

Intent

At Medway Community Primary School, our PSHE curriculum supports pupils to become healthy, safe, independent and responsible members of society. Our PSHE curriculum is structured around three core strands:

- Health and Wellbeing**
- Relationships (Statutory RHE content)**
- Living in the Wider World**

The statutory requirements for Relationships and Health Education (RHE) are taught through our PSHE programme and are fully embedded across all year groups. This curriculum also fulfils the statutory requirements for Health Education

Personal Development

Our PSHE curriculum is the central driver of personal development at Medway Community Primary School. Through a carefully planned and progressive curriculum, pupils develop the knowledge, skills and attributes needed to thrive as confident, resilient and responsible individuals.

Across all year groups, pupils are supported to:

- build and maintain healthy relationships
- understand and manage their emotions
- recognise risk and stay safe in a range of contexts
- develop respect, tolerance and appreciation of diversity
- understand their role within their community and wider society

This is achieved through the structured teaching of **Health and Wellbeing, Relationships and Living in the Wider World**, alongside a strong focus on **safeguarding and contextual safeguarding**, ensuring pupils are prepared for life in modern Britain.

Nursery	EYFS – PSHE (linked to PSED)		
	Nursery – End Points		Core PSHE Coverage (EYFS)
	<ul style="list-style-type: none"> • Ready for new experiences and transition to Reception • Follow rules and understand why they are important • Be responsible and part of the school community • Make healthy choices (food, hygiene, activity) • Begin to recognise risks and understand how to stay safe <p>Nursery PSHE provides the foundations for safeguarding by helping children understand routines, recognise familiar adults and begin to express when they need help.</p>		<ul style="list-style-type: none"> • Relationships: making friends, sharing, taking turns, learning to play alongside others • Health & Wellbeing: developing independence, beginning to express feelings, hygiene and healthy choices • Safety: beginning to recognise safe and unsafe situations, understanding who helps us in school (familiar adults), learning simple rules and routines that keep us safe, beginning to ask for help when needed • Wider World: routines, rules, belonging to the class and early understanding of community
Suggested Themes- Autumn	Suggested Themes- Spring	Suggested Themes- Summer	
Routines, All about me, Autumn, Halloween, Diwali, Bonfire night, Christmas/ Winter	Valentines Chinese New year Tasting Chinese food / pancakes Spring/Farms/Traditional tales/Easter Mother’s day/ hatching chicks	Growing / Eid /Growing butterflies Minibeasts/ Summer	

<p>Reception PSED</p>	<p>Reception – PSHE (PSED)</p> <p>Reception - End Points</p> <ul style="list-style-type: none"> • Build positive relationships and friendships • Understand and regulate emotions • Develop independence and resilience <p>In Reception, pupils build on early safety learning by developing confidence to seek help, recognise unsafe situations and understand basic boundaries</p>		<p>PSHE Coverage</p> <ul style="list-style-type: none"> • Relationships: friendships, working with others, resolving conflict, understanding others’ needs • Health & Wellbeing: recognising and managing feelings, developing self-regulation, making healthy choices • Safety: recognising safe and unsafe situations in familiar environments, understanding who trusted adults are and how they help, developing confidence to ask for help and share concerns, understanding basic personal boundaries (e.g. personal space), beginning to understand simple online safety (e.g. using devices safely with adults) • Wider World: rules, routines, expectations, behaviour and belonging to a wider community
<p>Suggested Themes/NC- Autumn</p>		<p>Suggested Themes/NC- Spring</p>	<p>Suggested Themes/NC- Summer</p>
<p>Theme: Settling in / Us /Autumn/ Festivals/Nocturnal/Where in the world</p> <ul style="list-style-type: none"> • To play co-operatively with a focus on taking turns (games / role play / bikes/laptops) • Names of friends / support children to make friends / be friendly / (circle time / group games) • To think about how they are feeling, how do feelings change through the day / week • Name different feelings and start to understand the differences between them • To follow a simple 1 step instruction • Classroom routines / expectations • Right and wrong – why we sometimes need to have rules • Introduction of value of the week • Looking after our environment (keeping clean / tidy etc) • Keeping clean / washing hands / germs • Identify trusted adults and understand how they help us 		<p>Theme: Winter/Festivals/bears /growing/planting/</p> <ul style="list-style-type: none"> • Working together to be good friends – what makes a good friend? • How to help others if you see someone hurt/upset and be sensitive to their needs • To know how to deal with falling out with friends or if a friend makes you angry (ie not sharing / snatching your toy) • To know what to do if your needs are not met instantly (calm techniques / other ways to deal with it / how to deal with your emotions) • To follow a 2 step instruction • Importance of eating healthy foods – look at growing vegetables • How we behave when we are on trips / out of school and why this is important • Taking jumpers on /off techniques to support independence • Recognise when something feels wrong and know how to ask for help 	<p>Theme: Traditional stories/Festivals / transition/minibeasts</p> <ul style="list-style-type: none"> • Solving problems with the help of others • Transition up to year 1 – how to deal/cope with this change • Listen to other people’s ideas • Celebrating success – what can you achieve now that you couldn’t at the start of the year. Look at far you have come • To follow instructions with several steps • Transition up to year 1 – how to deal/cope with this change • Not to give up when things stand in your way – persevere if things become tough / hard • Transition up to year 1 – how to deal/cope with this change • Understand how rules help keep us safe at school and at home

Contextual safeguarding is embedded throughout our PSHE curriculum. Pupils learn to recognise risk not only within the home, but also in peer relationships, online environments and the wider community.

Pupils are taught how to:

- recognise unsafe situations
- understand risk beyond the home
 - respond appropriately
 - seek help confidently

Year 1 - Key Content Across Year

- **Health & Wellbeing:** self-awareness, identity, bullying, kindness, healthy lifestyle, feelings
 - **Relationships:** similarities and differences, belonging, friendships, family, caring
- Safety:** recognising safe/unsafe situations, stranger danger, emergencies, trusted adults, online safety
- **Wider World:** aspirations, personal development, rules, fairness, equality

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme: Rags to Riches		Theme: From the city to the seaside	
	<p>Theme: Think Big</p> <p>Texts: Once There Were Giants by Martin Wadell, Giants by Mij Kelly, The Enormous Turnip, Finn MacCool and the Giant’s Causeway, The Smartest Giant in Town by Julia Donaldson, Greta and the Giants by Zoe Tucker</p> <p>Concepts:</p> <ul style="list-style-type: none"> • What makes me special or unique? • How am I the same or different from other people? • How can I develop as a person? • How can I share my hobbies and interests with others? • Who will help me to be a good or great me? 	<p>Theme: Into the Woods</p> <p>Texts: Little Red Riding Hood, Hansel & Gretel, Into the Woods by Anthony Browne, The Deep Dark Wood by Algy Craig Hall</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Stranger Danger (Why should we be cautious around strangers?) • Bullying (Is it ever ok to harm someone else?) • Emergency (What can we do if there is an emergency?) 	<p>Text: Sleeping Beauty, The Paper Bag Princess, Castle Poems, Jack and the Beanstalk, The Very Last Castle</p> <p>Text type: Narrative (Fairy tale ending/Modern Fairy tales/Traditional fairy tales)</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Health and Prevention (How can I be healthy?) • Health and Prevention (How much food exercise and rest do I need to maintain a healthy body?) • Health and Prevention (How can I maintain a healthy body and mind?) • Health and Prevention (What are positive and negative feelings?) <p><u>In ICT</u></p> <ul style="list-style-type: none"> • Understand the importance of keeping personal information private • Where and how to report concerns and get support with issues online • That the internet can also be a negative place where bullying can take place 		<p>Text: Nana in the City by Lauren Castillo, What if...? By Anthony Browne, Dick Whittington, The Snail and the Whale, Gracie the Lighthouse Cat, The Lighthouse Keeper’s Lunch</p> <p>Text type: Description</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Respectful relationships (What is fair and just?) • Respectful relationships (Why do we have laws and rules?) • Respectful Relationships (What is equality?) • Caring relationships (Do I have to do anything to make people love or like me?) • Caring relationships (How do I show others I like or love them?) • Caring relationships (What could I do if I feel excluded or lonely?) • Caring relationships (How can my family protect and care for me?) <p><u>In ICT</u></p> <ul style="list-style-type: none"> • Understand the importance of keeping personal information private • Where and how to report concerns and get support with issues online 	

	<ul style="list-style-type: none"> • What could I do if achieving my aims feels impossible? <p><u>In ICT</u></p> <ul style="list-style-type: none"> • Understand the importance of keeping personal information private • Where and how to report concerns and get support with issues online • That the internet can also be a negative place where bullying can take place 			<ul style="list-style-type: none"> • That the internet can also be a negative place where bullying can take place
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Year 2 - Key Content Across Year

Health & Wellbeing: healthy diet, hygiene and dental care, recognising and managing feelings

Relationships: friendships and respectful behaviour, recognising and responding to bullying, respecting differences

Safety: recognising a wider range of risks in school, home and community, understanding boundaries and personal space, developing confidence to seek help independently, recognising bullying (including online) and how to respond, understanding simple online safety and respectful behaviour

Wider World: needs vs wants, fairness, belonging, developing early understanding of responsibility and decision-making

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme: From Bugs to Beasts!		Theme: Food of the Gods		Theme: The Greatest Show	
	<p>Texts: The Very Hungry Caterpillar by Eric Carle Expert packs about fruit. The Bog Baby by Jeanne Willis and Gwen Millward</p> <p>Concept:</p> <ul style="list-style-type: none"> To know about foods that support good health. To identify and recognise change in themselves and others. Understanding the difference between wants and needs <p>In ICT Consider the effect of their online actions on others and know how to recognise and display respectful behaviour online</p>	<p>Texts: Gorilla by Anthony Browne The Spider and the Fly by Tony DiLertzi Expert packs about animals. Zerraffa Giraffa by Dianne Hofmeyr and Jane Ray</p> <p>Concept:</p> <ul style="list-style-type: none"> To know about different types of bullying (including cyberbullying) To understand the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Understanding that bullying, including cyber-bullying, has a negative and often long-lasting impact on mental wellbeing. Knowing what constitutes a healthy diet. To know that simple hygiene routines that can 	<p>Texts: The Glassmaker's Daughter by Dianne Hofmeyr and Jane Ray</p> <p>Concept:</p> <ul style="list-style-type: none"> Knowing what is meant by dental hygiene <p>In ICT Consider the effect of their online actions on others and know how to recognise and display respectful behaviour online</p>	<p>Texts: Charlie and the Chocolate Factory by Roald Dahl Chocolate by Liz Gogerly Fairtrade by Jillian Powell</p> <p>Concept:</p> <ul style="list-style-type: none"> Understanding what creates a healthy diet Understanding and reflecting upon special places 	<p>Texts: Ahmed and the Feather Girl by Jane Ray Peter Spier's 'Circus!' Expert pack about the history of the circus</p> <p>Concept:</p> <ul style="list-style-type: none"> Understanding and respecting differences within families <p>In ICT Consider the effect of their online actions on others and know how to recognise and display respectful behaviour online</p>	<p>Texts: Leon and the Place Between</p> <p>Concept:</p> <ul style="list-style-type: none"> Understanding different feelings- worry Managing different feelings-worry Respecting others

		stop germs from spreading.				
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Year 3 - Key Content Across Year

Health & Wellbeing: understanding a wider range of emotions, developing resilience and wellbeing strategies

Relationships: family roles and structures, positive friendships and empathy, conflict resolution

Safety: recognising safe and unsafe situations in different contexts, understanding feelings of safety and responding to concerns, identifying trusted adults and how to seek help, beginning to recognise risk beyond immediate environments (early contextual safeguarding)

Wider World: community and belonging, responsibility and fairness, impact of actions on others

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Theme/ Concept (NC)</p> <p>Theme: Street Child Text: Street Child Concept:</p> <ul style="list-style-type: none"> Discussing differences within families (orphans) Understanding the importance of trust within relationships Recognising feelings of unsafety and where to go for help. <p><u>In ICT</u></p> <ul style="list-style-type: none"> Know how to be a discerning consumer of information Understand 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 Where and how to report concerns and get support with issues online 	<p>Theme/ Concept (NC)</p> <p>Theme: Our Community: Highfields Text: Alice in Wonderland Concept:</p> <ul style="list-style-type: none"> Exploring the diversity of communities seen in Leicester and Highfields. Identifying different family structures and characteristics of a healthy family. Exploring the risks associated with an inactive lifestyle. Exploring what constitutes a healthy diet. Exploring healthy relationships, including feelings of inclusivity. 	<p>Theme/ Concept (NC)</p> <p>Theme: Macbeth Text: Macbeth Concept:</p> <ul style="list-style-type: none"> Identifying values needed in friendship and society. Understanding the scale of emotions, including guilt and loneliness. <p><u>In ICT</u></p> <ul style="list-style-type: none"> Know how to be a discerning consumer of information Understand 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 Where and how to report concerns and get support with issues online 	<p>Theme/ Concept (NC)</p> <p>Theme: Treasure Island Text: Treasure Island Concept:</p> <ul style="list-style-type: none"> Respecting differences amongst adults and peers (disability). 	<p>Theme/ Concept (NC)</p> <p>Theme: Epic of Gilgamesh Text: Epic of Gilgamesh Concept:</p> <ul style="list-style-type: none"> Discussing ways family structures can change. 	<p>Theme/ Concept (NC)</p> <p>Theme: Epic of Gilgamesh Text: Epic of Gilgamesh Concept:</p> <p><u>In ICT</u></p> <ul style="list-style-type: none"> Know how to be a discerning consumer of information Understand 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 Where and how to report concerns and get support with issues online

Year 4 - Key Content Across Year

Health & Wellbeing: physical and mental health understanding, healthy routines and wellbeing

Relationships: healthy friendships and trust, respect and boundaries, resolving conflict

Safety: understanding safe/unsafe situations including online, recognising digital risks and privacy issues, understanding appropriate and inappropriate contact, knowing how and when to report concerns

Wider World: digital citizenship, equality and diversity, independence and decision-making

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Theme/ Concept (NC)</p> <p>Theme: Anglo-Saxons and Vikings Text: Nothing But Trouble, Wider than the Sea, Sir Gawain and the Green Knight Concept:</p> <ul style="list-style-type: none"> Healthy relationships are positive and welcoming towards others, and do not make others feel lonely or excluded Most relationships have ups and downs, and these can often be worked through so that the friendship is repaired or even strengthened, and resorting to violence is never right 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 to take in a range of different contexts to improve or support respectful relationships 	<p>Theme/ Concept (NC)</p> <p>Theme: Ancient Greece Text: The Iliad Concept:</p> <ul style="list-style-type: none"> The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness What sorts of boundaries are appropriate in relationships with peers and others (including in a digital context) <p>Chryseis and Briseis:</p> <ul style="list-style-type: none"> That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice from, e.g. family, school and/or other sources D&T link: The principles of planning and preparing a range of healthy meals. <p><u>In ICT</u></p> <ul style="list-style-type: none"> How to critically consider online relationships and sources of information, 	<p>Theme/ Concept (NC)</p> <p>Theme: Antarctica Text: Shackleton's Journey, Charlie Changes into a Chicken Concept:</p> <ul style="list-style-type: none"> Concepts of basic first-aid, for example dealing with common injuries, including head injuries Pupils understand that different activities require different amounts calories and nutrients to be healthy (i.e Arctic explorers, Athletes etc). 	<p>Theme/ Concept (NC)</p> <p>Theme: The Age of Enlightenment Text: Frankenstein Concept:</p> <p><u>Internet Safety Day</u></p> <ul style="list-style-type: none"> Know how to be a discerning consumer of information (<i>Protecting oneself from online identity theft and scam websites.</i>) Understand the importance of keeping personal information private How to critically consider online relationships and sources of information, including awareness of the risks associated with people they've never met People sometimes behave differently online, including by pretending to be someone they are not The same principles apply to online relationships as 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 information and data is shared and used online 	<p>Theme/ Concept (NC)</p> <p>Theme: Ancient Baghdad Text: The Golden Horsemen of Baghdad, Wonder Concept:</p> <ul style="list-style-type: none"> 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 	<p>Theme/ Concept (NC)</p> <p>Theme: Islamic Golden Age Text: The Golden Horsemen of Baghdad Concept:</p> <ul style="list-style-type: none"> Becoming aware of dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Safety over summer <p><u>In ICT</u></p> <ul style="list-style-type: none"> How to critically consider online relationships and sources of information, including awareness of the risks associated with people they've never met People sometimes behave differently online, including by pretending to be someone they are not The same principles apply to online relationships as 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 information and data is shared and used online

	<ul style="list-style-type: none"> The importance of self-respect and how this links to their own happiness <p><u>In ICT</u></p> <ul style="list-style-type: none"> How to critically consider online relationships and sources of information, including awareness of the risks associated with people they've never met People sometimes behave differently online, including by pretending to be someone they are not The same principles apply to online relationships as 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 information and data is shared and used online 	<p>including awareness of the risks associated with people they've never met</p> <ul style="list-style-type: none"> People sometimes behave differently online, including by pretending to be someone they are not The same principles apply to online relationships as 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 information and data is shared and used online 				
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Year 5 - Key Content Across Year

Health & Wellbeing: mental health and support, puberty and body changes, impact of lifestyle choices

Relationships: family types and diversity, boundaries, consent and respect, challenging stereotypes

Safety: recognising unsafe situations including within the home, understanding peer pressure, identifying online risks and manipulation, knowing how to report concerns and seek help independently

Wider World: law, rules and responsibility, community and equality, decision-making

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2
	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)
	<p>Theme: N/A Text: Floodland Concept:</p> <ul style="list-style-type: none"> Exploring different family types and their characteristics. Understanding the importance of respecting others, regardless of our differences. <p><u>In ICT</u></p> <ul style="list-style-type: none"> Where and how to report concerns and get support with issues online. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	<p>Theme: N/A Text: Floodland + Richard III Concept:</p> <ul style="list-style-type: none"> Recognising stereotypes and the impact these can have. 	<p>Theme: N/A Text: Richard III Concept:</p> <p><u>In ICT</u></p> <ul style="list-style-type: none"> Where and how to report concerns and get support with issues online. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them 	<p>Theme: N/A Text: The Tempest Concept:</p> <ul style="list-style-type: none"> Understanding boundaries and the importance of privacy. Recognising who we should trust and understanding why it sometimes has to be broken. 	<p>Theme: N/A Text: The Odyssey Concept:</p> <ul style="list-style-type: none"> Exploring the contributions different people can make to a community. Understanding bullying in diverse communities. Identifying key facts about the changing body as it develops into adolescence. Understanding law-making and how these contribute to society. Exploring associated risks with legal and illegal substances. Understanding the legalities associated with marriage. Exploring mental ill health and how to support myself. <p><u>In ICT</u></p> <ul style="list-style-type: none"> Where and how to report concerns and get support with issues online. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

Year 6 - Key Content Across Year

Health & Wellbeing: mental health, stress and coping, independence and transition

Relationships: complex friendships and peer influence, healthy vs unhealthy relationships, respect and diversity

Safety: understanding risks beyond the home (contextual safeguarding), recognising exploitation and unsafe situations, understanding risks linked to going missing and peer influence, knowing how to respond and seek help confidently

Wider World: active citizenship, diversity and inclusion, preparing for secondary and independence

Year 6	Autumn	Spring	Summer
	<p>Theme: Victorian England</p> <p>Text: Great Expectations Writing text type: Wills/ Biography/ Instructional writing Concept:</p> <ul style="list-style-type: none"> • Understanding that families look different, but they are built on love and care. • Understanding how respect builds healthy relationships • Caring relationships and changing bodies • Growing and changing relationships • Mental wellbeing and managing emotions • Active lifestyles • Poor and healthy diets • Drug addiction • Immunisation • Importance of sleep • Puberty and menstrual cycles. <p><u>In ICT</u></p> <ul style="list-style-type: none"> • Know how to be a discerning consumer of information, including knowing that information from search engines is ranked, selected and targeted • 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 information and data is shared and used online 	<p>Theme: Partition of India</p> <p>Text: Murder at the Mushaira Writing text type: Intelligence report/Setting description Concept:</p> <ul style="list-style-type: none"> • Understanding different types of families and people who care for me • Identifying how to recognise if family relationships are making them feel unhappy or unsafe. • Importance of respecting others, even when they are very different from them (e.g. physically, in character, personality or backgrounds). • Understanding different types of bullying and cyberbullying <p><u>In ICT</u></p> <ul style="list-style-type: none"> • Know how to be a discerning consumer of information, including knowing that information from search engines is ranked, selected and targeted • 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 information and data is shared and used online 	<p>Theme: Nature</p> <p>Text: Lord of the Flies Writing text type: Narrative /Persuasive letter /Psychiatric report/Leaflet Concept:</p> <ul style="list-style-type: none"> • Developing empathy • Developing coping strategies • Importance of rules to stay safe. <p><u>In ICT</u></p> <ul style="list-style-type: none"> • Know how to be a discerning consumer of information, including knowing that information from search engines is ranked, selected and targeted • 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 information and data is shared and used online