



Helping our children live well, learn well and make the world a better place

At Menston Primary School, PSHE equips pupils with the knowledge, skills and attributes to keep themselves safe, healthy and ready for life and learning. Rooted in our vision – *Making the world a better place* – our curriculum builds character, promotes inclusion and celebrates diversity, while ensuring pupils learn the statutory content for *Relationships Education* and *Health Education* within a coherent, age-appropriate programme.

Our Vision

We provide an ambitious, inclusive and well-sequenced PSHE curriculum so that *all* pupils, including those with SEND and those who are disadvantaged, make strong personal development. Embedded in our intent and implementation are coherence, progression, inclusion and impact, so that pupils are safe, confident, respectful and ready for the next stage of education and life.

What PSHE Looks Like at Menston

PSHE is taught from EYFS to Year 6 through a spiral, thematic programme that revisits core ideas at increasing depth. Weekly lessons are complemented by assemblies, pupil leadership (e.g., school council, playground leaders) and enrichment that connects learning to real life. We use the **SCARF** scheme as our core spine to secure breadth, sequencing and high-quality resources across the three PSHE domains – **Health and Wellbeing**, **Relationships**, and **Living in the Wider World** – and to map statutory RSHE expectations. Learning in PSHE is recorded in class floor books, capturing discussion, reflection and progression over time and providing a rich evidence base for pupil voice. Our RSHE provision also includes age-appropriate puberty and relationships sessions for Years 4–6, supported by parent information opportunities to ensure transparency and shared understanding. Throughout school, PSHE links strongly with our wider provision for British Values and SMSC, which is reinforced through assemblies, displays and consistent expectations. Pupils also develop leadership and responsibility through roles such as school councillors, play leaders and buddies, helping them apply their learning in real contexts and contribute positively to the school community.



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myHappyMind across school

Alongside our taught PSHE and RSHE, **myHappyMind** is delivered across school to build positive mental health habits, self-regulation and resilience. It provides a whole-school, science-informed framework that supports pupils, staff and families to use common strategies and language for wellbeing; external evaluations and NHS-commissioned case studies highlight benefits for pupils' self-regulation and classroom climate. As pupils progress, the programme grows with them and concludes in Year 6 with a year-long series of transition units designed to support leavers in making the best possible preparation for secondary school.



Developing Substantive Knowledge

Substantive PSHE knowledge includes:

- **Health and wellbeing:** mental health, healthy lifestyles, sleep, hygiene, physical activity and digital balance;
- **Relationships:** friendship, families, respectful behaviour, personal boundaries, consent (age-appropriate), keeping safe (online/offline) and help-seeking;
- **Living in the wider world:** equality and diversity, protected characteristics (age-appropriate understanding), rights and responsibilities, money sense, safe use of media/technology and community participation.



Developing Disciplinary Knowledge

Disciplinary knowledge is how pupils think and act like effective, safe citizens. Pupils practise communication and empathy, including active listening and respectful disagreement; apply decision-making and risk-management strategies; use critical thinking and media literacy to evaluate information and influence; build self-regulation, resilience and help-seeking habits; reflect on learning and evaluate scenarios, actions and consequences.

Linked to Our Curriculum Drivers

- **Equality, diversity and tolerance:** Pupils explore identity, difference and respect, challenge stereotypes and develop age-appropriate understanding of protected characteristics.
- **Creativity and critical thinking:** Enquiry, discussion, role-play and problem-solving help pupils evaluate choices, influence and misinformation.
- **Global citizens:** Learning connects to rights, sustainability, digital citizenship and responsible participation in community life.
- **Future-thinking:** Economic wellbeing, careers awareness and safe, responsible use of technology help pupils plan, aspire and adapt.
- **Wellbeing:** myHappyMind and PSHE lessons together establish shared routines and language for mental health, self-care and support pathways.

Inclusion, Safeguarding and Assessment

Lessons are adapted so *all* pupils can access and succeed; content is taught within a safe, respectful classroom culture and linked to school safeguarding procedures. Curriculum and policy reflect statutory RSHE expectations with age-appropriate sequencing and parental engagement; leaders review coverage, progression and impact using lesson evidence, floor books/pupil voice and simple knowledge/skills checks.

What Our Children Will Leave Knowing

By the end of Year 6, our pupils can:

- explain how to keep mentally and physically healthy, and apply simple strategies for self-regulation and help-seeking;
- form positive, respectful relationships and recognise unsafe or unfair situations – online and offline – and seek appropriate support;
- make informed, safe choices (including basics of online safety, media influence, consent and personal boundaries);
- understand rights, responsibilities and diversity, showing empathy and respect in school and the community;
- manage everyday money, set goals and take part in decisions that affect them;
- speak with confidence, listen to others and evaluate information critically.

Our PSHE curriculum ensures that pupils leave Menston Primary as confident, compassionate and responsible young people, equipped with the knowledge, skills and attitudes they need to keep themselves safe, to build positive relationships and to contribute meaningfully to their communities and the wider world.