

Welcome

Our updated PSHCE curriculum

Working together to help every child feel safe,
healthy, confident and ready for life

Be Ready

Be Respectful

Be
Responsible

Parent and carer information meeting

Shawclough CP School September 2026





SAFEGUARDING TEAM

Designated Safeguarding Lead – Claire Crawford



Deputy Safeguarding Leads

Beverley Sharp



Vikki Rayment



Cat Mooney



Joseph Doyle



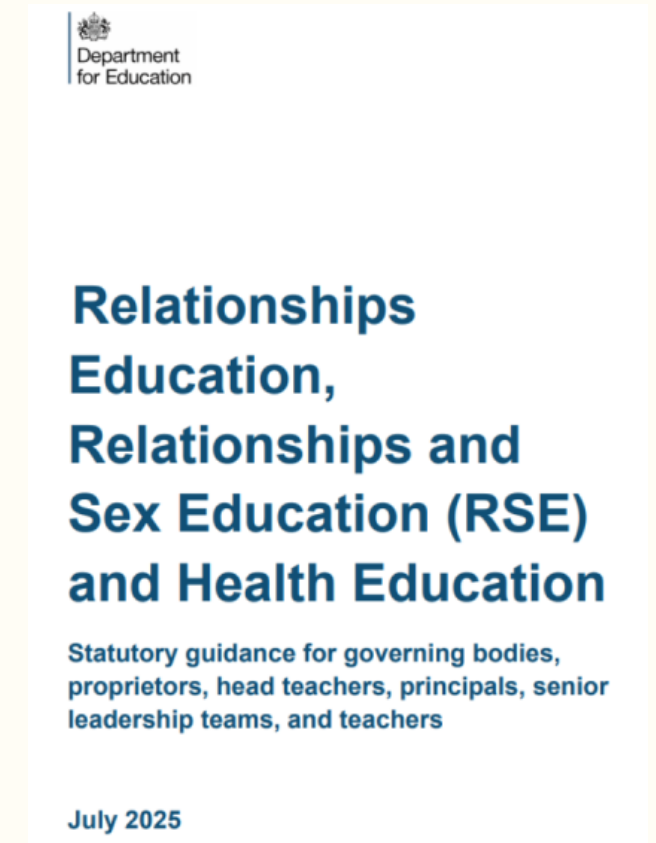
What we will explore together

- Why PSHCE matters for children's safety, wellbeing and future lives
- What the updated RHE guidance requires primary schools to teach
- How learning builds from EYFS to Year 6
- What is covered including some changes in line with the new guidance
- Examples of lessons, books and classroom resources
- Where statutory learning ends and the school's one non-statutory sex-education lesson begins

The updated guidance keeps safety and readiness at the centre

RHE = Relationships Education and Health Education in primary schools

- Relationships Education and Health Education are statutory in primary schools.
- Content must be age-appropriate, inclusive and responsive to pupils' needs.
- Schools must inform parents and make curriculum materials available.
- Teaching should help children recognise unsafe situations, ask for help and report concerns.
- Families remain children's first educators; school learning provides a shared, accurate foundation.



<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

PSHCE prepares children for life now and in the future

Relationships

**Friendship, families,
respect, consent,
boundaries and
seeking help**

Knowledge • language • skills

Health & wellbeing

**Emotions, mental
health, bodies,
hygiene, medicines,
drugs and healthy
choices**

Knowledge • language • skills

Living in the wider world

**Money, careers,
communities,
citizenship, media
and digital life**

Knowledge • language • skills

PSHCE is taught explicitly and reinforced throughout school life.

Statutory learning and sex education are not the same thing

STATUTORY — all pupils

- Relationships Education
- Health Education
- National Curriculum Science
- Safety, privacy, consent and correct body vocabulary
- Puberty and the changing adolescent body

NON-STATUTORY — identified separately

- One age-appropriate Year 6 lesson about how a baby may be conceived through sexual intercourse
- Taught in the context of loving, respectful adult relationships and human reproduction
- Parents/ Carers may request withdrawal from this lesson

Parents cannot withdraw children from statutory Relationships Education, Health Education or National Curriculum Science.

Our curriculum grows with children

EYFS

Feelings, kindness, similarities, trusted adults and keeping safe

Years 1-2

Friendships, families, privacy, correct body names, hygiene and asking for help

Years 3-4

Healthy habits, mental wellbeing, respectful relationships, risk and online choices

Years 5-6

Puberty, money, drugs education, careers, digital futures, transition and increasing independence

Learning is revisited, deepened and adapted—not delivered as a one-off conversation.

Shawclough PSHCE long-term overview: EYFS

Each half term has a clear focus, with key safety and wellbeing learning revisited throughout the year

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery - Sky	Play alongside others. Use pronouns: me, you, I. Respond to a few boundaries appropriately and follow nursery expectations. Use words and gestures to communicate needs. Toilet trained in the day. Put on and take off own coat.		Play alongside others and able to share. Access a range of continuous provision independently for short periods, increasing my concentration. Respond to how others are feeling. Take off and put on my own coat and attempt zip.		Play co-operatively. Demonstrate friendly behaviour. Form good relationships with peers and adults. Take turns and share. Demonstrate awareness of similarities and differences with peers and familiar adults. Follow nursery expectations confidently. Go to toilet independently.	
Nursery - Ocean Think equal	Expressing choices, value uniqueness and listen respectfully to others	Ask respectful questions, safety rules for roads, candles and gatherings.	Taking turns with equipment, listening skills, following rules for safety and care.	Making choices, value different ideas, showing respect and kindness.	Agreeing care rules and jobs, considering how to protect living things.	Sharing decisions, valuing community roles,, road and water safety.
Reception - Think Equal and Pol Ed	Sense of belonging, celebrating similarities and differences, emotions, kindness and adults who help.	Kindness, how to help friends, recognising empathy, keeping safe at home.	Celebrating similarities and differences, helping themselves and others, importance of food and exercise.	Learning about compassion, the 5 senses, fairness, different families, and consequences to actions.	How to take care of our community and environment, identifying emotions and how we can start to self-regulate.	Setting goals, celebrating diversity, considering other peoples' perspectives, transition to Year 1.

Continuous skills include taking turns, co-operating, care for others, keeping safe, sharing ideas and equipment, talking about feelings, celebrating differences and similarities, keeping safe and healthy choices.

Shawclough PSHCE long-term overview: Years 1-3

Each half term has a clear focus, with key safety and wellbeing learning revisited throughout the year

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home and in new places	Being healthy, responsible and safe	Showing kindness, resilience and moving on
Year 2	Mental health and wellbeing	Keeping safe outside the home	Keeping safe online	Me, my body and staying safe	Building healthy habits, identity and relationships	Money, work and moving on
Year 3	Me, my friends and belonging	Building healthy habits and Friendship Week	Mental health and wellbeing	Making choices online	Keeping safe out and about	Looking out for each other

Source: Shawclough PSHCE Curriculum 2026 — long-term plan

Shawclough PSHCE long-term overview: Years 4-6

Older pupils revisit core learning with greater depth, independence and preparation for the future

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Mental Health and Wellbeing	Exploring Ways to Manage Risk	Forming Respectful Relationships	Money Matters and News Literacy	Me, My Body and Growing Up	Families and Growing Together
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Respecting boundaries and changes during puberty	Safe connections online	Embedding healthy habits, learning first aid and transition
Year 6	Looking to the Future (Careers)	Mental Health and Wellbeing	Managing Money and Online Spending	Growing, Changing and Puberty	Drugs Education	AI, Digital Futures and Transition

We use a combination of expert resources from PSHE Association and Pol Ed.

Shawclough PSHCE long-term overview: Rainbow

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sapphire	Settling in/ routines/belonging Form positive relationships with trusted adults. Begin to manage some self-care Keeping safe-road crossing, stranger danger. 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					Transition
Gold	Routines, expectations, regulation strategies	Developing learning behaviours, social skills	Mental health and wellbeing	Keeping safe outside the home	My body and keeping safe	Friendships, transition
Ruby	Routines, sense of belonging, emotions, self-regulation, friendships	Respond to the pupils' needs.	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	Respond to the pupils' needs *Puberty and sex education as appropriate for Year 6.	Looking to the future - aspirations and careers/ Transition - getting ready for our next steps.

We use a combination of expert resources from PSHE Association and Pol Ed.

Shawclough PSHCE long-term overview: Rainforest - Equals Curriculum

	My Communication	My Drama	My Relationships	Sex Education	Health	Living in the wider world
Area of learning	Focus on language, familiarity, attention, proximity and appropriate touch. This is with familiar and unfamiliar people, including peers.	Focus on practicing and consolidating learning through shared human experiences. Themes and possibilities are explored.	Focus on kindness, boundaries, sharing, friendships, consent. Online safety is continuously reinforced.	Pupils in Year 6 will be taught relevant information in an age and stage appropriate way. This will be individualised and discussed with Parents and carers beforehand.	Focus on relevant skills e.g. dressing appropriately for weather, hygiene including handwashing and safety.	Focus on relevant skills such as safe travel, recognition and use of money, looking after the environment e.g. recycling.

These areas of the curriculum are taught discreetly and through continuous provision, with staff modelling and supporting as appropriate

PSHCE teaches equality and Fundamental British Values

Children learn to respect difference, challenge prejudice and take part responsibly in school and community life

Protected characteristics

Age • Disability • Gender reassignment
Marriage and civil partnership
Pregnancy and maternity • Race
Religion or belief • Sex
Sexual orientation

Fundamental British Values

Democracy
The rule of law
Individual liberty
Mutual respect
Tolerance of different faiths and beliefs

How the links appear in learning

Different families and identities • friendship and anti-bullying • consent and boundaries • rights and responsibilities •
rules, law and citizenship • respectful disagreement

Children learn through a consistent, safe lesson structure

1

Ground rules
and 'pass'
option

2

Retrieval of
previous
learning

3

Age-
appropriate
stimulus

4

Talk, scenarios
and active
learning

5

Reflection and
assessment

- Questions may be anonymous; teachers use distancing rather than asking children to share personal experiences.
- Lessons reinforce trusted adults, telling again if needed, and how to get help.
- Resources are checked for age-appropriateness, inclusivity and safeguarding value.

PSHCE and White Rose Science work together

Statutory Science provides accurate body knowledge; PSHCE adds safety, feelings, relationships and help-seeking

PSHCE / Health Education

Privacy, hygiene and correct vocabulary

Healthy choices and medicines

Growing, changing and puberty

Seeking help and managing risk

National Curriculum Science

Name basic body parts and senses

Needs of humans; nutrition and exercise

Life cycles; growth; changes as humans develop

Observe, ask questions and use evidence

The link for children

Accurate words support health and safety

Children understand how choices affect bodies

Biology is paired with emotions and self-care

Children can notice change and communicate concerns

Why it matters: children meet consistent facts, while PSHCE adds language for feelings, relationships, choices and help-seeking.

D&T, Computing and PE help children apply PSHCE learning

Design & Technology

- Food, nutrition and hygiene
- Safe use of tools and products
- Planning, evaluating and responsible choices

Turns healthy and safe choices into practical routines.

Computing

- Online relationships and consent
- Privacy, passwords and reporting
- Media literacy, AI and digital footprints

Lets children rehearse safe decisions in the spaces they use.

Physical Education

- Body awareness and self-care
- Teamwork, fairness and respect
- Resilience, goals and mental wellbeing

Builds confidence, cooperation and healthy habits through action.

Why link subjects? Repeated, consistent messages make knowledge easier to remember and use beyond one lesson.

A key Year 2 change: accurate names for private body parts

Children learn:

- Male private body parts
- Female private body parts
- Private parts everyone has
- Trusted adults
- that private parts are private
-

Why accurate words matter

- Clear language supports body confidence and hygiene.
- Children can communicate precisely if they are unwell, hurt or worried.
- Shared vocabulary reduces secrecy and misunderstanding.
- Teaching is factual, calm and never asks children to discuss personal experiences.

This is safeguarding and health education—not a lesson about sexual activity.

Example resource: drugs education in Key Stage 2 (Y6)

Age-appropriate learning about medicines, legal drugs and risk

Sort the scenario

A prescribed
inhaler

A household
cleaning product

An energy drink

An unknown tablet

The learning focuses on

- using medicines safely and only as directed
- effects, risks and the law
- pressure, assertive responses and safer choices
- getting help in an emergency
- never handling or tasting unknown substances

We teach knowledge and decision-making—not fear, glamour or detailed descriptions of drug use.

Example resource: Year 3 mental wellbeing (managing thoughts and emotions)

Children build a practical toolkit and learn when to ask for help

1 Slow breathing

2 5-4-3-2-1 grounding

3 Name the feeling

4 Talk to a trusted adult

Key message: every feeling is valid; children can learn ways to respond, and persistent or overwhelming feelings should be shared with a trusted adult.

Questions are handled honestly, safely and at the right level

In the classroom

- Use agreed ground rules
- Answer the question asked—simply and factually
- Use correct vocabulary
- Check understanding without asking for personal information
- Refer individual safeguarding concerns immediately



For every child

- Anonymous question boxes where appropriate
- A child may pass during discussion
- Questions beyond the lesson are acknowledged and followed up
- Families are informed before sensitive units
- Resources are adapted for SEND while keeping the core learning

If a disclosure is made, staff follow the school safeguarding policy; confidentiality cannot be promised.

Stories create a safe distance for thoughtful discussion

The Colour Monster

Anna Llenas

naming and
understanding
emotions

Ruby's Worry

Tom Percival

sharing worries
and asking for
help

My Body! What I Say Goes!

Jayneen Sanders

body safety,
consent and
trusted adults

The Invisible String

Patrice Karst

connection,
separation and
reassurance

Julian Is a Mermaid

Jessica Love

identity,
acceptance and
belonging

The Huge Bag of Worries

Virginia Ironside

recognising when
worries feel too
heavy

A book is a starting point: teachers check the whole text and choose it for a clear learning purpose. Please see some samples today.

PSHCE is a vital part of safeguarding

Preventative education gives children the knowledge, words and confidence to keep themselves and others safe



What children build over time

- Feelings, body signals and recognising when something is wrong
- Correct body vocabulary, privacy, permission and consent
- Safe and unsafe situations—at home, outside and online
- Healthy and unhealthy relationships, pressure and boundaries
- Trusted adults, asking for help and telling again if needed
- Medicines, drugs, first aid, emergencies and responsible choices

NSPCC Talk PANTS

- P** Privates are private
- A** Always remember your body belongs to you
- N** No means no
- T** Talk about secrets that upset you
- S** Speak up—someone can help

PSHCE supports safeguarding procedures; it does not replace vigilant adults, reporting concerns or action by the Designated Safeguarding Lead.

Parents and carers are partners in this learning

- We share curriculum overviews.
- We give advance information about sensitive units and explain the vocabulary children will meet.
- Parents can ask questions, share relevant information and discuss reasonable adaptations.
- A parent may request withdrawal only from the identified non-statutory Year 6 sex-education lesson.
- The headteacher will discuss any withdrawal request, explain the benefits of participation and agree suitable alternative provision if withdrawal is confirmed.

At home

Use calm, accurate words.

Listen without judgement.

Remind your child they can always tell you or another trusted adult.

What we hope you leave knowing

- The curriculum is age-appropriate, carefully sequenced and safeguarding-led.
- Correct vocabulary and NSPCC Talk PANTS help children communicate and seek help.
- Relationships Education, Health Education and Science are statutory.
- Equality and Fundamental British Values are woven through relevant learning.
- The school identifies one separate, non-statutory Year 6 sex-education lesson.
- You can see the resources, ask questions and work with us throughout the year.

Questions, reflections or anything you would like us to explain further?

Official guidance: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Helpful links

NSPCC

<https://www.nspcc.org.uk/advice-for-families/>

CEOP

<https://www.ceopeducation.co.uk/parents/>

Healthier lifestyles

<https://www.nhs.uk/healthier-families/>

5 ways to wellbeing - Rochdale Council

[https://www.google.com/search?q=5+ways+to+wellbeing+rochdale&rlz=1C1GCEU_en&oq=5+ways+to+wellbeing+rochdale&gs_lcrp=EgZjaHJv
bWUyBggAEEUYOTIHCAEQIRigAdIBCDYwNjVqMGo0qAIAAsAIA&sourceid=chrome&source=chrome.ob&ie=UTF-
8&safe=active&ssui=on#fpstate=ive&vld=cid:f6321ff4-e247-4a3a-ba12-c4a88dcc7c92_3dd884a9,vid:yF7Ou43Vj6c,st:0](https://www.google.com/search?q=5+ways+to+wellbeing+rochdale&rlz=1C1GCEU_en&oq=5+ways+to+wellbeing+rochdale&gs_lcrp=EgZjaHJv
bWUyBggAEEUYOTIHCAEQIRigAdIBCDYwNjVqMGo0qAIAAsAIA&sourceid=chrome&source=chrome.ob&ie=UTF-
8&safe=active&ssui=on#fpstate=ive&vld=cid:f6321ff4-e247-4a3a-ba12-c4a88dcc7c92_3dd884a9,vid:yF7Ou43Vj6c,st:0)