



FARINGTON MOSS ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL

Thrive in the gift of life John 10:10: 'I came that they may have life, and have it abundantly.' We realise our vision through inspiring and nurturing our whole school family to grow and reach their full potential.

Subject Leader Report - PSHRE

Subject Leader(s): Amanda Charlesworth

Subject Overview - Intention

Our PSHE and RSE curriculum enables every child to flourish academically, emotionally and socially, living out our school vision to Thrive in the Gift of Life. Guided by our Christian values, it develops the knowledge, skills and character pupils need to lead healthy, happy and successful lives.

The curriculum is delivered through myHappyMind Plus and is aligned with statutory Relationships Education, Health Education and the National Curriculum for PSHE. Its evidence-informed approach combines neuroscience, positive psychology and character education, while wider provision covers relationships, diversity, equality, personal and online safety, financial education and physical health.

Safeguarding is woven throughout the curriculum, in line with Keeping Children Safe in Education. Pupils learn to recognise and manage risk, understand boundaries and consent, use correct anatomical vocabulary, stay safe online and seek help from trusted adults.

Our aims are to:

- Help pupils understand how their brains work, develop emotional literacy, build resilience, regulate emotions, form positive relationships and establish lifelong habits through the Meet Your Brain, Celebrate, Appreciate, Relate and Engage modules.
- Develop confident, reflective and compassionate pupils who form positive relationships, value diversity and make informed choices.
- Actively promote the fundamental British Values so pupils become respectful, responsible and active citizens;
- Provide real-life learning through the 20-week teaching model, Forest School and wider personal-development opportunities, with additional Year 6 preparation for transition to secondary school.
- Ensure pupils leave Farington Moss St Paul's with confidence, resilience, emotional intelligence and moral character, ready to contribute positively to their communities and embrace the opportunities and challenges of modern life.

Planning - Implementation

EYES

PSHE begins in the Early Years through the prime area of Personal, Social and Emotional Development. myHappyMind Plus supports this through developmentally appropriate stories, activities and routines that help children recognise and manage feelings, build positive relationships, develop confidence and independence,

and learn how to care for themselves. Provision remains guided by Development Matters and Birth to 5 Matters.

Children work towards the Early Learning Goals for PSED through the myHappymind Plus Early Years content and the wider continuous provision. They learn to talk about emotions, regulate their responses, play and share with others, form positive relationships and manage their own needs, including personal care and oral hygiene.

Key stage 1 and Key stage 2

Teaching is structured through the four connected strands of myHappymind Plus:

1. myHappymind - positive mental health, resilience and wellbeing Relationships
2. myHappybody - Health and Wellbeing
3. myHappyrelationships - Relationships
4. myHappyworld - Living in the Wider World, including citizenship and economic education

The myHappymind strand is taught through five progressive modules: Meet Your Brain, Celebrate, Appreciate, Relate and Engage. Across these modules, children learn how their brains work, recognise and use their character strengths, practise gratitude, build positive relationships and set meaningful goals. Ready-made lessons, games and interactive activities provide a consistent, age-appropriate spiral curriculum from Early Years to Year 6. Teachers make purposeful links with Science, Computing and online safety and adapt delivery where necessary to meet the needs of each cohort.

Sex Education

Legal Context

Sex education contained in the National Curriculum science (Key Stages 1-4) is compulsory in maintained schools and parents are not able to withdraw their child from this.

School Ethos

We teach sex and relationship education in the context of the school's aims and values. While we provide children with accurate information about sexual development and relationships, this is delivered sensitively and with an awareness of the moral code and Christian values that underpin our school community.

We believe that:

- Sex and relationship education should be taught in the context of secure relationships and family life.
- It forms part of a wider process of social, personal, spiritual and moral education.
- It should promote respect, responsibility, consent, and self-control.
- Children should learn that they are in charge of their own bodies, that personal boundaries should be respected, and that positive relationships are built on trust and respect.
- Teaching should celebrate diversity, including different family structures such as single parenting, adoption and same-sex families, and encourage respect for all.

Curriculum Content

Key Stage 1

Children learn that animals, including humans, move, feed, grow and reproduce. They are taught the main parts of the body, including genitalia, and begin to appreciate the differences between people and how to show respect for each other.

Key Stage 2

Children learn about life processes and the main stages of the human life cycle. In Years 5 and 6, we place particular emphasis on health education as many children experience puberty at this age. By the end of Key Stage 2, both boys and girls know:

- How babies are conceived and born.
- How their bodies change during puberty.
- What menstruation is and how it affects women.
- The responsibilities involved in relationships and the consequences of sexual activity.

Teachers answer all questions with sensitivity and care, taking account of children's emotional development.

Sex Education (beyond statutory science)

In Years 5 and 6, children also learn explicitly about:

- Puberty and menstruation.
- Reproduction.
- Relationships and responsibilities.
- Respect, responsibility, consent, and self-awareness.

This is delivered in line with our Christian values and within the context of preparing children for life.

Delivery Model

- A short, interactive myHappyMind Plus lesson is taught each week. Staff use the scheme's prepared lesson plans, games and activities, reinforce the strategies through everyday classroom routines, and revisit key language across school life.
- Year 6 pupils also complete the myHappyMind transition content, applying learning about emotions, strengths, relationships, goals and resilience as they prepare for secondary school. Puberty and sex education are planned separately alongside the scheme so that statutory Science and the school's agreed RSE provision are fully covered.

Safeguarding and Support

Children are taught to recognise inappropriate behaviour and to seek help from trusted adults. We encourage open discussion and ensure children know where to go for help and advice.

Assessment, Monitoring and Evidence – Implementation and impact

We measure the impact of our PSHE and RSE curriculum in several ways:

- **Assessment:**

- Teacher assessment through observation, questioning, discussion and responses during myHappymind Plus activities.
- Pupil self-reflection and peer discussion, including how confidently children can explain and apply the strategies they have learned.
- Ipsative assessment, with progress considered against each child's starting point and previous responses.
- Review of learning across the four myHappymind Plus strands and the five core myHappymind modules, supported by the programme's lesson activities and school assessment records.
- **Recording learning:**
 - Reception: class floor books and evidence from practical activities, discussion and continuous provision.
 - Year 1-3 : Floor books and Individual reflective journals
 - Years 4-6: Individual reflective journals, supplemented by class floor books if appropriate.
- **Monitoring and evaluation:**
 - Learning walks, floor-book and journal reviews, pupil voice, staff feedback, and monitoring by the subject leader and link governor.
 - Ongoing review of coverage and progression across myHappymind, myHappybody, myHappyrelationships and myHappyworld, with adaptations made to meet cohort needs and ensure separate puberty and sex education content is taught.
- **Outcomes:**
By the end of their time at Farington Moss St Paul's, children will:
 - Have met statutory Relationships and Health Education requirements, alongside the school's agreed provision for puberty and sex education.
 - Be able to apply learning from the four myHappymind Plus strands to real-life situations involving wellbeing, relationships, safety, resilience, citizenship, money and health.
 - Show respect for themselves and others, value diversity, and demonstrate British Values.
 - Be confident and reflective, able to use strategies to regulate emotions, recognise strengths, build positive relationships, set goals and manage change as they prepare for secondary school and adult life.
- **Staff development:**
 - Complete and revisit myHappymind Plus training so that staff understand the scheme's language, routines, progression and resources and can deliver lessons consistently.
 - Subject leader attends relevant network meetings, reviews programme updates and shares guidance, monitoring findings and effective practice with staff and SLT.

Enrichment opportunities - Implementation and impact. 2025-26

Enrichment	Further Information
Wellbeing Wednesdays	Activities across Key Stages 1 and 2, supported by Sports Premium.
Lancashire Mind sessions	Sessions in Years 3, 5 and 6, developing mental health awareness and resilience.
Lancashire Mind after-school club	A dedicated after-school club for Year 4.
Visitor sessions	Dentist and dental nurse visits promoting oral health.
Themed assemblies	Assemblies for pupils across Key Stages 1 and 2.
Whole-school wellbeing festival	A whole-school event led by South Ribble.
Yoga Day	A dedicated Yoga Day delivered in the autumn term.

Targets 2025-26 Impact

Target (INTENT)	Implementation	Evaluation
Provide enrichment opportunities that complement myHappymind Plus and are clearly mapped to the PSHE curriculum.	Lancashire Mind sessions were provided in Years 3, 5 and 6, with a Year 4 after-school club. Wellbeing events, assemblies and health visitors extended classroom learning.	Lancashire Mind sessions in Years 3, 5 and 6 and the Year 4 after-school club have strengthened mental health awareness and resilience. These opportunities will be mapped to the relevant myHappymind Plus strands and used to reinforce classroom learning.

IMPACT - Staff Training:

STAFF CPD	Complete and revisit myHappymind Plus staff training, then use staff meetings, monitoring and coaching to secure consistent delivery.
SUBJECT LEADER CPD	Build subject leader expertise through myHappymind Plus training, network meetings and review of scheme updates, then share guidance and effective practice with staff and SLT.

FUTURE INTENTION, IMPLEMENTATION AND IMPACT - Future Targets:

Target (INTENT)	Implementation	Evaluation (IMPACT)
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Implement myHappymind Plus consistently across all year groups	Use the four strands to provide a coherent and progressive approach. Support staff through programme training, shared planning expectations and regular feedback. Monitor through pupil voice, floor-book and journal reviews, learning walks and staff feedback.	
Develop subject-leadership knowledge and confidence in PSHE.	Complete myHappymind Plus training and relevant CPD; work with colleagues and senior leaders; review progression across the four strands; monitor teaching and learning; gather pupil voice and share effective practice.	
Strengthen enrichment.	Map enrichment opportunities clearly to the wider PSHE curriculum and use them to reinforce classroom learning	