

How we teach PSHE and RSHE at Tudor

TUDOR PRIMARY SCHOOL

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We believe children learn best when they feel happy, secure and confident. At Tudor we place a strong emphasis on the right of all children to a broad and balanced curriculum, which meets their individual needs. We endeavour to create a calm, caring, happy and purposeful atmosphere.

Our three core principles that **all** members of the Tudor community are expected to demonstrate are '**Kindness, Respect** and **Responsibility**'.

"Everybody is kind at Tudor and we look after each other"

(Year 3 child)

"I love being at school because I have lots of nice friends and we learn lots of exciting things"

(Year 1 child)

PSHE and RSHE at Tudor Primary School

At Tudor School, we are committed to supporting our pupils' in becoming happy, successful and confident citizens. We want our pupils to become successful learners who are creative, resourceful and able to identify and solve challenging problems now and in their futures. We see PSHE as being at the centre of the teaching and learning of our pupils. There is a proven link between pupil's health and wellbeing and their academic progress. Crucial skills and positive attitudes developed through PSHE are critical to ensuring that children are effective learners.

The PSHE curriculum we teach also promotes British values and the spiritual, moral, cultural, mental and physical development of pupils at our school. Tudor's PSHE curriculum, alongside our values based education, will pass on enduring values and support our pupils' in developing personal attributes such as; kindness, integrity, generosity, and honesty. It will help them to be responsible, caring citizens capable of contributing to the development of a just society.

"PSHE helps us to learn about the world"

(Year 4 child)

How is PSHE and RSHE taught at Tudor?

Tudor Primary's curriculum is driven by a clear thematic approach. The vast majority of the curriculum is linked to the themes that are taught on a 2-year cycle. However, the coverage of PSHE and Relationships Education is taught separately to the Tudor thematic curriculum map. At Tudor we follow the Coram Life Education (SCARF) Programme of Study, which is the leading charity provider of relationships, health, wellbeing, and drugs education to children across the UK. We chose SCARF as it is a whole-school approach that supports positive behaviour, mental health, wellbeing, resilience and achievement. It covers all RSHE DfE statutory requirements as well as the full breadth of PSHE education subjects. It is a spiral based curriculum, which means lessons build upon the pupil's prior learning and there is clear progression, so that our pupils are increasingly and appropriately challenged as they move up through the school. Through our PSHE curriculum, we cover six half termly units (see the PSHE/RSHE overview on next page for coverage)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
Y3	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets Relationships, inc. online
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage
Y5	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help

Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Digital footprint Drugs: norms & risks (inc. the law)	Understanding media bias Digital critical thinking Caring: communities & the environment Earning & saving money Understanding democracy	Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking skills	Coping with changes Keeping safe inc. online AI/ deep fakes Body Image Sex education Self-esteem
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Every class teacher is a member of Coram Life Education (SCARF) so they have access to the adapted lesson plans, which they are teaching. The scheme of work has been adapted, so the content is relevant and sensitive to the needs of the pupils at Tudor. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lesson. They also have access to guidance documents and teacher training films.

What will the pupils be taught during PSHE lessons?

Pupils' social and emotional development is embedded throughout the entire PSHE curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

- give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions
- encourage and support the development of their own personal and social experiences
- promotes responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle
- enable effective interpersonal relationships and develop a caring attitude towards others
- encourages a caring attitude towards and responsibility for the environment
- helps our pupils to understand and manage their feelings, build resilience and be independent, curious problem solvers
- understand how society works and some laws, rights and responsibilities involved

"I enjoy PSHE as it helps you to deal with real life situations"

(Year 5)

How do we support SEND learners?

At Tudor we endeavour to ensure every pupil, no matter what their individual needs or barriers to learning are, has equal access to learning and the same opportunities to achieve. The curriculum is designed to be ambitious and meet the needs of all pupils. In PSHE, we ensure that pupils with additional needs are supported, and lessons are adapted to overcome possible barriers to learning in a variety of ways, including:

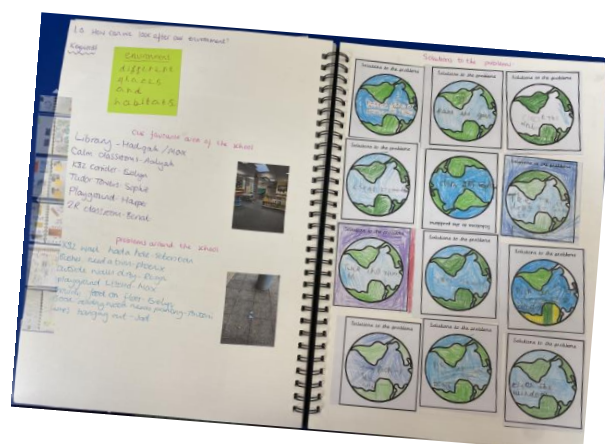
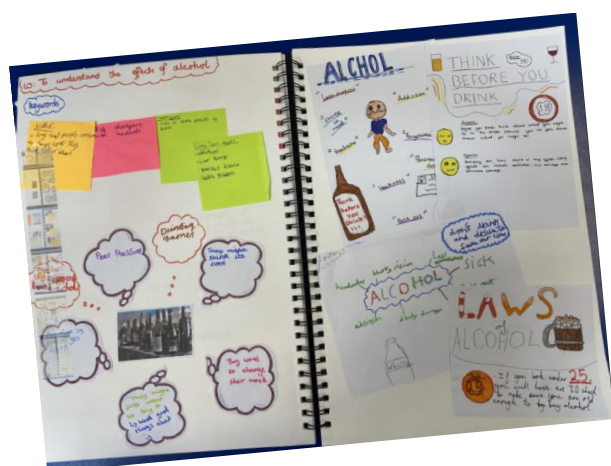
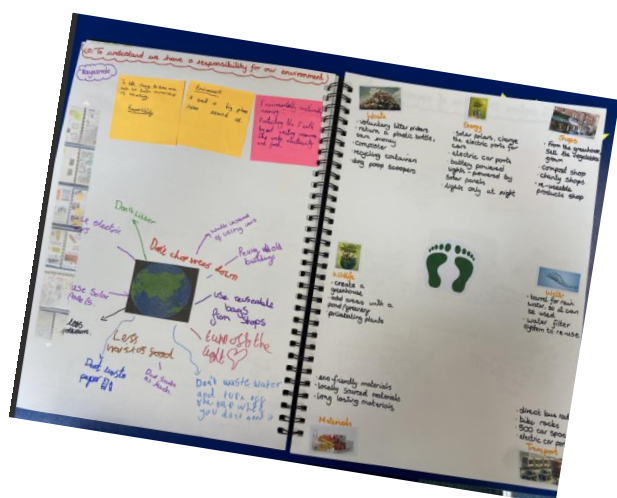
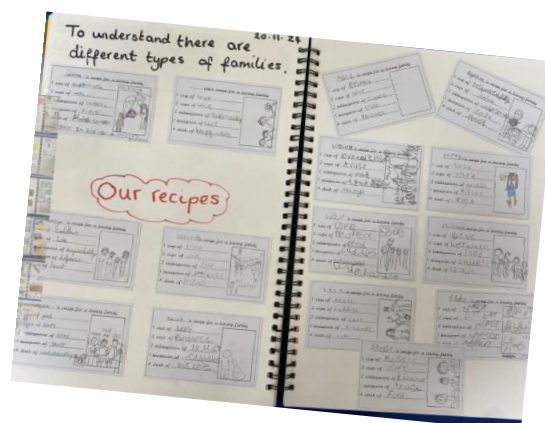
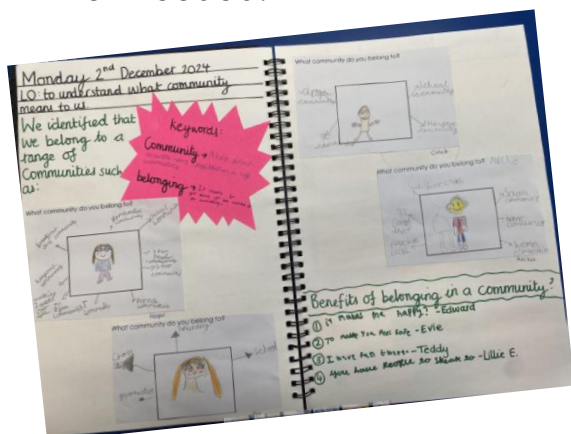
- Multi-sensory approaches to teaching and learning
- Use of visual aids eg: vocab mats
- Over learning
- Additional adult support
- Use of learning partners
- Have a variety of resources and materials available to all
- Tasks and activities being simplified/adjusted as required
- Questioning being simplified/adjusted as required
- Alternative ways to record ideas eg: voice recorders/scribing/group discussion

How do we teach PSHE and RSHE in the Early Years?

In the Early Years Foundation Stage, PSHE education is about making connections; it is strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual weekly lesson basis, as at Tudor we believe this combination has a positive impact on the children developing their personal skills. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities.

What do the lessons look like at Tudor?

At Tudor, we use floorbooks to evidence our lessons as they provide a shared record of children's thoughts, ideas, discussions and reflections. They also allow children to contribute in a variety of ways, making PSHE more inclusive and giving value to the children's' voices and experiences. The floorbooks are displayed in the classroom, so that children can revisit important learning when needed.



What are Zones of Regulation and how do we teach it?

'Life is 10% what happens to us and 90% how we react to it'.

CHARLES SWINDOLL

The Zones of Regulation is a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. The Zones of Regulation teach students to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states.

As part of our PSHE and Relationships Education curriculum the children at Tudor complete the full programme of 'Zones of Regulation'. In Foundation stage and Year 1 the children are encouraged to develop vocabulary and their understanding of emotions. In Year 2 the aim is to further develop vocabulary of emotions and to introduce the Zones and their colours. In Year 3 we teach the full programme to support children when they are dysregulated. We use the language of the Zones when working with dysregulated children and when resolving conflict. In Years 4 and 5 the children recap the key areas of the programme and in Year 6 we use it as and when necessary.



How do we monitor and assess PSHE at Tudor?

The delivery of PSHE is monitored by the PSHE subject coordinator and SLT. Pupils' development in PSHE is monitored by class teachers. Planned coverage is highlighted on the termly overviews within each year group and this highlights when the content is delivered. As part of our assessment at Tudor, teachers also complete lesson feedback sheets that shares more individualised formative assessment information. At the end of each term, teachers also then use Sonar to assess where the children are for PSHE, which is a form of summative assessment.

How do we support staff at Tudor?

Staff questionnaires and discussions help to identify training needs, which are then addressed as a whole staff or on an individual level. Training needs are addressed through staff development meetings, sharing good practice between members of teaching staff or support with team teaching and planning, which is all led by the subject lead.

PSHE Spring Term

Please complete this as honestly as possible, so I can support you moving forward in the right areas. Thank you very much.

Hi Jenny. When you submit this form, the owner will see your name and email address.

1. Do you prefer using a floorbook or individual books in PSHE? [1]

☐ Floorbook

☐ Individual books

2. How effective do you think using floor books to teach PSHE is? [1]

☐ Very ineffective

☐ Somewhat ineffective

☐ Neither effective nor ineffective

☐ Somewhat effective

☐ Very effective

"The sex and relationships content was easy to follow and resources were useful"

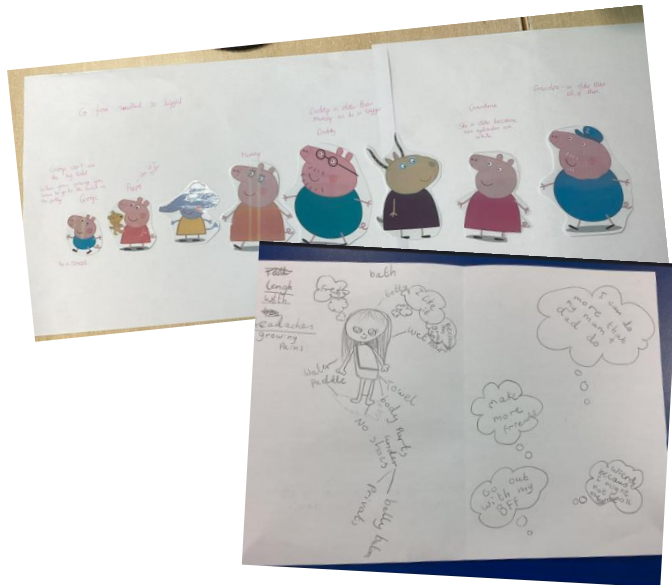
(Tudor Teacher)

"Children really enjoy the variety of activities"

(Tudor Teacher)

How are children's opinions listened to?

Children's' opinions around PSHE are an integral part of the teaching and learning of the subject. The subject lead will complete pupil voice questions to gather evidence of the impact of the subject. These will be then be used to support and made adaptations, where necessary.



"PSHE is important as it helps us to stay safe"

(Year 3 child)

"It is important as we learn about how to be healthy"

(Year 1 child)

What do we want children to achieve by the end of Tudor?

By the time our pupils leave Tudor they will:

- Recognise and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty.
- Have strategies to look after their mental health and well-being.
- Be able to approach a range of real life situations with resilience, positivity and assertiveness to help navigate through modern life
- Be able to understand and manage their emotions with a toolkit of different strategies
- To understand and build healthy, positive relationships and understand the importance they can play in their lives
- Understand how to face changes within in their lives including physical changes
- Develop positive self-esteem to help support them to become aspirational both now and in their futures
- Understand the importance and impact of a positive growth mind set in their lives
- Understand basic first aid, which they can use if faced with a real life situation

