



PSHE – Curriculum Intent

Intent:

At Hunningley Primary Academy, our Personal, Social, Health and Economic (PSHE) curriculum is designed to equip children with the knowledge, skills, and values they need to become healthy, respectful, responsible, aspirational and digitally literate members of modern British society. Our curriculum is structured around three vertical concepts — Living in the Wider World, Health and Wellbeing, and Relationships — which provide a clear and progressive framework for learning from EYFS to Year 6.

Our curriculum is bespoke to our pupils and rooted in the context of our locality, while also preparing them for life in a global and increasingly digital world. It promotes essential life skills such as cooperation, resilience, empathy, and critical thinking, and teaches children about equality, diversity, and what healthy relationships look like — both offline and online.

In response to evolving statutory guidance and societal needs, our 2025–2026 curriculum now includes:

- Digital Literacy: Online identity, privacy, misinformation, and digital footprints.
- Artificial Intelligence (AI): Understanding AI, ethical use, and future careers.
- Social Media Awareness: Safe use, mental health impacts, and respectful online relationships.
- Community & Careers Education: Local roles, aspirations, transitions, and pathways.
- Expanded Relationship Education: Online boundaries, grief and loss, and challenging harmful influences.

These additions ensure our curriculum remains current, inclusive, and ambitious, while continuing to celebrate the richness of our local community and the wider world. Our PSHE curriculum is designed to develop the whole child — academically, socially, emotionally, and morally — and provides opportunities for all children to learn first-hand from experts, engage in immersive experiences, and see themselves reflected in the curriculum.

Through carefully sequenced and knowledge-rich lessons, supported by retrieval practice and Rosenshine's Principles of Instruction, children build deep understanding and long-term memory of key concepts. Our curriculum is inclusive and accessible to all learners, with adaptations made in consultation with the PSHE Lead and SENCO to meet diverse needs.

Subject Leader: Mr Parker



Ultimately, our intent is to ensure that every child leaves Hunningley Primary Academy with the confidence, character, and competence to thrive in secondary school and beyond — as active citizens, thoughtful friends, and responsible digital participants.

Implementation:

Our PSHE curriculum is carefully sequenced and delivered through a progressive model that builds on prior knowledge and deepens understanding year by year. In Early Years, children begin developing personal, social, and emotional skills through the EYFS strands of self-regulation, managing self, and building relationships. These foundations are built upon in Key Stages 1 and 2 through structured units aligned to our vertical concepts.

Each unit is planned with clear end goals, supported by knowledge organisers, retrieval practice, and Rosenshine's Principles of Instruction. Teachers use cooperative learning strategies, immersive experiences, and expert visitors to bring PSHE to life. New units on AI, digital safety, online relationships, and career pathways are integrated into existing term structures to ensure relevance and progression.

Planning is inclusive and responsive to pupil needs, with scaffolds and adaptations informed by our PSHE Four Broad Areas of Need document. Teachers work closely with the PSHE Lead and SENCO to ensure all children can access and succeed in the curriculum.

Impact:

Our PSHE curriculum enables children to reflect on their beliefs, values, and behaviours, and to develop a strong sense of identity, empathy, and responsibility. Pupils demonstrate respect for others, understand the importance of healthy relationships, and engage positively with their community.

Children leave Hunningley with a secure understanding of British Values, the ability to navigate online and offline relationships safely, and the confidence to challenge harmful influences. They are equipped to make informed decisions, manage their wellbeing, and aspire to meaningful futures.

Impact is measured through pupil voice, low-stakes quizzes, reflection tasks, and retrieval practice. Teachers assess learning in real time and over time, ensuring knowledge is retained and applied. Our curriculum promotes cultural capital, emotional literacy, and readiness for secondary school and adult life.

Subject Leader: Mr Parker