

# PSHE Curriculum at Roundwood Primary School

## Where we are going

### You need to:

- Know where I fit in the school and wider community
- Start to identify and celebrate difference
- Know about some age-appropriate dangers and how to keep myself safe
- Understand the need to be responsible in certain situations
- Be able to identify behaviours that are more helpful and less helpful
- Recognise ways that we change as we grow older.

## Who we are

At Roundwood Primary School, we place a strong emphasis on personal, social, health, and economic education (PSHE), including our statutory provision for Relationships Education and Health Education (often referred to as Relationships, Sex and Health Education / RSE). PSHE supports the growth of well-rounded, confident, and responsible children. We have access to a number of local facilities and organisations that support PSHE learning, including youth centres, local sports clubs, community projects, and wellbeing workshops. Many children also benefit from visits to museums and cultural centres such as the History of Science Museum in Oxford, which provides opportunities to explore themes of personal development and social responsibility, and the Think Tank Museum in Birmingham, which encourages teamwork and problem-solving.

Within our school grounds, children enjoy our large school field, wooded area, and mini allotment, providing opportunities to explore the environment, develop resilience, and learn about health and wellbeing through outdoor activities. We also engage with a wide range of local services, including health professionals and charities, which support children in understanding mental health, safety, and the importance of making positive choices.

Children participate in age-appropriate PSHE activities and events throughout the school year, including workshops, assemblies, and charity initiatives. These experiences allow them to develop key life skills such as communication, empathy, financial understanding, and staying safe online and in the community. Buckingham's evolving community and environment also offer opportunities for children to consider issues of sustainability, diversity, and responsible citizenship.

## Vocabulary

### Early Years Foundation Stage

#### **Me & my relationships:**

Rules, Feelings (happy, sad, frustrated, worried, proud), help, kind, listening, turns, safe, like/dislike, friend, caring, name, part/whole

#### **Valuing difference:**

Same, similar, different, home, rules, special, family (mum, dad, brother, sister, nan, cousins...), kind, unkind, respect, feelings,

#### **Keeping myself safe:**

Safe, unsafe, private, secret, trust, "people who help us" (police, doctors, vet, fire fighters), "Look and listen as you cross the road".

#### **Rights and responsibilities:**

Help others, team, fair/unfair, community, respect, honest, truth,

#### **Being my best:**

Healthy, hydrated, hungry, thirsty, toothbrush, hairbrush, wash, sleep, manners, "I can..."

#### **Growing & changing:**

Baby, toddler, adult, teeth, change, grow...

### Key Stage One

#### **Me & my relationships:**

Rules, feelings, help, friend, listening, fair, help, safe,

#### **Valuing difference:**

Same, different, understand, bullying, friends, rules, special, family, fair, unfair, kind, unkind, respect, feelings

#### **Keeping myself safe:**

Energy, food, water, air, healthy, sleep, feelings, safe, unsafe, medicine, safe, private, touch, secret, inappropriate

#### **Rights and responsibilities:**

Clean, jobs / responsibilities, care, money, spend, save, pay, safe, look after,

#### **Being my best:**

Healthy, fruit, vegetables, taste, balance, illness, disease, skills, learning, listening, feelings, behaviour, mind-set, like, dislike, hygiene, energy, vaccination,

**Growing & changing:**

Heart, lungs, blood, stomach, intestines, brain, body, baby, toddler, needs, wants, bullying, secret, private / privacy, positive, loose

Lower Key Stage Two

**Me & my relationships:**

Consequences, cooperation, collaboration, skills, relationships, conflicts, uncomfortable, unsafe, assertive, teamwork, expressions,

**Valuing difference:**

Community, belonging, respectful, viewpoint, similarities, differences, backgrounds, prejudice, negotiation, compromise, conflict, stereotype

**Keeping myself safe:**

Danger, risk, drugs, personal, decision-making, hazard, consent, positive, negative.

**Rights and responsibilities:**

Volunteer, community, services, responsibility, democratic. factual, anti-social, environment, income, expenditure, essential, non-essential, income tax, national insurance, VAT, payslip public service

**Being my best:**

Balanced diet, wellbeing, achievements, representation, talents, skills, uniqueness, environment, community

**Growing & changing:**

Relationships, appropriate, inappropriate, changes, positive, negative, puberty, periods, male, female, genitalia, sperm, egg, menstrual cycle, marriage,

Upper Key Stage Two

**Me & my relationships:**

passive, aggressive, assertive, negotiation, compromise, influence, empathise, positive, negative, respectful,

**Valuing difference:**

diverse, society, faiths, sex, gender, identity, expression, orientation, discrimination,

**Keeping myself safe:**

dare, categorising, legal / illegal, medical / non-medical, emotional need.

**Rights and responsibilities:**

media, reporting, bias, voluntary, community, production, consumer, loan, credit, debt, interest, finance, fact, opinion, biased / unbiased, interest, sustainable

**Being my best:**

misconceptions, harmful, strengths, talents, community, portrayed, goals,

**Growing & changing:**

resilience, sexual organs, stereotype, peer group, Female Genital Mutilation, confidence, sexual reproduction, sperm, egg, legal, consent, HIV, immune system

RPS PSHE Journey

Early Years Foundation Stage

**Personal, Social, and Emotional Development (PSED)**

The statutory EYFS programme of study emphasises that children's personal, social, and emotional development (PSED) is essential for leading healthy, happy lives and underpins cognitive development. Central to this development are strong attachments that shape children's social world.

**Key points include:**

- **Relationships:** Strong, warm, and supportive interactions with adults help children understand their own feelings and those of others.
- **Emotional development:** Children are supported to manage emotions, develop a positive sense of self, set simple goals, build confidence, persist, and regulate their attention.
- **Independence and self-care:** Through adult modelling and guidance, children learn to care for their bodies, including healthy eating, and manage personal needs independently.
- **Social skills:** Interaction with peers supports the development of friendships, cooperation, and peaceful conflict resolution.

These skills provide a secure foundation for learning at school and beyond.

**Physical Development**

Physical activity is vital for children's overall development, enabling them to lead happy, healthy, and active lives. We are also required to promote children's good health, including oral health.

## Personal, Social, and Emotional Development – Age-Expected Outcomes

### **Self-Regulation**

Children at the expected level of development will:

- Understand their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, demonstrating patience and impulse control when appropriate.
- Give focused attention to instructions, responding appropriately even when engaged in other activities, and follow multi-step directions.

### **Managing Self**

Children at the expected level of development will:

- Approach new activities with confidence, showing independence, resilience, and perseverance.
- Understand the reasons for rules, distinguish right from wrong, and try to behave accordingly.
- Manage basic hygiene and personal needs independently, including dressing, toileting, and making healthy food choices.

### **Building Relationships**

Children at the expected level of development will:

- Work and play cooperatively, taking turns with others.
- Form positive attachments with adults and build friendships with peers.
- Show sensitivity to their own and others' needs.

### **Characteristics of Effective Learning**

When planning and guiding children's learning, we incorporate the EYFS **Characteristics of Effective Teaching and Learning**:

- **Playing and Exploring:** Children investigate, explore, and 'have a go'.
- **Active Learning:** Children concentrate, persevere when facing challenges, and take pride in their achievements.
- **Creating and Thinking Critically:** Children develop and test their own ideas, make connections, and plan strategies to achieve their goals.

### **Curriculum Overarching Aims (Composites) at Roundwood**

Our EYFS curriculum at Roundwood includes composites specifically chosen to support PSED development:

- "I can problem solve"
- "I have found a way to be creative and express myself"
- "I am a member of the Tingewick community"
- "I understand the importance of reducing, re-using, and recycling"
- "I know how to be healthy"
- "I can grow plants and vegetables"
- "I can name and manage my feelings as part of Restorative Practice"

The **Components** detail the learning intentions and provide opportunities to achieve these composites.

### **Key Stages One & Two**

At Roundwood, PSHE is central to developing the whole child, in line with the DfE statutory guidance for Relationships, Sex and Health Education (RSE) and the upcoming 2026 guidance updates. Our curriculum is delivered through the SCARF scheme (Safety, Caring, Achievement, Resilience, Friendship)

### **Statutory Context and Our Approach**

While PSHE remains a *non-statutory* subject, schools are required to teach Relationships Education and Health Education, which became *statutory* from September 2020. The updated DfE guidance (July 2025) effective from September 2026 further strengthens expectations for high-quality, age-appropriate, and inclusive provision.

At Roundwood, we ensure that our curriculum:

- Meets statutory requirements for Relationships and Health Education (DfE, 2020 & 2026).
- Is delivered through SCARF, which provides a clear, spiral structure from EYFS through KS2.
- Embodies our school values, ensuring learning experiences promote empathy, respect, and resilience.
- Is inclusive and responsive to the needs of all pupils, including those with SEND.
- Prepares children to navigate real-world challenges, online and offline, safely and confidently.

### **Relationships Education, Relationships and Sex Education (RSE), and Health Education**

From September 2026, updated statutory guidance requires schools to continue teaching key areas, while strengthening content around online safety, equality, and healthy relationships. Through SCARF, Roundwood pupils explore these topics in age-appropriate ways.

### **Families and People Who Care for Me**

Children learn:

- That families provide love, stability, and care.
- The characteristics of healthy family life, including commitment and shared experiences.
- That families can differ in structure, and all deserve respect.
- That marriage or civil partnership represents a lifelong, legal commitment between two people.
- How to recognise when family relationships make them feel unhappy or unsafe, and how to seek help. *(2026 update: inclusion of diverse family types, including same-sex parents and carers, to promote equality and respect.)*

### Caring Friendships

Children learn:

- The importance of friendship for happiness and well-being.
- Key qualities of friendship, trust, kindness, and mutual support.
- How to manage disagreements respectfully and recognise unhealthy friendships.
- How to seek help if relationships make them feel uncomfortable.  
*(2026 update: greater focus on developing communication and assertiveness skills to set boundaries and seek support.)*

### Respectful Relationships

Children learn:

- The importance of self-respect and how this links to happiness.
- The need to respect others, even when opinions or lifestyles differ.
- About bullying and cyberbullying, stereotypes, and bystander responsibilities.
- About permission and consent in friendships and interactions.  
*(2026 update: stronger focus on preventing misogyny, understanding equality, and recognising harmful or controlling behaviours.)*

### Online Relationships

Children learn:

- That respect applies equally online and offline.
- How to stay safe and recognise online risks, including harmful content, fake identities, and misinformation.
- How to report concerns about online contact or content.  
*(2026 update: new learning on digital rights, online scams, image manipulation, and deepfakes.)*

### Being Safe

Children learn:

- About privacy, personal boundaries, and appropriate physical contact.
- That their body belongs to them and they can say “no.”
- How to report unsafe situations and keep trying until they are heard.  
*(2026 update: enhanced safeguarding focus on digital consent, online grooming, and seeking trusted help both in person and online.)*

### Sex Education

**Sex Education** remains *non-statutory* in primary schools. At Roundwood, we provide age-appropriate learning to help pupils understand:

- The physical and emotional changes of growing up.
  - Healthy and respectful relationships.
  - Personal boundaries and consent.
- Parents are fully informed about the content of these sessions and retain the right to withdraw their child from any non-statutory elements.

*(2026 update: the guidance emphasises transparency, requiring schools to consult parents and make all teaching materials accessible.)*

### SCARF in Action

Our PSHE and RSE curriculum is not only about fulfilling statutory duties it reflects who we are as a community. Our approach, ensures children grow into respectful, responsible, and resilient learners.

Through SCARF, our children learn to:

- **Be Safe** – online, in relationships, and in their choices.
- **Show Care** – for themselves, others, and the environment.
- **Celebrate Achievement** – taking pride in their progress and goals.
- **Build Resilience** – learning how to cope with change and challenge.
- **Value Friendship** – promoting kindness, inclusion, and respect for all.

Our curriculum prepares pupils to make positive contributions to society, supports their mental and physical health, and ensures they are ready for the next stage of their education, all in line with statutory expectations for 2026 and beyond.

### Links with other subjects

#### Science

- Learning about the human body, growth, puberty, nutrition, and health.
- Understanding physical and mental well-being, including hygiene, illness prevention, and healthy lifestyles.
- Developing knowledge about reproduction and life cycles in an age-appropriate way.

#### English

- Developing communication skills: expressing feelings, listening, and discussing sensitive topics.
- Reading and responding to texts exploring relationships, empathy, diversity, and moral dilemmas.
- Writing reflections, personal goals, or persuasive texts about healthy lifestyles and relationships.

#### Maths

- Understanding statistics related to health, well-being, and safety (e.g., exercise, screen time, nutrition).
- Using data to make informed decisions about healthy choices.

#### Computing / Online Safety

- Exploring safe and responsible use of technology, including social media, online relationships, and cyberbullying.
- Understanding digital footprints, privacy, consent, and online reputation.
- Learning to critically evaluate online information.

#### PE

- Linking physical activity to mental and physical health, resilience, and well-being.
- Exploring teamwork, cooperation, and fair play in sports and group activities.
- Understanding the impact of lifestyle choices on fitness and personal health.

#### Art

- Expressing emotions, experiences, and personal identity through visual and performing arts.
- Exploring themes such as diversity, friendship, and social responsibility in creative projects.

#### History

- Understanding the development of society, rights, equality, and justice.
- Studying influential people, social movements, and cultural diversity to promote empathy and respect.

#### Geography

- Understanding the impact of environment, community, and society on health and well-being.
- Exploring global issues like access to clean water, food security, and human rights.

#### Religious Education

- Exploring values, beliefs, and moral reasoning.
- Understanding diversity, respect for different cultures and religions, and ethical decision-making.
- Reflecting on personal beliefs, empathy, and social responsibility.

#### SMSC (Spiritual, Moral, Social, Cultural)

- Promoting responsible citizenship, understanding rules, democracy, and personal rights.
- Developing respect, empathy, and social awareness through community engagement.
- Encouraging active participation in school life and society.

#### Wellbeing / Mental Health Integration

- Linking PSHE themes to mindfulness, self-regulation, and emotional literacy.
- Supporting resilience, self-confidence, and problem-solving across the curriculum.

### As a child leaving RPS

#### **I will be able to:**

- Build and maintain positive relationships with myself and others, showing empathy, respect, and understanding.
- Celebrate diversity and appreciate differences, acting with kindness and respect towards everyone.
- Keep myself safe, both in real life and online, and know how to seek help when needed.
- Distinguish between facts and opinions and express my own thoughts confidently and appropriately.
- Reflect on my behaviour and adapt it in different situations to make positive choices and improve interactions.
- Take pride in myself, make informed decisions about my well-being, and develop confidence in my abilities.
- Understand my body and how it changes as I grow, and know how to maintain a healthy lifestyle.

### Memory Makers at RPS

#### **I will have experienced:**

- Watching the NSPCC Pantosaurus video and song, learning about personal safety.
- Taking part in weekly PSHE lessons using the SCARF programme.
- Role-playing scenarios to practice friendship, empathy, and conflict resolution.

- Class discussions and circle time, sharing thoughts and opinions in a safe space.
- Online safety activities, learning how to stay safe when using technology.
- Mindfulness or wellbeing sessions, exploring feelings, emotions, and ways to stay calm.
- Celebrating diversity, through stories, projects, and activities about different families, cultures, and communities.
- Teamwork and collaboration tasks, developing skills in cooperation, negotiation, and problem-solving.
- Setting personal goals and reflecting on achievements, building confidence and pride in their progress.
- Healthy lifestyle activities, such as understanding nutrition, exercise, and self-care.
- Learning about changes in the body and growing up, in age-appropriate ways.
- Taking part in school campaigns or initiatives linked to kindness, community, or wellbeing.

#### Because I went to RPS

- Keep myself healthy and safe, understanding how to make positive choices for my body, mind, and online life.
- Respect myself and others, appreciating differences, celebrating diversity, and showing kindness in all my relationships.
- Reflect and make decisions about my well-being, taking pride in my achievements and learning from experiences.
- Communicate effectively, expressing my opinions and listening to others respectfully.
- Manage my emotions and behaviour, adapting to different situations and solving problems in positive ways.
- Prepare for the next stage of my life, confident, resilient, and ready to embrace new challenges.