



St Michael's CE Primary School

PSHE Curriculum

2026-2027

Courage to Flourish in the Love of God

Curriculum Intent

At St Michael's CE Primary, our PSHE curriculum is rooted in our vision, 'Courage to Flourish in the Love of God'. We believe Personal, Social, Health and Economic (PSHE) education equips pupils with the knowledge, skills and values they need to flourish as unique individuals within God's family.

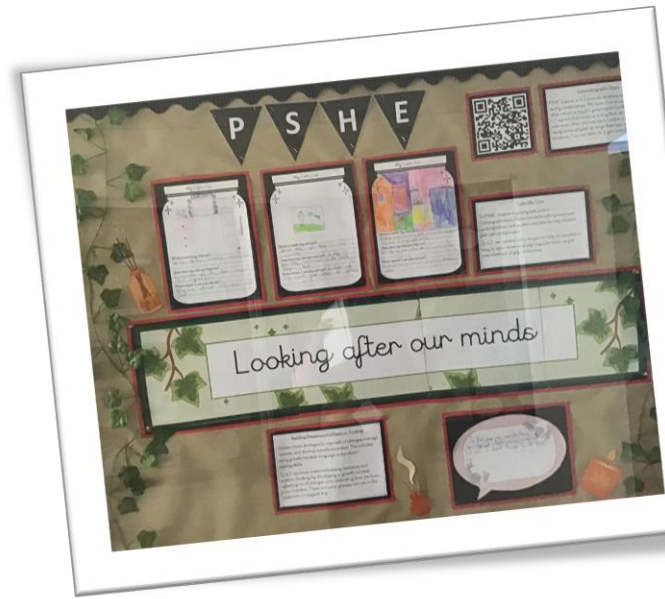
Through PSHE, pupils are encouraged to develop self-awareness, build positive relationships and make informed, responsible choices that enable them to lead healthy, hopeful and fulfilling lives.

We aim to nurture pupils' emotional wellbeing, resilience and personal development, enabling them to understand themselves, value others and contribute positively to society. Pupils are supported to develop confidence, empathy and independence, learning how to manage challenges, recognise their own worth and show respect for those around them.

Our curriculum reflects our commitment to inclusion and ambition for all. Every pupil is supported to access and succeed in PSHE, regardless of starting point, and is given opportunities to develop confidence, resilience and independence.

In line with our whole-school curriculum, pupils explore relationships, health, wellbeing, safety, citizenship and life in modern Britain. This fosters respect, compassion and an appreciation of diversity, helping pupils to understand the importance of belonging, responsibility and caring for themselves, others and God's world.

Over time, pupils develop the ability to reflect thoughtfully, make informed decisions and respond positively to the opportunities and challenges they encounter. By the end of primary school, they are equipped with the knowledge, skills and confidence to lead healthy, respectful and responsible lives with curiosity, compassion and aspiration.



Curriculum Implementation

Curriculum and Sequencing

The PSHE curriculum is delivered using Kapow Primary and is taught weekly across the school.

The Kapow RSE & PSHE scheme meets the 2025 Relationships and Sex Education (RSE) and Health Education statutory guidance, which schools must follow from September 2026.

The curriculum is underpinned by four key strands:
Managing Self, Self-regulation, Building Relationships and Critical Thinking.

The curriculum is carefully sequenced using a spiral approach, ensuring that pupils regularly revisit and deepen key knowledge, skills and concepts. This cyclical structure enables pupils to build confidence and understanding over time, while each return to a concept increases in complexity and depth.

Learning builds progressively across the key areas of My Healthy Self, Connecting with Others, The Online World, Staying Safe, Health Protection, Citizenship and Growing Up, with First Aid taught in Year 6. Within these

areas, pupils revisit important concepts with increasing maturity, enabling them to make meaningful connections between their learning and the wider world.

Learning is designed so that new knowledge builds directly on prior learning rather than being taught in isolation. This enables pupils to develop increasing self-awareness, emotional literacy and resilience, while strengthening their understanding of healthy relationships, personal safety, wellbeing and responsible citizenship.

Over time, pupils move from recognising and understanding their own feelings, relationships and responsibilities in the Early Years towards becoming confident, reflective and responsible young people by the end of Key Stage 2, equipped with the knowledge, skills and values to flourish within God's family and the wider world.



Curriculum Implementation

Teaching and Learning Approaches

Lessons follow a structured sequence of modelling, discussion, collaborative learning, independent reflection and application, adapted to **the St Michael's lesson structure**.

Teachers explicitly teach key knowledge, vocabulary and strategies, providing opportunities for pupils to explore different viewpoints, discuss real-life scenarios and reflect on their own experiences. Pupils are encouraged to think critically, communicate respectfully and apply their learning to everyday situations

Knowledge and Vocabulary

Key vocabulary is explicitly taught at the start of lessons and revisited regularly. Retrieval practice through 'Do Now' activities reinforces prior learning and supports long-term retention.

The spiral curriculum ensures knowledge and vocabulary are built on over time, allowing pupils to deepen understanding and use subject-specific language with increasing confidence.

Practice, Application & Outcomes

In RSE & PSHE, pupil outcomes go beyond pupils being able to recall key knowledge or demonstrate specific skills in the classroom. The curriculum is designed to support pupils' confidence, wellbeing and the way they interact with others in everyday situations.

PSHE learning is applied through discussion, collaboration, role play and real-life situations across school life. Where appropriate, learning is captured in Experience Journals to celebrate key learning and support reflection. Progress is evident in pupils' developing confidence, relationships, decision-making and ability to apply their learning in everyday situations.



Reading

Reading is central to our PSHE curriculum. During direct instruction, pupils engage with carefully chosen, age-appropriate texts that introduce key knowledge while explicitly teaching subject-specific vocabulary in context. Pupils develop fluency and comprehension while exploring themes such as relationships, wellbeing, diversity, citizenship and personal safety, equipping them with the language needed to express their thoughts, discuss sensitive issues respectfully and make informed decisions.

Resources

A wide range of high-quality resources supports the delivery of PSHE, including the Kapow Primary scheme, carefully selected texts, videos, discussion prompts and real-life scenarios. These resources encourage meaningful discussion, reflection and collaboration, enabling pupils to develop the knowledge, skills and confidence to navigate the opportunities and challenges of everyday life

Assessment

Assessment is ongoing and linked to the St Michael's teaching and learning framework. Teachers use questioning, observation and pupils' work to inform next steps and support progress.



Inclusion

Learning is adapted to meet the needs of all pupils through modelling, scaffolding and flexible support. Activities are accessible yet appropriately challenging, enabling all pupils to participate confidently in discussion, reflection and collaborative learning. Pupils develop the knowledge, skills and confidence to make informed decisions, build positive relationships and apply their learning with increasing independence.

Parents

In line with statutory guidance, we work in partnership with parents and carers to ensure our RSHE curriculum is open, transparent and age appropriate. Parents are informed about curriculum content, their right to request withdrawal from the non-statutory elements of sex education, and how RSHE supports pupils' wellbeing, personal development and safeguarding



Safeguarding

Safeguarding is a golden thread running throughout the PSHE curriculum and is revisited in age-appropriate ways across every year group. Pupils learn to recognise trusted adults, understand personal boundaries, identify unsafe situations, seek help confidently and develop strategies for protecting their physical and emotional wellbeing.

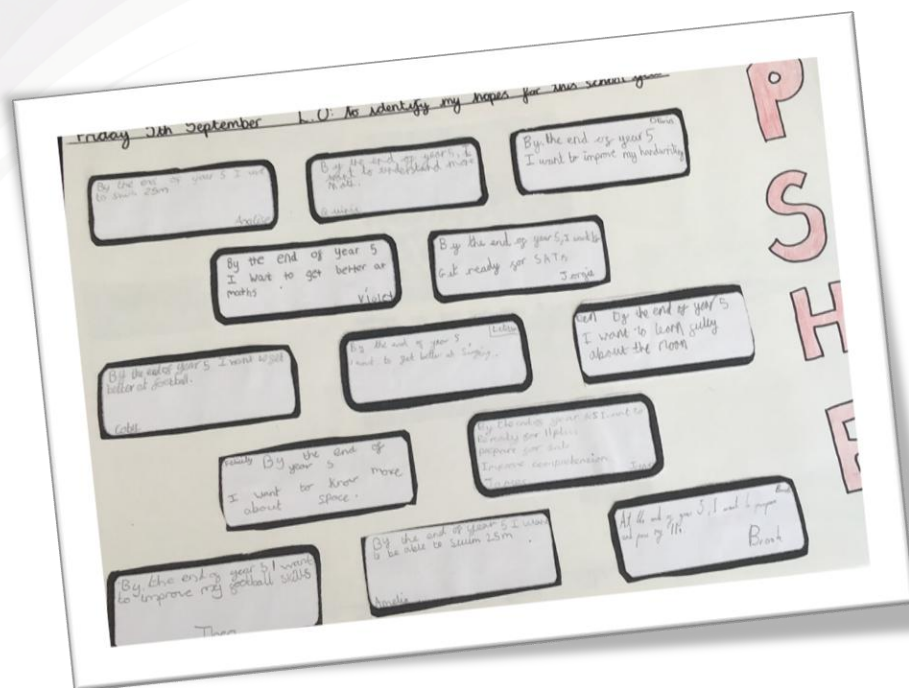
The curriculum addresses online safety, bullying, consent, privacy, healthy relationships, first aid, personal safety, peer pressure and recognising risks both in the real world and online. As pupils progress through school, safeguarding education becomes increasingly sophisticated, equipping them with the confidence, resilience and knowledge needed to make safe choices and know where to access support.

Financial Literacy

Financial literacy is taught progressively from Year 2 to Year 5, enabling pupils to develop the knowledge and skills needed to make informed financial decisions. Pupils begin by learning where money comes from and how it is earned within their communities in Year 2, before exploring budgeting, value for money and different methods of payment in Year 4.

In Year 5, learning develops further through understanding needs versus wants, budgeting, borrowing, interest, online spending, gambling awareness and managing money safely. Throughout the curriculum, pupils are encouraged to think critically about spending decisions, recognise financial risks and develop responsible attitudes towards money.





understanding of Parliament, laws, prejudice, discrimination, inclusion and the responsibilities of active citizens in promoting fairness and equality. These experiences help pupils become informed, respectful and responsible members of society who understand both their rights and their responsibilities..

Keeping Safe

Keeping safe is explicitly taught across every phase of the curriculum and encompasses physical, emotional and online safety. Pupils begin by learning simple safety rules, road safety, healthy lifestyles and identifying trusted adults.

As they move through school, they develop an understanding of personal boundaries, privacy, bullying, online safety, emergency procedures, first aid, risk assessment, water safety, medicines, harmful substances, peer pressure and safe decision-making. The curriculum also develops pupils' confidence in recognising unsafe situations, responding appropriately and seeking support when needed, preparing them to stay safe and healthy both now and in the future.

Global Citizenship

Global citizenship is developed progressively through the curriculum by encouraging pupils to understand their role within their school, local community and wider world. In Key Stage 1, pupils explore belonging, caring for others, communities and the environment. In Lower Key Stage 2, learning expands to include children's rights, human rights, environmental responsibility, democracy, careers and equality. By Upper Key Stage 2, pupils develop an



Diversity

Kapow Primary's RSE & PSHE scheme has been designed to reflect the diversity of modern society, ensuring all pupils feel respected and represented. Lessons include scenarios featuring a wide range of characters and perspectives, allowing pupils to encounter different cultures, family structures, household situations, neurotypes and economic backgrounds.

This approach helps pupils recognise that everyone's circumstances are different and encourages them to treat others with understanding and respect.

Across the scheme, care has been taken to avoid stereotypes and ensure that resources portray people and communities in a respectful and accurate manner.

When distancing techniques are used, pupils follow a consistent set of diverse characters who grow older alongside them, helping pupils develop familiarity and empathy as they explore situations together.



British Values

The scheme promotes and explicitly teaches the British values of: Individual liberty, Mutual respect, Democracy, The rule of law and Tolerance of those with different faiths or beliefs.

Pupils learn to listen to and respect differing opinions, understand why rules and laws keep people safe, recognise their rights and responsibilities and value the beliefs and lifestyles of others. Lessons encourage debate, fairness and an understanding of how communities function, helping pupils develop into thoughtful, respectful and active citizens.

SMSC

RSE & PSHE gives pupils regular opportunities to explore different perspectives, reflect on ethical and emotional issues and think about what is right and fair. Pupils collaborate with others, build positive relationships and learn to value and respect people from different backgrounds, families and cultures.

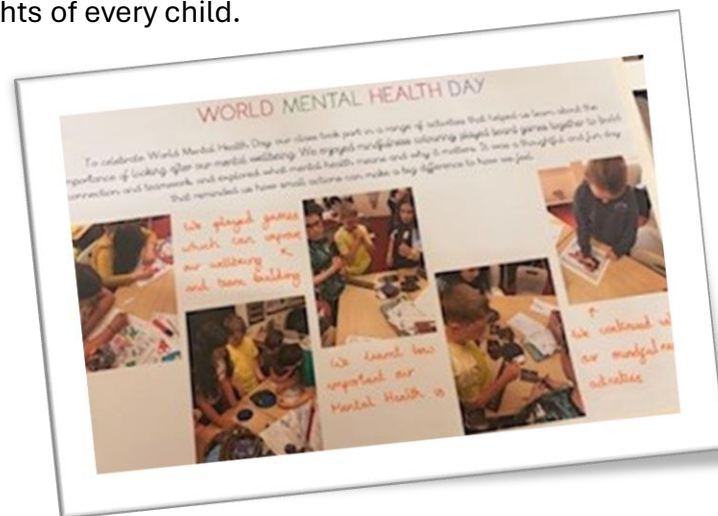
Rights Respecting Schools

Our PSHE curriculum makes a significant contribution to our Rights Respecting Schools ethos by providing regular opportunities for pupils to develop the knowledge, skills and

confidence to understand themselves, build positive relationships and make informed, responsible choices.

Through carefully sequenced learning, pupils fulfil Article 29 by developing the knowledge, skills and values needed to reach their full potential, Article 28 through access to a broad and ambitious PSHE curriculum, and Article 12 by sharing their views, listening respectfully to others and participating in discussion.

The curriculum also promotes Article 19, helping pupils understand how to keep themselves and others safe, Article 24 through learning about physical and mental health and wellbeing, and Article 13 by encouraging pupils to express their thoughts, feelings and opinions respectfully. Together, these opportunities help pupils become confident, resilient and respectful individuals who value themselves, others and the rights of every child.



Curriculum Impact

The impact of the PSHE curriculum is seen in pupils' developing confidence, resilience and ability to make informed, responsible choices.

Over time, pupils build secure knowledge, understanding and personal skills, enabling them to develop positive relationships, care for their wellbeing and contribute positively to school and wider society.

Pupils demonstrate progression in their understanding of relationships, health, wellbeing, safety, citizenship and life in modern Britain, applying their learning with increasing confidence and independence.

Pupils use subject-specific vocabulary accurately to discuss emotions, relationships, personal safety, wellbeing and citizenship.

Experience Journals, pupil discussion and teacher observations provide evidence of pupils' developing knowledge, skills and personal development over time.

Pupils reflect thoughtfully, communicate respectfully and apply their learning to real-life situations, demonstrating resilience, empathy and responsible decision-making.

Pupils show increasing confidence in managing emotions, building positive relationships, respecting diversity and recognising their responsibilities within school and the wider community.

All pupils, including those with additional needs, access the curriculum and make progress from their starting points.

Pupils leave primary school with the knowledge, skills and confidence to lead healthy, respectful and responsible lives, enabling them to flourish within God's family and contribute positively to the wider world.



Curriculum Map 2026-2027

	Autumn		Spring		Summer	
Nursery	Art Knowledge and Skills – See Nursery Curriculum for more detailed information					
Reception	Self Regulation: My Feelings	Building Relationships: Special relationships	Managing Self: Taking on challenges	Self Regulation: Listening and following instructions	Building Relationships: My family and friends	Managing Self: My Wellbeing
Year 1	My Healthy Self: How can we look after our emotions?	Connecting With Others: How can I help myself and others feel safe?	Online World: How do we spend time online?	Citizen: How can I help others and the environment?	Health Protection: How can I protect myself and others in daily life?	Staying Safe: How can I stay safe?
Year 2	My Healthy Self: How can we look after our bodies?	Connecting with Others: How can I build safe, kind and caring relationships with others?	Online World: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying Safe: How can I make safe choices in different places?
Year 3	My Healthy Self: How can I take care of my mind and body?	Connecting with Others: What helps us feel safe and included?	The Online World: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Healthy Protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Year 4	My Healthy Self: How can I make healthy choices?	Connecting with Others: How can we respect each other?	The Online World: How can I evaluate what I see online?	Citizenship: How can I spend money wisely?	Growing Up: How will my body and emotions change as I grow up?	Staying Safe: What signs help me recognise what is safe and unsafe?
Year 5	My Healthy self: How can I support my mind and body as I grow?	Connecting with Others: Why are healthy relationships important?	Online World: How am I influence by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
Year 6	My Healthy Self: How do my choices today shape my future health?	Connecting with Others: What does it mean to stand up for myself and others?	Online World: How do I feel about the things I see online?	Citizenship: How can we protect everyone’s rights?	Staying Safe: How can I stay safe as I grow up?	First Aid

Spirituality

Our definition of spirituality at St Michael's CE Primary School:

To talk about spirituality is to talk about something which is beyond words.

Spirituality is linked to big questions about the meaning and purpose of life; it includes ideas relating to oneself, others, the natural world and the transcendent.

We refer to this as:

- The stillness of the mind
- The settling of the soul
- The uplifting of the spirit
- Being at one in the world and finding meaning and purpose in life.

For some, but not all, this will be experienced, expressed or explained through faith or belief.

When discussing this with our pupils, we refer to spirituality as:

The way **WOWS, OWS and NOWS** shape me into the person that I am and will become.

Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian vision and our school's definition for spirituality, look at four key areas: self, others, transcendence (beyond), and nature.



Spirituality Opportunities:

Self

Opportunities

- Children given the opportunity to discuss our wonderful differences and what makes us unique.
- Looking at how our bodies adapt and change over time through the cycle of life.
- Devising strategies to help me come to terms with grief.
- Understanding and identifying how some forms of touch can be an ow.
- Identifying my own dreams and goals and having a realistic plan on how I am going to achieve them.
- Opportunities to talk about our appreciation for what we have.
- Giving children a sense of purpose by setting personal goals and reflecting on aspirations.
- Discussing personal values and emotions through moments of self-reflection.
- Giving children the understanding and awareness of the rights they are entitled to, including the right to an education.

Potential Question Prompts

- What makes you special?
- What special skills or talents do you have?
- Are differences important?
- Are personal dreams and goals essential?
- How do your personal beliefs influence your daily life?
- What values are most important to you, and where do they come from?
- How can you stand up for what you believe in while respecting others opinions?

Others

Opportunities

- Having an understanding that everyone has difference opinions, and some people may feel differently to me about big topics.
- Celebrating our own successes and acknowledging the achievements of others.
- Having empathy for others through talking about challenges and struggles that others may face daily.
- Learning how to collaborate with a variety of my classmates through teamwork exercises.
- Fostering a sense of belonging either to a group, club, class, or school community through activities and group discussions.
- Teaching social skills such as active listening and forgiveness, helping students to build and maintain harmonious relationships with others.

Potential Question Prompts

- Do we all need to be the same?
- What would the world be like if we were all the same?
- How do we celebrate success?
- What does empathy mean to you?
- Why is working collaboratively an important part of life?
- How do you know you belong?
- Why should we forgive?
- What happens if we do not forgive?

Transcendence

Opportunities

- Discussing different beliefs.
- Calm me time and opportunities to be still.
- Experiencing inner peace and connecting with a sense of the transcendent through mindfulness practises.
- Learning how different cultures and religions experience the divine or transcendent.
- To ask and answer questions about struggles and Ows, such as death and grieving.

Potential Question Prompts

- How do we experience the divine within our own lives?
- How do your spiritual beliefs influence your sense of right and wrong?
- How can God support people through Ows?

Nature

Opportunities

- Discussing how we can work with nature and our planet to provide us with a variety of healthy foods.
- Discussing the importance of taking care of our planet, encouraging pupils to think about their role in preserving nature and taking responsibility for how we live and how this can have an effect on the world around us.

Potential Question Prompts

- How do our lifestyles effect the environment?
- What can we do to preserve the world around us?