

# Personal, Social and Health Education Curriculum

In teaching children to become active citizens, our intent is that they try new things, work hard, concentrate, push themselves, imagine, improve, understand others and not give up.

Understand ourselves  
and others in the world  
around us

Threshold concepts and skills

Become tolerant and  
respectful human beings

Breadth of study

Develop resilience

## EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant statements for PSHE are taken from Communication and Language, Personal, Social and Emotional Development, Physical Development and Understanding the World.

## KS1

In KS1, children focus on 'being me in my world'. They begin to look at being healthy within themselves, setting goals, celebrating differences, understanding relationships and begin to understand that they are changing and growing beings. They are learning to view the world outside of themselves, and beginning to develop the understanding of others' emotions.

## KS2

In KS2, children develop their understanding of how their behaviour can impact others, rights and responsibilities not just of their own but of the world around them, how they may experience different emotional conflicts and how to keep themselves safe. They also learn about puberty, other cultures, other values and how to tackle peer pressure. They begin to think about social groups, prejudice and self-identity. Children learn to become resilient learners who think about the world around them.

## PSHE Jigsaw long term overview

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	<ul style="list-style-type: none"> <li>•Feeling special and safe</li> <li>•Being part of a class</li> <li>•Rights and responsibilities</li> <li>•Rewards and feeling proud</li> <li>•Consequences</li> <li>•Owning the Learning Charter</li> </ul>	<ul style="list-style-type: none"> <li>•Similarities and differences</li> <li>•Understanding bullying and knowing how to deal with it</li> <li>•Making new friends</li> <li>•Celebrating the differences in everyone</li> </ul>	<ul style="list-style-type: none"> <li>•Setting goals</li> <li>Identifying successes and achievements</li> <li>•Learning styles</li> <li>•Working well and celebrating achievement with a partner</li> <li>•Tackling new challenges</li> <li>•Identifying and overcoming obstacles</li> <li>•Feelings of success</li> </ul>	<ul style="list-style-type: none"> <li>•Keeping myself healthy</li> <li>•Healthier lifestyle choices</li> <li>•Keeping clean Being safe</li> <li>•Medicine safety/safety with household items</li> <li>•Road safety</li> <li>•Linking health and happiness</li> </ul>	<ul style="list-style-type: none"> <li>•Belonging to a family</li> <li>•Making friends/being a good friend</li> <li>•Physical contact preferences</li> <li>•People who help us</li> <li>•Qualities as a friend and person</li> <li>•Self-acknowledgement</li> <li>•Being a good friend to myself</li> <li>•Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>•Life cycles – animal and human</li> <li>•Changes in me</li> <li>•Changes since being a baby</li> <li>•Differences between female and male bodies (correct terminology)</li> <li>•Linking growing and learning</li> <li>•Coping with change</li> <li>•Transition</li> </ul>

<p>Year 2</p>	<ul style="list-style-type: none"> <li>•Hopes and fears for the year</li> <li>•Rights and responsibilities</li> <li>•Rewards and consequences</li> <li>•Safe and fair learning environment</li> <li>•Valuing contributions</li> <li>•Choices</li> <li>•Recognising feelings</li> </ul>	<ul style="list-style-type: none"> <li>•Assumptions and stereotypes about gender</li> <li>•Understanding bullying</li> <li>•Standing up for self and others</li> <li>•Making new friends</li> <li>•Gender diversity</li> <li>•Celebrating difference and remaining friends</li> </ul>	<ul style="list-style-type: none"> <li>•Achieving realistic goals</li> <li>•Perseverance</li> <li>•Learning strengths</li> <li>•Learning with others</li> <li>•Group co-operation</li> <li>•Contributing to and sharing success</li> </ul>	<ul style="list-style-type: none"> <li>•Motivation</li> <li>•Healthier choices</li> <li>•Relaxation</li> <li>•Healthy eating and nutrition</li> <li>•Healthier snacks and sharing food</li> </ul>	<ul style="list-style-type: none"> <li>•Different types of family</li> <li>•Physical contact boundaries</li> <li>•Friendship and conflict</li> <li>•Secrets</li> <li>•Trust and appreciation</li> <li>•Expressing appreciation for special relationships</li> </ul>	<ul style="list-style-type: none"> <li>•Life cycles in nature</li> <li>•Growing from young to old</li> <li>•Increasing independence</li> <li>•Differences in female and male bodies (correct terminology)</li> <li>•Assertiveness</li> <li>•Preparing for transition</li> </ul>
<p>Year 3</p>	<ul style="list-style-type: none"> <li>•Setting personal goals</li> <li>•Self-identity and worthy</li> <li>•Positivity in challenges</li> <li>•Rules, rights and responsibilities</li> <li>•Rewards and Consequences</li> <li>•Responsible choices</li> <li>•Seeing things from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>•Families and their differences</li> <li>•Family conflict and how to manage it (child centred)</li> <li>•Witnessing bullying and how to solve it</li> <li>•Recognising how words can be hurtful</li> <li>•Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>•Difficult challenges and achieving success</li> <li>•Dreams and ambitions</li> <li>•New challenges</li> <li>•Motivation and enthusiasm</li> <li>•Recognising and trying to overcome obstacles</li> <li>•Evaluating learning processes</li> <li>•Managing feelings</li> <li>•Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>•Exercise</li> <li>•Fitness challenges</li> <li>•Food labelling and healthy swaps</li> <li>•Attitudes towards drugs</li> <li>•Keeping safe and why it's important online and off line scenarios</li> <li>•Respect for myself and others</li> <li>•Healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>•Family roles and responsibilities</li> <li>•Friendship and negotiation</li> <li>•Keeping safe online and who to go to for help</li> <li>•Being a global citizen</li> <li>•Being aware of how my choices affect others</li> <li>•Awareness of how other children have different lives</li> <li>•Expressing appreciation for family and friends.</li> </ul>	<ul style="list-style-type: none"> <li>•How babies grow</li> <li>•Understanding a baby's needs</li> <li>•Outside body changes</li> <li>•Inside body changes</li> <li>•Family stereotypes</li> <li>•Challenging my ideas</li> <li>•Preparing for transition</li> </ul>

<p>Year 4</p>	<ul style="list-style-type: none"> <li>• Being part of a class team</li> <li>• Being a school citizen</li> <li>• Rights, responsibilities and democracy (school council)</li> <li>• Rewards and consequences</li> <li>• Group decision making</li> <li>• Having a voice</li> <li>• What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Challenging assumptions</li> <li>• Judging by appearance</li> <li>• Accepting self and others</li> <li>• Understanding influences</li> <li>• Understanding bullying</li> <li>• Problem-solving</li> <li>• Identifying how special and unique everyone is.</li> <li>• First impressions</li> </ul>	<ul style="list-style-type: none"> <li>• Hopes and dreams</li> <li>• Overcoming disappointment</li> <li>• Creating new, realistic dreams</li> <li>• Achieving goals</li> <li>• Working in a group</li> <li>• Celebrating contributions</li> <li>• Resilience</li> <li>• Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Healthier friendships</li> <li>• Group dynamics</li> <li>• Smoking</li> <li>• Alcohol</li> <li>• Assertiveness</li> <li>• Peer pressure</li> <li>• Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>• Jealousy</li> <li>• Love and loss</li> <li>• Memories of loved ones</li> <li>• Getting on and falling out</li> <li>• Girlfriends and boyfriends</li> <li>• Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>• Being unique</li> <li>• Having a baby</li> <li>• Girls and puberty</li> <li>• Confidence in change</li> <li>• Accepting change</li> <li>• Preparing for transition</li> <li>• Environmental change</li> </ul>
<p>Year 5</p>	<ul style="list-style-type: none"> <li>• Planning the forthcoming year</li> <li>• Being a citizen</li> <li>• Rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• How behaviour affects groups</li> <li>• Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural differences and how they can cause conflict</li> <li>• Racism</li> <li>• Rumours and name-calling</li> <li>• Types of bullying</li> <li>• Material wealth and happiness</li> <li>• Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Future dreams</li> <li>• The importance of money</li> <li>• Jobs and careers</li> <li>• Dream job and how to get there</li> <li>• Goals in different cultures</li> <li>• Supporting others (charity)</li> <li>• Motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Smoking, including vaping</li> <li>• Alcohol</li> <li>• Alcohol and anti-social behaviour</li> <li>• Emergency aid</li> <li>• Body image</li> <li>• Relationships with food</li> <li>• Healthy choices</li> <li>• Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Self-recognition and self-worth</li> <li>• Building self-esteem</li> <li>• Safer online communities</li> <li>• Rights and responsibilities online</li> <li>• Online gaming and gambling</li> <li>• Reducing screen time</li> <li>• Dangers of online grooming</li> <li>• SMARRT internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>• Self- and body image</li> <li>• Influence of online and media on body image</li> <li>• Puberty for girls</li> <li>• Puberty for boys</li> <li>• Conception (including IVF)</li> <li>• Growing responsibility</li> <li>• Coping with change</li> <li>• Preparing for transition</li> </ul>

<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• Identifying goals for the year</li> <li>• Global citizenship</li> <li>• Children’s universal rights</li> <li>• Feeling welcome and valued</li> <li>• Choices, consequences and rewards</li> <li>• Group dynamics</li> <li>• Democracy, having a voice</li> <li>• Anti-social behaviour</li> <li>• Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptions of normality</li> <li>• Understanding disability</li> <li>• Power struggles</li> <li>• Understanding bullying</li> <li>• Inclusion/exclusion</li> <li>• Differences as conflict, difference as celebration</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Personal learning goals, in and out of school</li> <li>• Success criteria</li> <li>• Emotions in success</li> <li>• Making a difference in the world</li> <li>• Motivation</li> <li>• Recognising achievements</li> <li>• Compliments</li> </ul>	<ul style="list-style-type: none"> <li>• Taking personal responsibility</li> <li>• How substances affect the body</li> <li>• Exploitation, including ‘county lines’ and gang culture</li> <li>• Emotional and mental health</li> <li>• Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>• Mental health</li> <li>• Identifying mental health worries and sources of support</li> <li>• Love and loss</li> <li>• Managing feelings</li> <li>• Power and control</li> <li>• Assertiveness</li> <li>• Technology safety</li> <li>• Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>• Self-image</li> <li>• Body image</li> <li>• Puberty and feelings</li> <li>• Conception to birth</li> <li>• Reflections about change</li> <li>• Physical attraction</li> <li>• Respect and consent</li> <li>• Boyfriends / girlfriends</li> <li>• Sexting</li> <li>• Transition</li> </ul>
----------------------	--	---	---	---	---	--