HUNDON AND THURLOW FEDERATION

PHSEE Curriculum

Intent • Implementation • Impact

Key Stage 1 and Key Stage 2

Our Personal, Social, Health and Economic Education (PHSEE) curriculum supports pupils to develop the knowledge, skills, attributes and agency they need to manage their lives, now and in the future. It helps children to stay healthy and safe, build positive relationships and make informed choices as they grow in independence.

1. INTENT

At Hundon and Thurlow Federation, we intend our PHSEE curriculum to be inclusive, relevant and carefully sequenced. We want every pupil to feel valued, develop a secure understanding of themselves and others, and gain the confidence and practical skills to make safe, healthy and responsible decisions.

Our aims

- Develop positive, respectful relationships with family, friends, peers and the wider community.
- Build self-awareness, self-respect, confidence and a sense of belonging, while recognising and respecting difference.
- Develop emotional literacy and strategies to recognise, express and manage feelings and seek help when needed.
- Understand how to keep physically and mentally healthy and how to make choices that support wellbeing.
- Recognise unsafe situations, understand boundaries and consent, and know how and where to seek help.
- Develop safe, respectful and increasingly critical habits in online spaces.
- Build age-appropriate understanding of money, work, aspirations and the skills that support future opportunities.

A progressive curriculum

Learning is planned as a spiral: key ideas are revisited, reinforced and extended as pupils mature. Content is matched to pupils' age, development, readiness, prior learning and experiences. The programme builds on the foundations established in EYFS and supports transition from primary education to the next stage.

2. IMPLEMENTATION

PHSEE is taught through a planned programme of explicit learning opportunities, supported by the wider life, relationships and routines of the school. Learning is active, discussion-based and practical, enabling pupils to practise language, decision-making and interpersonal skills in safe, supportive contexts.

Curriculum organisation

The curriculum follows the two broad strands in the PSHE Association Programme of Study (2026): Relationships (Sex) and Health Education (RSHE), and Economic Wellbeing and Careers Education. The statutory primary Relationships Education and Health Education content is covered through a coherent, sequenced programme. Any optional primary Sex Education is considered separately, in line with statutory guidance and the school's policy.

Key Stage 1: building foundations

In KS1, learning is concrete, familiar and closely connected to children's immediate experiences. Pupils are supported to name feelings, communicate needs, practise friendship skills, recognise trusted adults and begin to understand how to keep themselves safe.

- Families and friendships: identify different families; understand care and belonging; recognise what makes a good friend; practise kindness, sharing, turn-taking and simple ways to resolve disagreements.
- Respecting self and others: recognise what makes each person unique; express likes, dislikes and needs respectfully; include others; recognise unkind behaviour and bullying and tell a trusted adult.
- Safe relationships: begin to understand permission, personal boundaries, privacy and trust; identify when something feels uncomfortable and practise asking for help.
- Mental health and wellbeing: name and describe a range of feelings; recognise that feelings change; identify simple strategies and trusted people who can help.
- Physical health and wellbeing: learn about hygiene, sleep, physical activity, healthy eating and looking after the body.
- Growing and changing: notice that people grow and change; develop positive attitudes towards their own bodies and understand that changes are a normal part of life.
- Personal safety and help-seeking: recognise everyday risks, know basic safety rules and understand how to get help from a trusted adult.
- Online life and safety: recognise everyday uses of the internet; understand that not everything online is true; communicate kindly; keep personal information private; follow age restrictions and tell an adult about worries.
- Drug education: understand that medicines can help when used appropriately and that medicines, cleaning products and other substances can be harmful if misused.
- Economic wellbeing: understand what money is used for, ways people pay, saving and spending, and the difference between needs and wants.

- Careers education: recognise personal strengths and interests; learn about different jobs in the community and the skills some jobs require.

Key Stage 2: deepening understanding and independence

In KS2, pupils revisit earlier learning in greater depth and apply it to a wider range of situations. They develop more sophisticated communication, reflection and decision-making skills, consider the influence of peers and online environments, and take increasing responsibility for their own wellbeing and the wellbeing of others.

- Families and relationships: understand that families and relationships can take different forms; explore care, commitment, change and sources of support.
- Friendships: identify the features of healthy friendships; recognise controlling or unhealthy behaviours, exclusion and peer pressure; manage disagreements and seek help when a relationship feels unsafe.
- Respect, identity and diversity: develop self-respect; value diversity; understand stereotypes, prejudice and discrimination and consider how to challenge them safely.
- Boundaries, consent and trust: communicate needs and boundaries assertively; understand permission, privacy and respect; recognise unsafe situations and identify routes to support.
- Mental health and wellbeing: recognise a broader range of emotions and how they affect behaviour; develop strategies for managing setbacks, change, pressure and worry; know when and where to seek support.
- Physical health and growing up: deepen understanding of healthy lifestyles, hygiene, sleep, exercise, nutrition, illness prevention and the physical and emotional changes associated with puberty.
- Personal safety and first aid: assess risk in different contexts, including roads, water and public places; know how to respond to emergencies, seek adult help and make an emergency call where appropriate.
- Online life and safety: understand privacy, data, consent and digital footprints; evaluate online information and manipulated content; recognise harmful contact, scams and online pressure; understand age restrictions and how to report concerns. Learning includes age-appropriate consideration of AI and online gaming risks.
- Drug education: learn about common legal drug products, including alcohol, nicotine products, caffeine and medicines; understand risks, laws and the importance of responsible use of medicines.
- Economic wellbeing: explore saving and spending choices, needs and wants, influences on financial decisions, keeping money safe and the emotional and wider impacts of money choices.
- Careers education: recognise achievements and strengths; set goals; develop transferable skills; explore a broad range of jobs, challenge career stereotypes and learn about different routes into work.

Teaching and learning

- Use a range of approaches, including discussion, stories, scenarios, role-play, collaborative tasks, reflection and problem-solving.
- Create a safe, respectful learning environment in which pupils can contribute without pressure to disclose personal experiences.
- Use clear ground rules, appropriate vocabulary and question-handling approaches; respond sensitively to disclosures and follow safeguarding procedures.
- Use accurate, up-to-date, balanced information and revisit content when guidance, technology or pupils' needs change.
- Adapt teaching, language, resources and participation methods so that all pupils, including pupils with SEND and those who may need additional support, can access learning.
- Make meaningful links with safeguarding, the wider curriculum, school values, online safety, behaviour expectations and the everyday life of the Federation.

Consistency across the Federation

Both schools work towards shared curriculum intent and progression, while teachers adapt examples, pace and support to the needs and experiences of their pupils. Planning makes clear what pupils should know, understand and be able to do, and how learning builds from KS1 into KS2.

3. IMPACT

The impact of PHSEE is seen in pupils' developing knowledge, language, attitudes and ability to apply learning in everyday situations. Pupils should be increasingly confident in making informed choices, building positive relationships, recognising risk and seeking help.

By the end of Key Stage 1, pupils are increasingly able to:

- Describe some of their strengths, feelings, needs and the people who can support them.
- Explain simple features of kind friendships and respectful behaviour, and know what to do if they are worried or treated unkindly.
- Recognise basic personal boundaries and everyday risks and identify a trusted adult.
- Describe simple ways to look after their physical and emotional wellbeing and stay safer online.
- Explain simple ideas about money, saving, spending, needs, wants, jobs and personal strengths.

By the end of Key Stage 2, pupils are increasingly able to:

- Build and maintain respectful relationships, manage disagreements and recognise unhealthy or unsafe behaviours.
- Show respect for diversity, identify stereotypes and discrimination, and understand how to challenge unfairness appropriately.

- Communicate needs and boundaries, recognise risk and use appropriate strategies to keep themselves and others safe.
- Make informed choices about physical and mental health, understand changes associated with growing up and seek support when needed.
- Use online spaces more safely and critically, protect personal information, recognise harmful content or contact and report concerns.
- Explain how money choices can affect individuals, others and the environment, and recognise a range of jobs, pathways and transferable skills.

Evidence of impact and monitoring

Assessment is formative and proportionate. It focuses on what pupils know, understand and can apply, rather than on personal beliefs, family circumstances or willingness to share private experiences.

- Pupil voice, discussion and age-appropriate reflection to identify understanding, confidence and misconceptions.
- Learning activities, scenarios and examples of pupils applying knowledge and strategies.
- Planning and curriculum mapping showing coverage, sequencing and progression across KS1 and KS2.
- Teacher assessment, lesson visits and work or learning records where appropriate.
- Safeguarding and pastoral themes considered carefully and confidentially, to help identify curriculum needs without using individual disclosures as attainment measures.
- Review of provision, resources and pupil needs to ensure content remains relevant, inclusive, accurate and up to date.

Leadership and review

The PHSEE subject lead supports a coherent Federation-wide curriculum, reviews progression and coverage, gathers evidence of teaching and learning, and identifies professional development or resource needs. Leaders use monitoring findings and feedback to refine the curriculum and respond to emerging needs.

Our commitment

Through PHSEE, Hundon and Thurlow Federation aims to help every child develop the knowledge, confidence, skills and agency to care for themselves and others, contribute positively to their community and make thoughtful choices now and in the future.

Curriculum reference: PSHE Association, Programme of Study for PSHE education (Key stages 1–5), 2026, Key Stage 1–2 section, pp. 6–19. The Programme of Study provides suggested learning opportunities; schools retain flexibility to plan an age- and developmentally-appropriate curriculum. Statutory Relationships Education and Health Education content must be covered.

Review cycle: To be reviewed annually, and sooner where statutory guidance, local context or pupil needs change.