Curriculum rationale and development aim

Current position: PSHE/RHE is taught through Circle Time, building on EYFS PSED, and is embedded across the wider curriculum and whole-school approach. The curriculum develops pupils as individuals and members of society through Relationships, Health and Wellbeing, and Living in the Wider World. It supports the school's anchors of keeping children safe, happy and healthy and contributes to personal development and pastoral support.

Development aim for 2026-27: To strengthen progression, consistency, accessibility and evidence of impact so that all pupils, including children in Blossom and Juniper SHIP, know more, remember more and increasingly apply PSHE/RHE learning to relationships, emotions, health, safety, rights, responsibility and informed decision-making.

Actions

Priority	Why this matters	Actions 2026-27	Success criteria / impact	Monitoring	When
1. Progression & curriculum coherence	The curriculum is spiral; repeated themes need clearly increasing depth.	Audit Reception-Y2 progression and links from EYFS PSED. Identify essential knowledge, vocabulary and skills for each strand. Make prior and next learning explicit.	Staff can articulate progression. Pupils revisit concepts with greater knowledge, vocabulary and independence rather than repeating activities.	Planning/progression review; staff voice; pupil voice.	Autumn 1-2
2. Consistent high-quality Circle Time	Explicit PSHE/RHE lessons should provide a coherent entitlement while remaining responsive to pupil need.	Agree core expectations: safe climate, clear learning intention, retrieval of prior learning, accurate terminology, active discussion/practical learning and reflection.	Circle Time is purposeful, safe and age-appropriate across classes. Pupils make links to prior learning and everyday life.	Learning walks; floorbooks; pupil voice.	Autumn onwards
3. Assessment, floorbooks & pupil voice	Current assessment includes discussion and floorbook evidence; this can be sharpened to show impact.	Use manageable baseline/end-point checks. Capture purposeful photos, quotes, drawings,	Evidence shows what pupils know, understand and can apply, not simply participation. Subject leadership can	Termly floorbook scrutiny; pupil voice; assessment sample.	Termly

		observations and pupil responses. Include practical scenarios and accessible pupil voice.	identify strengths and gaps.		
4. SEND/SHIP accessibility & communication	SEND can affect access to RHE; adaptations should preserve the same core curriculum concepts.	Map Blossom/Juniper to whole-school themes. Adapt abstraction, sensory/practical experience and evidence from developmental starting points. Use speech, Signalong, coreboards, symbols, photos, objects of reference and AAC as appropriate.	SHIP pupils have equitable curriculum entitlement and demonstrate meaningful progress through their preferred communication systems.	SHIP planning; learning walks; communication/evidence review.	Autumn onwards
5. Safety, self-advocacy & wellbeing	The curriculum explicitly develops healthy, safe relationships, body knowledge, mental wellbeing and informed choices.	Review progression in trusted adults, help-seeking, privacy, body autonomy, permission/consent, online safety, emotions and regulation. Ensure functional language such as stop, no, help and choice is accessible.	Pupils increasingly recognise emotions, communicate needs/boundaries, identify trusted adults and make age/developmentally appropriate safe and healthy choices.	Safeguarding link review; pupil voice; observations; floorbooks.	Autumn-Spring
6. Whole-school visibility, enrichment & culture	PSHE/RHE is embedded beyond lessons and should be visible within school culture and personal development.	Develop the communal PSHE display as a living learning wall. Celebrate pupil voice across Nursery, Reception, Y1, Y2, Blossom and Juniper. Identify visitors, community experiences, themed events, practical life skills and transition opportunities.	Pupils connect taught PSHE/RHE knowledge with real experiences. Relationships, belonging, equality, British Values, health and safety are visible across school.	Display/enrichment review; pupil voice; annual subject evaluation.	Across year