

EYFS

iPSHE





TENBY™
SCHOOLS
SETIA ECO PARK

Our iPSHE curriculum empowers students to grow into confident, compassionate, and responsible global citizens. Through weekly, age-appropriate lessons from Early Years to Year 6, we support the development of emotional literacy, wellbeing, and respectful relationships. Rooted in the values of inclusivity, reflection, and critical thinking, iPSHE is a key part of nurturing the whole child.

01

Introduction

At Tenby Schools Setia Eco Park, we believe that iPSHE (International Personal, Social, Health and Emotional education) is a vital part of our whole-school curriculum. It provides our students with the knowledge, understanding, skills, and values they need to lead confident, healthy, and independent lives, and to become responsible global citizens.

Through weekly lessons incorporating Philosophy for Children (P4C) and Circle Time, we create a safe and inclusive environment where students can explore their identities, values, emotions, relationships, and responsibilities in a meaningful way.

Aim & Curriculum Intentions

- To support the development of the whole child—socially, emotionally, physically, and morally—through a structured, age-appropriate curriculum.
- To build students' confidence, resilience, self-awareness, and emotional literacy.
- To promote respect, tolerance, empathy, and inclusivity within our school and wider community.
- To equip students with the knowledge and skills to make safe and informed decisions in their lives.
- To provide opportunities for open dialogue, critical thinking, and reflection through P4C and Circle Time.
- To help students develop positive relationships, manage conflict, and understand their rights and responsibilities.
- To foster a strong sense of wellbeing and personal identity, supporting mental health and emotional regulation.
- To prepare children for the challenges of adolescence and beyond, in line with national and international standards.
- To ensure that all students, regardless of background or ability, feel seen, heard, and valued.

02

Implementation

iPSHE is taught consistently across the primary phase, with lessons taking place once a week in all year groups from Early Years Foundation Stage through to Year 6.

The curriculum is aligned with the National Curriculum for England and structured using carefully adapted schemes of learning based on guidance from the PSHE Association. These schemes ensure age-appropriate progression across the key themes of health and wellbeing, relationships, and living in the wider world.

In **Early Years Foundation Stage (Nursery and Reception)**, iPSHE is delivered through adult-led sessions and daily routines that build children's social skills, emotional literacy, and understanding of themselves and others.

Storytelling, role play, and Circle Time are used to introduce core concepts in an engaging, developmentally appropriate way. P4C-inspired discussions are introduced through open-ended questions and exploratory talk.

Curriculum Expectations

- Recognise and talk about their own feelings and those of others
- Learn about healthy routines, hygiene, and keeping safe
- Develop friendships, share and take turns
- Explore diversity through stories and play
- Engage in simple decision-making and express preferences

Parent Support/Learning At Home

Parents play a vital role in supporting their child's personal, social, and emotional development.

Families are encouraged to engage in regular conversations with their children about feelings, friendships, and everyday challenges. Reading books together that explore emotions, diversity, and wellbeing can provide meaningful opportunities for discussion.

Parents can model and teach problem-solving strategies, encourage empathy by discussing different perspectives, and help children reflect on choices and consequences.

Shared activities such as journaling, mindfulness exercises, role play, or watching age-appropriate media with discussion can reinforce themes from iPSHE lessons.

Creating a safe space at home for open dialogue ensures children feel listened to, valued, and confident to express themselves.