



Celebrating learning together in faith, hope and love

PSHE Curriculum Framework

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception PSED	How am I feeling?	How can I be a friend?	How can I do my best?	What makes me me?	Who is special to me?	What happens next?
Year 1	How do we decide how to behave?	What makes us special?	How do we keep safe?		How do we feel?	What can we do with money?
Year 2	How can we keep safe in different places?	What is bullying?	How do we show our feelings?	How can we be healthy?	How can we help?	What is the same and different about us?
Year 3	What are the rules that keep us safe?	What can we do about bullying?	How can we eat well?	What jobs would we like?	What are we responsible for?	How can we describe our feelings?
Year 4	What is diversity?	How can we be a good friend?	How can we keep safe in our local area?		How do we grow and change?	
Year 5	How can we manage our money?	What choices help health?	What makes a community?	What does discrimination mean?	How can we be safe online and using social media?	What makes us enterprising?
Year 6	How can we manage risk?	How can we stay healthy?	What are human rights?	How can money affect us?	What makes a healthy and happy relationship?	

PSHE Curriculum Framework: Whole school overview

As a school we have chosen six key themes which are colour-coded to give an 'at a glance guide' in order to demonstrate how the spiral curriculum develops over the primary phase – it is recognised these themes overlap.

Rights and responsibilities	Feelings and friendship
Money	Safety and risk
Health	Identity

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Reception PSED	How am I feeling? How can I learn? (SEAL – New Beginnings) Belonging – I know that I am part of a group, self-awareness, understanding my feelings, – I can tell if I am happy or sad and know feelings are ok, managing my feelings – know ways to be calm when I am feeling upset, making choices to use appropriate social skills – welcoming to new people, join in with other in a game, understanding rights and responsibilities – know what to do in the classroom setting	How can I be a friend? (SEAL – Getting On and Falling Out) Friendship – play together, take turns, seeing things from another's point of view, working together – asking for help when stuck, managing feelings and anger – show when angry and identifying anger in others, resolving conflict with others	How can I do my best? (SEAL – Going for Goals) What is a goal? Planning to reach a goal, persistence – focus and sustain attention to reach a goal by working hard, making choices, evaluation and review – talk about what has gone well and what could be improved next time	What makes me me? (SEAL – Good to be Me) Understanding my feelings – likes and dislikes and feelings of pride, managing my feelings – how to relax and be still, standing up for myself - assertiveness	Who is special to me? (SEAL – Relationships) Understanding my feelings, managing my feelings in relation to feelings of loss and separation; understanding the feelings of others, making choices – fair and unfair	What happens next? (SEAL – Transitions) Knowing myself – progress from September, understanding my feelings, understanding the feelings of others, managing my feelings – how to change a negative feeling, planning to reach a goal, belonging to a community, making choices to improve self and places
Year 1	How do we decide how to behave? Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt	What makes us special? Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities	How do we keep safe? Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help	How do we feel? Different kinds of feelings; strategies to manage feelings; change and loss	What can we do with money? Where money comes from; spending; saving; keeping money safe	
Year 2	How can we keep safe in different places? Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency	What is bullying? Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens	How do we show our feelings? Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings	How can we be healthy? Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices	How can we help? Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment	What is the same and different about us? Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups
Year 3	What are the rules that keep us safe? Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe	What can we do about bullying? Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe	How can we eat well? What makes a balanced lifestyle; balanced diet; making choices; what influences choices	What jobs would we like? What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets	What are we responsible for? Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others	How can we describe our feelings? Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to other's feelings
Year 4	What is diversity? Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes	How can we be a good friend? Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback		How can we keep safe in our local area? Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe	How do we grow and change? Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice	
Year 5	How can we manage our money? About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality	What choices help health? What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe	What makes a community? What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world	What does discrimination mean? Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities	How can we be safe online and using social media? Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries;	What makes us enterprising? Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society. Recap on the changes associated with puberty.
Year 6	How can we manage risk? Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours	How can we stay healthy? What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing	What are human rights? Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including FGM or forced marriage); confidentiality and when to break a confidence	How can money affect us? Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues	What makes a healthy and happy relationship? Different relationships; what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving relationships (including marriage, civil partnership); human reproduction	