



PSHE- Curriculum Overview

Resilience

Curiosity

Respectfulness

Creativity

Independence

Confidence

Vision for PSHE

At Darrick Wood Infant & Nursery School, our vision is for every child to develop a strong sense of self, emotional awareness and confidence. We aim to support children in recognising and naming a wide range of feelings, and in expressing them in ways that are respectful, safe and empowering.

We encourage children to understand how their actions and choices can affect others, while also recognising that people may think, feel and behave differently based on their own perspectives and experiences. Through this, we nurture empathy, respect and a celebration of diversity.

We strive to equip children with the knowledge and skills to make healthy, informed choices throughout their lives, including the confidence to say no to things that may cause harm. We want our pupils to take thoughtful risks in their learning, to be curious and independent, and to know how to stay safe in school, at home and within their wider community.

Our vision aligns with key Sustainable Development Goals (SDGs)—such as Good Health and Wellbeing (SDG 3), Quality Education (SDG 4) and Reduced Inequalities (SDG 10)—ensuring that children grow as compassionate, confident and active global citizens.

Principles for PSHE

Personal, Social, Health and Economic (PSHE) education is a vital part of every child's learning journey. All schools are expected to teach PSHE, drawing on evidence-informed practice. This commitment is reflected in national curriculum guidance and supports our aim to provide a broad, balanced and inclusive education.

Although PSHE is a non-statutory subject, we value the flexibility it offers. This allows teachers to design learning that is meaningful, responsive and relevant to the children in their care. PSHE covers a wide range of learning, and teachers are best placed to shape the curriculum so that it reflects the lived experiences, backgrounds and needs of their pupils.

Our PSHE programme is designed to help children build a secure understanding of risk and to develop the knowledge, skills and strategies they need to make safe, informed and healthy choices. This includes supporting pupils to navigate the world around them with confidence, curiosity and respect.

PSHE education at our school builds on statutory learning already embedded within the national curriculum and wider guidance—such as drug education, financial literacy, relationships and health education, and the importance of physical activity and nutrition. Through a holistic approach, we ensure that pupils receive a coherent, developmentally appropriate and empowering curriculum.

These principles align with key Sustainable Development Goals (SDGs)—including Good Health and Wellbeing (SDG 3), Quality Education (SDG 4) and Reduced Inequalities (SDG 10)—supporting our commitment to nurturing compassionate, informed and active global citizens.

Core themes for PSHE

PSHE association has set out three core themes of relationships, health and well-being and living in the wider world. Objectives are outlined below in detail.

Relationships

H1. about what keeping healthy means; different ways to keep healthy

H2. about foods that support good health and the risks of eating too much sugar

H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday

H4. about why sleep is important and different ways to rest and relax

H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy

H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health

H8. how to keep safe in the sun and protect skin from sun damage

H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

H10. about the people who help us to stay physically healthy

H11. about different feelings that humans can experience

H12. how to recognise and name different feelings

H13. how feelings can affect people's bodies and how they behave

H14. how to recognise what others might be feeling

H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things

H16. about ways of sharing feelings; a range of words to describe feelings

H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

H21. to recognise what makes them special

H22. to recognise the ways in which we are all unique

H23. to identify what they are good at, what they like and dislike

H24. how to manage when finding things difficult

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

H26. about growing and changing from young to old and how people's needs change

H27. about preparing to move to a new class/year group

H28. about rules and age restrictions that keep us safe

Health and well being

H1. about what keeping healthy means; different ways to keep healthy

H2. about foods that support good health and the risks of eating too much sugar

H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday

H4. about why sleep is important and different ways to rest and relax

H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy

H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health

- H8. how to keep safe in the sun and protect skin from sun damage
- H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- H10. about the people who help us to stay physically healthy
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- H23. to identify what they are good at, what they like and dislike
- H24. how to manage when finding things difficult
- H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- H26. about growing and changing from young to old and how people's needs change
- H27. about preparing to move to a new class/year group

H28. about rules and age restrictions that keep us safe

H29. to recognise risk in simple everyday situations and what action to take to minimise harm

H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

H31. that household products (including medicines) can be harmful if not used correctly

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

H33. about the people whose job it is to help keep us safe

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say)

H37. about things that people can put into their body or on their skin; how these can affect how people feel

Living in the wider world

L1. about what rules are, why they are needed, and why different rules are needed for different situations

L2. how people and other living things have different needs; about the responsibilities of caring for them

L3. about things they can do to help look after their environment

L4. about the different groups they belong to

L5. about the different roles and responsibilities people have in their community

L6. to recognise the ways they are the same as, and different to, other people

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

L8. about the role of the internet in everyday life

L9. that not all information seen online is true

L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money

L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this

L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs

Relationship and sex education (RSE)

At Darrick Wood Infant and Nursery School, Relationship and sex education (RSE) is an important part of PSHE curriculum. RSE is compulsory for all primary school pupils

Introduction 1. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. 2. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation.

By the end of Key stage 1 pupil should know:

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Online relationships:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Safe guarding

Safeguarding Is a key element of our PSHE curriculum and whole school ethos. The school has designated safeguarding leads which the children are confident to identify. Posters are displayed in the classroom and daily well-being checks are made.

From Nursery all children progress through the chosen scheme of work called SCARF. Lessons are outlined below. Discrete lessons are taught weekly using SCARF.

PSHE in EYFS

EYFS	Overview		Key Learning	Vocabulary
PSHE	Development Matters Nursery - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - Develop their sense of responsibility and membership of a community. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. - Play with one or more other children, extending and elaborating play ideas. - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Develop appropriate ways of being assertive. Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Understand gradually how others might be feeling. - Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. - Make healthy choices about food, drink, activity and toothbrushing. Reception: - See themselves as a valuable individual. - Build constructive & respectful relationships - Express their feelings and the feelings of others	Nursery SCARF Scheme of Work Me and my Relationships Valuing Difference Keeping Myself Safe Rights and Responsibilities Growing and Changing Begin My Best Reception SCARF Scheme of Work: Me and My Relationships Valuing Difference Keeping Safe Rights and Respect Being My Best Growing and Changing General learning throughout the year - Daily feelings check in and throughout the day - Following our school code of conduct - Circle time sessions - Listening games - Talking partners - Worry monsters. - Class rules and routines - Role play – being friends - Random acts of kindness - Explore PSED themes through discrete P4C lessons - Explore PSED themes through Literacy topics - Explore PSED themes through planned and shared story time and talk about what has	Sticky Knowledge: By the end of EYFS the children will know... Knowledge: - I know how to express how I feel. - I know that I can talk to familiar adults in our school. - I know how to listen to others. - I know how to follow a simple instruction. - I know when I am feeling happy, sad or angry. - I know why we have rules. - I know how to get dressed. - I know how to use the toilet. - I know that some foods and healthy and that others are unhealthy. - I know how to take turns. - I know how to be a good friend. - I know how to have a Growth Mindset - I know when other people are feeling sad.	Vocabulary: Nursery - Like, feel, choose, head, arms, legs, eyes, ears, nose, mouth, teeth, hands, fingers, feet, toes, knees, elbows, pants, vest, private, penis, vulva. - Special, feel, look, friends. - Similar, different, friendship, friend. - Family, special, similar, different. - Kinds, sharing, helping, feelings. - Safe, who can help? Grown up, tell, tummy feelings, unsafe. - Safe, safety signs, weather, clothing, playground, car-park, pavement, paint, scissor, glue. - Safe, 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, courage, keep trying, get better at. - Practice, encourage, keep trying, challenge. Reception - Special, practice, effort, same, different. - Special, favourite, same, different. - Family, help, special people, same, different. - Family, friends, help. - Feelings, happy, sad, emojis.

• Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Be tolerant of others and think about the perspective of others. • Manage their own needs – persona hygiene. • Know and talk about the different factors that support their overall health and wellbeing: • Regular physical activity • Healthy eating • Toothbrushing • Sensible amounts of ‘screen time’ • Having a good sleep routine Being a safe pedestrian ELG <u>Self-Regulation –</u> • 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. <u>Managing Self</u> • 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. <u>Building Relationships</u> • Work and play cooperatively and take turns with others;	happened and why / moral / what does that mean for us? • Model good listening and turn taking. • Play leaders • Join in with a variety of simple songs. • Discuss and share family celebrations such as birthdays / Christmas / religious festivals. • Sports day – taking part, working as a team. • Preparing for change – transition to a new class.	• I know the difference between good and bad actions.	• Feelings, happy, sad, kind, helpful. • Special, likes, dislikes, favourite. • Same, different, kind, unkind. • Same, different, family. • Same, different, home. • Kind, kindness. • New friend, friendship, kindness. • Keep clean, keep safe. • Sleep, water, fresh air, cuddle, medicine, chemist, doctor, grown up. • Safe, unsafe, detective. • Safe, unsafe, tummy feelings, uncomfortable. • Safe, worried, tell, adult, trust. • Safe, worries, tell, adult, trust, address. • Family, look after, help each other, be alone. • Friends, look after, help each other, be alone. • Working together, responsibility, helpful, caring. • Environment, litter, electricity, pollution, recycling. • Money, shop, buy,, cost, pay. • Money, save, safe place. • Bounce back, encourage, try again. • Try again, bounce back. • Food, energy, grown, healthy, fruit, vegetables, dairy. • Food, exerceice, sleep, wash, healthy, energy, grow. • Exercise, heart, muscles. • Routine, calm, sleep. • Seasons, spring, summer, autumn, winter, cycle. • Growing, life cycles. • Baby, child, teenager, adult, old age. • Family, baby, love, care. • Baby, child, teenager, adult, grow. • Private parts, penis, vulva.
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	Form positive attachments to adults and friendships with peers;. Show sensitivity to their own and to others' needs.			
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PSHE in Year 1

Year 1	Overview	Key Learning	Vocabulary
Autumn	Me and my relationships	• Why we have classroom rules • How are you listening? • Thinking about feelings • Our feelings • Feelings and bodies • Good friends	Rules, safe, responsibility, work together. Feelings, body language, emotions, safe, support. Feelings, behaviour. Hurt, help, feelings, heal. Family, special people. Friendship, making up. Listening.
	Valuing difference	• Unkind, tease or bully? • Harold's school rules • It's not fair! • Who are our special people? • Our special people balloons	Same, different, difference, respect. Unkind, unkindness, tease, teasing, bully, bullying, behaviour. Rules, safe, fair. Special people, qualities, feelings. Fair, unfair, unkind, bullying.
Spring	Keeping myself safe	• Super sleep • Who can help? (1) • Good or bad touches? • Sharing pictures • What could Harold do? • Harold loses Geoffrey	Energy, food, water, oxygen, exercise, sleep, 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, responsibilities. Private, trust, privates.
	Rights and responsibilities.	• Harold has a bad day • Around and about the school • Taking care of something • Harold's money • How should we look after our money? • Basic first aid	Hygiene, routine, clean. Environment, responsibility. Needs, responsible, responsibility, rules. Money, bank, coin, note, worth, saving, safe.

			First aid, risk, accident, danger, hazard, kettle, safe, burn, scald, accident, emergency.
Summer	Being my best	• I can eat a rainbow • Eat well • Harold's wash and brush up • Catch it! Bin it! Kill it! • Harold learns to ride a bike • Pass on the praise! • Inside my wonderful body	Starchy, dairy, protein, fruit, vegetables, vitamins, portion. Healthy, fruit, vegetables, dairy, meat, sugar, salt, cereal. Germs, disease, hygiene, spread. Learning, practice, make mistakes, confidence, achievement. Praise, support, feedback, encourage, feelings. Behaviour, consequences, special people, promise.
	Growing and changing	• Healthy me • Then and now • Taking care of a baby • Who can help? (2) • Surprises and secrets • Keeping privates private	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. Privates, private, penis, vulva, hygiene.

PSHE in Year 2

Year 2	Overview	Key Learning	Vocabulary
Autumn	Me and my relationships	• Our ideal classroom • How are you feeling today? • Let's all be happy! • Being a good friend • Types of bullying • Don't do that! • Bullying or teasing?	Happy, safe, caring, friendly. Rules. Feelings, showing feelings, help. Bullying, teasing, repeated, regular. Bullying, help, don't do that. Bullying, repeated. Friendly, friendship Feelings, help.
	Valuing difference	• What makes us who we are? • My special people • How do we make others feel? • When someone is feeling left out • An act of kindness • Solve the problem	Unique, respect. Feelings, behaviour, calm, aggressive, solve. Special people, help. Feelings, cooperate. Kind, kindness, unkind, feelings. Listening, being listened to, listen, problem.
Spring	Keeping myself safe	• Harold's picnic • How safe would you feel? • What should Harold say? • I don't like that! • Fun or not? • Should I tell?	Sleep, medicines, safety. Safe, unsafe, feelings, worried. Safe, unsafe, feelings, getting help.

			Touch, feelings, uncomfortable. Touch, hurt, uncomfortable. Surprise, secret, safe, unsafe, tell. Genitals, penis, vulva, private, private parts, consent, permission, secret, uncomfortable, unsafe, tell, someone you trust.
	Rights and responsibilities.	• Getting on with others • When I feel like erupting • Feeling safe • Playing games • Harold saves for something special • Harold goes camping • How can we look after our environment?	Responsibility, help, share, take turns, listen. Feelings, control, erupt. Safe, unsafe, uniform, ask for help. Environment, responsibility. Money, spending, saving. Money, spending, saving.
Summer	Being my best	• You can do it! • My day • Harold's postcard - helping us to keep clean and healthy • Harold's bathroom • What does my body do? • My body needs... • Basic first aid	Practice, encourage, goal, achieve, challenge. Choose, choices, healthy, unhealthy. Vaccination, injection, disease, hygiene, germs. Teeth, dental, hygiene. Oxygen, water, food, exercise, rest. Brain, heart, lungs, stomach, small intestine, large intestine, food water.

	Growing and changing	• A helping hand • Sam moves house • Haven't you grown! • My body, your body • Respecting privacy • Some secrets should never be kept.	Help, support, supportive. Change, loss, feelings, emotions, frightened, nervous. Growing, food, rest, sleep, care, learning. Unique, special, penis, testicles, vulva, nipples. Genitals, penis, vulva, private, privacy, consent, permission. First aid, risk, accident, danger, hazard, kettle, safe, burn, scald, accident, emergency.
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