

The Nethersole CofE Academy

PSHE Curriculum

Jesus said, 'You're here to be light, bringing out the God-colours in the world.' Matthew 5:16
(The Message)



The Nethersole
C of E Academy and Nursery



The Nethersole CofE Academy Vision and Values

'Let Your Light Shine'

Our Christian Vision for everyone to be unique shining lights in God's world is illuminated by our biblically based **Christian Values** that we learn to radiate in our daily lives - in our attitudes, relationships, behaviour, choices and decisions.

Hope



Community



Dignity and Respect



Forgiveness



Wisdom



Thankfulness



Intent

Our curriculum intent at The Nethersole CofE Academy is to provide a broad, exciting, and challenging curriculum of the highest quality for the children in our care; encouraging, motivating and ensuring all children develop a love of learning, to achieve their full potential.

Implementation

Our curriculum will be implemented through knowledge-led experiences, enabling the children to increase their knowledge, learn and master new skills and therefore, deepen their understanding in a wide range of subjects.

Impact

The impact of this broad, exciting, and challenging curriculum is to inspire and motivate the young people in our care to become lifelong learners. We also provide a Christian community to enable all to value faith. All pupils are encouraged to be proud of their own culture, religion and language and show respect to those of others.

To be light (living in our community and reaching out beyond it) bringing out the God-colours in the world.'

Jesus said, 'You're here to be light, bringing out the God-colours in the world.' Matthew 5:16

Our Vision

The Nethersole Church of England Academy Primary School and Nursery has a Christian foundation that inspires its life and work. Following the teaching of Jesus, we accept the challenge - 'to be light [living in our community and reaching out beyond it], bringing out the God-colours in the world.' Matthew 5:16

At the heart of our school is the belief that everyone is a child of God, fearfully and wonderfully made in his image. Our work therefore is to nurture and love every individual, child and adult, to find and develop their gifts, overcoming barriers and growing in confidence to **flourish** - to let their light shine as the very best God version of themselves. Effective teaching and learning underpin this. We wish to inspire everyone to take responsibility for creation, civilisation, and the well-being of each other, embracing and treasuring our differences.

Our Christ led vision is for a world of justice, respect, and love, and of people who are not afraid to love and sacrifice themselves for others. Our inspiration is Jesus, who loves us in sacrifice, forgives us and reminds us that we each have something special to do to bring out the God colours of the world. We believe that there is a space for everyone to shine brightly and differently and that this adds to the richness of our school family, our community and the wider world.

PSHE Long Term Plan

	Autumn 1 <i>Being me in my World</i>	Autumn 2 <i>Celebrating Difference</i>	Spring 1 <i>Dreams and Goals</i>	Spring 2 <i>Healthy Me</i>	Summer 1 <i>Relationships</i>	Summer 2 <i>Changing Me</i>
EYFS F1- Nursery F2- Reception	<ul style="list-style-type: none"> • Self-identity • Understanding feelings • Being in a classroom • Being gentle • Rights and responsibilities 	<ul style="list-style-type: none"> • Identifying talents • Being special • Families • Where we live • Making friends • Standing up for yourself 	<ul style="list-style-type: none"> • Challenges • Perseverance • Goal Setting • Overcoming obstacles • Seeking help • Jobs • Achieving goals 	<ul style="list-style-type: none"> • Exercising bodies • Physical activity • Healthy food • Sleep • Keeping clean • Safety 	<ul style="list-style-type: none"> • Family life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend 	<ul style="list-style-type: none"> • Bodies • Respecting my body • Growing up • Growth and change • Fun and fears • Celebrations
Year 1	<ul style="list-style-type: none"> • Feeling special and safe • Being part of a class • Rights and responsibilities • Rewards and feeling proud • Consequences 	<ul style="list-style-type: none"> • Similarities and differences • Understanding bullying and knowing how to deal with it • Making new friends 	<ul style="list-style-type: none"> • Setting goals • Identifying successes and achievements • Learning styles • Working well and celebrating achievement with a partner 	<ul style="list-style-type: none"> • Keeping myself healthy • Healthier lifestyle choices • Keeping clean • Being safe • Medicine safety/safety 	<ul style="list-style-type: none"> • Belonging to a family • Making friends/being a good friend • Physical contact preferences • People who help us • Qualities as a friend and person 	<ul style="list-style-type: none"> • Life cycles – animal and human • Changes in me • Changes since being a baby • Differences between female and male bodies (correct terminology)


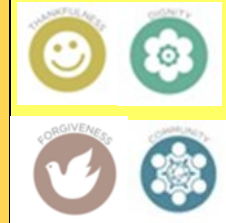




	<ul style="list-style-type: none"> Owning the Learning Charter 	<ul style="list-style-type: none"> Celebrating the differences in everyone 	<ul style="list-style-type: none"> Tackling new challenges Identifying and overcoming obstacles Feelings of success 	<ul style="list-style-type: none"> with household items Road safety Linking health and happiness 	<ul style="list-style-type: none"> Self-acknowledgement Being a good friend to myself Celebrating special relationships 	<ul style="list-style-type: none"> Linking growing and learning Coping with change Transition
Year 2	<ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings 	<ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends 	<ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success 	<ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food 	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Year 3	<ul style="list-style-type: none"> Setting personal goals Self-identity and worth Positivity in challenges 	<ul style="list-style-type: none"> Families and their differences Family conflict and how to manage it (childcentred) 	<ul style="list-style-type: none"> Difficult challenges and achieving success Dreams and ambitions 	<ul style="list-style-type: none"> Exercise Fitness challenges 	<ul style="list-style-type: none"> Family roles and responsibilities Friendship and negotiation 	<ul style="list-style-type: none"> How babies grow Understanding a baby's needs







	<ul style="list-style-type: none"> • Rules, rights and responsibilities • Rewards and consequences • Responsible choices • Seeing things from others' perspectives 	<ul style="list-style-type: none"> • Witnessing bullying and how to solve it • Recognising how words can be hurtful • Giving and receiving compliments 	<ul style="list-style-type: none"> • New challenges • Motivation and enthusiasm • Recognising and trying to overcome obstacles • Evaluating learning processes • Managing feelings • Simple budgeting 	<ul style="list-style-type: none"> • Food labelling and healthy swaps • Attitudes towards drugs • Keeping safe and why it's important online and offline scenarios • Respect for myself and others • Healthy and safe choice 	<ul style="list-style-type: none"> • Keeping safe online and who to go to for help • Being a global citizen • Being aware of how my choices affect others • Awareness of how other children have different lives • Expressing appreciation for family and friends 	<ul style="list-style-type: none"> • Outside body changes • Inside body changes • Family stereotypes • Challenging my ideas • Preparing for transition
Year 4	<ul style="list-style-type: none"> • Being part of a class team • Being a school citizen • Rights, responsibilities and democracy (school council) 	<ul style="list-style-type: none"> • Challenging assumptions • Judging by appearance • Accepting self and others • Understanding influences 	<ul style="list-style-type: none"> • Overcoming disappointment • Creating new, realistic dreams • Achieving goals • Working in a group 	<ul style="list-style-type: none"> • Healthier friendships • Group dynamics • Smoking • Alcohol • Assertiveness 	<ul style="list-style-type: none"> • Jealousy • Love and loss • Memories of loved ones • Getting on and falling out • Girlfriends and boyfriends • Showing appreciation to people and animals 	<ul style="list-style-type: none"> • Being unique • Having a baby • Girls and puberty • Confidence in change • Accepting change • Preparing for transition







	<ul style="list-style-type: none"> • Rewards and consequences • Group decision-making • Having a voice • What motivates behaviour 	<ul style="list-style-type: none"> • Understanding bullying • Problem-solving • Identifying how special and unique everyone is • First impressions 	<ul style="list-style-type: none"> • Celebrating contributions • Resilience • Positive attitudes 	<ul style="list-style-type: none"> • Peer pressure • Celebrating inner strength 		<ul style="list-style-type: none"> • Environmental change
Year 5	<ul style="list-style-type: none"> • Planning the forthcoming year • Being a citizen • Rights and responsibilities • Rewards and consequences • How behaviour affects groups • Democracy, having a voice, participating 	<ul style="list-style-type: none"> • Cultural differences and how they can cause conflict • Racism • Rumours and name-calling • Types of bullying • Material wealth and happiness • Enjoying and respecting other cultures 	<ul style="list-style-type: none"> • Future dreams • The importance of money • Jobs and careers • Dream job and how to get there • Goals in different cultures • Supporting others (charity) • Motivation 	<ul style="list-style-type: none"> • Smoking, including vaping • Alcohol • Alcohol and anti-social behaviour • Emergency aid • Body image • Relationships with food • Healthy choices 	<ul style="list-style-type: none"> • Self-recognition and self-worth • Building self-esteem • Safer online communities • Rights and responsibilities online • Online gaming and gambling • Reducing screen time • Dangers of online grooming • SMARRT internet safety rules 	<ul style="list-style-type: none"> • Self and body image • Influence of online and media on body image • Puberty for girls • Puberty for boys • Conception (including IVF) • Growing responsibility • Coping with change • Preparing for transition














				<ul style="list-style-type: none"> • Motivation and behaviour 		
Year 6	<ul style="list-style-type: none"> • Identifying goals for the year • Global citizenship • Children’s universal rights • Feeling welcome and valued • Choices, consequences and rewards • Group dynamics • Democracy, having a voice • Anti-social behaviour • Role-modelling 	<ul style="list-style-type: none"> • Perceptions of normality • Understanding disability • Power struggles • Understanding bullying • Inclusion/exclusion • Differences as conflict, difference as celebration • Empathy 	<ul style="list-style-type: none"> • Personal learning goals, in and out of school • Success criteria • Emotions in success • Making a difference in the world • Motivation • Recognising achievements • Compliments 	<ul style="list-style-type: none"> • Taking personal responsibility • How substances affect the body • Exploitation, including ‘county lines’ and gang culture • Emotional and mental health • Managing stress 	<ul style="list-style-type: none"> • Mental health • Identifying mental health worries and sources of support • Love and loss • Managing feelings • Power and control • Assertiveness • Technology safety • Taking responsibility with technology use 	<ul style="list-style-type: none"> • Self-image • Body image • Puberty and feelings • Conception to birth • Reflections about change • Physical attraction • Respect and consent • Boyfriends/girlfriends • Transition



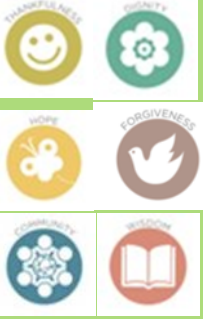



PSHE Long Term Plan with Values








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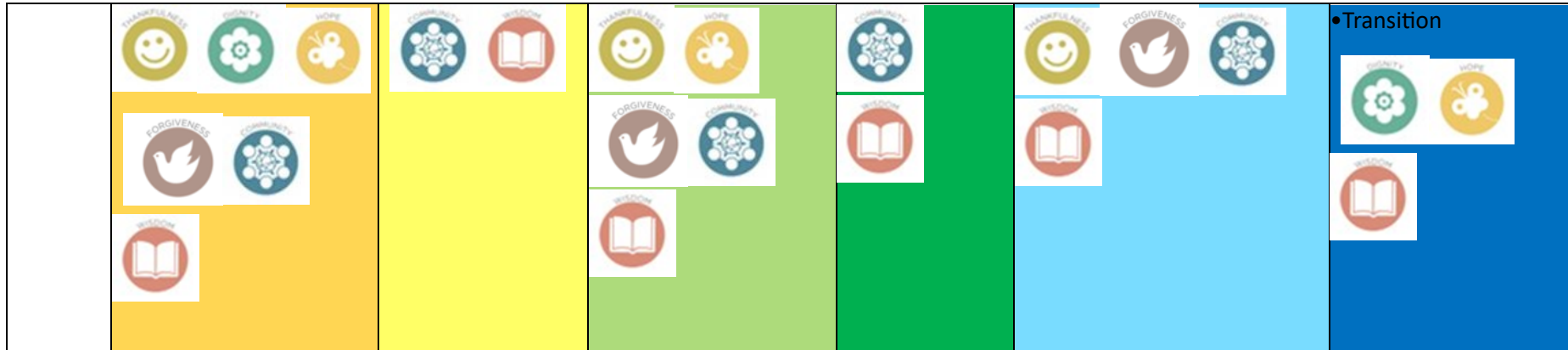
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C of E Academy and Nursery

Definition

What is Personal, Social and Health Education (PSHE)?

EYFS Definition – PSHE is integrated into Personal, Social and Emotional Development (PSED), a prime area of learning which focuses on building children's sense of self, relationships, emotional understanding, and ability to manage themselves and their immediate world. It equips young children with foundational skills like sharing, taking turns, forming attachments, managing emotions, and understanding rules.

KS1 Definition – PSHE aims to equip young children with vital life skills to help them grow into confident, healthy, and responsible individuals. These include forming healthy habits (physical/mental), making friends, staying safe (online/offline) and understanding emotions.

KS2 Definition – PSHE aims to build on children's developing skills, to enable them to live healthily, safely, and responsibly. It covers mental/physical health, positive relationships (family, friends, online), managing emotions, understanding risks (drugs, online), and basic economic awareness.

PSHE overview adapted from the NC Purpose & Aims

The PSHE curriculum aims to promote pupils' development, prepare them for later life and equip them with the understanding and skills to make safe and informed decisions. PSHE is a non-statutory subject within the National Curriculum, allowing schools flexibility to design a curriculum specific to the needs of their children. However, it also incorporates the statutory element of Relationships, Sex and Health Education (RSHE).

Whilst studying PSHE in KS1 and KS2, children will:

1. Understand risks involved with harmful substances (smoking, alcohol, drugs) including legal repercussions and develop skills to make safe, informed choices both offline and online.
2. Learn the importance of physical activity, balanced diet, and mental wellbeing; maintain good health through exercise, nutrition, sleep, hygiene, sun safety and disease prevention.
3. Recognise that families provide love and stability and friendships are built on trust and respect.
4. Understand consent and appropriate boundaries in friendships and online and how to respond, seek help, and report concerns.
5. Understand bullying (including cyberbullying) and its impact as well as bystanders' responsibility to report.

6. Apply safety principles online, manage screen time, protect personal information, understand age restrictions, think critically about content and know how to report harmful behaviour.
7. Recognise early signs of illness, understand the benefits of immunisation and vaccination and know how and when to seek support for health concerns.
8. Know how to make a clear emergency call and apply basic first aid for common injuries, including head injuries.
9. Understand physical and emotional changes during puberty and key facts about menstrual wellbeing.

PSHE Threads / Key Concepts –

- **Identity** (Being Me in My World, Self-Worth)
- **Celebrating Difference** (Diversity and Equality, Valuing Difference, Respecting Others)
- **Dreams and Goals** (Aspirations, Achievement, Growth Mindset)
- **Healthy Me** (Being Healthy, Healthy Lifestyles, Physical and Mental Health)
- **Relationships** (Friendships, Families, Safe Relationships, Communication)
- **Changing Me** (Growing and Changing, Puberty, Resilience, Managing Change)
- **Keeping Safe** (Risk management, Online Safety, Protective Behaviours)
- **Rights and Responsibilities** (British Values, Rule of Law, Democracy, Economic Well-being)

Disciplinary Concepts

- **Managing Emotions & Self-Regulation:** Learning to identify, understand and manage feelings (calm me, focus my mind).
- **Building Relationships:** Developing social skills, empathy and collaboration to connect with others.
- **Resilience & Perseverance:** Tackling challenges, setting goals and bouncing back from setbacks (help me reflect).
- **Decision-Making & Risk Assessment:** Thinking critically about choices, safety and potential consequences (How do I make good decisions? How do I keep safe?).
- **Healthy Lifestyles:** Understanding choices for physical and mental well-being, including exercise, nutrition, and sleep.
- **Understanding Self & Others:** Recognising differences, developing a sense of identity and showing respect for diversity.

Key Areas of Knowledge

Health and Wellbeing

This theme focuses on physical and mental health, enabling pupils to make informed decisions about their well-being. Key areas of knowledge include:

- **Mental wellbeing:** Understanding emotions, common mental health conditions (e.g., anxiety, depression), stress management, and seeking support.
- **Physical health:** Healthy eating, the importance of physical activity, sleep and rest, personal hygiene and dental health.
- **Drugs, alcohol, and tobacco education:** Facts about legal and illegal substances, their associated risks, and the law relating to supply and possession.
- **Basic first aid:** Life-saving skills like administering CPR and the purpose of defibrillators.
- **Body changes:** Key facts about puberty, the changing adolescent body and menstrual well-being.

Relationships

This theme covers the knowledge and skills needed to form and maintain healthy and respectful relationships of all kinds.

Key areas of knowledge include:

- **Families and friendships:** Characteristics of healthy relationships (trust, respect, honesty, consent), family life and different family structures.
- **Respecting self and others:** Understanding stereotypes, prejudice, discrimination and the importance of self-respect and tolerance of different beliefs and backgrounds.
- **Safety and boundaries:** Recognising safe and unsafe relationships, understanding consent, online safety and knowing how and where to get help if a relationship makes them feel unhappy or unsafe.

Living in the Wider World

This theme prepares pupils for life in modern Britain as active and responsible citizens. Key areas of knowledge include:

- **Economic wellbeing:** Understanding money, financial decisions, saving, debt, and the influence of advertising on choices.
- **Citizenship:** Rights and responsibilities in the community, British values (democracy, rule of law, individual liberty, mutual respect, and tolerance), and understanding social issues like extremism.
- **Media and digital literacy:** Being a discerning consumer of information online, identifying harmful content/behaviours and managing online risks.



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