



National Curriculum Aims

Personal, Social, Health and Economic (PSHE) education is a non-statutory subject that encompasses a wide range of themes and learning opportunities. Schools are best placed to understand the needs of their pupils and to tailor discussions and learning experiences accordingly. Whilst PSHE programmes should reflect the needs of the school community, they should also equip pupils with the knowledge, understanding and skills needed to make safe, informed and responsible decisions, recognise and manage risk, and develop positive relationships.

PSHE education should build upon and complement the statutory requirements of the National Curriculum and other related areas, including Relationships Education, Health Education, online safety, financial education, physical health and mental wellbeing, healthy lifestyles, and personal safety. The 2026 guidance places increased emphasis on safeguarding, online safety and wellbeing, personal safety, healthy relationships, communication skills, boundaries, consent-related learning, resilience, and supporting pupils to navigate an increasingly complex digital world.

Relationships and Health Education form a fundamental part of PSHE education and is compulsory for all primary-aged pupils. At our school, Relationships and Health Education is taught in accordance with the Department for Education's statutory Relationships Education and Health Education Guidance, which comes into effect from 1 September 2026. The curriculum supports pupils to develop respectful and caring relationships, understand personal boundaries and privacy, recognise how to stay safe both offline and online, appreciate and respect different family structures, promote positive mental wellbeing, and know where to seek help and support when needed.

Intent

At Hujjat Primary School, our PSHE lessons are underpinned by our values: **respect, gratitude, excellence, integrity, service and compassion**. We aim that through PSHE opportunities, children become emotionally literate, develop self-awareness and self-regulation strategies, and develop an understanding and acceptance of themselves and others, enabling them to form healthy, positive relationships with others, make positive choices for their mental and physical health and make a positive contribution to society, appreciating their God-given qualities and successes and navigating life's challenges with resilience and faith.

During our lessons the children develop the knowledge and tools they need to manage stress, regulate emotions and face the challenges of the 21st century with optimism, resilience and compassion.

With a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, HPS' bespoke PSHE curriculum equips children with the knowledge, skills and attitude required to lead happy, healthy and fulfilling lives. By integrating Islamic teachings, practical life skills, school values and British values, our whole school approach to PSHE nurtures well-rounded individuals who embrace diversity, serve their communities and contribute positively to the world, with a greater purpose in mind.

Implementation

Our curriculum for PSHE, is taught as a whole-school approach, underpinned by our school values, to nurture children's development as individuals. Guided by the PSHE Association framework, we ensure key areas – Living in the Wider World, Relationships and Health Education (RHE), and Health and Wellbeing – and all statutory requirements are met.

At Hujjat Primary School classes dedicate time to PSHE each week in order to explicitly teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways: assemblies drawing on lessons from the Prophet Muhammad and Quran, praise and reward systems that encourage school values, relationships between children and their peers and children and adults across the school and enrichment opportunities throughout the year. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

PHSE offers an opportunity for teachers to build a positive relationship with children, fostering a safe environment for children to openly share and discuss their thoughts, feelings and experiences. At times it enables teachers to assess whether a child/children should be signposted for additional pastoral support and provides opportunities to deal with issues that may arise in their class or Year Group.

Impact

The impact of our PSHE curriculum is seen in the development of confident, resilient and compassionate children, well prepared to thrive in the modern world, while remaining grounded in their faith and values.

Through their PSHE journey, children will learn to practice empathy towards themselves and others developing the ability to identify and regulate their emotions.

Children will build positive and healthy relationships within the school as well as developing an understanding of what constitutes a healthy, positive relationship and how to build them to help them with future relationships.

Our PSHE curriculum will help children gain a clear understanding of what changes they may experience and what constitutes a healthy lifestyle - physically, mentally and spiritually. They will acquire the knowledge and skills to keep themselves safe (with regards to road safety, online safety, medicine/ substance safety). In line with the school values and British Values, children will learn to be respectful, tolerant and accepting of themselves and others, whilst also developing the ability to think critically and make informed choices.

The PSHE curriculum will inspire children to become active members within the school and the wider community, demonstrating values of compassion, respect, service, gratitude, integrity and excellence. In doing so, they will leave Hujjat Primary School as well-rounded individuals with a strong moral compass, shaped by Islamic teachings, ready to navigate life's challenges with resilience, integrity, gratitude and a commitment to serving others.

Knowledge and Skills

As pupils progress throughout the PSHE curriculum, they will develop the knowledge, skills and attributes they need to manage their lives, now and in the future. This will give them the opportunity to thrive as individuals, family members and members of society. PSHE supports the children in achieving their academic potential, from making responsible decisions to succeed in their first job. It helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

An effective curriculum for PSHE (and RHE) will promote:

The *Personal Development* and *Quality of Education* sections required under the revised Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC development opportunities provided for our children. Our PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. PSHE education also helps pupils to develop skills and aptitudes, like teamwork, communication, online safety and resilience, that are crucial to navigating the challenges and opportunities of the modern world.

Creativity

At HPS Primary School, PSHE is taught through a spiral, progressive curriculum that builds knowledge and skills over time. It aims to prepare pupils for life by helping them understand and value themselves, develop positive relationships, build resilience, and maintain good mental and physical health. The curriculum places a strong emphasis on emotional literacy, wellbeing, personal safety, healthy relationships and online safety.

We take a whole-school approach to PSHE, enriching learning through assemblies, themed days, workshops, educational visits and community partnerships. These experiences help pupils make meaningful connections between their learning and the wider world.

From the Early Years Foundation Stage to Year 6, children develop self-awareness, self-regulation and relationship-building skills through a balance of child-initiated and adult-led learning. Staff support children in recognising, expressing and managing emotions through modelling, discussion and co-regulation.

Each class maintains a PSHE Floor Book that captures pupil voice, learning experiences and key outcomes, providing a collective record of learning and progression across the curriculum.

Assessment

At HPS, assessment in PSHE is an integral part of teaching and learning and is used to support pupils' personal development, knowledge, skills and understanding over time. As recommended within the PSHE Association guidance, assessment focuses on pupils' progress and learning rather than on judging or measuring personal attitudes, beliefs or experiences.

Assessment is both formative and summative. During lessons, teachers use clear learning objectives, questioning, discussion, observation and pupil reflections to assess understanding and identify misconceptions. This ongoing assessment enables teachers to adapt teaching, provide appropriate support and inform future planning. Children are encouraged to reflect on their own learning through age-appropriate self-assessment activities, helping them to recognise their achievements, identify next steps and develop greater confidence and self-awareness.

To support the monitoring of progress across the PSHE curriculum, teachers complete a termly summative assessment against the key knowledge, skills and outcomes taught. Using a best-fit judgement, pupils may be identified as working towards, working at, or working beyond age-related expectations. These assessments provide valuable information about individual and whole-class progress and help ensure that learning is appropriately sequenced and responsive to pupils' needs.

Assessment information is also used to identify pupils who may benefit from additional support in areas such as emotional literacy, social communication, self-regulation, relationships or mental wellbeing. Where appropriate, pupils can be signposted to the school's wider pastoral provision, including the Learning Mentor, ELSA practitioners, Thrive support, Lego Therapy and Bereavement Support programmes. Through this graduated and supportive approach, HPS ensures that every child is equipped with the knowledge, skills and resilience needed to thrive both now and in the future.