



## Luke 24:13-35 On the Road to Emmaus

Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, nurturing and challenging.

### **Swineshead St. Mary's Personal, Social, Health and Economic Education (PSHE)**

#### **Intent**

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The aim of our Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSHE) curriculum is to prepare the children for the future, both in education and in life. Our curriculum has deep and broad coverage and content and is brought to life through rich and vibrant cultural experiences – the cultural capital.

PSHE is an integral aspect of our curriculum and one that encompasses all that we aim to achieve through our mission statement and core values; to give children the knowledge, skills and understanding they need to be caring people, responsible citizens and to lead healthy lives.

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and ensures that each of our pupils will know how to play a positive and successful role within our society, both as a child and as an adult in the future. We do this by ensuring our curriculum covers all key substantive and declarative knowledge but that we are equally aware of current world issues, social trends and challenges. Through this awareness we aim to offer a flexible approach that tackles challenging topics, empowers our pupils to engage in relevant conversations and openly encourages exploration of different views that challenge stereotypes and dangerous narratives that children are often exposed to in this modern era.

Our aim is to provide pupils with a rounded knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are part of an ever-changing society. We aim to provide our children with opportunities to learn about rights and responsibilities, appreciating what it means to be a member of a diverse society. Moreover, our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Our pupils will also be given the opportunity to explore themselves, their emotions, what is meant by mental wellbeing and develop ways to promote positive mental health.

#### **Our Curriculum Ambitions**

At Swineshead St Mary's, we are proud to deliver a curriculum that inspires excellence, nurtures curiosity and prepares pupils to thrive in a diverse and dynamic world. Our ambitions are rooted in equity, aspiration, and opportunity:

- High expectations for all: Every pupil is challenged and supported to achieve their full potential, regardless of background or starting point.
- Rich cultural capital: We offer a wide range of enrichment experiences that broaden horizons and deepen understanding.
- A lifelong love of reading: Reading is at the heart of our curriculum, fostering imagination, empathy and critical thinking across all subjects.



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- Living British Values: Democracy, respect, tolerance, individual liberty, and the rule of law are embedded in our school culture and daily practice.

## **PSHE Curriculum Vision**

We are proud to offer an ambitious, knowledge-rich PSHE curriculum that empowers pupils to ask meaningful questions, use precise vocabulary, and engage in thoughtful dialogue. Our curriculum builds confident, resilient learners who are well-prepared for the challenges and opportunities of modern life.

Through carefully sequenced learning, our PSHE curriculum:

- Develops essential knowledge and skills that support access to the wider curriculum and promote academic success.
- Prepares pupils to be active global citizens, equipped to navigate and contribute to an interconnected world with empathy, responsibility, and ethical awareness.
- Promotes the spiritual, moral, cultural, mental, and physical development of every child, laying the foundation for lifelong wellbeing and personal growth.
- Encourages courageous advocacy, empowering pupils to challenge injustice, stand up for others, and lead positive change in their communities.
- Explicitly addresses gender equality and the challenge of misogyny, helping pupils recognise and reject harmful stereotypes, online toxicity, and coercive behaviours.
- Ensures pupils understand how to stay safe, both online and offline, and how to build and maintain healthy, respectful relationships throughout their lives.

Our curriculum is inclusive, reflective, and responsive- designed to meet the needs of today's learners while preparing them for tomorrow's world.

## **Implementation**

### **Early Years Foundation Stage (EYFS)**

In EYFS, PSHE is embedded across the curriculum through play-based, child-led and adult-guided learning. Our provision is rooted in the 2021 EYFS Framework, with a strong focus on the Prime Area of Personal, Social and Emotional Development (PSED). This lays the foundation for children's emotional literacy, social skills and understanding of relationships.

Children are supported to:

- Develop a positive sense of self, build secure relationships, and manage their emotions.
- Learn how to take turns, share, resolve conflict, and show empathy and respect for others.
- Understand boundaries, routines, and the importance of safety—both physically and emotionally.
- Explore concepts of family, friendship, diversity, and belonging through stories, role play, and discussion.



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- Begin to recognise and use Tier 2 vocabulary related to feelings, behaviour and relationships, helping them articulate their thoughts and needs with increasing confidence.

We use high-quality texts, visual prompts and structured routines to support emotional development and social understanding. Our approach is inclusive, nurturing and responsive to the individual needs of each child, ensuring they are well-prepared for the transition into Key Stage 1 and for life in modern Britain.

### **Key Stage 1 and Key Stage 2**

At Key Stages 1 and 2, PSHE is delivered through a clear, comprehensive, and progressive scheme of work aligned with the PSHE Association's Programme of Study. This ensures full coverage of the three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

These themes encompass all statutory content for Health Education and Relationships Education and are sequenced to support age-appropriate understanding and skill development.

At Swineshead St Mary's, we explore diverse relationships, including same-sex relationships and gender identity, to ensure pupils understand the full diversity of the world around them and are well-prepared for life in modern Britain.

### **Curriculum Design and Pedagogy**

Our PSHE curriculum is carefully structured to ensure spiral progression- substantive knowledge is revisited, deepened and applied over time. Each unit is built around knowledge building blocks, with clear end points and opportunities for pupils to apply what they've learned across the wider curriculum. This ensures pupils leave our school knowing more and being able to do more.

We explicitly teach both substantive knowledge (core concepts, facts, and content) and disciplinary knowledge (how to apply and articulate understanding in context). This dual focus enables pupils to make meaningful connections, reason effectively, and engage in thoughtful discussion.

Our enquiry-based approach is supported by the systematic teaching of Tier 2 vocabulary- words that bridge everyday language and academic discourse. These words are embedded in knowledge organisers, working walls, and lesson objectives, and revisited regularly to ensure retention and confident use.

We draw on high-quality resources from the PSHE Association, including model lesson plans, assessment tools, and thematic guidance, to ensure our teaching is evidence-informed and consistent. We also integrate Lyfta Sessions, which offer immersive storytelling experiences that promote empathy, global awareness, and values-led learning. These sessions enrich our curriculum by connecting pupils with real-world narratives and diverse perspectives from around the globe.

### **Integration and Enrichment**



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PSHE is integrated across the curriculum and taught explicitly through weekly timetabled lessons in Key Stages 1 and 2. In Key Stage 1, PSHE is also woven into topic work, with termly themes such as *All About Me* providing meaningful context for personal development.

Beyond the classroom, we offer a rich programme of themed days, assemblies, and stand-alone sessions that deepen pupils' understanding of key issues. These include:

- Mental Health Awareness
- Cultural Awareness
- Anti-Bullying
- Road Safety
- Online Safety
- Equality and Inclusion

These sessions provide safe, structured opportunities for pupils to explore complex and thought-provoking topics, helping them develop empathy, resilience, and a strong moral compass.

### **Responsive and Inclusive Practice**

We remain responsive to emerging issues and pupil needs throughout the year. Staff are empowered to deliver additional content or interventions when needed—such as sessions on resilience, friendship or coping with change- ensuring our curriculum remains relevant, inclusive, and supportive of every child's wellbeing.

We also recognise the importance of challenging harmful narratives, stereotypes, and misogyny- both in the classroom and beyond. Our PSHE curriculum creates safe spaces for pupils to explore and critically evaluate the messages they encounter in society and online. Through guided discussion, enquiry-led learning and exposure to diverse perspectives, pupils are taught to question bias, reject discriminatory attitudes and develop respectful, inclusive values.

This includes age-appropriate teaching on:

- Gender equality and respectful relationships
- The impact of online toxicity and incel culture
- Representation and identity
- Power dynamics and consent

By equipping pupils with the language, confidence and critical thinking skills to challenge injustice, we help them become thoughtful advocates for themselves and others- ready to contribute positively to a fairer, more compassionate world.



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## **Disciplinary Knowledge in PSHE**

At Swineshead St Mary's, we have identified a set of core cognitive and emotional skills that underpin successful learning in PSHE. These skills are explicitly taught, modelled, and revisited across the curriculum to ensure pupils become reflective, informed, and socially responsible individuals. The disciplinary knowledge is mapped across our termly plans and supports progression from Early Years to Year 6.

The following dimensions form the foundation of our PSHE learning:

- Investigation
- Expression
- Interpretation
- Reflection
- Commitment
- Empathy
- Application
- Discernment
- Analysis
- Synthesis
- Evaluation

## **INVESTIGATION**

Pupils learn to:

- Ask relevant, purposeful questions about themselves, others and the world around them.
- Use a range of sources- including lived experiences, media, and expert guidance- to gather and assess information.

## **EXPRESSION**

Pupils develop:

- The ability to explain patterns of behaviour, beliefs, emotions and practices.
- Confidence in articulating personal convictions and responding to PSHE/RSHE themes through discussion, writing, drama, and creative media.

## **INTERPRETATION**

Pupils explore:

- Meaning and insight from multiple viewpoints, global events and societal changes.
- The diversity of human experience, recognising difference and promoting inclusion.
- How to interpret health information, emotional changes and safety guidance.
- Strategies for making informed choices and knowing where to seek help.

## **REFLECTION**

Pupils practise:

- Thoughtful reflection on relationships, emotions, stereotypes and personal experiences.
- Clarity and care in considering significant life events and transitions.

## **EMPATHY**

Pupils cultivate:



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- An understanding of others' thoughts, feelings, values and beliefs.
- The ability to see issues from multiple perspectives and respond with compassion.

### **APPLICATION**

Pupils connect:

- Personal experiences with those of others across different contexts.
- Local, national, and global dimensions of life, recognising shared responsibilities.

### **DISCERNMENT**

Pupils develop:

- Insight into motives, actions, and consequences.
- Understanding of emotional and physical wellbeing, family diversity, and relationship dynamics.
- The ability to identify how PSHE and RSHE learning applies to real-life situations.

### **ANALYSIS**

Pupils learn to:

- Distinguish between opinion, belief and fact.
- Critically examine sources of information and challenge assumptions.

### **SYNTHESIS**

Pupils integrate:

- Emotional, behavioural, physiological, and societal knowledge into coherent understanding.
- Connections between different aspects of life and learning.

### **EVALUATION**

Pupils engage in:

- Debating significant issues using evidence, reasoning and respectful dialogue.
- Weighing up self-interest, empathy, personal values, and ethical considerations.

These dimensions are embedded across our PSHE curriculum and supported by key resources from the PSHE Association and Lyfta Sessions. They enable pupils to challenge stereotypes, question harmful narratives- including misogyny- and become confident, values-led citizens of the future.

## **Processes for Effective Learning in PSHE**

Our curriculum is designed to develop pupils' ability to think critically, act responsibly and reflect meaningfully on their learning. We embed the following five learning processes across all PSHE and RSHE teaching:

### **1. Identify Questions**

Pupils learn to define enquiries and ask purposeful questions using a range of methods, media and sources. This process nurtures curiosity and supports the skill of investigation.

### **2. Plan and Carry Out Enquiries**

Pupils gather, compare, interpret, and analyse a variety of information, ideas and viewpoints. This encourages independence, critical thinking, and informed decision-making.



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### 3. Present and Explain Findings

Pupils express and explain their ideas, feelings and interpretations clearly. They learn to analyse information and communicate their understanding through discussion, writing and creative media.

### 4. Empathise and Reflect

Pupils use empathy and reflection to consider their learning, how it affects them and how it relates to others. This process builds emotional intelligence and personal insight.

### 5. Evaluate

Pupils evaluate their learning and consider how it applies to their own lives, helping them to make informed choices and develop a strong moral compass.

## **Personal Qualities for Effective Learning in PSHE**

We actively cultivate the following personal qualities to support pupils' growth as thoughtful, respectful and socially responsible individuals who promote tolerance and acceptance:

- Independent enquirers
- Creative thinkers
- Team workers
- Reflective learners
- Self-managers
- Effective participators
- Kindness promoters
- Integrity
- Honesty
- Respectfulness

These qualities are modelled by staff and reinforced through classroom culture, assemblies, and wider school life.

## **Daily Implementation of PSHE at Swineshead St Mary's**

- We follow the PSHE Association's Programme of Study, ensuring full compliance with statutory guidance for PSHE and RSHE.
- PSHE is taught weekly in every year group, with additional enrichment through whole-school events, assemblies, and themed days—often involving parents and carers. These include e-safety workshops, cultural awareness celebrations, and charity initiatives that build cultural capital and community engagement.
- Knowledge Organisers provide pupils with key concepts, vocabulary, and meanings to support understanding and application across the curriculum.
- Working Walls in classrooms showcase key vocabulary, enquiry questions, and learning objectives, reinforcing terminology and supporting retrieval practice.



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- Tier 2 vocabulary is explicitly taught and revisited throughout lessons, helping pupils articulate their ideas with clarity and confidence.
- In EYFS, children build secure foundations in the Prime Areas of Learning, especially Personal, Social and Emotional Development, People and Communities, and Understanding the World.
- Pupils access a growing library of subject-specific texts and e-learning resources to deepen their understanding and support independent learning.
- Teachers assess pupils' learning in PSHE and RSHE through formative and summative methods, including observation, pupil voice, written outcomes and reflective activities. Pupils are encouraged to evaluate their own learning and suggest next steps.
- Progress in PSHE and RSHE is shared with parents through regular updates, reports and conversations, ensuring a strong partnership in supporting pupil wellbeing and personal development.

## **Impact**

By the time pupils leave Swineshead St Mary's, they will be equipped with the knowledge, skills and values needed to thrive in modern society. Our PSHE curriculum ensures that children grow into confident, compassionate and critically aware individuals who are prepared for the next stage of their education and life beyond school.

They will:

- Be able to approach a range of real-life situations with resilience, empathy and informed decision-making.
- Demonstrate emotional intelligence, including the ability to understand, manage and express their emotions appropriately.
- Build and maintain positive, healthy relationships based on respect, consent and kindness.
- Appreciate and celebrate difference and diversity, recognising the value of inclusion and equality.
- Apply British Values- democracy, tolerance, mutual respect, rule of law, and liberty- in their daily lives and interactions.
- Understand how to look after their mental health and physical wellbeing and know how and when to seek support.
- Develop a strong sense of self-worth, personal integrity and positive self-esteem.
- Recognise and challenge harmful narratives, stereotypes and misogyny, both online and offline.
- Engage with the wider world as socially and morally responsible citizens, with an understanding of their role in a global community.
- Make connections between their PSHE learning and other areas of the curriculum, applying their knowledge with confidence and purpose.



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Our curriculum ensures that pupils leave us not only knowing more and being able to do more, but also ready to lead lives of empathy, responsibility and integrity.



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