PSHE Curriculum

EYFS to Year 6

Overarching Principles

PSHE

Subject Vision

'Challenges are what makes life interesting; overcoming them is what makes life meaningful." Joshua J. Marine

At Abingdon Primary School our vision is to equip children with the skills and knowledge to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

Our PSHE curriculum supports our school to be a thriving, purposeful learning community where adults and children work together in an environment where careful planning results in high quality teaching and learning and is designed to complement extra-curricular activities children are immersed in such as school council, head start, road safety officers and

At Abingdon Primary School our PSHE curriculum aims to develop the skills and attributes of resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into three core themes that link with our schools' ARCH principles: harmony and resilience, aspirations and commitment.

PSHE stands for Personal, Social and Health Education. Our PSHE curriculum incorporates the statutory requirements for teaching Relationships Sex and Health Education (RSHE). Our curriculum supports our schools' approach to SMSC, links to British Values and children's overall personal development and is supported by weekly themed assemblies.

Although the curriculum has been developed to suit the needs of the individual children in school, we also implement soft curriculum approach. One off session will sometimes be needed as teachers respond needs of their class as they arise. This would be an additional session to the taught curriculum.

The full school policy for teaching RSHE at Abingdon Primary School can be found under the policies tab on the school website.

Subject Intent

- To deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more about living in modern Britain.
- To equip children with facts about society and to understand and respect the way others live their lives to all live together in harmony.
- To encourage children to question and discuss the moral, social and cultural issues that are part of growing up.
- opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society

Teaching and Learning Overview:

Abingdon Classroom: This is how we do it….		
Behaviour for learning		
Positive relationships • Mutual respect • Emotional support	Effective learning environment • Working walls • Celebration of learning	Engaging and relevant curriculum • Inclusive • Diverse
Effective Teaching and Learning		
Builds on and activates prior knowledge	Questioning	Talk
Vocabulary	Feedback	Sequenced steps to enable new learning
Modelling	Identifying and addressing misconceptions	Assessment for and of learning
Retrieval practice - long term memory	Adapted learning for the needs of individual pupils	Resources – to support, scaffold, challenge

EYFS

Across nursery and reception, PSHE knowledge and skills are explicitly taught as foundations for the KS1 National Curriculum. The focus is primarily to develop the PSHE knowledge within the overarching topics using these units of learning as the vehicles of delivery.

Personal, Social and Emotional Development

Self-Regulation ELG

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELG

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships ELG

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Term	Nursery Theme	Links to KS1 *SUBJECT*
AUT 1	**Ourselves** • Know that they are part of a bigger 'Abingdon Primary School' community which has some similarities and differences to their family at home. Know the Nursery Rules so that they can help to keep themselves and their friends safe and happily learn together.	**Harmony and Resilience -** Families, Communities
AUT 2	**Seasonal Change** • Know that they are learning to develop their personal skills so that they can:	**Harmony and Resilience –** Self and friendships

	- recognise and name feelings - manage their feelings and understand that their friends have feelings too - Socially engage with friends e.g. turn taking and sharing	
SPR 1	**Special Times** • Know that families celebrate 'special times' together. • Know that not all families are the same as their own. • Know that people have different ways of doing things, beliefs and religions. Know that we respect the differences between each other and our families.	**Aspirations -** Responsibilities: School, Careers, Local Area and The Wider World
SPR 2	**Weather** **People who help us** Know that when they grow up they can make choices for themselves. They can choose to be helpful like the Police and Fire Service or kind like Doctors and Nurses. **Houses and Homes** Know that home is a place where we are loved and feel safe.	**Aspirations -** Responsibilities: School, Careers, Local Area and The Wider World
SUM 1	**Growing** • Know that we need to have gentle hands when touching plants and all living things. • Know that plants die when we pick them. • Know that they can make good choices to look after the world around them.	**Commitment -** My Body, Health, Lifestyle, Keeping Safe
SUM 2	**The Seaside and the sea** • Know that we need to have gentle hands when we touch each other all living things. • Know that we need to look after our world e.g. put litter in the bin so that we don't hurt living things. Transition • To know: A change is when something new happens. • To know that something's don't change - they will always to be special	**Commitment -** My Body, Health, Lifestyle, Keeping Safe

	- they will always be cared for and safe at school.	

Term	Reception Theme	Links to KS1 *SUBJECT*
AUT 1	**Harmony and Resilience –** Belonging, Families and Communities • Build positive relationships with adults and begin to develop friendships with their peers. • Learn and follow classroom and school routines, rules and expectations. • Develop independence by managing personal belongings, toileting and self-care. • Learn to communicate their needs, feelings and worries to trusted adults. • Begin to take turns, share resources and use kind manners in different situations. • Follow simple instructions and begin to manage transitions throughout the school day. • Develop a sense of belonging within their class and school community. **1Decision links** • Belonging • Sharing • Kindness • Germs and hygiene • Play and friendships	**Harmony and Resilience -** Families, Communities
AUT 2	**Harmony and Resilience** – Self, Feelings and Friendships • Recognise and begin to name a range of emotions. • Develop strategies for managing simple conflicts and asking for help when needed. • Learn how to play cooperatively, take turns and solve simple friendship problems. • Understand how to stay healthy through good hygiene, healthy routines and sleep. • Learn basic safety rules, including Bonfire Night safety and seeking help when feeling poorly. • Continue developing independence and confidence within the classroom and wider school. **1Decision links** • Feelings and emotions • Friendship • Sharing • Play behaviour • Hygiene • Healthy habits • Personal safety	**Harmony and Resilience –** Self and friendships
SPR 1	**Harmony and Resilience –** Growing Friendships and Independence • Recognise their own emotions and begin to understand how their actions affect the feelings of others. • Develop positive friendships by sharing, taking turns, listening to others and resolving simple disagreements with support. • Build resilience by trying new activities, persevering when things are difficult and developing confidence in their own abilities. • Follow classroom routines, rules and expectations independently, understanding how they help to keep everyone safe. • Develop independence by looking after their belongings and managing simple responsibilities.	**Aspirations -** Responsibilities: School, Careers, Local Area and The Wider World

	• Work collaboratively with others, taking part in shared play and adult-led activities.	
SPR 2	**Aspirations** – Responsibilities and My Community Develop a sense of responsibility for themselves, their belongings and their classroom environment. • Understand that everyone has roles and responsibilities within school and the wider community. • Begin to understand how people help us in different jobs and why these roles are important. • Show increasing independence when completing everyday tasks. • Develop confidence when trying new experiences and solving simple problems. • Begin to understand how their actions can positively contribute to their class and school community.	**Aspirations -** Responsibilities: School, Careers, Local Area and The Wider World
SUM 1	**Commitment** to my health and wellbeing: Growing, Healthy and Safe • Recognise, name and begin to regulate a range of emotions, understanding that everyone experiences different feelings. • Develop resilience by trying new activities, persevering with challenges and working towards simple goals. • Follow classroom routines and instructions independently, making positive choices about their behaviour. • Understand the importance of healthy habits, including hygiene, healthy eating, sleep and physical activity. • Manage their personal care with increasing independence, including dressing, toileting and looking after their belongings. • Continue to develop positive friendships by sharing, taking turns, cooperating and showing kindness and empathy towards others. **1Decision links** • Managing emotions • Sharing and cooperation • Worries and seeking help • Healthy routines • Making safe choices	**Commitment -** My Body, Health, Lifestyle, Keeping Safe
SUM 2	**Commitment -** My Body, Health, Lifestyle, Keeping Safe • Develop confidence and independence in preparation for Year 1. • Reflect on how they have grown and what they have achieved during Reception. • Manage everyday routines with increasing independence. • Build positive relationships with adults and peers in new situations. • Ask for help when needed and recognise trusted adults who can support them. • Celebrate their achievements and look forward positively to the next stage of learning.	**Commitment -** My Body, Health, Lifestyle, Keeping Safe

Context

Children at Abingdon join our EYFS with varied social and emotional experiences and some have faced early life challenges that affect confidence and self-regulation. Our curriculum embeds our school values—**aspiration, resilience, commitment, harmony**—so that children develop not only emotional regulation and independence, but also the confidence, values and engagement to contribute positively to the school community. These values are expressed through observable behaviours: setting goals and persevering (aspirational, resilient), taking responsibility for learning (committed) and cooperating respectfully with others (harmonious). By embedding these values in everyday practice, children are supported to make strong progress from their starting points and leave the Early Years as confident, responsible and engaged members of the school community, prepared for life in modern Britain.

2-year-olds	4-year-olds	5-year-olds
• **I can show how I feel.** *I might cry, smile or say simple words like "happy" or "sad".* • **I can begin to notice how my body feels.** *I might show when I'm tired, hungry or uncomfortable.* • **I can ask for help or comfort.** *I go to an adult when I need support.* • **I can be with other children and adults.** *I play alongside others and feel safe with familiar people.* • **I can start to join in with daily routines.** *Like tidying up or sitting for snack time.* • **I can begin to let you know when I need the toilet or a nappy change.** *I might use words, gestures or body cues.*	• **I can explore my environment with confidence.** *I move around the classroom and outdoor area independently.* • **I can talk about my feelings.** *I might say "I'm happy," "I'm angry" or "I feel worried."* • **I can begin to manage my feelings with some help.** *I use strategies like talking, breathing or asking an adult.* • **I can play and interact with other children.** *I join in games and activities with my friends.* • **I can take turns and start to share.** *I understand that others need a turn too.* • **I can begin to use the toilet with some independence.** *I may still need support with wiping, dressing or handwashing.* • **I can share my ideas and know adults will listen.** *I feel confident to speak in group times.*	• **I can understand my own feelings and the feelings of others.** *I notice when someone is sad and may try to help.* • **I can manage my feelings independently.** *I can calm myself when I feel upset or frustrated. (Resilient)* • **I can keep trying when things are difficult.** *I don't give up straight away. (Resilient / Aspirational)* • **I can work and play cooperatively with others.** *I take turns, share ideas and solve small problems together. (Harmony)* • **I can follow routines and take responsibility for myself.** *I tidy up, organise my things and follow expectations. (Committed)* • **I can take care of my personal needs independently.** *I use the toilet, dress myself and wash my hands.* • **I can talk about myself as part of my school community.**

		I know I belong, I matter and my voice is important.
Note Children develop secure attachments, emotional safety and early awareness of being part of a familiar environment. Belonging begins with feeling safe and known.	Note Children begin to understand they are part of a group. They participate in routines, contribute ideas, and experience being listened to and valued.	Note Children leave Reception emotionally secure, self-regulating, confident and demonstrating the school ARCH values. They are aspirational, resilient, committed and contribute harmoniously to the school community.

Long Term Map

	Autumn	Spring	Summer
Year 1	**Harmony and Resilience** Self, Friendships, Families, Communities, Online safety **Q - What makes a good friend?**	**Aspirations** Responsibilities: School, Careers, Local Area and The Wider World **Q – What are responsibilities?**	**Commitment** My Body, Health, Lifestyle, Keeping Safe **Q – What does it mean to be healthy?**
Year 2	**Harmony and Resilience** Self, Friendships, Families, Communities, Online safety **Q – friendships always good?**	**Aspirations** Responsibilities: School, Careers, Local Area and The Wider World **Q – What responsibilities do I have?**	**Commitment** My Body, Health, Lifestyle, Keeping Safe **Q – What foods help keep me healthy?**
Year 3	**Harmony and Resilience** Self, Friendships, Families, Communities, Online safety **Q – how do good relationships make you feel?**	**Aspirations** Responsibilities: School, Careers, Local Area and The Wider World **Q – How do I show responsibility?**	**Commitment** My Body, Health, Lifestyle, Keeping Safe **Q – What is a balanced lifestyle?**
Year 4	**Harmony and Resilience** Self, Friendships, Families, Communities, Online safety **Q – How do we keep relationships healthy?**	**Aspirations** Responsibilities: School, Careers, Local Area and The Wider World **Q – What is the value of my responsibilities?**	**Commitment** My Body, Health, Lifestyle, Keeping Safe **Q – How can I make choices that keep me healthy?**
Year 5	**Harmony and Resilience** Self, Friendships, Families, Communities, Online safety **Q – How do we ensure healthy relationships with everyone we meet?**	**Aspirations** Responsibilities: School, Careers, Local Area and The Wider World **Q – How do I balance my responsibilities at home, at school and in the community?**	**Commitment** My Body, Health, Lifestyle, Keeping Safe **Q – What makes a healthy diet and how do I plan meals?**
Year 6	**Harmony and Resilience** Self, Friendships, Families, Communities, Online safety **Q - How do friendships evolve?**	**Aspirations** Responsibilities: School, Careers, Local Area and The Wider World **Q – How do I take ownership of my responsibilities as I prepare for secondary school?**	**Commitment** My Body, Health, Lifestyle, Keeping Safe **Q – How do I stay healthy and protect myself from illness?**

End Point/Key Question

Progression of Core Knowledge in PSHE and RSHE

What the children will know and remember to support their future learning. The knowledge to be learned is over a unit and not to be seen as individual lessons.

	Autumn	Spring	Summer
	Harmony and Resilience Relationships - Self, Friendships, Families, Communities	**Aspirations** Responsibilities: School, Careers, Local Area and The Wider World	**Commitment** My Body, Health, Lifestyle, Keeping Safe
Year 1	**Q - What makes a good friend?** • Friendships • What are the qualities of a good friend? (inc. manners and courtesy) • Are friends important? • How do you choose a friend? • Are friendships always happy? • How are you a good friend? • How can I stay safe when using the internet or devices? *(e.g. ask an adult, don't share information)* **Beyond friends** • Who is in our immediate and extended family? • How are families important? (give love, security and stability, the importance of spending time together and sharing each other's lives). • What roles do different family members play? • What does our family time look like? • What does it mean to keep something private?	**Q - What are responsibilities?** • What are rules, and why do we have them at school and at home? • How can I help others by following rules and being responsible? • What do I want to be when I grow up, and what do people do in different jobs? • Why do people have jobs, and how do they help the community? • What is money, and what do we use it for? • How can I look after my belongings and help others do the same? • What can I do to take care of my classroom and school environment? • How can I help look after plants, animals, and nature around me?	**Q –** What does it mean to be healthy? • Why is it important to exercise and move every day? • How can I keep my body clean and stop germs from spreading? • How do I know how I'm feeling and how does that look/feel? (emotions) • What helps me feel better when I'm sad or worried? • What makes me special? • How do people's needs change as they grow? • Examples of inappropriate behaviour (e.g. touching someone's private parts, lifting clothing, or unwanted physical contact)" (e.g. not smacking bottoms). safe or unsafe touch. • Who helps to keep me safe in the world and online? • What should I do if someone gets hurt or something scary happens?
Year 2	**Q – Are friendships always good?** **Friendships** • What makes your friend a good friend? • How are you a good friend? (welcoming and inclusive) • When might there be some problems in a friendship? • How does hurtful behaviour make people feel? • What is bullying? (STOP) • How could you resolve any problems?	**Q - What responsibilities do I have?** • What are my responsibilities at school and at home, and how do they help others? • What roles do people play in their community? • What happens if we don't follow rules, and how can I make good choices? • What skills do different jobs need, and what might I be good at in the future?	**Q – What foods help keep me healthy?** • Why is sleep and rest important and how does it help my body and brain? • How do we use medicines safely? • How do I care for my teeth and protect myself from sun damage? (How does this help a balanced lifestyle?) • What foods are healthy/a treat?

	• What should I do if I see something online that worries me? • What we put online can be seen by other people (and remains there.) • What is permission? Asking permission before actions. • Age-appropriate boundaries – no means no. • What is a secret, and when should we tell someone? (explore the difference between fun secrets (e.g. a surprise party) and unsafe secrets (e.g. being told not to tell an adult if something feels wrong). **Beyond friends** • What are the characteristics of healthy family life? (Commitment to each other, including in times of difficulty, protection and care for children and other family members.)	• How do people earn money, and why is it important to save or spend wisely? • What is the difference between something I want and something I need? • How can I help reduce waste and recycle at school and at home? • Why is it important to look after our local environment and how can I help? • What are some problems facing the planet, and how can I make a small difference?	• What are feelings, and how can I talk about them? • What is mental wellbeing? • How can I ask for help when I feel upset or confused? • How am I unique and what am I good at? • What are the correct names for the private parts of my body? (private – no touch) • How do I stay safe at home and in the community? (General stranger danger, staying with an adult) • What should I do in an emergency? (when to get help. How to call 999).
Year 3	**Q – how do good relationships make you feel?** **Friendships** • What are the characteristics of a healthy friendship? (inc. honesty, kindness, trust, sharing interests and experiences and support with problems and difficulties.) • Should you apply these characteristics to everyone? (Not close friends) • Should we trust everyone? • What should I do if I feel pressured by my friends? • What kinds of physical contact are okay and not okay, and what can I do if I feel uncomfortable? • How can I tell if something I see online is real or not? • What happens to things we post or share online over time? Digital footprint. **Beyond friends**	**Q - How do I show responsibility?** • What does it mean to be responsible in my actions and decisions? • Why do we have rules in different places, and how do they keep us safe? • What do I enjoy doing, and how could this link to a job I might want one day? • What is money used for beyond buying things – how does it help people live? • How can I keep track of money and understand spending, saving and giving? • What does it mean to care for the environment, and how can I be an eco-helper? • How does my behaviour affect the environment and other living things? • What are some global environmental issues, and how do they affect us?	**Q – What is a balanced lifestyle?** • How do we keep healthy? (science link) • What is mental health and how can I take care of mine? • How does physical and mental health affect overall balanced lifestyle? • How does spending too much time on screens affect my body and mind? • How can I cope with big feelings and emotional changes? • What are early signs that someone might need help with their feelings? • What does grief or loss feel like, and how do we manage it? • What happens during puberty and how do I take care of my body? (washing). (Reminder of safe and unsafe contact.)

	• How should families provide for each other? (love, clothes, food, shelter, etc.) • What impact does having a healthy family relationship have on children? (emotional security). • What is a LAC family? (look at famous examples).	• What are different ways to take part in school and local life? (e.g., school council).	• How do I stay safe in different places (e.g. fireworks, roads, online)? • What should I do in an emergency? (Safe adults, 999- what information is needed). • Who can I talk to if I feel unsafe or need help?
Year 4	**Q – How do we keep relationships healthy?** **Friendships** • What are the characteristics of a healthy friendship? (inc. respect, loyalty, generosity and empathy. • What is empathy? • Can true friendships have ups and downs? • Difference between falling out and bullying (including cyber bullying). • How can you resolve problems independently? • When is it wrong to keep a secret? (Safe vs unsafe secrets) • 'If someone tells you not to tell...') • Why do some apps and games have age restrictions? • How can people behave differently online compared to real life? • What is a digital footprint and how can it affect us? • Why should we think carefully before posting or sharing online? (permanance) **Beyond friends** • What is marriage? • (represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.) • Why do people get married? • Does everybody need to get married?	**Q - What is the value of my responsibilities?** • How do responsibilities change as we grow, and what does this mean for me now? • How do rules help us work together as a team in school and in the wider world? • How can communities work together to solve problems and achieve shared goals? • What skills and interests might guide the job I choose in the future? • How do people plan for their careers, and what might influence their choices? • What is a budget, and why might someone choose to save or spend money? • What choices can I make to help the environment, such as using less plastic? • How do people around the world work to protect nature and wildlife?	**Q – How can I make choices that keep me healthy?** • What are healthy habits, and how do they affect my lifestyle? • What is mental health, how is it different from physical health and why is it just as important as physical health? • When and how should I ask for help with my health? • What supports my mental health and happiness? • What signs show I or someone else might need help with mental health? • What should I do if I'm worried about my own or someone else's mental health? (Who to share with.) • What makes me unique and what are my best qualities? • What are private body parts and how can I keep myself safe? • What rules keep me safe (online, in games, in life)? • What risks might we face in different situations? • How do I use medicines or household items safely? • How do I report something that worries or frightens me online?
Year 5	**Q – How do we ensure healthy relationships with everyone we meet?** **Friendships**	**Q - How do I balance my responsibilities at home, at school and in the community?**	**Q – What makes a healthy diet and how do I plan meals?** • How can exercise and sleep help my body and mind?

	• What do we all have in common? • How might someone be different? • Is it ok to be different? • Is it ok to have a different opinion? • How should you treat someone with a different opinion? (Inc. discrimination.) • How should you expect to be treated? • How do stereotypes and prejudice affect people and communities? • Know that people have protected characteristics (age-appropriate language) • What is discrimination? • Know that it is unfair and can be based on difference • How can I tell if information online is trustworthy? • What are the risks of sharing personal information online? • What is online pressure and how can I respond to it? • What is a digital footprint and online permanence and why does it matter for our future? • How can our online actions affect how others see us? **Beyond friends** • How do other families differ from mine? (same sex, single parents etc). • What should all families have in common? (love and care).	• How do rules reflect fairness, safety and respect for others? • What pathways and learning might lead to different careers I'm interested in? • How do skills like teamwork, problem-solving and resilience help in work and life? • How does managing money help people plan for their needs and goals? • How can I reduce my carbon footprint and encourage others to do the same? • What is sustainability, and how can I make sustainable choices every day? • How do our actions in the UK affect people and environments around the world? • What is Fair Trade, and why is it important to people around the world?	• How do I plan meals to ensure I am meeting my body's need? • What affects how I feel day to day? • Why is it important to talk about feelings and mental health? • What affects mental health and wellbeing, and how can I manage this? • What is emotional wellbeing and resilience? • When should someone seek help for mental health concerns? • What are my strengths and how do I stay positive? • How do hygiene routines change during puberty? • How do bodies change during puberty including menstruation. • How can I spot and reduce risks in everyday life? (taking responsibilities e.g. wearing a helmet and seatbelt). • How do I stay safe online and make good choices? • How can I respond to peer pressure or risky situations? • Who can help me with physical or emotional worries?
Year 6	**Q - How do friendships evolve? Friendships** • Is it ok to make new friends? • What are the benefits of having different types of friends? • How should you respond to peer pressure? • Recap Bullying and the responsibilities of bystanders (primarily reporting to adult). • What does consent mean, and how can I show it in my	**Q - How do I take ownership of my responsibilities as I prepare for secondary school?** • How can I contribute to making fair and just rules in different communities? • How do my values and interests shape my goals for the future? • What career options exist, and how do people choose jobs that suit them? • How can I make informed choices about spending,	**Year 6 How do I stay healthy and protect myself from illness?** • Why is it important to seek help early for mental health concerns? • What are some common mental health challenges people experience? *(normalising)* • Why is sun safety important and how do I care for my skin and teeth? • How do I solve problems and manage change (e.g. moving

	relationships? (Respecting "no" and recognising pressure is not consent – must be freely given and can be withdrawn.) • What are the risks of spending too much time online or gaming? *(addiction link)* • What are scams or online fraud, and how can I recognise them? • What are my rights when sharing personal information online? *(privacy + consent)* • How can online choices affect future opportunities? (online permanence) **Beyond friends** • When can family relationships be challenging? (disagreeing with boundaries) • (ARCH – I can have a debate and constructively challenge those who I disagree with) • What should I do if I feel unhappy or unsafe? (Trusted adults in and out of school) • How can I access a Helpline? • What should I do if someone makes me feel uncomfortable online? • What is an arranged marriage? • How does this differ to a forced marriage?	saving and using money wisely? • What are the most pressing environmental challenges facing the world today? • How can young people influence environmental change in their community and beyond? • How do different countries and cultures work together to protect the Earth?	schools, emotionally new friends)? • What strategies help protect our mental health during change or stress? • How are babies made, and what is human reproduction? Sexual intercourse. • What changes happen in puberty and how can I manage them? • What is gender identity and how do I respect others? • What is personal safety, and how do I get help if I'm worried? • Why are vaccinations important and how do they protect people? • What are the risks of smoking, alcohol and drugs? • What do I do in emergencies or if someone is hurt? • What responsibilities come with independence? • What basic first aid skills can help in an emergency? (e.g. recovery position awareness, calling for help)

Assessment

Assessment in PSHE is primarily ongoing and formative. Teachers assess pupils' understanding throughout lessons using discussion, questioning, observations and the key enquiry questions within each unit to identify misconceptions, adapt teaching and provide support where needed.

Children are assessed against the core knowledge statements on a termly basis. Using the evidence gathered throughout the term, teachers make a summative judgement of each pupil's attainment, which is recorded on Arbor to monitor progress across the school. Any gaps in knowledge are addressed in future units of learning through retrieval practice and the activation of prior knowledge, ensuring pupils build on previous learning and make progress through the curriculum.

Key Vocabulary

NOTE: All vocabulary displayed in the table below is **new** learning for that unit; you may wish to include vocabulary from previous units/years. Words in bold are the core vocabulary expectations for new arrivals.

	Autumn	Spring	Summer
Rec			
Year 1	**Friends, family**, love, security, stability, kind, unkind, feelings, bullying, secret, pressure, safe, unsafe, trusted adult, help, share (information), private (information).	**Responsibilities, environment, community,** communicate, money, strengths	**Healthy**, body, physically, clean, germs, mood, appropriate, inappropriate, accident
Year 2	Acquaintances, responsibility, truthfulness, trustworthiness, **respectful**, opinions, support, encouragement safe secret/unsafe secret, problem/solution, online/internet, report, permission	Living things, **roles**, truth, differences, needs, wants, jobs, interests	**Hygiene**, medication, vaccination, wellbeing, body parts, safety, emergency
Year 3	**relationships**, characteristics, communication, behaviour, uncomfortable, strategies, real/fake online content	**Rules, laws**, positive, negative, choices, priorities, achievement, voluntary	**Balanced**, express, identity, privacy, screen time, puberty
Year 4	security, **healthy relationship**, trolling, harassment, **physical contact**, self-respect, society, age restriction, online behaviour, digital footprint, risk	Human rights, contributions, reliable, influences, attitudes, **stereotype, aspirations**	Lifestyle, habits, mental health, qualities support, worry/concern, seek help
Year 5	attracted, Identity and **prejudice, commitment**, inclusion, exclusion, **discrimination**, bias, confidential, authority, pressure/peer pressure. Reliable/unreliable information, personal data, risk, online permanence	**Rights, diversity**, charity, negotiation	Nutrition, behaviour, **achievements, self-worth**, hazards, resilience, mental health
Year 6	Peer **influence**, **boundaries**, debating, topical issues, point of view, challenge, scam, fraud, addiction, consent, confidentiality	Compassion, influence, **prejudice**, media, manipulated, **assumptions**	Virus, infection, **emotions, identity, transition**, gender, reproduction, immunisation

Year Group Specific Vocabulary

	Content	Technical vocabulary
R	Appropriate touching Toilets etc private Kissing with families Asking before hugging friends and family	
1	Your body belongs to you, appropriate and in appropriate touch. Including kissing, lifting up skirts, smacking bottoms. Privates – NSPCC pants rule	bottom
2	Name the main body parts –pants rule and videos	Penis, testicles, vulva
3	Physical and emotional changes that happen as we start to get older	Sweating, keeping clean, greasy hair, becoming hairier, mood changes
4	Naming external parts of the body	Penis, testicles, vulva, vagina, breasts, anus
5	Changes at puberty for boys and girls including hygiene, emotional and physical changes.	Puberty, menstruation, menstrual cycle periods, pubic hair, vulva, vagina, discharge, breasts, nipples, ovaries, eggs, testicles, sperm, penis,
6	Identify reproduction organs in males and females and how the process of puberty relates to human reproduction when it is consented to. *addressing misconceptions as appropriate	As year 5 Sexual intercourse, sex, fertilize, ejaculate, conception *addressing misconceptions around slang words

Inclusive PSHE

Our PSHE curriculum is designed to be inclusive for all pupils. Teaching reflects the diversity of our school and wider society, promotes equality and respect, and is adapted where appropriate to meet the needs of all learners. We are committed to ensuring every child feels valued, represented and able to access the curriculum, regardless of their background, ability or individual needs.

Key dates

Date	Event
October 2026	Black History Month
Saturday 10 October 2026	World Mental Health Day
October 2026 (dates TBC)	Recycle Week
Thursday 5 November 2026	Bonfire Night
Wednesday 11 November 2026	Remembrance Day
Sunday 15 – Saturday 21 November 2026	Road Safety Week
Monday 16 – Friday 20 November 2026	Anti-Bullying Week
Thursday 3 December 2026	International Day of Persons with Disabilities
Monday 1 – Sunday 7 February 2027	Children's Mental Health Week
Tuesday 9 February 2027	Safer Internet Day
Thursday 4 March 2027	World Book Day (UK & Ireland)
Sunday 7 March 2027	Mother's Day (UK)
Monday 8 March 2027	International Women's Day
Thursday 22 April 2027	Earth Day
Saturday 5 June 2027	World Environment Day
Expected Monday 14 – Sunday 20 June 2027	Refugee Week / School of Sanctuary Week *(dates to be confirmed)*
Sunday 20 June 2027	Father's Day (UK)