



OUR *PSHE* CURRICULUM

SUPPORT • ACHIEVE • CELEBRATE



The teaching of PSHE at Cherry Lane Primary School is underpinned by the principles of the Cherry Lane Way.



INTENT

At Cherry Lane we consider personal, social and health & economic education (PSHE) a vital aspect of our school curriculum. We believe PSHE enables pupils to develop knowledge, skills and characteristics through their learning which contribute to their life skills now and prepare them for their future. Children enter our school from a variety of backgrounds, bringing with them a wide range of experiences and developed abilities to cope with challenges.

*The Government's statutory safeguarding guidance for schools: **Keeping children safe in education; statutory guidance for schools and colleges** states that:*

'Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities. In schools, relevant topics will be included within Relationships Education and Health Education.'

A combination of the ethos of the school and the structured activities in our PSHE programme will:

- prepare all pupils for the opportunities, responsibilities and experiences of life*
- develop pupil's abilities to relate to others*
- promote pupil's self-esteem, health and emotional well-being.*

- *help pupils to make informed choices at school and later in life, enabling them to appreciate the relevance of their achievements in life and society.*

At Cherry Lane we want our children to develop self-awareness, positive attitudes, self-esteem and confidence, enabling them to:

- *stay as healthy as possible*
- *keep themselves and others safe*
- *have worthwhile and fulfilling relationships*
- *respect the differences between people*
- *develop independence and responsibility*
- *play an active role as members of a democratic society*
- *make the most of their own abilities and those of others*
- *behave in a socially and morally acceptable way including towards authority and each other*
- *to become involved in the life of their community*
- *to know about democracy and how to be an active citizen*
- *to know about economic wellbeing.*

IMPLEMENTATION

At Cherry Lane Primary we follow the SCARF: Safety, Caring, Achievement, Resilience, Friendship programme across the school and look at one of the six themes half termly seen below;

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Me and my relationships	Valuing Differences	Keeping myself safe	Rights and responsibilities	Being myself	Growing and changing
Skills taught	Empathy Self-awareness Motivation Social skills	Managing feelings Empathy Social skills Self-awareness (anti-bullying week in November)	Motivation Self-awareness	Self-awareness Managing feelings Empathy	Motivation Social skills Managing feelings	Motivation Social skills Managing feelings

PROGRESSION OVERVIEW

The table below outlines the key areas of knowledge taught in each Year group at Cherry Lane.

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage

Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

Children also have the opportunity to have a visit from one of the Life Bus Team, at the beginning of the academic year. Each session is tailored to an age-appropriate level and teaches them about key life skills which is a cross-curricular link to other subjects such as science. Children in reception and year 2 are also given a chance to complete pedestrian training which enhances their knowledge of road safety.

Early Years Foundation Stage Provision

This SCARF curriculum overview aligns with PSHE topics with the Early Years Foundation Stage framework to support children's personal, social, and emotional development. Each PSHE topic incorporates EYFS learning goals to ensure a well-rounded approach.

Feelings and Emotions-EYFS Goals: Personal, Social and Emotional Development

- *Children discuss different emotions (e.g., happy, sad, angry) and learn to express their feelings using appropriate vocabulary.*
- *Develop self-regulation skills, understanding how to manage emotions and behaviour in different situations.*
- *Recognize the emotions of others, showing empathy and understanding.*

Similarities and Differences-EYFS Goals: Understanding the World & PSED

- *Explore the similarities and differences between boys and girls, promoting equality and inclusion.*
- *Discuss changes in the body as children grow, including an age-appropriate introduction to growth and development.*
- *Foster respect for all genders and challenge stereotypes in a developmentally appropriate way.*

Celebrating Differences and Showing Respect-EYFS Goals: PSED & Understanding the World

- *Appreciate the unique qualities of themselves and others, recognizing and respecting similarities and differences.*
- *Discuss kindness and develop strategies to show respect to peers and adults.*
- *Build inclusive relationships with children from diverse backgrounds, fostering a sense of community and belonging.*

Keeping Our Bodies Safe-EYFS Goals: PSED & Communication and Language

- *Understand the concept of personal boundaries and safe touch.*
- *Recognize trusted adults and identify people who help to keep us safe, including parents, teachers, and emergency services.*
- *Practice saying “no” assertively in uncomfortable situations and identify when to seek help.*
- *Discuss the concept of growth mind-set, emphasizing the value of trying, learning from mistakes, and perseverance.*
- *Build confidence in facing challenges and celebrating small successes.*
- *Encourage positive self-talk and affirmations to develop resilience and motivation.*

Making Healthy Choices-EYFS Goals: Physical Development & Understanding the World

- *Explore the importance of healthy eating and drinking habits.*

- *Identify healthy and unhealthy foods, and understand how balanced choices keep our bodies healthy.*
- *Learn basic hygiene practices such as handwashing, brushing teeth, and taking care of their body.*

Taking Care of the Environment-EYFS Goals: Understanding the World

- *Explore ways to care for the natural world, including recycling, conserving resources, and looking after plants and animals.*
- *Develop responsibility for keeping personal spaces and school environments tidy and safe.*
- *Foster curiosity and respect for the world around them, learning about the impact of their actions.*

This curriculum overview integrates EYFS principles into the PSHE topics to provide a structured yet flexible framework for early childhood learning and development.

KEY VOCABULARY

The vocabulary that children are introduced to and use in each topic is detailed on the first page of each medium term plan. Vocabulary will be displayed on the smart boards in each lesson, with appropriate accompanying visuals to support pupils' understanding. Please see the summary below.

	Me and My Relationships		Valuing Difference		Keeping Myself Safe		Right and Responsibilities		Being My Best		Growing and Changing	
Nursery	arms ears eyes feel choose head friend knees elbows pants legs like	look nose mouth teeth hands fingers feet toes vest private special	similar different friendship friend family special	kind sharing helping feelings	safe help grown-up tell tummy- feelings unsafe signs weather clothing playground car-park pavement	paint scissors glue careful labels medicines cleaning products water food fresh-air sleep	healthy snacks sugar germs wash-hands fruit vegetables similar different	helping family friends feelings classroom care tidy clean look-after	food water exercise sleep energy	challenge encourage keep-trying get better at practice		
Reception	special practise effort same different special favourite family help	special people friends feelings happy sad emojis kind helpful	special likes dislikes favourite same different kind	unkind family home kindness new-friend friendship	keep clean keep safe sleep water food fresh-air cuddle medicine chemist doctor	grown-up safe unsafe detective tummy- feelings uncomfortable worried adult trust address	family look-after help-each- other be-alone friends working together environment money look-after responsibility litter shop	save help-each- other helpful electricity buy safe-place be-alone caring pollution cost recycling pay	bounce back try food exercise routine encourage try again energy exercise heart calm	grow sleep muscles healthy fruit vegetable energy dairy	seasons growing baby family spring life child summer teenager	love autumn adult care winter old age grow cycle
Year 1	rules safe responsibility work together feelings body language emotions support	behaviour hurt help heal family special people friendship making up listening	same different difference respect unkind unkindness tease teasing bully bullying behaviour	rules safe fair special people qualities feelings unfair kind unkind	energy food water air oxygen exercise healthy dairy fruit vegetables sugar salt cereal meat sleep rest grow tired	feelings worried nervous scared support unsafe feelings emotions loss lost medicine safe harmful responsibility private trust privates	hygiene routine clean environment responsibility needs responsible rules money cost bills spending afford bank coin	note worth saving safe first-aid risk accident danger hazard kettle safe burn scald accident emergency	starchy diary protein fruit vegetables vitamins portion healthy sugar salt cereal germs disease hygiene spread	learning practice mistakes confidence achievement praise support feedback encourage feelings behaviour consequences special person promise	organ heart lungs intestines brain stomach oxygen digested caring love attention change growing unkind	unkindness tease teasing bully bullying witness experience getting help surprise secret uncomfortable

Year 2	happy safe caring friendly rules feelings	bullying teasing repeated regular friendship friendly	unique respect feelings behaviour calm aggressive solve special	help cooperate kind kindness unkind listening listen problem	sleep medicines safety unsafe feelings worried safe touch uncomfortable	hurt surprise secret safe tell consent permission trust	help share take turns listen control erupt unsafe uniform help	responsibility spending saving environment money spending saving	practise encourage goal achieve challenge choose choices healthy unhealthy vaccination injection disease hygiene	germs teeth dental oxygen water food exercise rest brain heart lungs stomach intestine	help support supportive change loss feelings emotions frightened nervous growing food rest sleep care	learning first aid risk accidental danger hazard kettle safe burn scald accident emergency
Year 3	rules safety responsibility care loss feelings cooperate collaborate friendships falling out making up compromise	conflict point-of-view dare persuade continuum opinions respectful courteous challenging strategies calm apologise	family adoption fostering family community belonging respect cooperation listening politeness courtesy	manners similarities differences identity bullying prejudice disability gender race colour	danger dangerous risk risky trust safe unsafe feelings strategies consequence safer browsing phishing search engine	fake news internet private public profile personal information decisions risks medicines drugs harmful helpful instructions	volunteer wellbeing helper responsible safe healthy fact opinion	environment waste income saving spending earning	balanced diet proteins muscles dairy teeth bones starchy carbohydrates energy fruit vegetables healthy infection cleanliness hygiene rest sleep water medicine drug	dose safety instructions debate discussion continuum courteous respectful justify goals ambitions improve achieve collaboration cooperation teamwork goal-setting talents skills intelligence	relationships positive healthy trust caring personal body space invade uncomfortable stop respect touch	secret surprise feelings angry upset jealous worried excited scared talk
Year 4	bothered terrified petrified frightened scared peaceful confident assured untroubled calm joyful ecstatic delighted happy painful agonising excruciating sore	unhappy sad physical effects feelings positive healthy relationship respect qualities excluded assertive aggressive negotiate friendly rude consequences face-to-face	negotiation compromise body space invade sharing acquaintances	aggressive apologise similarities differences respect stereotype	danger dangerous risk risky hazard hazardous privacy settings security	dare assertive medicines drug choices social norm persevere influence consequences	responsible reliable trustworthy safe healthy rules laws rights united nations democracy influence opinion respectful	courteous anti-social behaviour witness environment conservation income expenditure essential income tax Nat. Insurance VAT deductions public services	individual unique choices balanced diet wellbeing mental health refuse reduce re-use rot recycle repair re-think community first aid	injury minor accident emergency blood nose bleed choking breathing airway unresponsive casualty burn scale wound recovery	learning practise secret	surprise uncomfortable

Year 5	aching repentant rueful remorseful regretful apologetic abandoned isolated ignored alone lonely distressed miserable devastated	assertive compromise collaborate teamwork physical effects facial expressions body language unkind tease bully pressure independent										
	collaborate negotiation compromise conflict resolution insensitive sensitive unhealthy relationship verbal physical abuse uncomfortable	touching unsafe assertive passive aggressive emotions needs non-verbal body language tone of voice face-to-face	friendship talking listening respect excluded discrimination prejudice metaphor diverse multicultural	society sexual orientation gender identity expression embarrassed reactions consequences	habit addiction pros cons weigh-up risks bullying cyberbullying dare pressure resist assessing	influence risk taking personal information privacy settings drugs cigarettes alcohol norms perception assertive	responsibility fact opinion biased unbiased rights duties voluntary community pressure action group costs wages	salaries rent Fair Trade borrow loan credit debit interest council vote elections councillors	healthy organs body systems perseverance commitment resilience determination patience	interpersonal skills community independence responsibility personal qualities celebrities	wellbeing resilience unwanted attention separation fostered embarrassed reactions consequences hormones compromise respect	mood swings confidence confidential prejudice biological orientation identity expression verbal physical abuse
Year 6	collaboration teamwork negotiation compromise balanced friendship respectful assertive peer pressure resolution sensitive thoughtful	response marriage civil partnership appropriate inappropriate privacy settings identity theft secure	witness bystander unique positive feedback confidence self-esteem diversity biological	orientation gender identity expression stereotype media influence assumption	social media parental consent trolling online safety sharing privacy personal information right permission illegal sexual images habit addition emotional needs drug	legal medical non-medical drug laws restrictions possess supply produce penalties alcohol short-term effects long-term risks norms physical independence responsibility conflicting emotions	biased unbiased fact opinion stereotype social media profile online safety sharing saving bank account building society junior ISA interest debit card cash value tax income PAYE VAT public	grant environmental sustainable composting recycling energy materials waste transport shop local food mile fair trade reuse democracy election manifesto candidate voting policies voting booth ballot slip ballot box constituencies House Of Commons	wellbeing connect be active take notice mindful creative give aspirations goal setting perseverance health accurate reliable sources assessing risk dilemma choices	influence red cross first aid emergency 999 ambulance operator information serious adult scenario script role feelings panic calm responsive unresponsive	change support conversation discuss body image self esteem manipulation media stereotype	gender peer pressure privacy puberty physical emotional confidence

CONSOLIDATION

Learning is consolidated through revisiting and building upon previously taught lessons across the year groups. Learning is also linked to new learning, through asking the children to reflect on their learning on a previous lesson and how they may have similar feelings and emotions through previous lesson content.

INCLUSION

Children will engage in many types of tasks including critical reflection, practical activities, creative development and writing. Where necessary, activities and resources are differentiated in order to meet individual needs.

Ensuring that all pupils have access to the PSHE curriculum is of utmost importance. To accommodate diverse learning needs, we make adjustments to our teaching methods. Each lesson has a clear L.O and success criteria and suitable challenges given when required. When students are working below age related expectations, we make sure not to narrow the curriculum. Instead, we focus on making reasonable adjustments to the lesson ensuring that they acquire essential knowledge from previous years to help them access the current topic. Teachers can use this to support children in their learning of the skills rather than specific theory. By using Teacher Assessment effectively, we can tailor our teaching to meet the needs of individual students, ensuring that they have access to a diverse and well-rounded PSHE curriculum, even if their learning outcomes differ.

IMPACT

In our summative assessments of the impact of the PSHE curriculum (pupil progress) at Cherry Lane Primary School we look within the context of lessons and beyond, to the capacity of our pupils to develop the following characteristics:

Improved Emotional Well-Being

Development of Emotional Literacy: *It helps children identify and manage their emotions through structured lessons on topics like resilience, self-esteem, and coping strategies.*

Mental Health Awareness: *It introduces concepts of mental health early, fostering a culture of openness and reducing stigma.*

Positive Behavior and Relationships

Promoting Respect and Empathy: *It encourages understanding and respect for others, leading to reduced bullying and better peer relationships.*

Conflict Resolution Skills: *Children learn constructive ways to handle disagreements, improving the overall school environment.*

Enhanced Academic Outcomes

Focus and Engagement: *By addressing emotional and social needs, our PSHE programme creates a supportive environment that enhances focus and readiness to learn.*

Building Confidence: *Improved self-confidence through carefully planned activities can positively influence participation and academic achievement.*

Inclusivity and Diversity

Celebrating Differences: The scheme highlights the importance of diversity and inclusion, encouraging acceptance of various cultures, abilities, and backgrounds.

Anti-Discrimination Lessons: Children learn to recognize and challenge prejudice, fostering an inclusive school ethos.

Healthier Lifestyle Choices

Awareness of Physical Health: It covers topics like nutrition, exercise, and hygiene, helping children make informed health decisions.

Safety Education: Lessons include online safety, road safety, and understanding healthy boundaries.

Monitoring is undertaken regularly by the coordinator, ensuring that progression from year to year is evident both in work produced and in planning. Pupil voice exercises are also undertaken. Particular attention is paid to the following:

- Children recognise and apply British Values and are able to show a healthy attitude towards school.*
- They will be able to develop a healthy and positive attitude towards their peers which will impact the quality of their relationships.*
- Children recognise the importance of knowing how they feel, what they can do to self-regulate to control their emotions and how to seek help when needed.*
- They are aware of who to go to and who to speak to with any concerns.*