



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

INTENTION – Subject Overview:

At Farington Moss St Paul's CE Primary School, we aim to provide an education that prepares pupils for the opportunities, responsibilities, and experiences of adult life. A central part of this is helping children to develop their personal, social, and emotional skills, alongside their understanding of positive relationships, health, and wellbeing.

Our PSHE, Relationships Education, and Health Education curriculum follows statutory requirements and reflects our Christian ethos, while also responding to the specific needs of our pupils and community. It ensures that children are equipped with the knowledge, skills, and attributes they need to make safe, informed decisions, manage their wellbeing, and contribute positively to society.

Relationships Education focuses on giving pupils the knowledge they need to make informed choices about their health and relationships, and to build their confidence and self-efficacy. **Health Education** equips them with the understanding required to make good decisions about their physical and mental wellbeing. **Economic education** supports pupils in recognising the role of money in people's lives, managing it effectively, and beginning to explore their future career aspirations.

Beyond this, pupils are given opportunities to learn about rights and responsibilities and what it means to live in a diverse society. They are encouraged to play a positive role in both school life and the wider world, developing their sense of self-worth and responsibility.

Our overarching aims reflect our school vision: "*Thrive in the gift of life.*" At Farington Moss St Paul's, we provide a supportive environment where all members of our community show regard and respect for one another, for learning, and for their own personal development.

Through working positively together, we seek to deepen our understanding of ourselves, our neighbours, and the wider world we share. This journey is firmly rooted in our Christian faith, expressed through the Anglican tradition, and enriched by every opportunity across the curriculum. In this way, we enable all pupils to achieve their full potential and prepare them for the responsibilities and rewards of adult life.

The curriculum supports children to:

- Establish and maintain a positive self-image, values and a healthy lifestyle.
- Build and sustain positive relationships with peers, family and wider society.
- Understand and cope with physical and emotional changes as they grow.
- Acquire accurate knowledge about health, reproduction and personal safety (statutory science, supplemented by RSE).
- Develop resilience, independence and the ability to make informed decisions.
- Recognise diversity and respect different perspectives, beliefs and family structures.
- Understand the importance of rights, responsibilities and British Values.
- Know how to stay safe (including online), respect boundaries, and report concerns.

Our overarching intent is that children leave us as confident, reflective and responsible individuals, rooted in our Christian faith, who can “thrive in the gift of life.”

IMPLEMENTATION – Planning:

EYFS

PSHE begins in the Early Years through the prime area of *Personal, Social and Emotional Development*. Children learn to manage feelings, build friendships, self-regulate, and develop self-care skills (including oral hygiene). Learning is guided by *Development Matters* and *Birth to 5 Matters*.

The children work towards the Early Learning Goals for PSED. To achieve this, children learn about feelings and emotions, how to play and share with others and to self-regulate their feelings in different situations. As part of the 2021 reform there is also more emphasis on self-care including oral hygiene.

Key stage 1 and Key stage 2

Teaching is structured around three core themes:

1. Health and wellbeing
2. Relationships
3. Living in the wider world (citizenship and economic education)

We have adapted the Kapow Primary scheme of work to suit our context, while also drawing on the PSHE Association framework. Lessons are progressive and age-appropriate, with opportunities for discussion, reflection and role-play. Cross-curricular links are made with Science (growth, life cycles, reproduction) and Computing (online safety).

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

- In most year groups, a **20-week condensed curriculum** ensures that PSHE/RSE is balanced with the skills and personal development opportunities provided through Forest School.
- In Year 6, pupils receive an **extended 24-week programme** to prepare them for transition to secondary school, with additional focus on health, relationships, and managing change.

Enrichment Opportunities

Our SRE provision is enhanced by a wide range of opportunities, including:

- **Wellbeing Wednesdays** across KS1 and KS2, supported by Sports Premium.
- **Lancashire Mind sessions** in Years 3, 5 and 6, developing mental health awareness and resilience.
- A dedicated **Lancashire Mind after-school club** for Year 4.
- **Visitor sessions** such as dentist and dental nurse visits to promote oral health.
- **Themed assemblies** for both KS1 and KS2.
- **Whole school well-being festival** led by South Ribble.
- **Yoga Day** delivered in the Autumn term.

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.

IMPLEMENTATION AND IMPACT – Assessment, Monitoring and Evidence:

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

- **Assessment:**
 - Teacher assessment through observation, questioning and discussions.
 - Pupil self- and peer-assessment.
 - Ipsative assessment (progress measured against each child's starting point).
 - Use of Kapow's *Knowledge catchers* and *Assessment quizzes*.
- **Recording learning:**
 - Reception–Year 2: Floor books.
 - Year 3: Floor books and journals.
 - Years 4–6: Individual reflective journals, supplemented by class floor books if appropriate.
- **Monitoring and evaluation:**
 - Book looks, pupil voice surveys, and monitoring by subject leader and link governor.
 - Ongoing curriculum review and adaptation to meet cohort needs.
- **Outcomes:**
By the end of their time at Farington Moss St Paul's, children will:
 - Have met statutory Relationships and Health Education requirements.
 - Be able to apply their learning to real-life situations (e.g. relationships, consent, resilience, financial decisions, health).

- Show respect for themselves and others, value diversity, and demonstrate British Values.
- Be confident, reflective and prepared for the challenges of secondary school and adult life.
- **Staff development:**
 - Regular CPD, monitoring feedback and curriculum reviews.
 - Subject leader attends termly network meetings and shares updates with staff and SLT.



1. Baseline assessment

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

2. Assessment for Learning (AfL)

Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. Assessment of Learning (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

IMPACT – Targets:

Target	Evaluation
Promote well-being throughout school, ensuring all pupils understand the meaning of mental health and can access tools and strategies to support their own mental health and well-being as they grow.	Well-being has been promoted throughout the school this year through assemblies, themed days and regular class discussions. Pupils are beginning to develop a clearer understanding of what mental health means and can talk about strategies they use to support their own well-being. Pupil voice indicates that children feel more confident in recognising emotions and in seeking help when needed.
Provide enrichment opportunities to support learning and embed these into the PSHE Curriculum.	Lancashire Mind delivering sessions to years 3, 5 and 6, developing mental health awareness and resilience. Lancashire Mind after-school club for year 4.

IMPACT – Staff Training:

STAFF CPD	• Continue regular staff meetings, monitoring, and CPD to maintain high-quality teaching.
SUBJECT LEADER CPD	• Build subject leader expertise through training and network meetings. Feedback into school practice.

FUTURE INTENTION, IMPLEMENTATION AND IMPACT – Future Targets:

Implement the Kapow PSHE scheme across all year groups to provide a consistent, engaging and progressive approach to PSHE. Support staff through training and regular feedback to ensure lessons are delivered effectively and reflect the needs of our children. Monitor the impact through pupil voice, book looks and lesson observations, adapting resources where needed to align with our school's vision and values.

As a new subject leader, my target is to develop my knowledge and confidence in leading PSHE by engaging in relevant CPD, working closely with colleagues and drawing on the support of senior leaders. I will take time to review the curriculum, monitor teaching and learning, and gather pupil voice to understand the impact of PSHE across school. My aim is to ensure that I can lead the subject effectively, embedding our vision and values, and supporting staff to deliver high-quality lessons that meet the needs of all pupils.

Continue to provide enrichment opportunities to support learning and embed these into the PSHE Curriculum.