**CYCLE A**

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| **PSHE** | **EYFS**  **Nursery and Reception** | **KS1**  **Year 1 & Year 2** | **LKS2**  **Year 3 & Year 4** | **UKS2**  **Year 5 & Year 6** |
| **AUTUMN** | Nursery   * Develop their sense of responsibility and membership of a community. * Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting * other ideas. * Increasingly follow rules, understanding why they are important * Make healthy choices about food, drink, activity and toothbrushing. * Develop appropriate ways of being assertive. * Talk with others to solve conflicts. * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. * Understand gradually how others might be feeling.   Reception:   * Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. * Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. * Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. | Unit Name: Being Me in My World   * The importance of self-respect and how this links to their own happiness. * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. * The conventions of courtesy and manners   Unit Name: Celebrating Differences   * The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs. * That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. | Unit Name: Being Me in My World   * The importance of self-respect and how this links to their own happiness. * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. * The conventions of courtesy and manners   Unit Name: Celebrating Differences   * The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs. * That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. * What a stereotype is, and how stereotypes can be unfair, negative or destructive | Unit Name: Being Me in My World   * The importance of self-respect and how this links to their own happiness. * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. * The conventions of courtesy and manners   Unit Name: Celebrating Differences   * The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs. * That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. |
| **SPRING** | Unit Name: Dreams and Goals   * That there is a normal range of emotions and scale of emotions in relation to different experiences and situations * How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings * How to judge whether what they are feeling and how they are behaving is appropriate and proportionate   Unit Name: Healthy Me   * What constitutes a healthy diet (including understanding calories and other nutritional content) * The principles of planning and preparing a range of healthy meals. | Unit Name: Dreams and Goals   * That there is a normal range of emotions and scale of emotions in relation to different experiences and situations * How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings * How to judge whether what they are feeling and how they are behaving is appropriate and proportionate   Unit Name: Healthy Me   * The facts about legal and illegal harmful substances and associated risks including smoking, alcohol use and drug taking. | Unit Name: Dreams and Goals   * That there is a normal range of emotions and scale of emotions in relation to different experiences and situations * How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings * How to judge whether what they are feeling and how they are behaving is appropriate and proportionate   Unit Name: Healthy Me   * The facts about legal and illegal harmful substances and associated risks including smoking, alcohol use and drug taking. |
| **SUMMER** | Unit Name: Relationships   * How important friendships are in making us feel happy and secure and how people choose and make friends. * That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. * That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. * How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. * That stable, caring families, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. * That families are important for children growing up because they can give love, security and stability. * The characteristics of healthy family life, the commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending times together and sharing each other’s lives. * That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties * That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded * How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. * Practical steps they can take in a range of different contexts to improve or support respectful relationships. * About the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe * That each person’s body belongs to them, and the difference between appropriate and inappropriate or unsafe physical and other contact * How to recognise and report feelings of being unsafe or feeling bad about any adult * How to ask for advice or help for themselves or others, and to keep trying until they are heard * How to report concerns or abuse and the vocabulary and confidence needed to do it. * Where to get advice eg family, school and/or other sources. * How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.   Unit Name: Changing Me   * How to report concerns or abuse and the **vocabulary** and confidence needed to do it. | Unit Name: Relationships   * How important friendships are in making us feel happy and secure and how people choose and make friends. * That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. * That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties * That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded * How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. * Practical steps they can take in a range of different contexts to improve or support respectful relationships. * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) * The importance of permission seeking and giving in relationships with friends, peers and adults.   Unit Name: Changing Me   * Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. * About menstrual wellbeing including the key facts about the menstrual cycle. | Unit Name: Relationships   * How important friendships are in making us feel happy and secure and how people choose and make friends. * How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. * Practical steps they can take in a range of different contexts to improve or support respectful relationships. * That for most people the internet is an integral part of life and has many benefits * About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing * How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private * Why social media, some computer games and online gaming, for example are age restricted * That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. * How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted * Where and how to report concerns and get support with issues online. * That people sometimes behave differently online, including by pretending to be someone they are not. * That the same principles apply to online relationships as to face to face relationships, including the importance of respect for others online including when we are anonymous * The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them * How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. * How information and data is shared and used online. * How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) * The importance of permission seeking and giving in relationships with friends, peers and adults.   Unit Name: Changing Me   * Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. * About menstrual wellbeing including the key facts about the menstrual cycle. |
| The depth thread is …  Teach – Practice - Repeat | Mental Wellbeing  Throughout cycle A and cycle B, pupils will be taught that:   * Mental wellbeing is a normal part of daily life, in the same way as physical health * That there is a normal range of emotions and a scale of emotions that all humans experience in relation to different experiences and situations * How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other’s feelings * The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness. * Simple self-care techniques. Including the importance of rest, time spent with family and friends and the benefits of hobbies and interests. * Where and how to seek support (including recognizing the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online) * It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially is accessed early enough. * Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. * How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.   In addition to our PSHE provision, this depth thread is further supported by:   * Children’s mental health week * World mental day * Academy wellbeing week * Compass Go support (Assemblies, workshops, Pods and 1:1 intervention) * Worry Monsters * Wellbeing Mentors * Breathing strategies taught as part of the weekly PSHE lesson | | | |
| SMSC development – Spiritual, Moral, Social, Cultural | **Spritual**  PSHE lessons provide opportunities for students to reflect on their own beliefs, values, and experiences. They explore concepts related to identity, self-awareness, and personal values. Discussions on emotions, mindfulness, and well-being also contribute to students' spiritual development.  **Moral**  PSHE lessons encourage students to develop a sense of right and wrong, ethical reasoning, and empathy. Topics such as kindness, respect, responsibility, fairness, and making good choices are explored. Students are encouraged to consider the consequences of their actions and develop a moral compass.  **Social**  PSHE supports students in developing social skills and positive relationships. Lessons focus on effective communication, teamwork, cooperation, and conflict resolution. Students learn about diversity, equality, and inclusion, promoting a respectful and inclusive attitude towards others.  **Cultural**  PSHE lessons explore different cultures, traditions, and beliefs. Students learn about the importance of cultural diversity and respect for different cultures. They develop an understanding of global issues and their role as responsible global citizen. | | | |

**CYCLE B**

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| **PSHE** | **EYFS**  **Nursery and Reception** | **KS1**  **Year 1 & Year 2** | **LKS2**  **Year 3 & Year 4** | **UKS2**  **Year 5 & Year 6** |
| **AUTUMN** | Nursery   * Develop their sense of responsibility and membership of a community. * Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting * other ideas. * Increasingly follow rules, understanding why they are important * Make healthy choices about food, drink, activity and toothbrushing. * Develop appropriate ways of being assertive. * Talk with others to solve conflicts. * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. * Understand gradually how others might be feeling.   Reception:   * Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. * Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. * Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. | Unit Name: Being Me in My World   * The importance of self-respect and how this links to their own happiness. * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. * The conventions of courtesy and manners   Unit Name: Celebrating Differences   * The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs. * That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.   About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. | Unit Name: Being Me in My World   * The importance of self-respect and how this links to their own happiness. * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. * The conventions of courtesy and manners   Unit Name: Celebrating Differences   * The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs. * That families are important for children growing up because they can give love, security and stability. * The characteristics of healthy family life, the commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending times together and sharing each other’s lives. * That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. | Unit Name: Being Me in My World   * The importance of self-respect and how this links to their own happiness. * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. * The conventions of courtesy and manners   Unit Name: Celebrating Differences   * The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs. * That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. |
| **SPRING** |  | Unit Name: Dreams and Goals   * That there is a normal range of emotions and scale of emotions in relation to different experiences and situations * How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings * How to judge whether what they are feeling and how they are behaving is appropriate and proportionate   Unit Name: Healthy Me   * What constitutes a healthy diet (including understanding calories and other nutritional content)   The principles of planning and preparing a range of healthy meals. | Unit Name: Dreams and Goals   * That there is a normal range of emotions and scale of emotions in relation to different experiences and situations * How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings * How to judge whether what they are feeling and how they are behaving is appropriate and proportionate   Unit Name: Healthy Me   * The facts about legal and illegal harmful substances and associated risks including smoking, alcohol use and drug taking. * What constitutes a healthy diet (including understanding calories and other nutritional content) * The characteristics and mental and physical benefits of an active lifestyle. * The importance of building regular exercise into daily and weekly routines and how to achieve this. * The risks associated with an inactive lifestyle. * How and when to seek support including which adults to speak to in school if they are worried about their health. * The benefits of physical exercise and time outdoors on mental wellbeing and happiness. | Unit Name: Dreams and Goals   * That there is a normal range of emotions and scale of emotions in relation to different experiences and situations * How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings * How to judge whether what they are feeling and how they are behaving is appropriate and proportionate   Unit Name: Healthy Me   * The facts about legal and illegal harmful substances and associated risks including smoking, alcohol use and drug taking. * The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (the impact of alcohol on diet or health) * How to make a clear and efficient call to emergency services if necessary. * Concepts of basic first aid, for example dealing with common injuries such as head injuries |
| **SUMMER** |  | Unit Name: Relationships   * How important friendships are in making us feel happy and secure and how people choose and make friends. * That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. * That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. * How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. * That stable, caring families, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. * That families are important for children growing up because they can give love, security and stability. * The characteristics of healthy family life, the commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending times together and sharing each other’s lives. * That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties * That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded * How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. * Practical steps they can take in a range of different contexts to improve or support respectful relationships. * About the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe * That each person’s body belongs to them, and the difference between appropriate and inappropriate or unsafe physical and other contact * How to recognise and report feelings of being unsafe or feeling bad about any adult * How to ask for advice or help for themselves or others, and to keep trying until they are heard * How to report concerns or abuse and the vocabulary and confidence needed to do it. * Where to get advice eg family, school and/or other sources. * How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.   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| SMSC development – Spiritual, Moral, Social, Cultural | **Spritual**  PSHE lessons provide opportunities for students to reflect on their own beliefs, values, and experiences. They explore concepts related to identity, self-awareness, and personal values. Discussions on emotions, mindfulness, and well-being also contribute to students' spiritual development.  **Moral**  PSHE lessons encourage students to develop a sense of right and wrong, ethical reasoning, and empathy. Topics such as kindness, respect, responsibility, fairness, and making good choices are explored. Students are encouraged to consider the consequences of their actions and develop a moral compass.  **Social**  PSHE supports students in developing social skills and positive relationships. Lessons focus on effective communication, teamwork, cooperation, and conflict resolution. Students learn about diversity, equality, and inclusion, promoting a respectful and inclusive attitude towards others.  **Cultural**  PSHE lessons explore different cultures, traditions, and beliefs. Students learn about the importance of cultural diversity and respect for different cultures. They develop an understanding of global issues and their role as responsible global citizen. | | | |