

SHAWCLOUGH COMMUNITY PRIMARY SCHOOL

PERSONAL, SOCIAL, HEALTH, CITIZENSHIP AND ECONOMIC EDUCATION POLICY

Manager: Vikki Rayment

Reviewed: September 2026

Approved by Governors: October 2026

Next review: September 2027

Policy status: Updated for the 2026 curriculum

Statutory guidance: July 2025 (effective 1 September 2026)

How the policy was developed

This policy has been updated alongside the Shawclough PSHCE Curriculum 2026 and the Department for Education statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025), which applies from 1 September 2026. It replaces references to the former 3 Dimensions scheme.

The curriculum draws principally on Pol-Ed and the PSHE Association Curriculum Model and quality-assured resources. It is strengthened by specialist materials from organisations including NSPCC Talk PANTS, CEOP, St John Ambulance, the Guardian Foundation NewsWise, the Careers and Enterprise Company, UCL climate education resources, the Environment Agency, BBFC and other expert providers identified in the curriculum. The policy and curriculum are informed by staff knowledge, pupil need, safeguarding information and engagement with parents, pupils, staff and governors.

The governing body approves this policy. It will be reviewed at least annually, or sooner following statutory change, significant curriculum change, emerging local need or safeguarding learning. The current policy will be published on the school website and provided free of charge on request.

Intention of the policy

This policy explains Shawclough Community Primary School's provision for personal, social, health, citizenship and economic education (PSHCE), including statutory Relationships Education and Health Education, economic wellbeing, citizenship, drugs education and the school's additional, non-statutory primary sex education. It sets out what is taught, how teaching is organised, who teaches it, how pupils are supported and assessed, how safeguarding concerns are managed, and how parents can engage with the curriculum and view materials.

Aims of PSHCE

Our PSHCE curriculum is intended to help pupils develop the knowledge, skills, language and confidence needed to make informed and ethical decisions about their wellbeing, health, relationships and future lives. At Shawclough, we aim:

1. To build safe, caring and respectful relationships in families, friendships, school, the community and online.
2. To develop self-respect, kindness, honesty, integrity, resilience, responsibility and the confidence to seek help.
3. To teach pupils how to recognise risk, unsafe or abusive behaviour, bullying, prejudice and harmful online content, and how to report concerns.
4. To develop age-appropriate knowledge of physical health, mental wellbeing, puberty, hygiene, medicines, drugs, first aid and healthy routines.
5. To develop media literacy, online safety, financial capability, careers awareness and responsible citizenship.
6. To develop an age-appropriate understanding of democracy, law, rights and responsibilities and the confidence to express views respectfully.
7. To teach respect for difference, challenge stereotypes and discrimination, and promote equality in accordance with the Equality Act 2010.
8. To ensure pupils with SEND and other additional needs can access relevant learning that supports safety, independence and preparation for adulthood.
9. To provide a carefully sequenced, positive and responsive curriculum that prepares pupils before risks and changes are likely to arise.
10. To support pupils to contribute positively to school life, the local community and wider society.
11. To complement and support the role of parents and carers through consultation, openness and access to curriculum information and materials.

Statutory and curriculum context

Relationships Education is compulsory for all pupils receiving primary education. Health Education is compulsory in maintained schools, academies and free schools. Primary sex education beyond the National Curriculum for science is not compulsory; Shawclough provides one additional Year 6 lesson on how a baby is made through sexual reproduction because this supports pupils' transition and meets identified educational needs.

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Parents cannot withdraw a child from Relationships Education, Health Education or statutory science, including science content on puberty or reproduction. The right to request withdrawal applies only to the additional non-statutory sex education identified in this policy.

PSHCE also contributes to the school's duty to provide a broad and balanced curriculum that promotes pupils' spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of later life. Teaching links with safeguarding, behaviour, anti-bullying, online safety, equality, science, computing and the wider curriculum.

Curriculum design and content

The Shawclough PSHCE Curriculum 2026 is progressive from Nursery Sky and Nursery Ocean through Reception and Years 1 to 6. In the EYFS, this learning is identified as Personal, Social and Emotional Development (PSED), one of the three prime areas of the EYFS. From Year 1, it is identified as PSHCE. Learning is mapped to Think Equal and, in Reception and Key Stages 1 and 2, to selected Pol-Ed and PSHE Association resources. Content is selected and sequenced so that knowledge, language and protective skills are revisited with increasing depth and independence.

- families, friendships, respectful relationships, boundaries, permission and personal safety;
- mental health, feelings, self-regulation, resilience, change, loss and help-seeking;
- physical health, hygiene, sleep, exercise, dental health, sun safety, puberty and menstruation;
- online relationships, privacy, harmful content, misinformation, data, fraud, AI and digital futures;
- bullying, inclusion, equality, stereotypes, prejudice, community, law and responsible citizenship;
- money, consumer choices, gambling risk, work, careers and transition;
- medicines, tobacco, vaping, alcohol, legal and illegal drugs, influence, risk and support;
- first aid, emergency awareness, road, rail, fire, water and environmental safety.

Each half-term unit identifies learning intentions and its source mapping. Friendship/Anti-Bullying Week, Safer Internet Day and Children's Mental Health Week are deliberately integrated. Teachers may respond to emerging needs, but any significant departure from the published policy or sequence will be agreed with the PSHCE lead and senior leaders; parents will be informed in advance and relevant materials made available on request.

Early Years Foundation Stage

In Nursery Sky, Nursery Ocean and Reception, Personal, Social and Emotional Development is taught through planned adult-led learning and through relationships, routines, play and continuous provision. The curriculum addresses the EYFS PSED aspects of Self-Regulation, Managing Self and Building Relationships and makes purposeful links with Communication and Language, Physical Development, Understanding the World and other areas where these strengthen learning.

Nursery Sky and Nursery Ocean follow the 30-book Think Equal sequence. Each book has an identified social and emotional learning focus, including identity, emotional vocabulary, self-regulation, kindness, empathy, inclusion, diversity, gratitude, healthy relationships and care for the environment. Nursery Ocean revisits the same sequence with greater expectations for language, cooperation, independence, perspective-taking and applying strategies.

Reception continues with the age-appropriate Think Equal sequence and adds planned Pol-Ed enquiry questions about trusted adults, safety at home, empathy, healthy food and exercise, consequences, community and environmental safety, safe risk and staying safe in unfamiliar places. This creates a clear bridge into the Year 1 PSHCE curriculum while remaining developmentally appropriate for the EYFS.

PSED is reinforced continuously through emotional check-ins, visual routines, calm and regulation spaces, stories, puppets, role play, small-world play, collaborative tasks, classroom responsibilities, self-care routines, care for living things, inclusive resources, supported conflict resolution and opportunities to make choices and express views. Adults model language, co-regulate when needed and gradually increase children's independence.

EYFS assessment is primarily observational and formative. Practitioners notice how children use emotional vocabulary, regulate with support and increasingly independently, manage self-care, build relationships, cooperate, make safe choices, seek help, show empathy and apply learning during child-initiated and adult-led experiences. Evidence may be captured through professional observations, discussion, floor books, photographs and examples of children's learning; assessment must not require children to disclose private experiences.

Teaching and learning

From Year 1, a planned PSHCE lesson normally takes place each week. In the EYFS, planned Think Equal and Reception Pol-Ed experiences are taught regularly and reinforced throughout the day through continuous provision, routines, interactions and responsive teaching. Class teachers and EYFS practitioners normally teach PSHCE/PSED, supported where appropriate by trained HLTAs, the PSHCE lead, senior leaders or carefully selected visitors. Some learning is reinforced through assemblies, themed weeks and days, the wider curriculum, educational visits, visitors, School Council and everyday school life; these experiences complement rather than replace the planned programme.

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Teaching is participative and may include stories, photographs, discussion, circle activities, scenarios, role play, sorting, reflection and practical tasks. Lessons and experiences use correct, age-appropriate vocabulary and make the intended learning clear.

At the start of the year and before sensitive learning, classes establish ground rules. These include the right to pass, respectful listening, no personal questions or pressure to disclose, use of correct vocabulary, and an understanding that adults cannot promise to keep a safeguarding concern secret. Distancing techniques, fictional scenarios and anonymous question boxes are used where appropriate.

Resources are reviewed before use for accuracy, age and stage suitability, accessibility, safeguarding, equality and alignment with this policy. Teaching presents applicable law factually, distinguishes fact from opinion and does not promote partisan political views. Sensitive content is taught positively and carefully so that it supports protection without alarming pupils or normalising harmful behaviour.

Staff must not allow personal beliefs or attitudes to influence teaching. A member of staff who needs clarification, training or support to teach an aspect confidently must speak to the PSHCE lead or headteacher in advance so that suitable support can be arranged and pupils continue to receive their full curriculum entitlement.

Assessment, recording and monitoring

Assessment identifies pupils' starting points, checks progress against the intended learning and informs future teaching. In the EYFS, this is mainly through observation of children's language, play, relationships, choices, self-care and use of regulation strategies. From Year 1, teachers also use low-stakes retrieval, vocabulary checks, questioning, pupil explanation, scenario responses, discussion and appropriate recorded outcomes. Across the school, assessment focuses on knowledge, understanding, skills and help-seeking rather than pupils' personal experiences.

The PSHCE lead monitors curriculum coverage, planning, pupil work where appropriate, pupil voice, staff confidence, inclusion and the quality of implementation. Leaders use safeguarding and behaviour information sensitively to identify patterns or emerging needs. Governors receive information about implementation and impact, including whether all pupils, particularly pupils with SEND, can access the curriculum and make progress. Findings inform staff development and curriculum review.

Information about pupils' personal development and engagement may be shared with parents through annual reports, parent meetings and wider pastoral communication where appropriate. Reporting will be sensitive and will not label pupils on the basis of personal views, family circumstances or disclosures.

Inclusion and SEND

All pupils are entitled to high-quality PSHCE. Teaching is adapted, not reduced, so that pupils with SEND can understand and apply essential knowledge. Adjustments may include pre-teaching vocabulary, visual supports, concrete examples, repetition, smaller steps, additional processing time, alternative recording, supported discussion and carefully chosen groupings. Staff will consider communication, sensory, cognitive and social-emotional needs and work with the SENDCo where appropriate.

Pupils with SEND may be more vulnerable to bullying, exploitation, harmful sexual behaviour, abuse and online risk. Protective learning about body ownership, boundaries, privacy, trusted adults, recognising unsafe situations and reporting concerns will therefore be explicit, revisited and personalised without making assumptions about an individual pupil.

Rainbow and Rainforest Provisions

All pupils are entitled to high-quality PSHCE. Teaching is adapted so that pupils with SEND can understand and apply essential knowledge. Adjustments may include pre-teaching vocabulary, visual supports, concrete examples, repetition, smaller steps, additional processing time, alternative recording, supported discussion and carefully chosen groupings. Staff will consider communication, sensory, cognitive and social-emotional needs and work with the SENDCo where appropriate.

Pupils with SEND may be more vulnerable to bullying, exploitation, harmful sexual behaviour, abuse and online risk. Protective learning about body ownership, boundaries, privacy, trusted adults, recognising unsafe situations and reporting concerns will therefore be explicit, revisited and personalised without making assumptions about an individual pupil.

Equality, protected characteristics and respectful relationships

The school complies with the Equality Act 2010 and the Public Sector Equality Duty. PSHCE must not discriminate against pupils or amount to harassment. Teaching promotes dignity and respect for all and addresses age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation in an age-appropriate way.

Pupils learn that families can take many forms, including single-parent, same-sex-parent, adoptive, foster, kinship and grandparent-led families, and that safe, loving families should be treated with respect. Teaching challenges racism, sexism, misogyny, homophobia, ableism and other prejudice, as well as unfair stereotypes, while avoiding language that stigmatises boys or suggests that any group is inevitably a victim or perpetrator.

Where biological sex or gender reassignment is relevant, teaching will be factual, legally accurate, age-appropriate and respectful. Staff will not present contested beliefs as fact, will avoid reinforcing gender stereotypes and will not suggest that social transition is a simple solution to distress or discomfort. Questions about individual pupils will be handled sensitively in accordance with safeguarding, equality and school procedures.

Relationships Education

Primary Relationships Education teaches the building blocks of positive relationships. Pupils learn about caring families; healthy friendships; kindness, respect and self-respect; boundaries and permission; managing conflict without violence; bullying and the responsibility of bystanders; privacy; body ownership; appropriate and inappropriate contact; online relationships; recognising risk, abuse and harmful content; and asking for help. Pupils are taught clearly that abuse is never the fault of the child.

The curriculum uses Pol-Ed relationship and law-related education alongside PSHE Association families, friendships, belonging, consent and safety resources and NSPCC Talk PANTS. Teaching is developmentally appropriate and does not describe sexual activity as part of Relationships Education.

Health Education, including drugs education, puberty and menstruation

Health Education includes mental wellbeing, physical health and fitness, healthy eating, sleep, dental health, internet safety and harms, basic first aid, changing bodies, medicines, alcohol, tobacco, vaping and drugs. Puberty is taught before pupils are likely to experience the changes. Correct anatomical vocabulary is used so pupils can communicate clearly and seek help.

Year 5 teaching includes menstruation, personal hygiene and emotional changes during puberty. Year 6 revisits puberty and increasing independence, hygiene and sleep. Pupils of all sexes receive the core teaching; a separate discussion group may occasionally be used where leaders judge this will create a safer space for a particular need, without stigma or reducing anyone's entitlement.

School arrangements support pupils to manage menstruation with dignity. Period products are available, toilets provide privacy and suitable disposal facilities, and pupils can discreetly ask a trusted member of staff for support or spare clothing. Staff respond sensitively to discomfort, leakage, PE participation and requests for help. The PSHCE lead monitors these arrangements with senior leaders and the site/business team.

Drugs education is taught progressively within Health Education and PSHCE. Pupils learn about the safe and correct use of medicines; vaccinations; legal and illegal drugs; the health and legal risks of tobacco, vaping, nicotine, alcohol and drugs; influence and peer pressure; media messages; addiction; and where to seek help. Year 6 uses PSHE Association drug education resources and relevant Pol-Ed lessons. Teaching is factual, non-judgemental and age-appropriate, and follows the same ground-rule, question, inclusion and safeguarding procedures as other sensitive PSHCE learning.

School premises and grounds are smoke- and vape-free. Alcohol and illegal or illicit substances are not permitted except where specifically authorised for a lawful school purpose. Medicines are managed under the Supporting Pupils with Medical Conditions/Medicines Policy. Any suspected drug-related incident will be managed calmly under the school's safeguarding, behaviour, health and safety and emergency procedures; medical assistance is the first priority where required, and the headteacher or senior leader will coordinate the response.

Sex Education in Year 6

The National Curriculum for science includes external body parts, growth from birth to old age including puberty, and reproduction in some plants and animals. In addition, Shawclough teaches one Year 6 PSHCE lesson, "How a baby is made (sexual reproduction)". Using correct scientific language, it explains how sexual reproduction can lead to a baby. This is identified in advance to parents as non-statutory sex education. It does not include detail about different forms of sexual activity.

Before this lesson, parents will receive clear information about the content and can view the teaching materials. Teaching will be sensitive to age, maturity, religious background, SEND and pupils' circumstances. Ground rules, distancing, an anonymous question process and safeguarding arrangements will be in place.

Parents' right to request withdrawal from sex education

A parent may request that their child is withdrawn from the additional Year 6 sex education lesson described above. The headteacher will meet with the parent, and the pupil where appropriate, to understand the request, explain the nature and purpose of the lesson, discuss the benefits and possible social or emotional effects of withdrawal, and keep a record. In a primary school, the headteacher must grant the request for this non-statutory sex education.

A pupil who is withdrawn will receive appropriate, purposeful education. Parents do not have a right to withdraw pupils from Relationships Education, Health Education or National Curriculum science, including science content related to puberty or sexual reproduction.

Ground rules and answering pupils' questions

Questions are answered honestly, accurately and in language suitable for the age and maturity of the class. Teachers do not invite personal disclosure or answer personal questions about themselves. Questions may be:

- answered for the class when they are relevant and age-appropriate;
- answered privately later when this better protects the pupil and the group;
- referred to the PSHCE lead, designated safeguarding lead or headteacher for advice;
- redirected to a parent or trusted adult, with signposting to reliable support where appropriate.

Teachers will not leave a child unsupported simply because a question falls outside the planned curriculum or concerns sex education from which they have been withdrawn. They will acknowledge the question, decide the safest and most appropriate response, and recognise that an unanswered question may lead a pupil to unsafe online sources. Any question or behaviour that raises a welfare concern will be managed under safeguarding procedures.

Confidentiality and safeguarding

PSHCE can prompt disclosures. Staff must never promise unconditional confidentiality. Pupils are told that adults may need to share information with the designated safeguarding lead if someone may be unsafe, and that information will be shared only with those who need to know. If a pupil discloses abuse or a member of staff has any concern about a child's welfare, the member of staff must respond calmly, listen, avoid investigating, record the concern accurately and report it immediately in line with the Child Protection and Safeguarding Policy and Keeping Children Safe in Education.

Visitors must be briefed on safeguarding, confidentiality and reporting before teaching. Staff will agree in advance how any concern arising in a visitor-led session will be passed immediately to the designated safeguarding lead or deputy. Pupils are regularly reminded how to seek help in school and from trusted external services.

Parents and access to curriculum materials

The school recognises parents and carers as the first educators of their children and aims to work openly and constructively with them. The school will proactively engage parents when developing and reviewing this policy, explain what is taught and why, and invite questions or concerns. Parents' views will be considered, although parents do not have a veto over statutory or school-determined curriculum content.

Parents will be shown representative resources and may request to view all materials used to teach Relationships, Sex and Health Education. Where copyright applies, access may be provided through a parent meeting, supervised viewing, secure parent portal or a copy supplied subject to lawful restrictions on copying and onward sharing. Copyright will not be used as a reason to refuse viewing. The school will not enter into an agreement with a provider that prevents materials being shown to parents.

Parents will be informed in advance about sensitive content and the Year 6 non-statutory sex education lesson. Curriculum overviews, newsletters, meetings and the school website may also be used to support conversations at home.

Community involvement and external speakers

External organisations can enhance learning but do not replace the teacher or transfer responsibility from the school. Before a visit, the school will check the provider's competence, materials, lesson plan, age suitability, accessibility, factual accuracy, equality, political impartiality and fit with the planned curriculum. A member of school staff will normally remain present. Visitors will not teach content that has not been agreed, collect unnecessary personal information or invite personal disclosures. Their contribution will be evaluated and safeguarding arrangements agreed in advance.

Roles and responsibilities

- The governing body approves the policy, assures statutory compliance, checks accessibility and progress for all pupils, and holds leaders to account for implementation.

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- The headteacher ensures the policy is implemented, staff are trained, parent engagement and withdrawal requests are managed, and safeguarding and equality duties are met.
- The PSHCE lead maintains the curriculum, supports staff, reviews resources, coordinates parent information, monitors implementation and impact, and leads policy review.
- Class teachers plan and teach the agreed curriculum, adapt learning, assess understanding, check resources and follow safeguarding procedures.
- The designated safeguarding lead advises on sensitive content and emerging needs and ensures concerns are managed under school procedures.
- Pupils are expected to engage as fully as they are able, follow agreed ground rules, listen respectfully and treat others' views and experiences with sensitivity. They are never required to share personal information.
- Parents engage with consultation, curriculum information and concerns and support respectful learning conversations at home.

Breadth of opportunities and whole-school approach

PSHCE is strengthened through the ethos and wider life of the school, including School Council, class expectations, assemblies, educational visits, careers experiences, active playtimes, online-safety work, transition support, community links and opportunities to take responsibility. The taught curriculum remains explicit and is not replaced by incidental provision.

Policy links

This policy should be read with the school's Child Protection and Safeguarding, Behaviour, Anti-Bullying, Online Safety, Equality, SEND, Supporting Pupils with Medical Conditions/Medicines, Health and Safety, Educational Visits, Visitors and Confidentiality/Data Protection policies.

Version and review record

Version	Revision date	Revision description	Revised by
2026	September 2026	Updated for the Shawclough PSHCE Curriculum 2026 and statutory RHE guidance effective 1 September 2026.	PSHCE lead
2026	September 2026	Added the full Nursery Sky, Nursery Ocean and Reception PSED curriculum, Think Equal and Reception Pol-Ed sequence, continuous provision and EYFS assessment arrangements.	PSHCE lead

PSHCE CURRICULUM CONTENT AND COVERAGE 2026

The table summarises the published long-term plan, including the PSED sequence for Nursery Sky, Nursery Ocean and Reception. Detailed learning focuses, EYFS curriculum links, continuous provision and assessment guidance, and the Years 1 to 6 learning intentions and resource mappings are contained in the Shawclough PSHCE Curriculum 2026.

Year	Term	Unit focus	Lesson titles
Nursery Sky	Autumn 1	Me, My Feelings and My Nursery	Me, Myself and I; Is There Anyone Like Me?; Amazing Daisy; Healthy Minds A; The Colour Poem
	Autumn 2	Calm Bodies, Kind Friends and Belonging	How We Feel; Wally the Wave; Healthy Minds B; I Have a Plan; The Wall
	Spring 1	Kindness, Confidence and Including Everyone	The Tale of Baby Beetroot; Lara the Yellow Ladybird; My Voice; Healthy Minds C; Kitchi's Moccasins
	Spring 2	Helping Others, Growing Brains and Gratitude	Helping Hands; Diego's Great Idea; Head, Heart and Hands; My Amazing Brain; Healthy Minds D
	Summer 1	Homes, Feelings and Caring for Our Planet	Home; A Time to Be Noisy; I Love My Planet; Anjali's Kite; Healthy Minds E
	Summer 2	Smiles, Special Families and Caring for Our World	Sizwe's Smile; My Special Hair; Mum Loves Me So Much / Dad Loves Me So Much; Healthy Minds F; Caring Animals
Nursery Ocean	Autumn 1	Identity, Feelings and Belonging	Me, Myself and I; Is There Anyone Like Me?; Amazing Daisy; Healthy Minds A; The Colour Poem
	Autumn 2	Managing Feelings and Valuing Difference	How We Feel; Wally the Wave; Healthy Minds B; I Have a Plan; The Wall
	Spring 1	Kindness, Inclusion and My Voice	The Tale of Baby Beetroot; Lara the Yellow Ladybird; My Voice; Healthy Minds C; Kitchi's Moccasins
	Spring 2	Empathy, Helpful Actions and Growing Brains	Helping Hands; Diego's Great Idea; Head, Heart and Hands; My Amazing Brain; Healthy Minds D
	Summer 1	Homes, Emotional Regulation and Our Planet	Home; A Time to Be Noisy; I Love My Planet; Anjali's Kite; Healthy Minds E
	Summer 2	Positive Actions, Identity, Families and Reflection	Sizwe's Smile; My Special Hair; Mum Loves Me So Much / Dad Loves Me So Much; Healthy Minds F; Caring Animals
Reception	Autumn 1	Knowing Me, Naming Feelings and Finding Calm	Think Equal: Marvelous Me; These Feelings; The Weather Inside Me; See Learning A; Ted the Tiger Tamer. Pol-Ed: How can adults at school help me?
	Autumn 2	Kindness, Empathy and Staying Safe	Think Equal: The Secret Adventures of Anonymouse; Curly the Chameleon; See Learning B; Ahmed's Journey; Faisal's Not Himself. Pol-Ed: How can I keep safe at home? What is empathy?
	Spring 1	Caring for Others, Nature and My Wellbeing	Think Equal: Biyu the Brave Pea; Thabo and the Trees; See Learning C; Passing Clouds; Yoshi Is Different. Pol-Ed: How does food help me? How does exercise help me?
	Spring 2	Families, Fairness and Speaking Up	Think Equal: Nisha and the Tiger; Francisco's Family; See Learning D; Zelda Goes on Holiday; The Monster in the Smoke. Pol-Ed: What are consequences?
	Summer 1	Brains, Community and Caring for Our World	Think Equal: Nothando's Journey; Reha to the Rescue; My Amazing Brain A; A Tiny Seed: The Story of Wangari Maathai; My Amazing Brain B; Our Home. Pol-Ed: Who helps to keep our community and environment safe?
	Summer 2	Belonging, Dreams, Diversity and Transition	Think Equal: Gokul's Game; My Dream in the Drawer; Sydney the Seahorse; Deji and Nnedi and the Very Large Cushion. Pol-Ed: What is a safe risk? How can I keep myself safe when I go somewhere new?
Year 1	Autumn 1	Making friends: playing and learning together	1. Creating Our PSHE Charter 2. Making Good Friends 3. Everyone Belongs 4. Being an Ally 5. Falling out and making up 6. Kind Words Matter 7. Friendship Week What if my friends are making me feel sad?
	Autumn 2	Mental health and wellbeing	1. Recognising My Feelings 2. What Makes Me Special? 3. Talking About My Feelings 4. Helping Myself Feel Calm 5. Children's Mental Health Week - ways of looking after my wellbeing 6. Being Kind to Myself and Others
	Spring 1	Celebrating me, you and our families	1. All Different, All Special 2. Sameness and Difference 3. What Makes a Family? 4. Different Families
	Spring 2	Safety at home and in new places	1. Safe or Unsafe? 2. Keeping Safe Around the House 3. Recognising why medicines help 4. Keeping Safe Around the House 5. Keeping Safe in New Places 6. Safer Internet Day - Making safe choices and who to tell if

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Year	Term	Unit focus	Lesson titles
			something online worries me. 7. Speaking Up and Staying Safe
	Summer 1	Being healthy, responsible and safe	1. Handwashing 2. Sun safety 3. Active Every Day 4. Looking After My Teeth 5. Sleep and Rest 6. Responsibility 7. 999
	Summer 2	Showing kindness, resilience and moving on	1. My feelings 2. Different ways to react 3. Being Kind to Others 4. Giving permission 5. I know how to help myself 6. Rules - keeping them or breaking them 7. Moving to Year 2
Year 2	Autumn 1	Mental health and wellbeing	1. How will we make PSHCE safe and respectful? 2. How can I notice and name feelings? 3. What can distract me from a difficult feeling? 4. How can changing a thought change a feeling? 5. How can I manage an unhelpful thought? 6. How can I choose a safe response to a strong feeling? 7. What can help when things change or someone is lost?
	Autumn 2	Keeping safe outside the home	1. How can I cross roads safely? 2. How can I keep safe around railways? 3. What is fire safety? 4. What should I do in an emergency? 5. How can I stay safe near water? 6. Friendship Week: How can we help everyone feel safe and included? 7. How can we care for places outside our home?
	Spring 1	Keeping safe online	1. How can videos affect my feelings? 2. What should I think about before sharing a picture? 3. How can I keep safe when playing games online? 4. Children's Mental Health Week: How can connection help our wellbeing? 5. How can I make good viewing choices? 6. How can I keep viewing choices safe? 7. Safer Internet Day: How can we make online spaces safer together?
	Spring 2	Me, my body and staying safe	1. Who are my special people and how do they care for me? 2. How do people change as they grow? 3. What are private body parts? 4. How can the PANTS rules help keep me safe? 5. How can I use PANTS power in different situations? 6. What are medicines and how do we use them safely?
	Summer 1	Building healthy habits, identity and relationships	1. Why is sleep important? 2. When do I need to take a break? 3. How can I look after my body? 4. What does it mean to be healthy? 5. How are we the same? How are we different? 6. Why are relationships important? 7. What is a family?
	Summer 2	Money, work and moving on	1. What are my strengths and interests? 2. What different jobs do people do? 3. What is money? 4. How can I make money choices about needs and wants? 5. How do jobs and responsible choices help a community? 6. What will help me move confidently into Year 3? 7. How can I celebrate my Year 2 successes and prepare for Year 3?
Year 3	Autumn 1	Me, my friends and belonging	1. Ground rules and meeting 'Our Class' 2. Personal identity 3. Belonging to a community 4. What makes a good friend 5. Falling out and making up with friends 6. Consent in friendships 7. Who are my key people?
	Autumn 2	Building healthy habits and Friendship Week	1. Healthier eating and drinking habits 2. Healthier eating - choices and influences 3. Friendship Week: What is bullying? 4. Ready, set, cook! 5. Exploring dental health 6. Physical activity 7. Vaccinations
	Spring 1	Mental health and wellbeing	1. Exploring emotions 2. Understanding distraction 3. Managing thoughts and emotions 4. Managing worries

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Year	Term	Unit focus	Lesson titles
			5. Managing responses 6. Children's Mental Health Week: What is mental health? 7. Safer Internet Day: making safe, kind, and responsible choices
	Spring 2	Making choices online	1. Creating and Managing Passwords 2. Protecting Your Devices 3. What Can We Watch? 4. Can We Choose What to Watch? 5. Paying to Play 6. How can I be a responsible citizen?
	Summer 1	Keeping safe out and about	1. Managing Risk in the Sun 2. Rail Risks 3. Canals and Rivers 4. Flood Alert! 5. What Is an Emergency? 6. Which Emergency Service Can Help?
	Summer 2	Looking out for each other	1. Recognising Allergies 2. Bites and Stings 3. Calling for Help 4. When Should I Break a Secret? 5. What Is the Law and Why Do We Have It? 6. Celebrating Year 3 and Getting Ready for Year 4
Year 4	Autumn 1	Mental health and wellbeing	1. Creating our PSHCE ground rules 2. Describing emotions 3. Understanding internal and external distractions 4. Exploring different thinking habits 5. Different ways to manage worries 6. Strategies for calm 7. How do people manage change and loss?
	Autumn 2	Exploring ways to manage risk	1. Firework safety 2. Keeping safe at home 3. Independently crossing the road 4. Exploring risk 5. Medicines and household products 6. Smoking, vaping and alcohol 7. Friendship Week (Anti-Bullying Week): What is bullying and what is a good friend?
	Spring 1	Forming respectful relationships	1. Personal identity 2. Valuing friendships 3. Friendship challenges 4. What are protected characteristics? 5. Bullying and discrimination 6. Safer Internet Day - Online Safety with different people we encounter 7. Children's Mental Health Week - What are healthy habits?
	Spring 2	Money matters and news literacy	1. How money is used 2. Making decisions about money 3. How news affects feelings 4. Fake or real news? 5. Questioning images in the news 6. What is peer influence?
	Summer 1	Me, my body and growing up	1. Building confidence 2. Privacy 3. Personal hygiene 4. Time to change 5. What is my body trying to tell me? 6. How does school build my character?
	Summer 2	Families and growing together	1. Family relationships 2. Diverse families 3. Family changes 4. Marriage and partnership 5. Who makes up my community? 6. Ready for Year 5
Year 5	Autumn 1	Friendships, stereotypes and bullying	1. Creating Our PSHE Promise Charter 2. Including others 3. Positive and respectful relationships 4. Recognising Bullying and Taking Action 5. Challenging Stereotypes 6. Strong Communities 7. Personal identity
	Autumn 2	Mental health and wellbeing	1. Understanding My Emotions 2. Managing Distractions 3. Friendship Week - Choosing Respect (Anti-Bullying Week) 4. Changing Thinking Habits 5. Managing Worry 6. Responding to Strong Emotions 7. Active Bodies, Healthy Minds
	Spring 1	Positively engaging with our world	1. Managing Feelings About the News 2. Understanding That News Is Targeted

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Year	Term	Unit focus	Lesson titles
			3. Safer Internet Day – Spotting Fake News 4. Children's Mental Health Week – My Voice Matters 5. Connecting with Nature 6. Everyday Actions, looking after the environment 7. Doing It Together
	Spring 2	Respecting boundaries and changes during puberty	1. Menstruation 2. Personal Hygiene During Puberty 3. Managing Emotional Changes 4. Giving and Seeking Permission 5. Understanding Personal Boundaries 6. Appropriate and Inappropriate Touch 7. Talk PANTS – Keeping My Body Safe 8. My Body, My Boundaries, My Voice
	Summer 1	Safe connections online	1. Positive Online Friendships 2. Respectful Relationships Online 3. Socialising Online Safely 4. Respectful relationships 5. Socialising safely online 6. Protecting Myself Online 7. Where can online fraud happen?
	Summer 2	Embedding healthy habits, learning first aid and transition	1. Looking After My Physical Health 2. Working Together 3. Basic First Aid: Asthma 4. Basic First Aid: Head Injuries 5. Keeping Safe in the Sun 6. Celebrating Year 5 Success and Transition to Year 6
Year 6	Autumn 1	Looking to the future (careers)	1. Creating our PSHE charter 2. Recognising my job skills 3. Choosing a career 4. Exploring career routes 5. Challenging workplace stereotypes 6. Preparing for a careers fair 7. Careers fair experience
	Autumn 2	Mental health and wellbeing	1. Regulating emotions 2. Managing distraction 3. Developing positive thinking habits 4. Friendship Week: being an upstander 5. Managing rumination and worry 6. Managing stress 7. Change, loss and seeking help
	Spring 1	Managing money and online spending	1. Money and emotional wellbeing 2. Saving, borrowing and gambling risk 3. Being a critical consumer 4. Safer Internet Day – why are age restrictions important? 5. Children's Mental Health Week: developing strategies to seek support 6. Spending and influences 7. Wellbeing and support for online spending
	Spring 2	Growing, changing and puberty	1. Puberty recap 2. Managing change and independence 3. Personal hygiene during puberty 4. Sleep and healthy routines 5. Positive, healthy relationships *6. How a baby is made (sexual reproduction) * Non-statutory lesson
	Summer 1	Drugs education	1. Medicines 2. Legal and illegal drugs 3. Influences and pressure 4. Tobacco, vaping and alcohol in the media 5. Addiction – vaping, smoking and nicotine pouches 6. Authority – what does it mean?
	Summer 2	AI, digital futures and transition	1. What is AI? 2. AI, rights and fairness 3. Using AI chatbots safely 4. Deepfakes and AI images 5. Moving to secondary school 6. Secondary relationships and belonging 7. Celebrating Year 6 and my transition passport
Rainbow priorities Sapphire	Continuous	Settling in/ routines/belonging Form positive relationships with trusted adults. Begin to manage some self-care Keeping safe-road crossing, stranger danger. Transition	My family/important people to me Learning about basic feelings- happy, sad, angry. Work towards simple goals e.g., Being able to wait for what they want. Healthy food choices
Rainbow	Autumn	Routines, expectations, regulation strategies	

SHAWCLOUGH COMMUNITY PRIMARY SCHOOL

Year	Term	Unit focus	Lesson titles
priorities Gold	Spring	Developing learning behaviours, social skills Mental health and wellbeing Keeping safe outside the home	
	Summer	My body and keeping safe Friendships Transition	
Rainbow priorities Ruby	Autumn	Routines, sense of belonging, emotions, self-regulation, friendships	
	Spring	Understanding mental and physical health and wellbeing. How can we look after ourselves in the online and real world? Forming respectful relationships. How do we make friends? What does bullying look like?/ PANTS (safeguarding)	
	Summer	Looking to the future – aspirations and careers/ Transition – getting ready for our next steps. Sex education for Year 6 pupils	
Rainforest priorities Equals Curriculum			

Key source framework

- Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, July 2025, effective 1 September 2026.
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- National Curriculum in England: science, physical education, computing and design and technology programmes of study.
- Keeping Children Safe in Education and Working Together to Safeguard Children.
- Equality Act 2010 and the Public Sector Equality Duty.
- Pol-Ed primary roadmap and lesson resources.
- PSHE Association Curriculum Model and quality-assured resources listed in the Shawclough PSHCE Curriculum 2026.