



PSHE Curriculum Map

INTENT

At Hoyle Court Primary School, it is our vision to inspire children to become healthy, independent and responsible members of our school, society and the wider world. Our PSHE curriculum provides all pupils with opportunities to understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

We aim to provide our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community including, for example, working alongside members of our local community or raising money for a range of local and national charities. We provide opportunities so that when children leave us they are equipped with the skills needed to make healthy life choices, build positive relationships and to make a positive contribution to society.

IMPLEMENTATION

Our main PSHE curriculum is adapted from The Story Project scheme of work with additional lessons from 'No Outsiders'. Each half term there is one 'No Outsiders' lesson and a series of Story Project lessons which ensure coverage of the statutory requirements of the Relationships and Health Education as well as teaching children about diversity and inclusion. PSHE is taught through weekly PSHE lessons and recorded in PSHE Big Books. Teaching strategies may include whole class discussion, circle time, role play, and written work. We also use resources including assemblies from the NSPCC, West Yorkshire Police's Pol-Ed scheme and St John's Ambulance.

In the Foundation Stage, PSHE and citizenship is taught as an integral part of topic work and is embedded throughout the curriculum. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals. For details of objectives covered in each text, refer to the skills progression documents for each key stage.

In addition to PSHE lessons, PSHE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. Assemblies also teach children about key celebrations such as Harvest, Diwali, Eid, Christmas and charity events such as Children in Need and National Mental Health Week. We are a 'Schools of Sanctuary' school and use specific texts and assemblies to create a culture of welcome, safety, and inclusion for asylum seekers, refugees, and others seeking sanctuary.

	Essential knowledge and skills	Vocabulary	Local context / Enrichment
Early Years	<p>Hedgehogs (Development Matters – Birth to Three) PSED</p> <ul style="list-style-type: none"> • Find ways to calm themselves, through being calmed and comforted by their key person. • Establish their sense of self. • Express preferences and decisions. They also try new things and start establishing their autonomy. • Engage with others through gestures, gaze and talk. • Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. • Find ways of managing transitions, for example from their parent to their key person. • Thrive as they develop self-assurance. • Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. • Feel strong enough to express a range of emotions. • Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. • Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. • Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...” <p>Communication & Language</p> <ul style="list-style-type: none"> • Start to say how they are feeling, using words as well as actions. <p>Understanding the World</p> <ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Notice differences between people. 	<p>Happy, sad, family, mummy, daddy, names of key workers, friend, share, take turns, play, stop, wash, brush</p>	<p>Songs and rhymes – feelings / travelling to school</p> <p>Role play activities around characters and how they feel</p>
	<p>Squirrels (Development Matters – Three & Four Years Olds) PSED</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, and ‘angry’ or ‘worried’. • Begin to understand how others might be feeling. <p>Understanding the World</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family’s history. • Continue to develop positive attitudes about the differences between people. <p>Expressive Arts & Design</p> <ul style="list-style-type: none"> • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. 	<p>Angry, cross, tired, sleepy, excited, kind, proud, brave, helpful, brother, sister, feelings, healthy, listen, special, different, rules,</p>	<p>Teeth brushing with large model</p> <p>Songs and rhymes – feelings / travelling to school</p> <p>Role play activities around characters and how they feel</p>

	<p>Owls – (Development Matters - Children in Reception) PSED</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. <p>Understanding the World</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. 	<p>Shocked, surprised, curious, nervous, calm, safe, emotion, frustrated, confident, respect, polite, responsibilities, Happy Feeling Happiness Sad Help Friends Family Care Kind Share</p>	<p>The colour monster – zones of regulation</p> <p>Songs and rhymes e.g. road safety song</p> <p>School Nursing Team teaching handwashing</p>
Key Stage 1	<p>Being a Good Friend</p> <ul style="list-style-type: none"> - Caring Friendships • How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. <ul style="list-style-type: none"> - Respectful , Kind Relationships • How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. <p>Celebrating Families</p> <ul style="list-style-type: none"> - Families and People Who Care for Me • That families are important for children growing up safe and happy because they can provide love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. <p>Looking After My Body and Mind</p> <ul style="list-style-type: none"> - General Wellbeing • The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. • The importance of promoting general wellbeing and physical health. • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That isolation and loneliness can affect children, and the benefits of seeking support. 	<p>Sleep Enough Rested Tired Energy Strategy Grumpy Cheerful Bedtime routine Fidgety Meditation Permission seeking Uncomfortable Decision Boundary</p> <p>Disease Spread Controlled Germs Personal hygiene Clean Dirty Toothbrushing Healthy lifestyle Healthy choices Exercise Healthy Unhealthy Consequences Balanced diet</p> <p>Individual Unique Positive Compliment Strength Teach Practice Devices Missing out Keeping safe Danger Hazard Aware Accident</p> <p>Anger Emotions Environment Reaction Relax</p> <p>Change Family Love New Beginnings Separation</p> <p>Friendship Moving Away New Beginning Resilience Starting School</p>	<p>Zones of regulation feelings station</p> <p>Use Monster puppet for children to give advice to</p> <p>Large model of teeth and toothbrushes to practise brushing teeth</p> <p>Children share photographs of their own families</p> <p>Links to DT - creating healthy wraps/smoothies</p> <p>Safer Internet Day activities</p>

- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

- Physical Health and Fitness

- The characteristics and mental and physical benefits of an active lifestyle.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support including which adults to speak to in school if they are worried about their health.
- About what keeping healthy means, different ways to keep healthy

- Healthy Eating

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- Understanding the importance of a healthy relationship with food.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
- Simple hygiene routines that can stop germs from spreading

- Mental Health

- Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.
- About change and loss; to identify feelings associated with this and recognise what helps people to feel better

Keeping Safe

- Being Safe

- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

- Health Protection and Prevention

- The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

- Personal Safety

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

- Keeping Safe

- To recognise risk in simple everyday situations and what action to take to minimise harm
- Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
- About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)
- That household products (including medicines) can be harmful if not used correctly

Becoming a Global Citizen

- Online Safety and Awareness

- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

- Wellbeing Online

- That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet
- Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
- The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.

- Economic Wellbeing

- The value of things they own or buy

- Communities

- To recognise the ways they are the same as, and different to, other people.

- Shared Responsibilities

- To recognise there are human rights, that are there to protect everyone.
- About the relationship between rights and responsibilities.
- The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.

Growing Up

- Developing Bodies

- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

- Resilience

- That mistakes are an important part of learning
- The importance of perseverance in times of difficulty and strategies to help me persevere

- Growing and Changing

- How to manage when finding things difficult
- To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

Being a Good Friend

- Caring Friendships

- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

- Respectful , Kind Relationships

- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Celebrating Families

- Families and People Who Care for Me

- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Looking After My Body and Mind

- General Wellbeing

- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- That isolation and loneliness can affect children, and the benefits of seeking support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.

- Healthy Eating

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- Understanding the importance of a healthy relationship with food.
- The principles of planning and preparing a range of healthy meals
- Simple hygiene routines that can stop germs from spreading

Nature Environment Mental wellbeing Living thing
Respect Rights Habitat Balance Screen time Hobby
Safety Disappointment Coping strategy Resilience
Trusted adult

Worry Emotion Overwhelming Trusted adult Physical
signs Self-care Coping strategy Loneliness Anxiety
Support Breathe Mindfulness Help-seeking Feelings
Express

Empathy Financial Knowledge Food Banks Money
Poverty

Balanced Lifestyle Careers Cuisine Cultural Heritage
Healthy Eating Pressure

Bullying Bystander Creative Friendship

Zones of regulation feelings
station

Links to DT – healthy eating

Safer Internet Day activities

Careers Fair

- Healthy Lifestyles

- About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

Keeping Safe

- Being Safe

- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

- Health Protection and Prevention

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer

- Personal Safety

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

- Basic First Aid

- How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
- Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

- Keeping Safe

- To recognise risk in simple everyday situations and what action to take to minimise harm
- Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

Becoming a Global Citizen

- Online Safety and Awareness

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
- That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

- Wellbeing Online

- Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
- The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online
- Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.

- That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
- How to understand the information they find online, including from search engines, and know how information is selected and targeted.
- That they have rights in relation to sharing personal data, privacy and consent.
- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- Where and how to report concerns and get support with issues online.

- Economic Wellbeing

- What money is; forms that money comes in; that money comes from different sources
- About the different ways to pay for things and the choices people have about this.
- To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money
- That people's spending decisions can affect others and the environment (e.g. Fair trade, buying singleuse plastics, or giving to charity).
- To recognise that people make spending decisions based on priorities, needs and wants.
- Different ways to keep track of money.
- About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.
- To identify the ways that money can impact on people's feelings and emotions
- To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
- About stereotypes in the workplace and that a person's career aspirations should not be limited by them
- About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

- Shared Responsibilities

- How people and other living things have different needs; about the responsibilities of caring for them

Growing Up

- Developing Bodies

- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
- The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

- Resilience

- The importance of perseverance in times of difficulty and strategies to help me persevere

- Growing and Changing

- About the physical and emotional changes that happen when approaching and during puberty

Being a Good Friend

- Caring Friendships
- How to manage conflict, and that resorting to violence is never right.
- Respectful , Kind Relationships
- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- Managing Hurtful Behaviour and Bullying
- About discrimination: what it means and how to challenge it

Celebrating Families

- Families and People Who Care for Me
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That marriage and civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- Safe Relationships
- Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

Looking After My Body and Mind

- General Wellbeing
- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- That it is common to experience mental health problems, and early support can help.
- Physical Health and Fitness
- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
- Healthy Eating
- What constitutes a healthy diet (including understanding calories and other nutritional content)

Transition, Strategies, Goals, Personal, Academic, Wellbeing, Social, Future Career
CV, Organisation, Responsibility, Independence
Routine, Resilience,

Reproduction, Penis, Testicles, Sperm ducts, Sperm, Vulva, Vagina, Womb, Ovaries, Fallopian tubes, Eggs, Conception, Legal age
Birth, Consent, IVF, Pregnancy

Smoking, Vape, Alcohol, Paracetamol, Vaccine
Legal, Illegal

Stereotype, Assumption, Challenge (a stereotype), Role model, Influence
Determination, Exercise, Wellbeing, Physical health, Habit, Moderation, Routine, Perseverance, Skill, Timeline

Racism, Discrimination, Stereotype, Equality, Injustice, Courage, Resilience, Determination, Role model, Activism, Stand up, Online abuse, Bystander, Belief, Action,

Challenge, Goals, Setbacks, Strategies, Obstacles, Success, Career, Skill set, Strengths, Mindset, Motivation, Aspirations, Perseverance, Determination, Growth,

- The principles of planning and preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Keeping Safe

- Being Safe
 - How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
 - How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
 - How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
- Drugs, alcohol, tobacco and vaping
 - The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
 - About the organisations that can support people concerning alcohol and smoking/vaping
- Health Protection and Prevention
 - The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
 - The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
- Personal Safety
 - How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
- Basic First Aid
 - How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
 - Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
- Keeping Safe
 - About rules and age restrictions that keep us safe

Becoming a Global Citizen

- Online Safety and Awareness
 - That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
 - How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
 - The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
 - That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
- Wellbeing Online
 - How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online
 - That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
 - That they have rights in relation to sharing personal data, privacy and consent.
 - The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- Economic Wellbeing
 - To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

- That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
- About stereotypes in the workplace and that a person's career aspirations should not be limited by them
- About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
- That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
- To identify the kind of job that they might like to do when they are older
- Some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

- Communities

- About the different groups that make up their community; what living in a community means
- To value the different contributions that people and groups make to the community

Growing Up

- Developing Bodies

- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

- Growing and Changing

- To recognise their individuality and personal qualities
- To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
- To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared
- About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
- Strategies to manage transitions between classes and key stages

IMPACT

In PSHE we assess children's progress by:

- Evidence of learning is recorded in Key Stage Big Books
- Teachers use their judgement to assess children against the objectives for each unit.
- Pupil attainment in PSHE is recorded termly using our Hoyle Court assessment grids and analysed by the subject lead.

By the time our children leave our school they will:

- Be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- Appreciate difference and diversity
- Recognise and apply the British values of democracy, tolerance, mutual respect, rule of law and liberty
- Be able to understand and manage their emotions
- Be able to look after their mental health and well-being
- Be able to develop positive, healthy relationship with their peers both now and in the future.
- Understand the physical aspects involved in RSE at an age-appropriate level
- Have respect for themselves and others.
- Have a positive self esteem

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils. The impact of our PSHE curriculum is monitored through regular monitoring by the subject leader. This may include monitoring of class Big Books, pupil voice, lesson observations or staff questionnaires.