



# Staindrop CE Primary School PSHE Curriculum



# We want all children at Staindrop C E Primary to...

**Go places, meet people and make things happen**

- Develop positive values and a moral framework that guides their decisions, judgements and behaviours around:
  - Relationships inc. online
  - Healthy lifestyles
  - Physical and Mental wellbeing
  - Dangerous situations/keeping safe
  - Consent
  - Prejudice
  - Inequality
- To leave school with a basic understanding of First Aid.

**Be happy, healthy global citizens.**

- Have confidence and self-esteem to value and respect themselves and others.
- To learn about rights and responsibilities and become positive, active members of school life and our wider community/society.
- To develop resilience and positive attitude towards work, friendships and wider life.

## Potential Barriers to PSHE development:

- Wide socio-economic gap (bridging gap for all)
- Lack of diversity across school/rural deprivation
- PSED/independence is increasingly poor on entry (47% below 22-23 Baseline)
  - Large % of working parents (parental engagement is decreasing)
  - Above national average for PP/SEND in some cohorts

**"THROUGH GOD'S LOVE, WE ARE THE RICH SOIL WHERE ROOTS GROW AND SEEDS FLOURISH"**

Our PSHE Curriculum focuses on the personal, social, health and economical education and development of the whole child, and is delivered through:

- Discrete PSHE lessons
- Whole school events and assemblies
- Collective and Class worship
- Wider Curriculum areas e.g Computing, Science, PE, RE, English

Relationships & Sex Education

Physical Health and Mental Well-being

British Values

Spiritual, Moral, Social and Cultural development

Living in the Wider World/Citizenship

| Year 1 – Autumn – Me & the wider world                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Do we and my classmates have rights?                                                                                                                                                                                                                                                                                                                                                                    | How do I know my views are valued?                                                                                                                                                                                                                                                                                                                                                  | What are consequences?                                                                                                                                                                                                                                                                                                                                            | What is the same and different about people in my class?                                                                                                                                                                                                                                                                                                          | What is bullying and what can I do about it?                                                                                                                                                                                                                                                                                                                                                            |
| Through thought and reflection, I can find out about mine and my classmates' rights.                                                                                                                                                                                                                                                                                                                    | Through thought and reflection, I can learn to value my own and others' views.                                                                                                                                                                                                                                                                                                      | Through thought and reflection, I can understand why others have to do things.                                                                                                                                                                                                                                                                                    | Through thought and reflection, I can find out similarities and differences between me and my classmates.                                                                                                                                                                                                                                                         | Through thought and reflection, I can find out about bullying and how to stop it.                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>That there are a range of rights that we all have.</li> <li>That there are some rights that we all have in common.</li> <li>That there are some rights that we don't have in common.</li> <li>That there are some rights that we have in common.</li> <li>That there are some rights that we have in common.</li> </ul>                                          | <ul style="list-style-type: none"> <li>That there are a range of ways that we can express our views.</li> <li>That there are some ways that we can express our views.</li> <li>That there are some ways that we can express our views.</li> <li>That there are some ways that we can express our views.</li> <li>That there are some ways that we can express our views.</li> </ul> | <ul style="list-style-type: none"> <li>That there are a range of consequences that we can face.</li> <li>That there are some consequences that we can face.</li> <li>That there are some consequences that we can face.</li> <li>That there are some consequences that we can face.</li> <li>That there are some consequences that we can face.</li> </ul>        | <ul style="list-style-type: none"> <li>That there are a range of people in my class.</li> <li>That there are some people in my class.</li> <li>That there are some people in my class.</li> <li>That there are some people in my class.</li> <li>That there are some people in my class.</li> </ul>                                                               | <ul style="list-style-type: none"> <li>That there are a range of ways that we can stop bullying.</li> <li>That there are some ways that we can stop bullying.</li> <li>That there are some ways that we can stop bullying.</li> <li>That there are some ways that we can stop bullying.</li> <li>That there are some ways that we can stop bullying.</li> </ul>                                         |
| <p><b>Social outcomes:</b></p> <ul style="list-style-type: none"> <li>I can say what makes me feel safe in class.</li> <li>I can make my class a safe space for everyone to learn.</li> <li>I can say how I will help others learn in class.</li> </ul>                                                                                                                                                 | <p><b>Social outcomes:</b></p> <ul style="list-style-type: none"> <li>I can give examples of things I've enjoyed.</li> <li>I can talk about how it feels to feel proud.</li> <li>I can give my classmates feedback on their achievements.</li> </ul>                                                                                                                                | <p><b>Social outcomes:</b></p> <ul style="list-style-type: none"> <li>I can give examples of things I've enjoyed.</li> <li>I can talk about how it feels to feel proud.</li> <li>I can give my classmates feedback on their achievements.</li> </ul>                                                                                                              | <p><b>Social outcomes:</b></p> <ul style="list-style-type: none"> <li>I can tell you some ways that I am the same as my classmates.</li> <li>I can tell you some ways that I am different to my classmates.</li> <li>I can reflect on choices I've made and how I might do better next time.</li> </ul>                                                           | <p><b>Social outcomes:</b></p> <ul style="list-style-type: none"> <li>I can understand how being bullied might feel.</li> <li>I can say when I would talk to it or someone I know who is being bullied.</li> <li>I can be kind to others who are being bullied.</li> </ul>                                                                                                                              |
| <p><b>Possible teaching activities:</b></p> <ul style="list-style-type: none"> <li>Discuss what makes children feel safe and secure in class.</li> <li>Bring in special things.</li> <li>Show pictures of their class in school.</li> <li>Write stories about their experiences.</li> <li>Write class stories about their experiences.</li> <li>Write class stories about their experiences.</li> </ul> | <p><b>Possible teaching activities:</b></p> <ul style="list-style-type: none"> <li>Bring class stories.</li> <li>Write stories about their experiences.</li> <li>Write stories about their experiences.</li> <li>Write stories about their experiences.</li> <li>Write stories about their experiences.</li> <li>Write stories about their experiences.</li> </ul>                  | <p><b>Possible teaching activities:</b></p> <ul style="list-style-type: none"> <li>Play class stories.</li> <li>Write stories about their experiences.</li> <li>Write stories about their experiences.</li> <li>Write stories about their experiences.</li> <li>Write stories about their experiences.</li> <li>Write stories about their experiences.</li> </ul> | <p><b>Possible teaching activities:</b></p> <ul style="list-style-type: none"> <li>Play class stories.</li> <li>Write stories about their experiences.</li> <li>Write stories about their experiences.</li> <li>Write stories about their experiences.</li> <li>Write stories about their experiences.</li> <li>Write stories about their experiences.</li> </ul> | <p><b>Possible teaching activities:</b></p> <ul style="list-style-type: none"> <li>Discuss what makes children feel safe and secure in class.</li> <li>Bring in special things.</li> <li>Show pictures of their class in school.</li> <li>Write stories about their experiences.</li> <li>Write class stories about their experiences.</li> <li>Write class stories about their experiences.</li> </ul> |



# ENRICHMENT CALENDAR 2026-2027

CURRICULUM-SMSC-PERSONAL DEVELOPMENT-SEMH-LEADERSHIP-VALUES

SEPTEMBER 2026

UK Parliament



Fundraising Macmillan  
Coffee Morning  
School Leadership visit to  
Parliament  
Y6 Outdoor Adventure  
Residential  
Art Week



OCTOBER 2026



Ankoma Outreach Week  
Stone Age Day-Y3  
Harvest service & Food Bank  
donations



National Archives virtual visit -Y2  
Rural Highlights Touring Play  
Black History Month



NOVEMBER 2026



TT Rockstars Battle  
Junior Stem lego robotics  
workshops



Interfaith Week

Diwali celebrations EYFS & Y3  
Hindu Worldview Experience Y3

Remembrance Service

Y5 Virtual Synagogue Tour



DECEMBER 2026

NSPCC

Ankoma Christmas Market  
Whole School Panto Trip  
NSPCC Xmas Jumper Day  
Y6 Beamish Trip  
KSI Christmas Play  
House Christmas Quiz  
Carols for the Luncheon Club  
School Christingle Service  
Durham Univerist Art Exhibit



JANUARY 2027

VR Experiences KS2  
Plastic Brass Music workshops



FEBRUARY 2027



FEEL SAFE FEBUARY  
Internet Safety Day  
Mini Police project-Y5  
Emergency services visit -EYFS  
Y3/4 Road Safety Training  
Water Safety Training  
Y5 Hancock Museum and  
Mexican restaurant Visit



All whole school activities, when combined with the discrete teaching of our PSHE curriculum, ensure all pupils are subjected to a full spiritual, moral, social and cultural programme that fosters their physical/mental well-being and resilience.

## MARCH/APRIL 2027

WORLD  
BOOK  
DAY

COMIC  
RELIEF

World Book Day  
Y4 Roman Fort Visit  
HOUSE EASTER BAKE OFF  
Young Engineers DT Project-Y2 & Y5  
Red Nose Day-Comic Relief  
School Easter Church Service  
British Science Week



"Through God's  
Love, we are the rich  
soil where roots  
grow and seeds  
flourish"

## MAY 2027



TT Rockstars Battle  
Farm visit-EYFS  
Y3 Tees Barage visit  
Whole School Careers Day  
Y6 Durham University Mosque  
Experience  
Y2 visit to Buddhist Centre  
Y5 Raby Castle walk



Durham  
University



## JUNE 2027

FAITH  
EXPLORERS

Y5 Prayer Spaces Day-Faith  
Explorers  
Y2 Eco Church preoject-Faith  
Explorers  
Y1 visit to the Railway Museum  
Y2 Residential-Lake District  
Y4 Interview Anglican Ordinand  
HOUSE SINGING COMPETITION-  
Anti-discrimination theme

yha

HOPETOWN  
- DARLINGTON -

## JULY 2027

Y3/4 Charity Event-Faith Explorers  
Duck Race and family picnic  
School Leadership Team Election  
Bikeability-Y5  
Y6 Play  
Durham Leavers Service-Y6  
Y6 Pilgrimage walk-Faith Explorers  
Additional swimming sessions  
HOUSE SPORTS DAY



DURHAM  
CATHEDRAL

FAITH  
EXPLORERS

## THROUGHOUT YEAR

Forest School flourishing sessions  
Sports Fixtures  
transition sessions - Y5/6  
After School clubs  
Piano and guitar lessons  
OPAL and O'pals'  
School Council meetings  
Monthly Church services  
Faith Explorer sessions



Outdoor  
And  
Sustainability  
Education  
Specialists



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when combined with the  
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PSHE curriculum, ensure all  
pupils are subjected to a full  
spiritual, moral, social and  
cultural programme that  
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physical/mental well-being  
and resilience.

# Our mini leaders...

## School Council

### Roles & Responsibilities

- To be a voice and a positive role model for all children at Staindrop C E Primary.
- Meet weekly to communicate school improvement ideas.
- Organise/support whole school events, e.g MacMillan, Children in need.
- Support children to live out our school values/care for our environment.
- Recognise achievements in school with weekly 'Spotlight award'.



## Worship Committee

### Roles & Responsibilities

- Plan & lead collective worship weekly.
- Organise reflection activities to run in the Zen Den at break/lunch times.
- Plan and run our annual prayer spaces day.
- Support whole school events, e.g Lenten Market, Ankoma Outreach.
- Support children to live out our school values/care for our environment.
- Maintain a reflection area in the local church to communicate with members of our community.



**Worship Committee**

# Our mini leaders...

## STEM Ambassadors

### Roles & Responsibilities

- To be a voice and a positive role model for all children at Staindrop C E Primary, particularly within STEM
- Complete 'CREST' Award
- To further engage pupils in STEM by planning and supporting whole school events, e.g Robotics days, STEM workshops
- Support children to live out our school values in line with our Science principles
- Recognise achievements in school with STEM awards



Science



## Sports Leaders

### Roles & Responsibilities

- Plan & lead daily sporting activities with all cdn
- Organise team games during break times and lunch times
- Complete Sports Leaders Award (Staindrop Academy)
- Support whole school events, e.g Sports Day, tournaments.
- Support children to develop sportsmanship, and other values such as teamwork/creativity
- Maintain sports equipment and model how outdoor/PE equipment should be respected



PE

# PSHE in the EYFS

Children's personal social and emotional development is a priority in the EY, which is why PSED is interwoven into all elements of the framework.

| Key area:                                         | Nursery                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reception                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Learning Opportunities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Personal, social and emotional development</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Self regulation</b>                            | <ul style="list-style-type: none"> <li>Follow 2 step instructions</li> <li>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.</li> <li>Focus on a member of staff for a short period of time</li> <li>Select and use activities and resources, with help when needed</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>View themselves as a valuable individual recognising their strengths</li> <li>Begin to moderate their feelings in social situations</li> <li>Tolerate delay and show patience for a short period of time</li> <li>Follow instructions with more than 2 steps</li> <li>Give focused attention to a staff member managing simple distractions</li> </ul>                                                                                                                                                                                               |  <div>Individuality</div> <ul style="list-style-type: none"> <li>Daily Routines</li> <li>Circle/Story time</li> <li>Collective/Class worship</li> <li>Reflection spaces</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Managing self</b>                              | <ul style="list-style-type: none"> <li>Select and choose resources to help them reach a goal</li> <li>Increasingly follow rules</li> <li>Develop appropriate ways of being assertive (Stop, I don't like it.)</li> <li>Begin to describe a recognise simple feelings – sad, happy, angry, worried, tired, scared</li> </ul>                                                                                                                             | <ul style="list-style-type: none"> <li>Express their feelings and develop respect and awareness of the feeling of others</li> <li>Show growing confidence in trying new activities</li> <li>Show resilience when faced with a challenge</li> <li>Manage their own needs/wellbeing (washing their hands, dressing, toileting, choices)</li> <li>Explain the reason for rules and actively try to meet them</li> </ul>                                                                                                                                                                        |         <div>Emotions</div>  <div>Choice</div> |
| <b>Building relationships</b>                     | <ul style="list-style-type: none"> <li>Become more confident with others in social situations</li> <li>Play with one or more children extending and contributing to the play</li> <li>Begin to find simple resolutions to problems (take turns being the main character in a role play)</li> <li>Begin to grasp how someone else might feel</li> </ul>                                                                                                  | <ul style="list-style-type: none"> <li>Build constructive and respectful relationships with adults and peers</li> <li>Consider the perspectives of other people</li> <li>Work and play cooperatively</li> <li>Show growing sensitivity to the needs of others</li> <li>Form positive attachments</li> </ul>                                                                                                                                                                                                                                                                                 |  <div>Health</div>   <div>Friendship/ other relationships</div>                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Understanding the world</b>                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Past &amp; Present</b>                         | <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family history</li> </ul>                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Significant people</li> <li>Festivals</li> <li>Real world studies e.g <i>farming, emergency services</i></li> <li>RE/worship</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>People, Cultures &amp; Communities</b>         | <ul style="list-style-type: none"> <li>Recognise special people to them and who can help at home and at school</li> <li>To know that people celebrate special times in different ways</li> <li>Develop positive attitudes about the differences between people</li> <li>Talk about a member of their immediate family</li> <li>Know that there are different countries in the world and talk about differences they have seen or experienced</li> </ul> | <ul style="list-style-type: none"> <li>Show an interest in different occupations and recognise people who can help them – emergency services etc.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Talk about members of their immediate family and community</li> <li>Name and describe people who are familiar to them</li> <li>Understand that some places are special to members of the community</li> <li>Recognise that people have different beliefs and celebrate special times in different ways</li> </ul> |  <div>Belonging</div>  <div>Families and community</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>The Natural World</b>                          | <ul style="list-style-type: none"> <li>Use their senses to practically explore natural materials</li> <li>Plant seeds and take care of plants</li> <li>Understand the key features in the life cycle of a plant and an animal</li> <li>Recognise the need to care for the natural world</li> </ul>                                                                                                                                                      | <ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Use their senses to describe the natural world around them</li> <li>Recognise some environments that are different to the one we live in</li> <li>Understand the effect of the changing seasons on the world around them</li> </ul>                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Autumn Term

**\*BELONGING, INDIVIDUALITY, FRIENDSHIPS, FAMILIES\***

### PSED

- I can separate from main carer and begin to adapt to the new environment.
- I know that I can be comforted by adults in class.
- Know that they can approach familiar adults for help.
- I find ways of managing transitions smoothly, for example from their parent to their key person.
- I can begin to show a desire to be independent to access the classroom environment.
- I am beginning to be aware of nursery routines, rules and boundaries.

### Understanding the world

- Know how to respect and take care of nursery resources
- I notice difference between themselves and others
- I know who is special people to me and who can help at home and at school
- To be able to describe what they look like.
- Talk about different parts of the body and why are they useful teeth for chewing, eyes for looking

## Spring Term

**\*FRIENDSHIP, RESPECT, SAFETY, PHYSICAL HEALTH\***

### PSED

- I can settle back into the nursery routine
- Take turns and listening to instructions with adult support
- I can understand dangerous situations through story role play
- I can confidently talk to a child who I'm already playing with
- Keep play going by responding to what others are saying or doing

### Understanding the world

- Begin to show interest in different occupations e.g., through role play,
- Look at own homes and compare them to character homes in stories
- Identify ways in which their parents help them at home in lots of ways

## Summer Term

**'GROWING CHANGING, SAFETY'**

### PSED

- Talk about their feelings using words like happy, sad, angry, worried
- Begin to notice the needs of others and share/take turns with support of an adult
- Know some of the needs of animals and relate them to our needs as humans
- I know how to keep myself safe around animals e.g washing hands, quiet and calm, not disturbing

### Understanding the world

- Show an interest in living things around them
- Notice why something is living e.g it moves, grows
- Relate this to animals and how they are cared for
- Recognise farm animals and what their young are called
- Explore what farm animals can give us
- Know how we use things from farm animals e.g feathers/wool
- Pushing and pulling: what happens to objects that move when we push or pull them?
- Compare farming equipment now and in the past



# Reception

All themes may be adapted at various points to allow for children's interests to flow through the provision. Themes are taught through whole class inputs using stories, stimulus and discussion and then further developed/stretched in continuous provision through child led play and interactions with adults.

## Autumn Term

**\*BELONGING, INDIVIDUALITY, FRIENDSHIPS, FAMILIES\***

### PSED

- Know how to organise themselves on a morning
- Know how to manage personal hygiene
- Know and understand the behavioural expectations in EY
- Know that following rules is important

- See qualities in a friend and value themselves as an individual
- Know that feelings are ok and use words to describe e.g happy/sad
- Begin to understand how others feel
- Talk about people who are special to them and say why

### Understanding the world

- Know how to respect and take care of school resources
- Know that features of their immediate environment can be represented with objects and on paper e.g., classroom maps
- Know common signs and logos.

Identifying their family.

- Commenting on photos of their family; naming who they can see and of what relation they are to them.
- Can talk about what they do with their family and places they have been with their family.
- I know similarities and make comparisons between my families and others.
- Compare the family in the past to their family now- how is it the same/ different.

## Spring Term

**\*FRIENDSHIP, RESPECT, SAFETY, PHYSICAL HEALTH\***

### PSED

- Be aware of emotional support requirements for others and begin to understand the effect that they can have on others' emotions
- To start to listen to other children or groups and wait to have their turn to speak
- To start initiating and negotiating when sharing with their peers, modelled by adults if necessary
- To persevere with a task that they find tricky
- To actively and positively follow expectations in the unit

- Know and talk about sensible amounts of screen time and sleep.
- Understand how rules help to keep us safe.
- Can relay rules to others.
- Get changed for PE/outdoor learning mostly independently
- Can interact with friends sometimes leading the play but also coping when the play is led by other children.

### Understanding the world

- Be able to talk about what they want to be when they grow up
- Be able to chat about their parents jobs
- Start to identify how the emergency services help us
- Begin to understand what to do in an emergency

- Understand some actions that are both right and wrong
- Know some ways to keep body healthy, e.g sleep/exercise/ screen time
- Know about dental hygiene and how to brush teeth well

## Summer Term

**\*RESILIENCE, PHYSICAL HEALTH, GROWTH, BELONGING\***

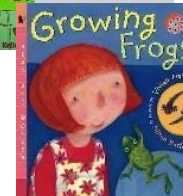
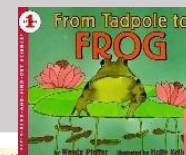
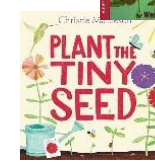
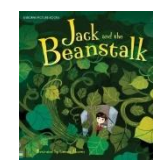
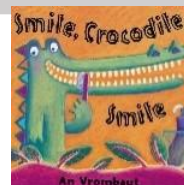
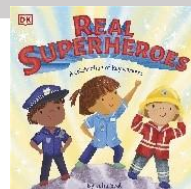
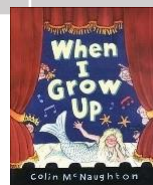
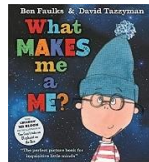
### PSED

- To persevere with a self-chosen activity and to know when it is 'finished' before moving on
- Follow instructions involving several ideas even when child is immersed in independent learning.
- Show an understanding of why exercise is important, why we need to warm up and why we need healthy food for energy
- Compare two items of food and explain why one is better than the other for our bodies.
- Will initiate and respond to conversations from unfamiliar adults within school and is able to show them something that they are proud of and explain why
- Has a friendship group within the setting but sometimes chooses to work alongside others and then reintegrate without conflicts

### Understanding the world

- Show an understanding of how we know something is living
- Explore life cycles e.g planting seeds, life cycle of a frog and know some of the things that living things need to grow
- Observe changes to living things over time
- Know that living things grow and change

- Find out about special buildings near school e.g Raby Castle/ St Mary's church
- Say why a place is special to them



# Year 1

| Year 1        | Autumn 1                                    | Autumn 2                                                         | Spring 1                                                                                                         | Spring 2                                                                                                              | Summer 1                                                                | Summer 2                                                                                                |
|---------------|---------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Central theme | Ready to Learn                              | Friends and family                                               | My life                                                                                                          | Respectful relationships                                                                                              | Being safe                                                              | Keeping healthy                                                                                         |
| Key concepts  |                                             | Families<br>Friends<br>Rights of a child<br>How we are different | Recognising and naming feelings<br>Confidence and pride<br>Independence<br>Interests<br>Careers<br>Setting goals | Choosing and making friends<br>Managing conflict<br>Different needs and wishes<br>Cooperation<br>Fairness<br>Bullying | Road safety<br>Body parts<br>Secrets<br>Safety outside<br>Online safety | Transition and preparing for change<br>Food sources<br>Exercise<br>Emotional health<br>Personal hygiene |
| Lesson 1      | What is PSHE?                               | What is a family?                                                | How can we recognise and name feelings?                                                                          | How can we make friends?                                                                                              | How can I be safe near roads?                                           | How do we change as we grow up?                                                                         |
| Lesson 2      | How can we prepare to learn?                | How should our family make us feel?                              | Why is being confident and proud important?                                                                      | How can we make up if we fall out?                                                                                    | Which parts of my body are private?                                     | What are some of the different sources of our food and drink?                                           |
| Lesson 3      | How do we talk and listen in the classroom? | What different types of families are there?                      | How can I be independent?                                                                                        | How do we respond to the different needs and wishes of others?                                                        | What is the difference between a surprise and a secret?                 | Why is exercise important?                                                                              |
| Lesson 4      | How do we learn?                            | What makes a good friend?                                        | What are my interests?                                                                                           | What is cooperation?                                                                                                  | How can I keep safe outside?                                            | How can we look after our emotional health?                                                             |
| Lesson 5      | How can I manage distractions?              | What are some of the rights of a child?                          | What strengths and interests are needed for different jobs?                                                      | Why is fairness important?                                                                                            | How can I be safe online?                                               | How do we care for our teeth?                                                                           |
| Lesson 6      | How can I help others to learn?             | How are we different?                                            | How do we set goals?                                                                                             | What is bullying?                                                                                                     |                                                                         | Why is limiting time online good for you?                                                               |

# Year 2

| Year 2        | Autumn 1                                    | Autumn 2                                                                                          | Spring 1                                                                                                                | Spring 2                                                                                             | Summer 1                                                                              | Summer 2                                                                                                               |
|---------------|---------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Central theme | Ready to Learn                              | Friends and family                                                                                | My life                                                                                                                 | Respectful relationships                                                                             | Being safe                                                                            | Keeping healthy                                                                                                        |
| Key concepts  |                                             | Being part of a group<br>How we are different<br>Protection<br>Bereavement and loss<br>Friendship | Recognising and naming feelings<br>Self-esteem<br>Resilience and mistakes<br>Personal responsibility<br>Gender<br>Money | How your behaviour affects others<br>Manners and courtesy<br>Trust<br>Empathy<br>Bullying<br>Respect | Safety inside the home<br>Boundaries<br>Emergencies<br>Trusted adult<br>Online safety | Healthy eating<br>Physical activity<br>Sleep<br>Mental wellbeing and relaxation<br>Transition and preparing for change |
| Lesson 1      | What is PSHE?                               | What groups do I belong to?                                                                       | How can I recognise and name feelings?                                                                                  | How can our behaviour affect others?                                                                 | How can I be safe at home?                                                            | How does what we eat affect our health?                                                                                |
| Lesson 2      | How can we prepare to learn?                | How are we different?                                                                             | What is self-esteem?                                                                                                    | How can we share our likes and dislikes with others?<br>How should we listen to others?              | How do personal boundaries keep me safe?                                              | How can we be physically active every day?                                                                             |
| Lesson 3      | How do we talk and listen in the classroom? | What makes me feel protected?                                                                     | Why is resilience important?                                                                                            | Why is trust important?                                                                              | What should I do in an emergency?                                                     | How does exercise make me feel?                                                                                        |
| Lesson 4      | How do we learn?                            | How do we manage loss?                                                                            | How am I responsible for my actions?                                                                                    | What is empathy?                                                                                     | What is meant by a trusted adult?                                                     | Why is sleep important?                                                                                                |
| Lesson 5      | How can I manage distractions?              | When is a friend not good for me?                                                                 | What is gender?                                                                                                         | What are different types of bullying?                                                                | How can we stay safe online?                                                          | How do we keep our minds healthy?                                                                                      |
| Lesson 6      | How can I help others to learn?             | How should friends make us feel?                                                                  | What is money and what is it used for?                                                                                  | How can we play in a respectful way?                                                                 | How can we stay safe online?                                                          | What helps us and others feel good?                                                                                    |

# Year 3

| Year 3        | Autumn 1                             | Autumn 2                                                                   | Spring 1                                                                                                           | Spring 2                                                                                                                              | Summer 1                                                                                           | Summer 2                                                                                                                                  |
|---------------|--------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Central theme | Ready to Learn                       | Friends and family                                                         | My life                                                                                                            | Respectful relationships                                                                                                              | Being safe                                                                                         | Keeping healthy                                                                                                                           |
| Key concepts  |                                      | Families<br>Commitment<br>Stereotypes<br>Friendships<br>Global citizenship | Being unique<br>Achievements<br>Being kind to yourself<br>Facing challenges<br>Aspiration<br>Rule of law<br>Saving | Healthy friendships<br>Balancing the needs and wishes of others<br>Managing conflict<br>Online relationships<br>Bullying              | Personal safety<br>Secrets<br>Boundaries<br>Water safety<br>Online safety<br>Managing online risks | First aid<br>Health and safety<br>Relationships with food<br>Mental self-care<br>Managing feelings<br>Transition and preparing for change |
| Lesson 1      | What is special about PSHE?          | What is commitment in a family? How should my family make me feel?         | How do we celebrate our uniqueness?                                                                                | What does a positive, healthy friendship look like?                                                                                   | How can I resist pressure to do wrong or risky behaviour?                                          | What is meant by first aid?                                                                                                               |
| Lesson 2      | How can we prepare to learn?         | How can we support our family?                                             | How can we be kind to ourselves?                                                                                   | How can we balance the needs and wishes of others?                                                                                    | When is it okay to keep / share a secret?                                                          | What are our school's health and safety rules?                                                                                            |
| Lesson 3      | How does oracy support our learning? | What is a stereotype?                                                      | How can we face challenges?                                                                                        | How can my choices affect others?                                                                                                     | How do I keep myself safe?                                                                         | Does how we feel impact what we eat?                                                                                                      |
| Lesson 4      | How do we learn?                     | Why are friends important?                                                 | What do we mean by aspiration?                                                                                     | How can we manage conflict respectfully?                                                                                              | How do we keep safe in or near water?                                                              | What affects our mental health?                                                                                                           |
| Lesson 5      | How can I regulate my learning?      | How can friendships change?                                                | What is meant by the rule of law?                                                                                  | How can we critically evaluate online relationships?<br>Do online relationships have different principles to in-person relationships? | What are the rules and age limits for some online games and apps?                                  | How can we manage our feelings?                                                                                                           |
| Lesson 6      | How can I stay resilient?            | What is our place in the wider world?                                      | Why is it important to save?                                                                                       | Why might someone bully another person?                                                                                               | How can we manage risk online?                                                                     | How can we prepare for the opportunities and challenges associated with change?                                                           |

# Year 4

| Year 4          | Autumn 1                             | Autumn 2                                                                                          | Spring 1                                                                                                           | Spring 2                                                                                   | Summer 1                                                                                                                                          | Summer 2                                                                                                                                   |
|-----------------|--------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Central theme   | Ready to Learn                       | Friends and family                                                                                | My life                                                                                                            | Respectful relationships                                                                   | Being safe                                                                                                                                        | Keeping healthy                                                                                                                            |
| Key concepts    |                                      | Sharing our lives<br>Changes in families<br>Community and responsibility<br>Role models<br>Racism | Body image<br>Developing skills and talents<br>Personal responsibility<br>Managing feelings<br>Gender<br>Budgeting | Bullying<br>Stereotypes<br>Boundaries<br>Loneliness<br>Empathy<br>Online relationships     | Fire safety<br>Evaluating relationships<br>Antisocial behaviour<br>Managing online risks<br>Critically evaluating online sources<br>Online safety | First aid<br>Bacteria and viruses<br>Substances<br>Recognising how we change<br>Feelings of anxiety<br>Transition and preparing for change |
| <b>Lesson 1</b> | What is special about PSHE?          | How and why are families different?                                                               | What is a healthy body image?                                                                                      | What is a bystander and how can we be upstanders?                                          | What is fire safety? How do we keep ourselves safe?                                                                                               | What are some basic first-aid techniques?                                                                                                  |
| <b>Lesson 2</b> | How can we prepare to learn?         | How can families change?                                                                          | How can I recognise and build on my personal strengths?                                                            | How can stereotypes negatively affect behaviour and attitudes?                             | How do I recognise when a relationship is harmful?                                                                                                | How do bacteria and viruses affect health?                                                                                                 |
| <b>Lesson 3</b> | How does oracy support our learning? | What are our shared responsibilities for our community?                                           | What are our responsibilities for the environment?                                                                 | How can we communicate our boundaries online and offline?                                  | What is antisocial behaviour and how should I respond to it?                                                                                      | What are the facts, myths and risks of smoking and vaping?                                                                                 |
| <b>Lesson 4</b> | How do we learn?                     | Who are your role models?                                                                         | How can we manage our feelings for things outside our control?                                                     | How can we cope with feelings that negatively impact our wellbeing?                        | How do companies / people use the internet to target specific individuals or groups?                                                              | What is the menstrual cycle?                                                                                                               |
| <b>Lesson 5</b> | How can I regulate my learning?      | What is racism?                                                                                   | What is gender?                                                                                                    | How does showing empathy support respectful relationships?                                 | How can we make reliable choices about online search results and content?                                                                         | How can we manage feelings that may negatively impact our daily wellbeing?                                                                 |
| <b>Lesson 6</b> | How can I stay resilient?            | How can we recognise and respond to behaviours that discriminate against others?                  | What is a budget? Why is it important to budget?                                                                   | What are the similarities and differences between an online and an in-person relationship? | How can I protect myself from online gaming, gambling and scams?                                                                                  | How can we manage our feelings as we approach change?                                                                                      |

# Year 5

| Year 5        | Autumn 1                                                          | Autumn 2                                                                                                                                             | Spring 1                                                                                                                                                 | Spring 2                                                                                              | Summer 1                                                                       | Summer 2                                                                                                |
|---------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Central theme | Ready to Learn                                                    | Friends and family                                                                                                                                   | My life                                                                                                                                                  | Respectful relationships                                                                              | Being safe                                                                     | Keeping healthy                                                                                         |
| Key concepts  |                                                                   | Marriage and civil partnerships<br>Safe family relationships<br>Online friendships<br>Celebrating differences<br>Peer pressure<br>Global citizenship | Aspiration and personal goals<br>Careers<br>Engaging with current affairs in our community<br>Choices about how money is spent<br>Wellbeing around money | Self-esteem<br>Assertiveness<br>Managing conflict<br>Balancing needs and wishes<br>Safe relationships | Personal safety<br>Safety outside the home<br>How to get help<br>Online safety | Emotional and physical changes<br>Managing stress<br>Mental health<br>Bacteria and viruses<br>Medicines |
| Lesson 1      | What is special about PSHE?                                       | What different types of relationships are there?                                                                                                     | How can I set targets to achieve my goals?                                                                                                               | What is self-esteem and how does it shape my identity?                                                | How do I keep safe when travelling?                                            | How do our emotions change as we approach puberty?                                                      |
| Lesson 2      | How can we prepare to learn?                                      | What can we do if we are worried about family relationships?                                                                                         | What might influence your decisions about a career?                                                                                                      | What's the difference between being assertive and being controlling?                                  | How can you respond safely and appropriately to adults you may encounter?      | How do our bodies change during puberty?                                                                |
| Lesson 3      | How do we select the best oracy strategy?                         | Can online friendships be genuine?                                                                                                                   | How can I support my community?                                                                                                                          | How can we resolve conflict?                                                                          | How should I respond to unwanted physical contact?                             | How can I manage stress?                                                                                |
| Lesson 4      | How do we learn?                                                  | How can we appreciate difference?                                                                                                                    | How does how we spend money affect others?                                                                                                               | To be kind to others, is neglecting your own needs acceptable?                                        | What are the dangers of knife crime?<br>Where can I get help?                  | How can I manage distractions and a build-up of feelings over time?                                     |
| Lesson 5      | How do I think hard?                                              | How can I recognise peer pressure and what strategies can I use to resist it?                                                                        | How may individuals, communities and the sustainability of the environment be affected by the allocation of wealth and resources?                        | How can bullying affect someone?<br>Where can we get support?                                         | How can we avoid pressuring others and resist peer pressure online?            | How can we limit the spread of bacteria and viruses?                                                    |
| Lesson 6      | How can we use online information wisely to support our learning? | What does being a global citizen mean?                                                                                                               | How can money affect your wellbeing?<br>How can I manage feelings about money?                                                                           | What are the reasons why we are similar and why we are different?                                     | What control do you have of information you put online?                        | How do medicines support health?                                                                        |

# Year 6

| Year 6        | Autumn 1                                                          | Autumn 2                                                                                                    | Spring 1                                                                                            | Spring 2                                                                                          | Summer 1                                                                                                 | Summer 2                                                                                                                     |
|---------------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Central theme | Ready to Learn                                                    | Friends and family                                                                                          | My life                                                                                             | Respectful relationships                                                                          | Being safe                                                                                               | Keeping healthy                                                                                                              |
| Key concepts  |                                                                   | Friendships<br>Self-respect, self-esteem<br>Racism<br>How to challenge a stereotype<br>Bereavement and loss | Democratic institutions<br>Civic awareness<br>Careers<br>Personal responsibility<br>Credit and risk | Respect<br>Coercive relationships<br>Boundaries<br>Safe relationships<br>Exploitation<br>Bullying | Trust<br>Physical aggression<br>Managing risk<br>Online safety<br>Extreme views<br>Media representations | Substances<br>Exercise and its impact on mental health<br>Lack of sleep<br>Conception<br>Transition and preparing for change |
| Lesson 1      | What is special about PSHE?                                       | How can we build safe, kind and caring friendships?                                                         | What is democracy? What are some of its key institutions?                                           | How can we listen and respond respectfully?                                                       | Who can we trust and who should we not trust?                                                            | What risks are associated with drugs?                                                                                        |
| Lesson 2      | How can we prepare to learn?                                      | What are the benefits of having different friends?                                                          | How can I participate in democracy? What is the role of pressure groups in democracy?               | What is meant by a coercive relationship?                                                         | How can I avoid physical aggression?                                                                     | What are the laws around the use of drugs?                                                                                   |
| Lesson 3      | How do we select the best oracy strategy?                         | What is the difference between self-respect and self-esteem?                                                | Can voluntary work be a career?                                                                     | What is consent?                                                                                  | How can we manage the risks associated with gang culture?                                                | How can we build exercise into our daily routines?                                                                           |
| Lesson 4      | How do we learn?                                                  | What are the benefits of living in a diverse country?                                                       | What different routes can people take into a career?                                                | How can you build safe and healthy romantic relationships?                                        | What are the risks associated with interacting with people we have not met before?                       | What are the effects of a lack of sleep?                                                                                     |
| Lesson 5      | How do I think hard?                                              | How can we challenge stereotypes?                                                                           | What are the different ways of paying for things?                                                   | How can I protect myself from exploitation?                                                       | How can we spot when information has been manipulated?                                                   | How are babies conceived?                                                                                                    |
| Lesson 6      | How can we use online information wisely to support our learning? | What strategies can help us cope with grief and loss?                                                       | Why is credit a risk? When is it helpful?                                                           | What should you do if you see bullying?                                                           | How can we use the internet in a safe and positive way?                                                  | What shapes our identity?                                                                                                    |

**PSHE across other  
subjects**

# PSHE – across the curriculum

|               | Year 1                                                                                                                                         | Year 2                                                                                                                                                                    | Year 3                                                                                                                                             | Year 4                                                                                                                                                                                                                                                                               | Year 5                                                                                                                                                                                                                                                                           | Year 6                                                                                                                                                                                                                                               |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Autumn</b> | <p>Human Body – parts<br/>Ways in which we are unique</p> <p>Different communities (church/school/family/ sacred stories)</p> <p>Belonging</p> | <p>To think about Children’s lives in the past and the changes that have happened</p> <p>Appreciate other religions</p>                                                   | <p>Religious beliefs in Britain after the Romans</p> <p>Appreciate the range of national, regional, religious and ethnic identities in the UK.</p> | <p>Appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>To consider lives of people living in other places, and people with different values and customs.</p> <p>Democracy/Law/Justice</p>                                                  | <p>Appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>To consider lives of people living in other places, and people with different values and customs. (Judaism)</p> <p>To consider the lives of others who live in other places</p> | <p>Appreciate the range of national, regional, religious and ethnic identities/worldviews in the UK.</p> <p>Respecting other cultures (locality)</p> <p>Children as workers (Victorian time) discussion and debate &amp; changes to rights today</p> |
| <b>Spring</b> | <p>Christmas/Easter traditions</p> <p>Significant events of other’s lives compared to own (Ernest Shackleton – explorer)</p>                   | <p>To consider the lives of others who live in other places (Africa)</p> <p>Rosa Parks – discrimination/ racism/ social action</p> <p>Greta Thunberg – having a voice</p> | <p>Food types and what they give us</p> <p>Festivals and traditions from other cultures/religions</p>                                              | <p>To consider lives of people living in other places, and people with different values and customs. (and RE)</p> <p>Being a critical consumer (Fairtrade)<br/>-Research and debate topical issues<br/>-Money comes from different sources</p> <p>Digestive system/healthy teeth</p> | <p>Learn about the role that money plays in peoples’ lives (wealthy/poor) – Tudors</p> <p>*Critically examine what is presented in social media (portraits Tudors)</p> <p>Life cycles</p>                                                                                        | <p>Work within a budget restriction for a meal (war rationing)</p> <p>Circulatory system/ healthy heart</p> <p>Smoking/ Exercise</p>                                                                                                                 |
| <b>Summer</b> | <p>Appreciate other religions</p> <p>History of railways/ holidays and leisure time – (seaside)</p>                                            | <p>Appreciate other religions<br/>*Islam</p> <p>Local religions - respect</p> <p>Exercise/Germs spread</p> <p>Life cycles</p>                                             | <p>Life in the Egyptian times – health/well being</p>                                                                                              | <p>How religious/non –religious people care for the environment (Citizenship/global neighbours)</p>                                                                                                                                                                                  | <p>Religious/ non-religious rituals</p> <p>Lives of the rich and poor (historically)</p>                                                                                                                                                                                         | <p>Effects of WW1/WW2.. Male and female stereotypes</p>                                                                                                                                                                                              |

## Subject Key

Physical Education, Religious Education, Science, History, Geography, DT

# Supporting SEND in PSHE...



## To ensure all pupils have access to HQT

- Spiral Curriculum (concepts revisited to embed learning, lesson content introduced in age appropriate ways)
- **'Discussion/Debate'** based lesson content (modelling thinking aloud, partner talk, scenarios – age/need appropriate)
- Vocabulary (**explicitly taught, pre-teaching** if necessary, visual aids, celebrated)
- **Learning journeys** (to support what came before/coming next)
- Personalised discussions if child is not yet at the level of maturity/understanding of other pupils

## To create a positive and inclusive environment for all learners...

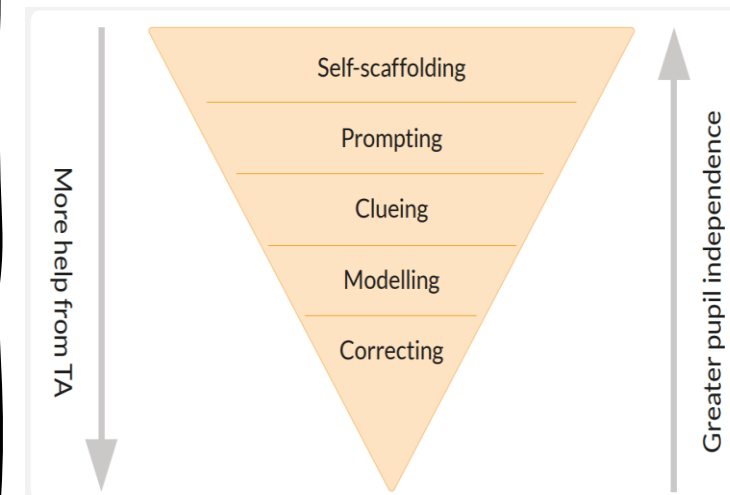
- **Safe and respectful environment** – all opinions valued and appreciated
- **Praise** ('wisdom' dojos, Maths award, TT Rockstars certificates)
- Visual aids (**pictures, videos, scenarios, books,**
- **Differentiated questioning** suitable to maturity
- Partner talk, discussions and feedback (reasoning, **TTYP**, non-verbal feedback)

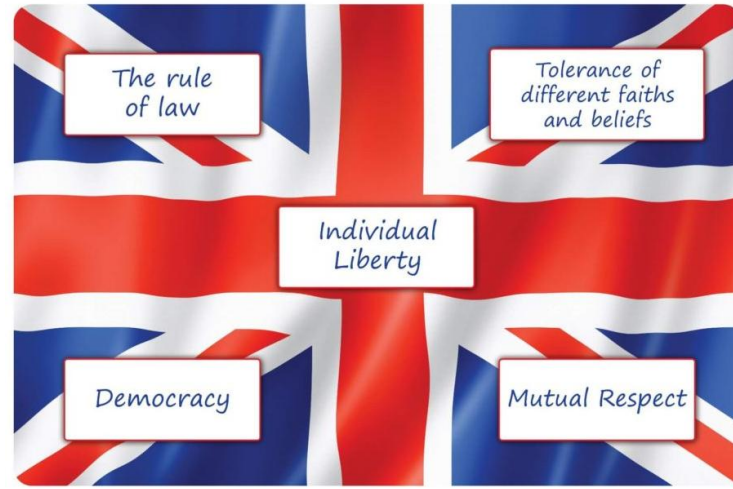
## To deploy support staff effectively

- TAs aware of **Personal/Social/Emotional targets** on SEN plans
- TA models high-level vocabulary/supports and **encourage rich topical discussions**
- **TA focus on understanding** rather than task completion
- Frequent discussions/unit CPD shared between CTs

## To assess and implement targeted intervention

- AFL strategies used to identify cdn for **discussion based interventions**
- Access to **high-quality interventions** (Socially speaking, Lego Therapy, Time to Talk, Speech/Language)
- Time **ring-fenced** for Personal/Social/Emotional intervention





# British values across the PSHE curriculum

MUTUAL RESPECT/  
TOLERANCE

INDIVIDUAL LIBERTY

RULE OF LAW

DEMOCRACY