**Subject Intent**

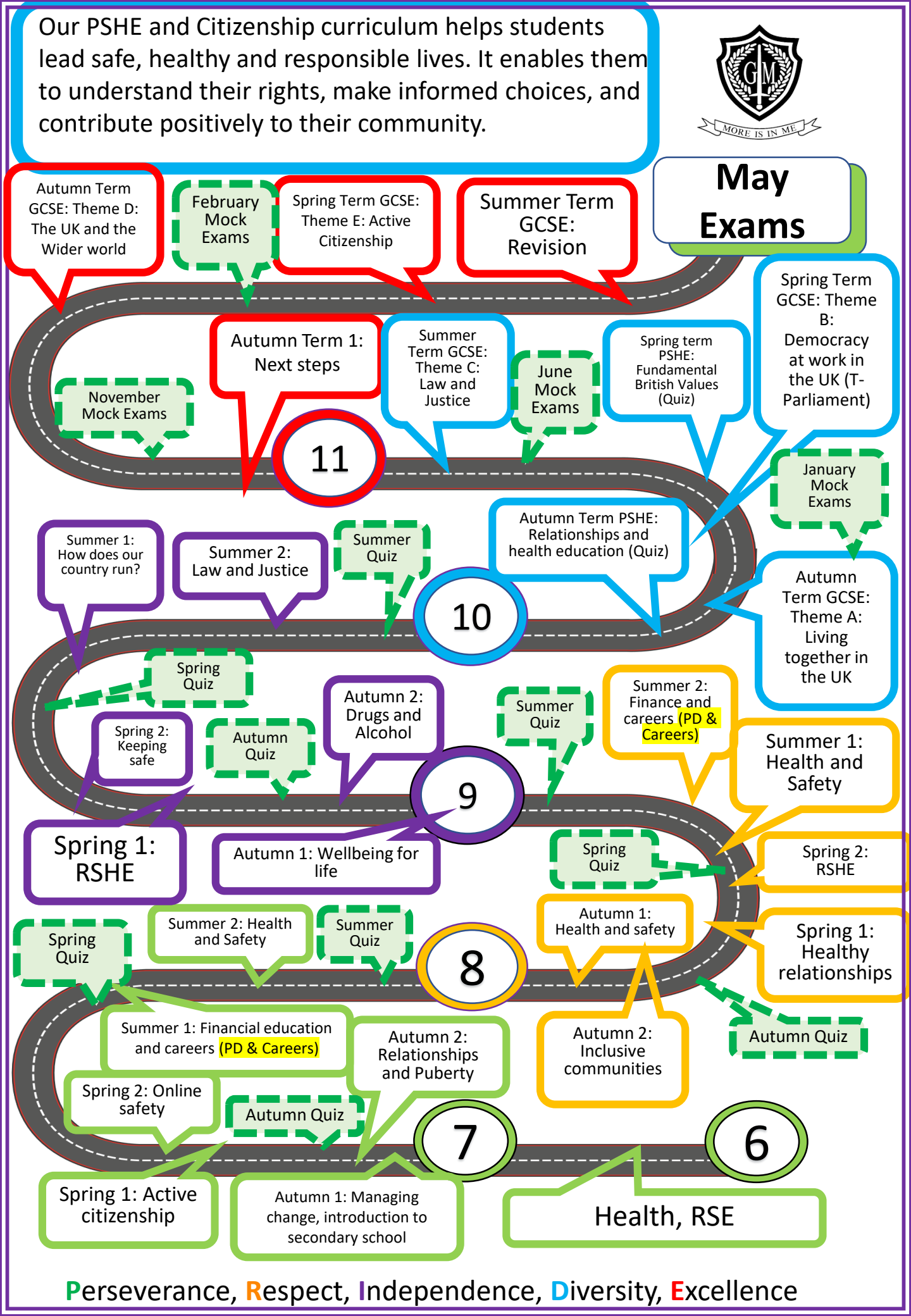
Our PSHE programme is rooted in our school values and aims to equip each child with a sound understanding of risk and the knowledge and skills required to safely and successfully make informed decisions that will aid them in navigating their way through life whilst at school and for the years that follow.

## PSHE Overview

| Age Group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|---|---|---|---|---|---|---|
| Ages 3-5 (F1-F2) | Self-identity<br>Understanding feelings<br>Being in a classroom<br>Being gentle<br>Rights and responsibilities | Identifying talents<br>Being special<br>Families<br>Where we live<br>Making friends<br>Standing up for yourself | Challenges<br>Perseverance<br>Goal-setting<br>Overcoming obstacles<br>Seeking help<br>Jobs<br>Achieving goals | Exercising bodies<br>Physical activity<br>Healthy food<br>Sleep<br>Keeping clean<br>Safety | Family life<br>Friendships<br>Breaking friendships<br>Falling out<br>Dealing with bullying<br>Being a good friend | Bodies<br>Respecting my body<br>Growing up<br>Growth and change<br>Fun and fears<br>Celebrations |
| Ages 5-6 | Feeling special and safe<br>Being part of a class<br>Rights and responsibilities<br>Rewards and feeling proud<br>Consequences<br>Owning the Learning Charter | Similarities and differences<br>Understanding bullying and knowing how to deal with it<br>Making new friends<br>Celebrating the differences in everyone | Setting goals<br>Identifying successes and achievements<br>Learning styles<br>Working well and celebrating achievement with a partner<br>Tackling new challenges<br>Identifying and overcoming obstacles<br>Feelings of success | Keeping myself healthy<br>Healthier lifestyle choices<br>Keeping clean<br>Being safe<br>Medicine safety/safety with household items<br>Road safety<br>Linking health and happiness | Belonging to a family<br>Making friends/being a good friend<br>Physical contact preferences<br>People who help us<br>Qualities as a friend and person<br>Self-acknowledgement<br>Being a good friend to myself<br>Celebrating special relationships | Life cycles – animal and human<br>Changes in me<br>Changes since being a baby<br>Differences between female and male bodies (correct terminology)<br>Linking growing and learning<br>Coping with change<br>Transition |
| Ages 6-7 | Hopes and fears for the year<br>Rights and responsibilities<br>Rewards and consequences<br>Safe and fair learning environment<br>Valuing contributions<br>Choices<br>Recognising feelings | Assumptions and stereotypes about gender<br>Understanding bullying<br>Standing up for self and others<br>Making new friends<br>Gender diversity<br>Celebrating difference and remaining friends | Achieving realistic goals<br>Perseverance<br>Learning strengths<br>Learning with others<br>Group co-operation<br>Contributing to and sharing success | Motivation<br>Healthier choices<br>Relaxation<br>Healthy eating and nutrition<br>Healthier snacks and sharing food | Different types of family<br>Physical contact boundaries<br>Friendship and conflict<br>Secrets<br>Trust and appreciation<br>Expressing appreciation for special relationships | Life cycles in nature<br>Growing from young to old<br>Increasing independence<br>Differences in female and male bodies (correct terminology)<br>Assertiveness<br>Preparing for transition |
| Ages 7-8 | Setting personal goals<br>Self-identity and worth<br>Positivity in challenges<br>Rules, rights and responsibilities<br>Rewards and consequences<br>Responsible choices<br>Seeing things from others' perspectives | Families and their differences<br>Family conflict and how to manage it (child-centred)<br>Witnessing bullying and how to solve it<br>Recognising how words can be hurtful<br>Giving and receiving compliments | Difficult challenges and achieving success<br>Dreams and ambitions<br>New challenges<br>Motivation and enthusiasm<br>Recognising and trying to overcome obstacles<br>Evaluating learning processes<br>Managing feelings<br>Simple budgeting | Exercise<br>Fitness challenges<br>Food labelling and healthy swaps<br>Attitudes towards drugs<br>Keeping safe and why it's important online and off line scenarios<br>Respect for myself and others<br>Healthy and safe choices | Family roles and responsibilities<br>Friendship and negotiation<br>Keeping safe online and who to go to for help<br>Being a global citizen<br>Being aware of how my choices affect others<br>Awareness of how other children have different lives<br>Expressing appreciation for family and friends | How babies grow<br>Understanding a baby's needs<br>Outside body changes<br>Inside body changes<br>Family stereotypes<br>Challenging my ideas<br>Preparing for transition |

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

Our PSHE and Citizenship curriculum helps students lead safe, healthy and responsible lives. It enables them to understand their rights, make informed choices, and contribute positively to their community.




Perseverance, Respect, Independence, Diversity, Excellence