

PSHE Curriculum

Langford, Wilberforce, Fulham, Sullivan and Queen's Manor
Primary Schools



PSED in EYFS

- See PSED overview on EYFS Curriculum Overview

NURSERY	Ourselves	Traditional Tales	People Who Help Us	Our World	Growing	Under the Sea
	Meeting new people Asking for help Our own feelings	Making friends Following rules Our own and other's feelings	Developing confidence Helping others and ourselves	Taking Turns Being a good friend	Making healthy choices Being confident	Meeting new people Growing up
RECEPTION	Ourselves	Castles	Powerful People	Space	Growing	The Seaside
	Meeting new people Managing our own needs	Managing our own emotions Learning from mistakes Being considerate	Learning with others Believing in myself Setting goals	Being focused Being healthy	Understanding ourselves and others	Achieving goals Being confident
JIGSAW (Reception)	Being Me in the World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself If	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

Jigsaw PSHE 3 -11/12 Content Overview



Ages 5-6	- Feeling special and safe - Being part of a class - Rights and responsibilities - Rewards and feeling proud - Consequences - Owning the Learning Charter	- Similarities and differences - Understanding bullying and knowing how to deal with it - Making new friends - Celebrating the differences in everyone	- Setting goals - Identifying successes and achievements - Learning styles - Working well and celebrating achievement with a partner - Tackling new challenges - Identifying and overcoming obstacles - Feelings of success	- Keeping myself healthy - Healthier lifestyle choices - Keeping clean - Being safe - Medicine safety/safety with household items - Road safety - Linking health and happiness	- Belonging to a family - Making friends/being a good friend - Physical contact preferences - People who help us - Qualities as a friend and person - Self-acknowledgement - Being a good friend to myself - Celebrating special relationships	- Life cycles – animal and human - Changes in me - Changes since being a baby - Differences between female and male bodies (correct terminology) - Linking growing and learning - Coping with change - Transition
Ages 6-7	- Hopes and fears for the year - Rights and responsibilities - Rewards and consequences - Safe and fair learning environment - Valuing contributions - Choices - Recognising feelings	- Assumptions and stereotypes about gender - Understanding bullying - Standing up for self and others - Making new friends - Gender diversity - Celebrating difference and remaining friends	- Achieving realistic goals - Perseverance - Learning strengths - Learning with others - Group co-operation - Contributing to and sharing success	- Motivation - Healthier choices - Relaxation - Healthy eating and nutrition - Healthier snacks and sharing food	- Different types of family - Physical contact boundaries - Friendship and conflict - Secrets - Trust and appreciation - Expressing appreciation for special relationships	- Life cycles in nature - Growing from young to old - Increasing independence - Differences in female and male bodies (correct terminology) - Assertiveness - Preparing for transition
Ages 7-8	- Setting personal goals - Self-identity and worth - Positivity in challenges - Rules, rights and responsibilities - Rewards and consequences - Responsible choices - Seeing things from others' perspectives	- Families and their differences - Family conflict and how to manage it (child-centred) - Witnessing bullying and how to solve it - Recognising how words can be hurtful - Giving and receiving compliments	- Difficult challenges and achieving success - Dreams and ambitions - New challenges - Motivation and enthusiasm - Recognising and trying to overcome obstacles - Evaluating learning processes - Managing feelings - Simple budgeting	- Exercise - Fitness challenges - Food labelling and healthy swaps - Attitudes towards drugs - Keeping safe and why it's important online and off line scenarios - Respect for myself and others - Healthy and safe choices	- Family roles and responsibilities - Friendship and negotiation - Keeping safe online and who to go to for help - Being a global citizen - Being aware of how my choices affect others - Awareness of how other children have different lives - Expressing appreciation for family and friends	- How babies grow - Understanding a baby's needs - Outside body changes - Inside body changes - Family stereotypes - Challenging my ideas - Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Beyond KS2:

- [Physical Health and Mental Well-being in Secondary Schools - DfE Statutory Guidance](#)
- It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. In secondary school, teaching should build on primary content and should introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.
- Teaching about the impact of puberty, which will have started in primary school, should continue in secondary school, so that pupils are able to understand the physical and emotional changes, which take place at this time and their impact on their wider health and wellbeing.

Beyond KS2:

- [RSE in Secondary Schools - DfE Statutory Guidance](#)
- RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.
- Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.