Haslingfield Endowed Primary School

P.S.H.E.



Haslingfield Endowed Primary School

Curriculum

Our P.S.H.E Curriculum

Intent

At Haslingfield Endowed Primary School, Personal, Social, Health and Economic (PSHE) education is at the heart of our curriculum and school ethos. We aim to equip every child with the knowledge, skills, attitudes and values they need to become confident, independent, resilient and responsible individuals who are able to make positive choices and contribute successfully to their community and wider society.

Our PSHE curriculum supports the development of the whole child, nurturing pupils intellectually, socially, emotionally, morally and spiritually. We believe that developing strong emotional literacy, positive relationships, resilience, self-confidence and an understanding of physical and mental wellbeing provides children with essential foundations for success across the curriculum and in later life.

PSHE is taught weekly from Reception to Year 6, following the Cambridgeshire Primary Personal Development Programme. Through a carefully sequenced and age-appropriate curriculum, children develop their understanding of themselves, their relationships, their health and wellbeing, and their place within an increasingly diverse and changing world. We aim to empower pupils to keep themselves safe, recognise and manage their emotions, build healthy relationships, make informed choices and play an active and positive role within our school and the wider community.

At the heart of our PSHE provision are our SPARKLE values: Safety, Perseverance, Aspiration, Respect, Kindness, Loyalty and Equality. These values are woven throughout our teaching and wider school life, helping children to understand how their choices and actions affect themselves and others.

Ultimately, our ambition is for every child at Haslingfield Endowed Primary School to develop the confidence, character and skills they need to 'SPARKLE' in their own individual way, both now and as they move into the next stage of their lives.

Implementation

Our PSHE curriculum is shaped by our school vision and our commitment to enabling every child, regardless of background, ability or additional need, to flourish and become the very best version of themselves. Learning is carefully sequenced so that children progressively build their knowledge, skills, understanding and confidence from Reception through to Year 6.

At Haslingfield Endowed Primary School, we follow the Cambridgeshire Primary Personal Development Programme, which provides a comprehensive approach to PSHE and Citizenship. Learning is organised across four key strands:

Citizenship, Healthy and Safer Lifestyles, Myself and My Relationships and Economic Wellbeing

These strands provide clear progression and ensure that children revisit and develop important concepts and skills as they move through the school. Topics are organised within our curriculum to provide age-appropriate, relevant and meaningful learning experiences.

Alongside our PSHE curriculum, children take part in weekly My Happy Mind sessions. My Happy Mind complements our wider PSHE provision by providing regular opportunities for children to develop their understanding of mental health and wellbeing, emotions, relationships, resilience and positive approaches to managing challenges. This supports our whole-school commitment to developing emotionally literate, confident and resilient children.

While our planned curriculum provides clear progression, we recognise that effective PSHE must also be responsive to the needs of our pupils. Staff therefore use circle time and additional PSHE discussions where appropriate to explore issues that are relevant to individual classes or arise through children's experiences. This enables teachers to respond sensitively and appropriately to the changing needs of their pupils.

Children's PSHE learning and experiences are captured through whole-class floor books and topic books, providing an opportunity to celebrate learning, record pupil voice and demonstrate progression across different areas of personal development.

PSHE also extends beyond dedicated lessons and is embedded within the wider life of the school. Assemblies provide regular opportunities to develop children's spiritual, moral, social and cultural understanding, encourage reflection and celebrate positive choices and contributions to our school community.

Impact

By the time children leave Haslingfield Endowed Primary School, we aim for them to be confident, resilient and responsible individuals who are well prepared for the next stage of their education and for life beyond primary school.

Through our PSHE curriculum and My Happy Mind, children will:

-demonstrate resilience, perseverance and confidence, showing a willingness to try new experiences, embrace challenges and learn from setbacks;
- understand how to keep themselves and others safe, both within their everyday lives and as they become increasingly independent;
- understand the importance of maintaining their physical health, mental health and emotional wellbeing;
-develop a range of practical strategies to recognise, understand and manage their emotions, supporting positive mental health and wellbeing;
-understand what makes a healthy and respectful relationship and develop the skills needed to build positive relationships with peers and adults;
-develop an age-appropriate understanding of the physical and emotional aspects of Relationships and Sex Education (RSE);
-appreciate and celebrate difference and diversity, demonstrating respect for others and understanding their role within a diverse and multicultural society;
-understand and demonstrate the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance;
-develop the confidence to express their views, make informed choices and seek help and support when needed;
-demonstrate our SPARKLE values of Safety, Perseverance, Aspiration, Respect, Kindness, Loyalty and Equality through their choices, relationships and contributions to school life.

Ultimately, the impact of our PSHE curriculum will be seen in children who are emotionally aware, respectful, resilient and confident, with the knowledge and skills to make positive choices, maintain healthy relationships and contribute positively to their communities. We want every child to leave Haslingfield equipped and empowered to continue to SPARKLE in their own individual way.

PSHE Programme of Study

CYCLE A- 25-26, 27-28, 29-30

Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SEAL	New Beginnings	Say no to Bullying	Relationships			Changes
EYFS	Belonging and beginning BBF	Family and friends (incl anti bullying) FFF My emotions MEF	Identities and Diversity IDF	My body and Growing up BGF	Keeping safe incl drug education KSF	Healthy lifestyles HLF
1/2	Rights and responsibilities RR12	My emotions ME12 Anti-bullying AB12	Diversity and communities DC12	Drug Education DE12	Personal safety PS12	Healthy and Safer lifestyles-Digital lifestyles
3/4	Rights and responsibilities RR34	My emotions ME34 Anti-bullying AB34	Diversity and communities DC34	Drug Education DE34	Personal safety PS34	Healthy and Safer lifestyles-Digital lifestyles Managing change MC34
4/5	Rights and responsibilities Cit8 RR34 RR56	My emotions ME56 ME34 Anti-bullying AB34 AB56	Diversity and communities DC34 DC56	Drug Education DE34 DE56	Personal safety PS34 PS56	Healthy and Safer lifestyles-Digital lifestyles Managing change MC34 MC56
6	Rights and responsibilities Cit11 RR56	My emotions ME56 Anti-bullying AB56	Diversity and communities DC56	Drug Education DE56	Personal safety PS56 SRE SR6	Healthy and Safer lifestyles-Digital lifestyles Managing change MC56

PSHE Programme of Study

CYCLE B- 24-25, 26-27, 28-29

Cycle B						
SEAL	New beginnings	Getting on and Falling out	Going for Goals	Good to be me		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Belonging and beginning BBF	Family and friends (incl anti-bullying) FFF My emotions MEF	Me and my world MWF	My body and Growing up BGF	Keeping safe (incl drug education) KSF	Healthy lifestyles HLF
1/2	Belonging and beginning BB12	Family and Friends FF12 Anti-bullying AB12	Working together WT12 Financial capability FC12	Sex and relationships education RS1 RS2	Managing risk MSR12	Healthy lifestyles HL12
3/4	Belonging and beginning BB34	Family and friends FF34 Anti-bullying AB34	Working together WT34 Financial capability FC34	Sex and relationships education RS3 RS4	Managing risk MSR34	Healthy lifestyles HL34
4/5	Belonging and beginning BB34 BB56	Family and friends FF34 FF56 Anti-bullying AB34 and AB56	Working together WT34 WT56 Financial capability FC34 and FC56	Sex and relationships education RS4 RS5	Managing risk MSR34 MSR56	Healthy lifestyles HL34 HL56
6	Belonging and beginning BB56	Family and friends FF56 Anti-bullying AB56	Working together WT56 Financial capability FC56	Sex and relationships education RS6	Managing risk HSL18 MR56 Safety contexts HSL19 SC56	Healthy lifestyles HL56

My Happy Mind

My Happy Mind Overview

At Haslingfield Endowed Primary School, My Happy Mind is an important element of our PSHE curriculum and whole-school approach to mental health and emotional wellbeing. It complements the Cambridgeshire Primary Personal Development Programme, strengthening children's understanding of themselves, their emotions, relationships and wellbeing.

My Happy Mind is delivered from Early Years to Year 6 and supports children in developing positive mental wellbeing, resilience, confidence and self-esteem. The programme is organised into five key modules: Meet Your Brain, Celebrate, Appreciate, Relate and Engage.

Through regular My Happy Mind sessions, children are provided with a shared language and practical approaches that help them understand their emotions, recognise their strengths, develop positive relationships and respond positively to challenges.

How My Happy Mind Supports our PSHE Curriculum

My Happy Mind is taught alongside our wider PSHE curriculum and provides opportunities for children to **revisit, practise and apply** important personal development skills.

There are strong connections with the **Myself and My Relationships** strand of our Cambridgeshire programme. For example, our existing Years 3/4 and Years 5/6 *My Emotions* units develop children's ability to recognise and communicate emotions, understand mental wellbeing, use strategies to manage feelings and identify how and where to seek support.

Learning is not viewed in isolation. Children are encouraged to draw upon their My Happy Mind learning throughout the wider curriculum and everyday school life, supporting the development of a consistent whole-school approach to emotional wellbeing and personal development.

Progression

As children move from Reception through to Year 6, they revisit key themes relating to:

-emotional awareness and self-regulation;
-mental health and wellbeing;
-character strengths and self-esteem;
- gratitude and positive attitudes;
- friendships and relationships;
- resilience and perseverance;
- aspirations and goal-setting;
- recognising when support may be needed.

Curriculum overview

Module	Key Focus	Children learn to...	Links to PSHE and SPARKLE
Meet Your Brain	Brain, emotions and self-regulation	Develop an understanding of how their brain works, recognise emotions and explore positive ways of managing them.	**Safety, Perseverance**: mental wellbeing, emotional literacy and resilience
Celebrate	Character strengths and self-esteem	Recognise their individual strengths, celebrate what makes them unique and develop positive self-esteem.	**Aspiration, Equality**: identity, confidence and valuing individuality
Appreciate	Gratitude and wellbeing	Understand the importance of gratitude and explore positive habits that support wellbeing and resilience.	**Kindness, Respect**: emotional wellbeing and positive thinking
Relate	Relationships and friendships	Understand the importance of positive relationships and explore the foundations of healthy friendships and relationships.	**Respect, Kindness, Loyalty**: relationships, empathy and communication
Engage	Goals and resilience	Set meaningful goals and develop resilience when experiencing challenges or setbacks.	**Aspiration, Perseverance**: motivation, confidence and resilience

myHappymind

P.S.H.E. in the Early Years Profile

EARLY YEARS | P.S.H.E. SKILLS PROGRESSION

Children working within the Early Years Foundation Stage Profile (EYFSP) explore religion, belief and cultures that are meaningful to their current learning experiences and what is happening in the world around them.

Areas of the EYFSP that explicit connections can be made	Listening Attention and Understanding	Speaking	Gross Motor Skills	Fine Motor	Comprehension	Word Reading
How Early Learning Goals can be demonstrated through PSHE	✔ Listen attentively to others during discussions about feelings, friendships and wellbeing. ✔ Follow instructions and participate respectfully in group activities.	✔ Talk about feelings, experiences and achievements. ✔ Express opinions, needs and ideas appropriately.	✔ Participate in activities that build confidence, resilience and cooperation. ✔ Work collaboratively in team games and movement activities.	✔ Develop independence through self-care routines and practical tasks. ✔ Use tools and resources safely and responsibly.	✔ Understand stories and discussions about emotions, relationships and healthy choices. ✔ Identify solutions to simple social problems.	✔ Read stories and simple texts linked to emotions, friendships and wellbeing. ✔ Apply phonics knowledge to read PSHE-related vocabulary.
	Writing	**Number**	**The Natural World**	**People, Culture and Communities**	**Creating With Materials**	**Being Imaginative and Expressive**
	✔ Write about personal experiences, feelings and achievements. ✔ Create labels, captions and simple sentences about relationships and wellbeing	✔ Count, sort and compare information gathered in PSHE activities ✔ Use simple data related to healthy lifestyles and routines.	✔ Show care and respect for the environment and living things. ✔ Understand how outdoor environments can support wellbeing.	✔ Talk about family, community and people who help us. ✔ Recognise similarities and differences between themselves and others. ✔ Show respect for different beliefs, cultures and traditions.	✔ Create artwork that expresses feelings, identity and personal experiences. ✔ Use a variety of materials to represent ideas linked to wellbeing and relationships.	✔ Explore emotions and social situations through role play. ✔ Participate in performances, storytelling and imaginative activities that develop confidence and self-expression.

P.S.H.E. Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Self-Awareness and identity	Talk about themselves, their likes, abilities and interests. Develop confidence in trying new activities.	Identify personal strengths and achievements. Name feelings.	Describe strengths and areas for improvement. Recognise emotions in self and others.	Explain how experiences shape identity. Develop self-confidence.	Reflect on successes and challenges. Recognise individuality.	Understand personal values and beliefs. Develop positive self-image.	Evaluate personal strengths and set goals for the future.
Managing feelings	Recognise and name feelings. Begin to manage emotions with support.	Recognise basic emotions and ways to manage them.	Use simple strategies to calm down and seek help.	Understand how thoughts influence feelings and behaviour.	Develop coping strategies for disappointment and conflict.	Apply resilience strategies in challenging situations.	Demonstrate emotional regulation and support others appropriately.
Keeping safe	Learn rules and routines. Recognise trusted adults who help keep them safe.	Identify trusted adults and unsafe situations.	Recognise risks at home, school and online.	Understand personal boundaries and safety rules.	Assess risks and make safer choices.	Recognise increasing independence and associated risks.	Evaluate complex risks and make responsible decisions.
Healthy lifestyles	Understand the importance of healthy food, exercise, sleep and hygiene.	Understand basic hygiene, sleep and healthy eating.	Explain how choices affect health and wellbeing.	Understand physical activity and balanced lifestyles.	Recognise influences on health choices.	Analyse short and long-term effects of lifestyle choices.	Take responsibility for maintaining physical and mental wellbeing.
Relationships	Build positive relationships with peers and adults. Take turns and share resources.	Develop friendships and show kindness.	Recognise qualities of a good friend and resolve disagreements.	Understand different types of relationships.	Show empathy and respect for differences.	Maintain positive relationships and manage peer influence.	Recognise healthy and unhealthy relationships and seek support when needed.

P.S.H.E Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Respect and Diversity	Understand that everyone is unique and special. Show respect for others.	Recognise similarities and differences between people.	Show respect for others' feelings and beliefs.	Understand diversity within communities.	Challenge stereotypes respectfully.	Appreciate inclusion and equality.	Promote diversity and challenge discrimination.
Bullying	Understand how actions affect others. Seek help from adults when worried.	Understand that bullying is wrong and how to get help.	Identify bullying behaviours and reporting routes.	Recognise different forms of bullying.	Understand the impact of bullying on wellbeing.	Develop strategies to respond to bullying safely.	Take an active role in preventing bullying and supporting others.
Online Safety	Begin to understand that adults help keep children safe when using technology.	Identify trusted adults who can help online.	Follow simple online safety rules.	Understand privacy and personal information.	Recognise online risks and reporting systems.	Evaluate reliability of online content.	Manage digital relationships and online reputation responsibly.
Rights and Responsibilities	Follow simple rules and understand expectations within the classroom.	Follow classroom and school rules.	Understand why rules are important.	Recognise personal responsibilities within groups.	Understand rights and responsibilities within communities.	Explore democracy, fairness and participation.	Demonstrate responsible citizenship and leadership.
Economic Wellbeing	Begin to understand that people work and earn money to buy things.	Understand that money is used to buy things.	Recognise needs and wants.	Begin understanding budgeting and saving.	Understand where money comes from.	Explore financial choices and consequences.	Manage simple budgets and prepare for future financial responsibilities.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Community and Citizenship	Develop a sense of belonging to family, school and community groups.	Belong to groups and communities.	Contribute positively to school life.	Understand local community roles.	Appreciate contributions of community members.	Engage with wider community issues.	Take action to improve school or community environments.
Decision making	Make simple choices and explain preferences.	Make simple choices and explain reasons.	Consider consequences of actions.	Use a simple decision-making process.	Weigh up options and outcomes.	Consider influences on decisions.	Make informed, independent and responsible decisions.
Resilience and Aspirations	Show perseverance when facing challenges and develop confidence in new situations.	Try new activities and persevere.	Learn from mistakes.	Set simple goals and monitor progress.	Develop perseverance when faced with challenge.	Recognise ambitions and routes to achievement.	Prepare confidently for transition and future aspirations.