

TISP

iPSHE





**TENBY**<sup>™</sup>  
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 **Key Stage 1 (Years 1 and 2)**, iPSHE lessons are delivered once weekly using themes drawn from our adapted PSHE Association framework. These sessions focus on building children's self-awareness, recognising feelings, developing friendships, staying safe, and making healthy choices. Circle Time and P4C discussions are embedded to encourage reflective thinking and respectful listening.

In **Lower Key Stage 2 (Years 3 and 4)**, weekly iPSHE sessions continue to build on previously taught knowledge and skills, introducing more complex concepts such as emotional regulation, digital safety, and respect for diversity. Lessons include opportunities for critical thinking, problem solving, and collaborative discussions using a P4C approach. Circle Time continues to be used to strengthen class relationships and provide a safe space for sharing and discussion.

In **Upper Key Stage 2 (Years 5 and 6)**, the weekly iPSHE curriculum prepares pupils for the transition to secondary school and addresses more advanced topics including puberty, personal safety, emotional wellbeing, and global citizenship. Discussions are increasingly student-led and encourage critical engagement with real-world issues. P4C activities and Circle Time are used to deepen reflection, build confidence, and support respectful dialogue.

Across all key stages, the teaching of iPSHE is inclusive, proactive, and adapted to meet the needs of individual learners. Lessons are designed to be interactive and meaningful, fostering a supportive environment where every child feels valued and heard.

## Curriculum Expectations

### Key Stage 1 (Years 1–2)

- Recognise how people are similar and different, and celebrate what makes us unique
- Identify the special people in our lives and understand the importance of relationships
- Understand how to stay healthy through food, hygiene, physical activity, and sleep
- Learn the basics of using money, saving, and making simple choices about spending
- Recognise people and services that help to keep us safe in different environments
- Explore ways we can care for each other and the world around us
- Understand what makes a good friend and how to build and maintain friendships
- Recognise bullying behaviour and know what to do if we or someone else is being bullied
- Learn about different jobs and the roles people play in the community
- Develop simple strategies to keep safe both at home and in the wider world
- Understand how our bodies grow and what helps us to stay healthy and strong
- Identify a range of feelings and learn ways to express and manage them

## **Lower Key Stage 2 (Years 3–4)**

- Understand how to build and maintain positive friendships through kindness, empathy, and support
- Learn how to stay safe in different situations, including at home, online, and in the community
- Recognise that families can look different and understand the importance of respect and love in family life
- Understand the roles people play in a community and what makes a community inclusive and supportive
- Begin to recognise and manage a range of emotions using self-regulation strategies
- Explore the impact of global warming and climate change, and how individual actions can contribute to sustainability
- Identify personal strengths, skills, and interests, and how these shape our identity and aspirations
- Understand what it means to show respect and fairness in our relationships and interactions
- Develop strategies to manage emotions and build resilience in challenging situations
- Learn about the physical and emotional changes that occur as we grow and develop
- Explore how our choices affect others and the environment, and the importance of responsible decision-making
- Identify and manage risks in different environments to keep ourselves and others safe

## Upper Key Stage 2 (Years 5–6)

- Explore the factors that shape personal identity, including culture, interests, and beliefs
- Understand how to make responsible decisions about money, budgeting, and saving
- Learn basic first aid and how to respond safely in an emergency situation
- Recognise safe and respectful ways to communicate, both online and offline
- Understand the effects of legal and everyday substances (e.g. medicines, alcohol, tobacco) on health and wellbeing
- Explore aspirations for the future and consider different career options and the steps needed to achieve them
- Learn about the emotional and physical changes that occur during puberty and how to maintain personal hygiene and wellbeing
- Develop critical thinking skills to understand how the media can influence opinions, choices, and self-image
- Prepare for increasing independence by developing confidence in managing change and transitions
- Understand how friendships and relationships may change over time and how to maintain respectful, supportive connections

## 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.

## Curriculum Areas Covered by Year Group

Year	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Regulating Emotions	Global Warming & Climate Change
4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	