they compare and contrast the religions with each other.</p> <ul style="list-style-type: none">● Children develop an understanding of differences through learning about cultural traditions from around the world.● We develop a sense of closeness within our own multicultural society by exploring similarities and differences within lifestyles, values and beliefs.● We celebrate the diversity of cultures and traditions within our school● We celebrate the diversity of our school community in the wider learning environment

Assessment and Recording

Teachers assess children's work in PSHE by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of each unit of study the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum. At the end of the year, PSHE is reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

Our Feeder Secondary Schools

	Linton Village College	Samuel Ward	St Bede's
PSHE Curriculum Links	https://lvc.org/subjects/personal-social-health-and-economic-education-pshe/	https://samuelward.co.uk/curriculum	https://www.st-bedes.org.uk/Curriculum/PSHE/