



Children will be inspired to become curious learners who are interested in the wider world and have the resilience and confidence to succeed in life.



Medlar with Wesham C of E School PSHE Whole School Overview

(Cycle A = 2025 – 26 and Cycle B = 2026 – 27)

Term	PSHE Themes	Gospel Value	British Value	Protected characteristics
EYFS – Y6 MY HAPPY MIND: Relationships and Health Education: <ol style="list-style-type: none"> 1. Meet Your Brain: This module teaches children how their brains work, how to look after them, and how to manage emotions (including growth mindset and "Happy Breathing" techniques). 2. Celebrate: This module focuses on understanding unique character strengths, building self-esteem, and learning to appreciate what makes each person special. 3. Appreciate: This module focuses on cultivating an "attitude of gratitude," teaching children why gratitude matters and how to make it a daily habit for better well-being and resilience. 4. Relate: This module focuses on building positive relationships, active listening, and understanding different perspectives. 5. Engage: The final module focuses on setting meaningful goals, maintaining resilience, and understanding that when we feel good, we do good. 				
EYFS: ELG's PSED Self Regulation, Managing Self, Building Relationships, Health and Self Care				
<u>1</u>	<u>Relationships</u> Families and friendship Online Safety, Media Literacy and Digital Resilience	Courage	Democracy	These are aspects of a person's identity that are protected under the Equality Act 2010 . This law makes it illegal to discriminate against someone based on these characteristics, helping to promote a fairer and more equal society. <ul style="list-style-type: none"> • age • disability • gender reassignment • marriage and civil partnership • pregnancy and maternity • race
<u>2</u>	<u>Relationships</u> Safe relationships Respecting Ourselves and Others Online Safety, Media Literacy and Digital Resilience	Respect	Respect	
<u>3</u>	<u>Living in the Wider World</u> Belonging to a Community Online Safety, Media Literacy and Digital Resilience	Hope	Rule of Law	
<u>4</u>	<u>Living in the Wider World</u> Money and Work Online Safety, Media Literacy and Digital Resilience	Forgiveness	Tolerance	

5	Health and Wellbeing Physical Health and Mental Well Being Online Safety, Media Literacy and Digital Resilience	Wisdom	Liberty	<ul style="list-style-type: none"> • religion or belief • sex • sexual orientation
6	Health and Wellbeing Growing and Changing Keeping Safe Online Safety, Media Literacy and Digital Resilience	Faithfulness	Democracy Respect Rule of Law Tolerance Liberty	

EYFS PRACTICE:

Foundational Knowledge: For each area of learning, granular detail about what pupils should know and be able to do as they move through the phases of the EYFS.

Structured Story Time: The core texts that will introduce pupils to the language, ideas and concepts that they will need to secure at different points through the EYFS.

Opportunities and Experiences: Ideas for how pupils will embed the foundational knowledge through direct teaching, guided activity and independent play.

<u>ELG's PSED</u>	What will pupils know and be able to do?	<u>Vocabulary</u>
<p align="center"><u>Self Regulation:</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 • give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> ▪ Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. ▪ Talks about their own and others' feelings and behaviour and its consequences. ▪ Is aware of behavioural expectations and sensitive to ideas of justice and fairness. ▪ Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. ▪ Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. ▪ Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise. ▪ Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. ▪ May still return to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. 	<p>sad, happy, angry, cross, hurt, kind take turns, share, help, worried, scared, excited fear, surprise, nervous, consequence, conflict</p>

<p style="text-align: center;"><u>Managing Self</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • explain the reasons for rules, know right from wrong and try to behave accordingly • manage their own basic hygiene and personal needs, including. dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>Recognises that they belong to different communities and social groups and communicates freely about own home and their community.</p> <ul style="list-style-type: none"> ▪ Is sensitive to prejudice and discrimination. ▪ See themselves as a valuable individual, describing their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms. ▪ Show resilience and perseverance in the face of challenge. ▪ Knows 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. ▪ Has a clear idea about what they want to do in their play and how they want to go about it. ▪ Shows confidence in choosing resources and perseverance in carrying out a chosen activity. 	<p>same, different, choose, help, me / myself / I difference, choice, confident, rule, ask, community, group, belong, challenge, persevere (keep trying)</p>
<p><u>Building Relationships</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • work and play cooperatively and take turns with others. • form positive attachments to adults and friendships with peers. • show sensitivity to their own and to others' needs. 	<ul style="list-style-type: none"> ▪ Build constructive and respectful relationships. ▪ Develop particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. ▪ Understand how important friendships are in making us feel happy and secure, and how people choose and make friends. ▪ Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ▪ Know that families are important for children growing up because they can give love, security and stability. ▪ Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or Back grounds), or make different choices or have different preferences or beliefs. <p>*Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship.</p>	<p>care, kind, play, share, friend behaviour, friendship, problem, turn taking relationship, difference, lonely, respect, belief</p>
<p><u>Health and Self-Care</u></p>	<p>Eat a healthy range of foodstuffs and understands need for variety in food.</p> <ul style="list-style-type: none"> ▪ Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures. <p>Have a good understanding of basic personal hygiene – toilet flushing, clean wiping, washing hands, what you can / cannot put in your mouth.</p>	<p>poo, wee, toilet, wash hands, clean, taste, dislike, clean teeth,</p>

	<ul style="list-style-type: none"> ▪ Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian ▪ Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad. ▪ Shows understanding of the need for safety when tackling new challenges and considers and manages some risks, e.g. when jumping off something checks around them and the landing. ▪ Shows understanding of how to transport and store equipment safely. 	hot, sweaty, safe, healthy, exercise, routine, safety, danger, hygiene
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How do we plan our bespoke PSHE spiral Curriculum?

- PSHE Key Learning questions, for the termly themes below, are taken from the PSHE Association Programme Builder: [2025 - 26 Primary Programme Builder - Thematic model.pdf](#)
- Teachers, through prior assessment, and knowledge/understanding of the needs of their cohort, create a bespoke PSHE curriculum using the PSHE Association Primary Programme Builder.
- Weekly ‘My Happy Mind’ Lessons further embed and enrich Relationships and Health Education in our school.
- Media Literacy and Digital Resilience is taught throughout the academic year in PSHE complimenting and enriching Online Safety in the Computing Curriculum.

Autumn Term

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Vocabulary</u>
	<u>Relationships</u> Safe relationships	<u>Relationships</u> Respecting Ourselves and Others	
Cycle B Y1/2 2026 – 27	Roles of different People, families and feeling cared for.	Recognising privacy, staying safe and seeking permission. How behaviour affects others, being polite and respectful.	Vocabulary of the previous year plus; kindness, fairness, relationship, feelings sharing, name-calling, secrets, special people, uncomfortable, comfortable, happy, unhappy, unsafe, private, kind, unkind, respect, permission

Cycle A Y1/2 2025 – 26	Making friends, feeling lonely and getting help.	Managing secrets, resisting pressure and getting help, recognising hurtful behaviour.	Vocabulary of the previous year plus; Opinion, listening, caring, teasing friend, argument, resolve, surprise, lonely bullying, similarities, differences, bullying
		Recognising things in common and differences, playing and working cooperatively, sharing opinions.	
Cycle B Y3/4 2026 – 27	What makes a family? Features of family life.	Personal boundaries, safely responding to others, the impact of hurtful behaviour.	Vocabulary of the previous year plus; co-operation, communication, relationship, friendship, self-esteem, aggressive, negative/positive behaviour, tolerance, anonymous, privacy, personal boundaries, online bullying, self respect, cultures.
		Recognising respectful behaviour, the importance of self-respect; courtesy and being polite	
Cycle A Y3/4 2025 – 26	Positive friendships, including online.	Responding to hurtful behaviour, managing confidentiality, recognising risks online.	Vocabulary of the previous year plus; consideration, peer-pressure, resilience, persistence, cyberbullying, bystander empathy, diversity, consequences, dares confidence, communicating, positive relationships, healthy relationships, mutual respect, discrimination.
		Respecting differences and similarities, discussing difference sensitively.	
Year 5	Managing friendships and peer influence.	Physical contact and feeling safe.	Vocabulary of the previous year plus; Collaboration, prejudice, conflict resolution boundaries, gender discrimination, peer influence, peer approval , strategies, resolving, acceptable, unacceptable, wanted, unwanted, physical contact, consent, permission seeking
		Responding respectfully to a wide range of people; recognising prejudice and discrimination	
Year 6	Attraction to others, romantic relationships, civil partnership and marriage.	Recognising and managing pressure, consent in different situations.	Vocabulary of the previous year plus; physical contact, racial discrimination, confidentiality, loving relationships, prejudice, civil partnership, civil marriage, boundaries, challenges, positive role models, communication, disagreement, sexual orientation, appropriate/inappropriate, forced marriage
		Expressing opinions and respecting other points of view, including discussing topical issues.	

SPRING TERM

	<u>Spring 1</u>	<u>Spring 2</u>	<u>Vocabulary:</u>
	<u>Living in the Wider World</u>	<u>Living in the Wider World</u>	

	Belonging to a Community	Money and Work	
Cycle B Y1/2 2026 – 27	What rules are, caring for others’ needs, looking after the environment.	Strengths and interests, jobs in the community.	Vocabulary of the previous year plus; right/wrong, fair/unfair, rules, borrowing, making choices, jobs, fact/opinion, same/different, environment, community
Cycle A Y1/2 2025 – 26	Belonging to a group; roles and Responsibilities, being the same and different in the community.	What money is, needs and wants, looking after money.	Vocabulary of the previous year plus; right/wrong, fair/unfair, rules, making decisions, local environment, spending/saving, beliefs, race, tolerance, rights, responsibilities, money, needs Wants.
Cycle B Y1/2 2026 - 27	The value of rules and laws, rights, freedoms and responsibilities.	Different jobs and skills; job stereotypes, setting personal goals.	Vocabulary of the previous year plus; communities/groups , laws, responsibility, local organisations, charity, human rights, interests, skills, achievements, gender
Year A Y3/4 2025 - 26	What makes a community, shared Responsibilities.	Making decisions about money, using and keeping money .safe	Vocabulary of the previous year plus; discrimination, stereotype, financial management, extreme views, different community groups, data, digital footprint, fact, advertisement, budget
Year 5	Protecting the environment, compassion towards others.	Identifying job interests and aspirations, what influences career choices, workplace stereo- types.	Vocabulary of the previous year plus; democracy, sovereignty, dictatorship, government, monarchy community roles, budget, loan, tax, interest, discount extremism, media, careers, diversity, inclusion, routes into work
Year 6	Valuing diversity, challenging discrimination and stereo- types.	Influences and attitudes to money, money and financial Risks.	Vocabulary of the previous year plus; Anarchy, United Nations, equal rights, human right, authority, diverse community, financial capability economic wellbeing, culture, traditions, enterprise, profit/loss, debt/interest, prejudice, manipulate, restrictions, regulations, critical consumer, scams Gambling, fraud

Summer Term

	<u>Summer 1</u>		<u>Summer 2</u>	<u>Vocabulary</u>
	<u>Health and Wellbeing</u> Physical Health and Mental Well Being	<u>Health and Wellbeing</u> Keeping Safe	<u>Health and Wellbeing</u> Growing and Changing	
Cycle B Y1/2 2026 - 27	Keeping healthy, food and exercise, hygiene routines, sun safety.	How rules and age restrictions help us. Keeping safe online.	Recognising what makes them unique and special, feelings, managing when things go wrong.	Vocabulary of the previous year plus; Healthy, Unhealthy, Hygiene, Physical activity, Likes, Dislikes, Rules, Age restriction, feelings Risk, behaviour, safety, gender characteristics, dislike, respect private parts, new-born, baby toddler, child, teenager, adult comfortable, uncomfortable, rules, emergency
Cycle A Y1/2 2025 - 26	Why sleep is important. Medicines and keeping healthy. Keeping teeth healthy. Managing feelings and asking for help.	Safety in different environments; risk and safety at home Emergencies.	Growing older, naming body parts. Moving class or year	Vocabulary of the previous year plus; physical health, mental health, Sleep, dental health, medicine, vaccination, healthy eating, physical activity, risk, opinion, similar, sex, gender, male, female, body parts, diet, tolerance, offspring, elderly, normal, emotions, feelings, emergency, penis, vagina, vulva, testicles
Cycle B Year 3/4 2026 - 7	Health choices and habits. What affects feelings, expressing feelings.	Risks and hazards, safety in the local environment and unfamiliar places.	Personal strengths and achievements, managing and re-framing setbacks.	Vocabulary of the previous year plus; fostering, physical, young carer, mental, mutual, responsibility, appropriate, internet safety, consideration, goal, consequences, balanced diets, strengths, interests, setbacks, hazards, personal identity, risk
Cycle A Year 3/4 2025 - 26	Maintaining a balanced lifestyle, oral hygiene and dental care.	Medicines and household products drugs common to everyday life.	Personal identity, recognising individuality and different, qualities mental wellbeing.	Vocabulary of the previous year plus; Lifestyle, oral hygiene, personal hygiene, physical illness, unexplainable, wellbeing, isolation loneliness, harmful, self-care, limited, benefit, target, achievement, medicines, drug, legal, illegal, nutrition, consequences, habit
Year 5	Healthy sleep habits, sun safety,	Keeping safe in different situations	Physical and emotional changes in	Vocabulary of the previous year plus; Misunderstanding, substance misuse, medicine/alcohol/drugs/tobacco

	medicines, vaccinations, immunisations and allergies.	including responding in emergencies first aid.	puberty. External genitalia, personal hygiene routines and support with puberty.	Aspiration, sun safety, first aid, bacteria, viruses, personal identity Individuality, gender, emergency, unsafe, social media, physical/emotional change puberty, menstruation, menstrual cycle, sanitary towel, tampon periods, cycle, protection, hair pubic hair, armpit/underarm, deodorant, bra, breasts, sweat, privacy, ovary/ovaries, fallopian tube, wet dream, erection, ejaculation, genital, organ, mature, testicles, reproductive organs
Year 6	What affects mental health and ways to take care of it. Managing change, loss and bereavement. Managing time online.	Keeping personal information safe, regulations and choices, drug use and the law. Drug use and the media.	Human reproduction, conception and birth. Increasing independence, managing transition.	Vocabulary of the previous year plus; peer pressure, negative pressure, gestation period, pregnancy, reproduction, birth, sperm, ovum, fertilisation, egg, conception, foetus umbilical chord, embryo, bereavement, transition, abuse, mental wellbeing, loss, grief, independence, transition, consent, committed relationships, marriage, love, personal information

Media Literacy and Digital Resilience (Taught throughout the academic year complimenting Computing Curriculum)

EYFS	<u>Managing Self</u> Children will know what a sensible amount of screen time is and why this is important for their health.
Cycle B Y1/2	Using the internet and digital devices, communicating online.
Cycle A Y1/2	The internet in everyday life; online content and information.
Cycle B Y3/4	How the internet is used, assessing information online.
Cycle A Y3/4	How data is shared and used.
Year 5	How information online is targeted, different media, types, their role and impact.
Year 6	Evaluating media sources, sharing things online.

	Autumn	Spring	Summer
Computing Curriculum	Online Reputation This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on	Managing online information This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the	Privacy and security This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to

	<p>technology's capacity to create effective positive profiles.</p>	<p>management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.</p> <p>Copy write and Ownership This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p>	<p>limit impact on privacy and protect data and systems against compromise.</p>
<p>PSHE</p>	<p>Self-image and Identity This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p> <p>Online Bullying This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</p> <p>Online relationships</p>		<p>Health, well-being and lifestyle This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>

	<p>This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p>		
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