



Personal, Social, Health and Citizenship Education

Our vision: "Building strong foundations together for everyone"

PSHCE Curriculum Statement

Vision: 'Every child, an emotionally healthy learner.'

February 2026

Intent: What do we hope to achieve by teaching PSHCE?

At Binfield C.E. Primary School (V.A.), PSHCE is a core part of our curriculum and is rooted in our Christian vision and values. Our intent is to support pupils' personal development by ensuring they acquire the knowledge, skills and attitudes needed to thrive as confident, resilient and responsible individuals. Through PSHCE, pupils develop emotional literacy, strong character, respect for others and the ability to make informed choices, preparing them well for life in modern Britain.

Our curriculum is inclusive by design and promotes equity for all pupils. We give particular consideration to disadvantaged pupils, those with SEND, pupils known to children's social care and others who may face barriers to learning or wellbeing, so that every child is supported to flourish.

Implementation: How is PSHCE organised and taught?

Personal, Social, Health and Citizenship Education (PSHCE) is delivered through a coherently planned and carefully sequenced whole-school curriculum using the Jigsaw Programme. The curriculum is designed to build pupils' knowledge, skills and understanding progressively from EYFS to Year 6, enabling learning to be revisited and deepened over time.

Teaching and assessment within PSHCE are adaptive and inclusive, promoting pupils' personal development, emotional wellbeing and character, while supporting positive behaviour and attitudes to learning. The school is committed to equity of provision and ensures that the needs of all pupils are considered, with particular attention given to looked-after children, pupils with SEND and other vulnerable learners. Barriers to learning are identified and addressed promptly, high expectations are maintained, and all pupils are supported to make secure progress and to be well prepared for the next stage of education.

Teaching includes:

- Explicit teaching of social, emotional and relationship skills
- Structured discussion, reflection and pupil voice
- Consistent routines that promote self-regulation and positive behaviour

The curriculum actively promotes:

- British Values
- Safeguarding, including online safety and healthy relationships
- Equality, inclusion and respect for difference
- Spiritual, moral, social and cultural development, underpinned by our Christian ethos

Leaders monitor the quality and impact of PSHCE through lesson visits, pupil voice, staff feedback and curriculum review to ensure consistency and high-quality provision across the school.

'Power Tools for Learning'

As a result of our PSHCE provision, pupils demonstrate positive behaviour, respectful attitudes and a secure understanding of how to keep themselves safe, healthy and emotionally well. Pupils show increasing independence in managing relationships, regulating emotions and responding appropriately to challenge. They can articulate their views confidently and respectfully, demonstrating tolerance, empathy and an understanding of their responsibilities within the school and wider community. This impact is evident in pupils' readiness for the next stage of education, strong outcomes in **Personal Development** and **Behaviour and Attitudes**, and the school's effective fulfilment of its safeguarding and equality duties.

'Power Tools for Learning' are at the heart of our school's curriculum and we are a recognised 'Advanced Thinking School' (Exeter University). 'Power Tools' are a range of skills, attributes and tools taught from Year R upwards, which support pupils in becoming more independent thinkers and learners. They include: De Bono's Thinking Hats, Hyerle's Thinking Maps, Claxton's Learning Muscles. Furthermore, within our curriculum, Bloom's Taxonomy (a model/hierarchy of thinking which starts at a simple level and becomes more complex) is integral, ensuring that deeper thinking and learning is required as pupils advance through each stage of learning.

All Power Tools are developed through inclusive practice. Progress may be demonstrated through participation, supported engagement or reduced anxiety rather than independence alone. Adults adapt provision through modelling, scaffolding, visual supports, repetition and emotional reassurance to ensure **all children experience success, confidence and belonging**.

Impact: What difference does it make and how do we know?

The impact of PSHCE is evident in pupils who demonstrate positive behaviour, respectful attitudes and strong emotional awareness. Pupils are confident in expressing their views, managing relationships and regulating their emotions, and they show empathy, tolerance and respect for others.

Pupils understand how to keep themselves safe, healthy and emotionally well, and are increasingly independent in making responsible choices. As a result, they are well prepared for the next stage of education and for life beyond school. Strong personal development underpins learning across the curriculum and contributes positively to behaviour, attitudes and overall wellbeing.

Assessment

Reception

Assessment is ongoing and underpinned by high-quality observation and purposeful questioning during both child-initiated play and adult-led learning, in line with the EYFS *Development Matters* framework. Assessment information is used to adapt provision and teaching in the moment, ensuring that learning experiences are responsive to the needs of all pupils, including those with SEND and those who may require additional support. Evidence is gathered over time to build a secure and holistic picture of each child's progress, attainment and independence, with summative judgements made termly. By the end of Reception, pupils demonstrate secure foundations in personal development, including emotional regulation, independence and the ability to form positive relationships. These skills support positive behaviour, wellbeing and engagement with learning and ensure children are well prepared for the transition into Key Stage 1.

Year 1 – 6

For Years 1-6, we use our own 'bespoke assessment' based on a 'best fit' model of what a typical child should achieve in each subject area. Assessment is an ongoing process and is used whilst teaching to support pupil learning - revising and revisiting knowledge as necessary, ensuring that pupils 'keep up' rather than 'catch up'. A summative assessment is made for each child against the typical/expected standard and a determination made as to whether they have met the standard or not is recorded on the school's tracking system.

This adaptive approach supports all pupils to make secure progress through the curriculum. Targeted support is provided promptly to address barriers to learning, enabling pupils to 'keep up' with their peers rather than relying on later 'catch-up' interventions. Attention is given to the needs of pupils with SEND and those who are disadvantaged, ensuring equitable access to learning and high expectations for all. As a result, pupils develop secure understanding over time and are well prepared for the next stage of their education.

Feedback

Stakeholder feedback is reviewed by leaders and used to inform curriculum refinement, staff training and targeted support, ensuring continuous improvement in pupils' personal development and wellbeing for all pupils.

"I can try new things even if I feel a bit worried."

Year 2 pupil

'I still find it hard to talk about feelings, but I am getting better at it'

Year 5 pupil

Pupils can articulate how PSHCE helps them manage emotions, build positive relationships, persevere through challenge and develop confidence for life beyond school.

'I love the Jigsaw puzzle pieces and Jerry Cat!'

Reception child

'The Jigsaw programme is easy to follow and helps me to deliver a high quality PSHCE lesson.'

Year 2 Teacher