

Curriculum Intent

Our Personal, Social, Health and Economic (PSHE) curriculum is designed to teach children to become responsible, healthy, respectful, contributing, aspirational moral members of British society. Children's personal and social development is interlinked in all areas of school life and our curriculum sets out the school's vision to develop the whole child and their individual talents and teach them the skills they need to become active and economically self-sufficient citizens.

PSHCE at Longshaw underpins everything that we do. The first two weeks are spent exploring what it means to have a growth mindset and how this enables us to adopt the [Longshaw Learning Powers](#).

Children are further supported by utilising the [Zones of Regulation](#) systematic cognitive behavioural approach, which enables them to regulate their behaviour in a manner conducive to optimum learning in a classroom environment. PSHCE lessons are based around Zones of Regulation and the [One Decision](#) programme of study. Their intent is to provide children with tools to navigate their way through life and to be healthy, happy and successful citizens.

1. How do you ensure consistent delivery across all key stages?

The One Decision PSHE curriculum supports consistent delivery across all key stages through a clear, progressive and structured programme of learning. Lessons are carefully sequenced to ensure that key themes are revisited and built upon in an age-appropriate way. This enables pupils to develop their knowledge, skills and understanding progressively while providing staff with a coherent framework for teaching.

2. How does the curriculum cater for disadvantaged, SEND and other minority group students?

- At Longshaw, we deliver a PSHCE curriculum that is ambitious and relevant to all pupils. We ensure that all children begin each topic with the relevant prior knowledge to succeed, before building upon this with the new learning.
- PSHCE lessons are enhanced by engaging videos and inclusive, relatable content that reflects a wide range of backgrounds, cultures, family structures and life experiences, helping all children feel represented and valued.
- Teachers adapt learning activities and questioning to ensure all pupils achieve successful outcomes, maintaining high expectations for all.

3. How does the curriculum embed prior knowledge and aid long term retention of knowledge?

The PSHE curriculum is carefully sequenced to ensure that pupils build upon prior learning and develop a deeper understanding of key concepts over time. Through a progressive spiral curriculum, important themes are revisited regularly, enabling pupils to strengthen their knowledge, make meaningful connections and retain learning in the long term.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	In the EYFS, our children learn the following key areas: • Self Regulation • Managing Self • Building relationships These areas are woven throughout all aspects of the EYFS curriculum and provide the foundations for children's personal, social and emotional development. Through daily routines, play-based learning, adult led discussions, circle time, stories and real-life experiences, children develop the knowledge, skills and behaviours needed to make positive choices, build healthy relationships and understand their place in the wider world. Their learning is developed through the following themes: - Relationships - Growing Up - Keeping Safe - Staying healthy: - Rules, responsibilities and communities					
1	Feelings and emotions: Jealousy Relationships: Friendship	Being responsible: Water Spillage Keeping and staying healthy: Washing Hands	Keeping and staying safe: Road Safety	Computer safety Online Bullying	Our world: Growing in our world	Hazard Watch: Is it safe to eat or drink? Is it safe to play with?
2	Feelings and emotions: Worry Anger	Being responsible: Practice makes perfect Helping someone in need Keeping and staying healthy: Healthy eating Brushing teeth	Keeping and staying safe Tying shoelaces	Computer safety: Image sharing Computer Safety Documentary	Our world: Living in our world Working in world	Relationships: Bullying Body Language
3	Feelings and emotions: Grief	Being responsible: Stealing Keeping and staying healthy: Medicine	Keeping and staying safe: Staying safe Leaning out of windows	Computer safety: Making friends online	Our world: Looking after our world	Relationships: Touch
4	Feelings and emotions: Jealousy	Being responsible: Coming home on time	Keeping and staying safe: Cycle safety	Computer safety: Online bullying	Our world: Chores at home	A world without judgement:

	Growing and changing: Appropriate touch	Keeping and staying healthy: Healthy living				Breaking down barriers
5	Feelings and emotions: Anger A world without judgement: Inclusion and acceptance	Keeping and staying healthy: Smoking The working world: In app purchases	Being responsible: Looking out for others	Keeping and staying safe: Peer pressure	Computer safety: Image sharing First Aid	Growing and changing: puberty
6	Feelings and emotions: Worry A world without judgement: British Values	Keeping and staying healthy: Alcohol Being responsible: Stealing	Keeping and staying safe: Water safety	Computer safety: Making friends online	First Aid	The working world: Enterprise Growing and changing: conception