



PSHE

Overview

At William Hulme's Grammar School, our Personal, Social, Health and Economic (PSHE) curriculum is designed to bring out the best in the child and prepare them for successes in life. The intent of our PSHE curriculum is to deliver a curriculum that is accessible by all and enable all children to become confident, independent, healthy, responsible and aspirational members of a society as well as developing the 'whole child' morally, socially and spiritually.

There are **six key principles** that shape our curriculum intent in PSHE, these are:

Entitlement- every pupil has the right to learn all aspects of the curriculum.

Coherence- learning is built upon term by term, as well as year-on-year.

Adaptability- our curriculum is adapted, where necessary, to suit the needs or interests of our pupils.

Representation- a diverse and inclusive curriculum is provided, in which pupils see themselves.

Mastery- providing depth to learning.

Education with Character- opportunities to nurture pupils Spiritual, Moral, Social, Cultural (SMSC) needs are created- where possible.

Our PSHE curriculum teaches children vital skills for life such as collaboration, co-operation, resilience as well as respect for others and the environment. We will teach children about diversity, equality, building resilience and nurturing mental and physical health. With an ever-changing society, our curriculum provides our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community by enabling the children to be independent and responsible members of our school, the local community and wider society.

Vertical Concept	Vertical Concept Subcategory	Units
Relationships	Family and Friends	Year 1: Roles of different people Year 2: Making friends Year 3: What makes a family Year 4: Positive friendships Year 5: Managing friendships and peer influence Year 6: Types of relationships
	Safe Relationships (SR) / Respecting Ourselves and Others (ROO)	Year 1: Understanding healthy relationships Year 2: Understanding different behaviours Year 3: Our rights Year 4: Respecting differences Year 5: Physical contact and feeling safe Year 6: Recognising and managing pressure
Living in the wider world	Belonging to a community (BTAC) / Money and work (MAW)	Year 1: How to contribute to society Year 2: My communities Year 3: Understanding rights and setting goals Year 4: Responsibilities within the community Year 5: Understanding the differences Year 6: Valuing differences and being responsible

Health and Wellbeing	Physical Health and Mental well-being	Year 1: Keeping healthy and staying safe Year 2: How to stay healthy Year 3: Making healthy choices Year 4: Healthy lifestyle Year 5: Looking after my well-being Year 6: Knowing how to look after ourselves
	Growing and changing	Year 1: Life cycle of a human Year 2: Growing older Year 3: All about me Year 4: Developing resilience Year 5: Recognising individuality Year 6: Changes to our body
	Keeping safe	Year 1: How rules and age restrictions help us Year 2: Looking after ourselves Year 3: Keeping myself safe Year 4: Recognising risks in everyday life Year 5: Keeping safe in different situations Year 6: Keeping safe in the wider world

Early Years

	Nursery	Reception	Assessment
Autumn Term 1	Unit: Marvellous Me Vertical Concept: Relationships (Building Relationships) Overview: <ul style="list-style-type: none"> Select and use activities and resources. Become more outgoing with unfamiliar people. Show confidence in new settings. Play with one or more other children. 	Unit: Me and My World Vertical Concept: Living in the Wider World (Managing self) Overview: <ul style="list-style-type: none"> See themselves as a valuable individual. Manage own needs. Introduce the Thinki Equal programme 	Formative assessments during every lesson including: <ul style="list-style-type: none"> Observation Interactions in the moment
Autumn Term 2	Unit: Cold and Special days Vertical Concept: Relationships (Building Relationships) Overview: <ul style="list-style-type: none"> How to follow rules and know why they are important. Talk about their feelings using emotive words. Begin to understand others' feelings. Develop sense of responsibility and membership of a community. 	Unit: My Heroes Vertical Concept: Health and well-being (Self-regulation) Overview: <ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Identify and moderate their own feelings. 	

	Nursery	Reception	Assessment
Spring Term 1	Unit: On the Move Vertical Concept: Relationships (Building Relationships) Overview: <ul style="list-style-type: none"> Play with one or more children, elaborating play ideas. Help find solutions to conflicts and rivalries. Show more confidence in new settings. Begin to understand how others feel. 	Unit: Castles, Knights and Dragons Vertical Concept: Health and well-being (Self-regulation) Overview: <ul style="list-style-type: none"> Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge. Think about the perspective of others. Identify and moderate their own feelings. 	Formative assessments during every lesson including: <ul style="list-style-type: none"> Observation Interactions in the moment
Spring Term 2	Unit: On the Farm Vertical Concept: Relationships (Building Relationships) Overview: <ul style="list-style-type: none"> Develop sense of responsibility and membership of a community. Help find solutions to conflicts and rivalries. 	Unit: Spring in Our Step Vertical Concept: Living in the Wider World (Managing self) Overview: <ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge. Think about the perspective of others. 	

	Nursery	Reception	Assessment
Summer Term 1	<p>Unit: Once Upon A Time</p> <p>Vertical Concept: Health and well-being (Self-regulation)</p> <p>Overview:</p> <ul style="list-style-type: none"> • Select and use activities and resources to help them achieve a goal. • Develop sense of responsibility and membership of a community. • Talk about their feelings using emotive words. • Begin to understand how others feel. 	<p>Unit: Where We Live</p> <p>Vertical Concept: Health and well-being (Self-regulation)</p> <p>Overview:</p> <ul style="list-style-type: none"> • Identify and moderate their own feelings. • Think about the perspective of others. • Express empathy for others. 	<p>Formative assessments during every lesson including:</p> <ul style="list-style-type: none"> • Observation • Interactions in the moment
Summer Term 2	<p>Unit: All Creatures, Great and Small</p> <p>Vertical Concept: Relationships (Building Relationships)</p> <p>Overview:</p> <ul style="list-style-type: none"> • Develop appropriate ways of being assertive. • Develop sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people. • Show more confidence in new situations. • Help find solutions to conflicts and rivalries. 	<p>Unit: Science Detectives</p> <p>Vertical Concept: Living in the Wider World (Managing self)</p> <p>Overview:</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Express their feelings and consider the feelings of others. 	

Year 1

	Term 1	Term 2	Assessment
Autumn Term	<p>Unit: Keeping Healthy</p> <p>Vertical Concept: Health and well-being (Physical health and mental wellbeing)</p> <p>Overview:</p> <ul style="list-style-type: none"> Learn about what foods we should eat to stay healthy. Learn the importance of washing hands. Learn how to have healthy teeth. Learn about hygiene habits (showering, sneezing and coughing, handling food etc). Understanding sun safety. 	<p>Unit: How rules and age restrictions help us</p> <p>Vertical Concept: Health and well-being (Keeping safe)</p> <p>Overview:</p> <ul style="list-style-type: none"> Recognise risk in everyday situations. How to keep safe at home (medicines, household products). How to keep safe online Who to speak to if they see something online that makes them feel worried. 	<p>Formative assessments during every lesson including:</p> <ul style="list-style-type: none"> Review Verbal feedback A range of questioning techniques Mini whiteboard tasks (show me)

	Term 1	Term 2	Assessment
Spring Term	<p>Unit: Roles of different people</p> <p>Vertical Concept: Relationships (Family and Friends)</p> <p>Overview:</p> <ul style="list-style-type: none"> Learn about special people that care for them and love them. The roles of different people in our lives. What it means to be a family. How families are different. To learn about the similarities and differences between themselves and other people. 	<p>Unit: Understanding healthy relationships</p> <p>Vertical Concept: Relationships (Safe relationships / Respecting ourselves and others)</p> <p>Overview:</p> <ul style="list-style-type: none"> Recognising privacy Staying safe Seeking permission Understand how behaviour affects others. Being polite and respectful 	<p>Formative assessments during every lesson including:</p> <ul style="list-style-type: none"> Review Verbal feedback A range of questioning techniques Mini whiteboard tasks (show me)

	Term 1	Term 2	Assessment
Summer Term	<p>Unit: How to contribute to society</p> <p>Vertical Concept: Living in the wider world (Belonging to a community)</p> <p>Overview:</p> <ul style="list-style-type: none"> Learn what it means to belong to a group. Learn the roles and responsibilities of different groups. Learn about being the same and different in the community. Learn the difference between needs and wants. Learn what money is. Learn how to look after money. 	<p>Unit: Life cycle of a human</p> <p>Vertical Concept: Health and well-being (Growing and changing)</p> <p>Overview:</p> <ul style="list-style-type: none"> Learn about the human life cycle. Learn how people grow from young to old. Prepare to move to a new class, and think about what am I good at? 	<p>Formative assessments during every lesson including:</p> <ul style="list-style-type: none"> Review Verbal feedback A range of questioning techniques Mini whiteboard tasks (show me)

Year 2

	Term 1	Term 2	Assessment
Autumn Term	Unit: How to stay healthy Vertical Concept: Health and well-being (Physical health and mental wellbeing) Overview <ul style="list-style-type: none"> Learn why sleep is important. Learn about medicines and keeping healthy. Importance of oral hygiene. Learn about the difference between small and big feelings. Learn how to manage feelings. Learn when and how to ask for help. 	Unit: Looking after ourselves Vertical Concept: Health and well-being (Keeping Safe) Overview <ul style="list-style-type: none"> Safety in different environments (home and online). Medicines and creams that help keep us safe. How to respond if there is an accident. 	Formative assessments during every lesson including: <ul style="list-style-type: none"> Review Verbal feedback A range of questioning techniques Mini whiteboard tasks (show me)

	Term 1	Term 2	Assessment
Spring Term	Unit: Making friends Vertical Concept: Relationships (Family and friends) Overview: <ul style="list-style-type: none"> Learn how to be a good friend. Recognise when you are feeling lonely or unhappy. Understand how to ask for help. Recognising things in common and differences. Playing and working cooperatively. Taking part in discussions. 	Unit: Understanding different behaviours Vertical Concept: Relationships (Safe relationships / Respecting ourselves and others) Overview: <ul style="list-style-type: none"> Recognise hurtful behaviour. Understand different types of bullying. Know the difference between nice surprises and secrets that make them feel uncomfortable. Understand how to resist pressure. Understand how to ask for help. 	Formative assessments during every lesson including: <ul style="list-style-type: none"> Review Verbal feedback A range of questioning techniques Mini whiteboard tasks (show me)

	Term 1	Term 2	Assessment
Summer Term	Unit: My communities Vertical Concept: Living in the wider world (Belonging to a community / Money and work) Overview <ul style="list-style-type: none"> Learn about how we are the same and different to others. Learn about belonging to a group. Learn about different rights and responsibilities we have in school and outside of school. Learn there are different forms of money. Learn that people do a job for money. 	Unit: Growing older Vertical Concept: Health and well-being (Growing and changing) Overview: <ul style="list-style-type: none"> Learn about human life cycle and how people grow from young to old. Learn about changes as we grow up, including new opportunities and responsibilities. Recognise the difference between needs and wants. Learn about transition to a new class and setting goals. 	Formative assessments during every lesson including: <ul style="list-style-type: none"> Review Verbal feedback A range of questioning techniques Mini whiteboard tasks (show me)

	Term 1	Term 2	Assessment
Autumn Term	Unit: Making healthy choices Vertical Concept: Health and well-being (Physical health and mental well-being) Overview <ul style="list-style-type: none"> Identify healthy and unhealthy choices. Understand what habits are. Learn about benefits of exercise on mental well-being, and the risks associated with an inactive lifestyle. Recognise how feelings can change. Learn how to regulate their emotions. 	Unit: Keeping myself safe Vertical Concept: Health and well-being (Keeping safe) Overview <ul style="list-style-type: none"> Identify typical hazards at home and in school. Learn the importance of following safety rules. Learn to recognise risk. Learn about fire safety and how second-hand smoke can affect us. Learn how to respond to an emergency. 	Formative assessments during every lesson including: <ul style="list-style-type: none"> Review Verbal feedback A range of questioning techniques Mini whiteboard tasks (show me)

	Term 1	Term 2	Assessment
Spring Term	Unit: What makes a family Vertical Concept: Relationships (Family and friends) Overview <ul style="list-style-type: none"> Respect there are different types of families. Learn what a family should provide for you. Learn about the different ways people show compassion. Understand who they can speak to if they are worried, unhappy or feel unsafe. 	Unit: Our Rights Vertical Concept: Relationships Safe relationships / Respecting ourselves and others Overview <ul style="list-style-type: none"> Learn about personal space, privacy and what boundaries are. Learn about what information is appropriate to share online. Learn about different rights and responsibilities we have in school and outside of school. Learn there are different forms of money. 	Formative assessments during every lesson including: <ul style="list-style-type: none"> Review Verbal feedback A range of questioning techniques Mini whiteboard tasks (show me)

	Term 1	Term 2	Assessment
Summer Term	Unit: Understanding rights and setting goals Vertical Concept: Living in the wider world (Belonging to a community / Money and work) Overview: <ul style="list-style-type: none"> Learn the values of rules and law. Learn how rules and law protect me. Learn about different jobs and skills needed for them. Explore interests and skills. Setting goals. 	Unit: All About Me Vertical Concept: Health and well-being (Growing and changing) Overview: <ul style="list-style-type: none"> What is individuality? Personal strengths and achievements. Having resilience, managing and reframing setbacks. Identifying common challenges to self-worth. 	Formative assessments during every lesson including: <ul style="list-style-type: none"> Review Verbal feedback A range of questioning techniques Mini whiteboard tasks (show me)

Year 4

	Term 1	Term 2	Assessment
Autumn Term	<p>Unit: Healthy Lifestyle</p> <p>Vertical Concept: Health and well-being (Physical health and mental well-being)</p> <p>Overview</p> <ul style="list-style-type: none"> Importance of sleep and healthy sleeping habits. Oral hygiene and dental care. Learn about what resilience is. Learn about what is fuel to the body, and what constitutes a healthy diet (including understanding calories and other nutritional content) Boosting mood and improving emotional wellbeing. 	<p>Unit: Recognising risks in everyday life</p> <p>Vertical Concept: Health and well-being (Keeping safe)</p> <p>Overview</p> <ul style="list-style-type: none"> Learn about dares. Learn what habits are. Learn about influences in our life. Age rating systems for social media. Explaining what the age of digital consent means - the minimum age (13) at which young people can agree to share information and sign up to social media without parental consent under General Data Protection Regulations. How to ask for help or advice. 	<p>Formative assessments during every lesson including:</p> <ul style="list-style-type: none"> Review Verbal feedback A range of questioning techniques Mini whiteboard tasks (show me)

	Term 1	Term 2	Assessment
Spring Term	<p>Unit: Positive friendships</p> <p>Vertical Concept: Relationships (Family and Friends)</p> <p>Overview</p> <ul style="list-style-type: none"> What a healthy relationship looks like. Strategies to build healthy relationships. Effective communication using digital devices. Who to speak to if you are worried about any contact online. 	<p>Unit: Respecting differences</p> <p>Vertical Concept: Relationships (Safe relationships / Respecting ourselves and others)</p> <p>Overview</p> <ul style="list-style-type: none"> Difference between playful teasing, hurtful behaviour and bullying. Learn when it is right to keep secrets and share secrets. Learn about what diversity is. Learn about what discrimination is. Importance of respecting similarities and differences. Learn about whether boys and girls have different roles. 	<p>Formative assessments during every lesson including:</p> <ul style="list-style-type: none"> Review Verbal feedback A range of questioning techniques Mini whiteboard tasks (show me)

	Term 1	Term 2	Assessment
Summer Term	<p>Unit: Responsibilities within the community</p> <p>Vertical Concept: Living in the wider world (Belonging to a community / Money and work)</p> <p>Overview:</p> <ul style="list-style-type: none"> Learn ways people help the community. Sustainability and how to look after the environment. Learn what human rights are. Learn about the UN Convention on the Rights of the child. Influencing factors on your prospects. How to look after money. 	<p>Unit: Developing resilience</p> <p>Vertical Concept: Health and well-being (Growing and changing)</p> <p>Overview:</p> <ul style="list-style-type: none"> What contributes to personal identity. How to manage setbacks/perceived failures How to re-frame unhelpful thinking. Taking responsibility for your actions. 	<p>Formative assessments during every lesson including:</p> <ul style="list-style-type: none"> Review Verbal feedback A range of questioning techniques Mini whiteboard tasks (show me)

Year 5

	Term 1	Term 2	Assessment
Autumn Term	<p>Unit: Looking after my well-being</p> <p>Vertical Concept: Health and wellbeing (Physical health and mental wellbeing)</p> <p>Overview:</p> <ul style="list-style-type: none"> How to keep physically healthy. Vaccinations, immunisations and allergies. Negotiation and compromise. Body image, happy being me. The benefits of rationing time spent online and the mental health risks of excessive use of electronic devices. Why social media, computer games and online gaming have age restrictions, and how to be equipped to manage common difficulties encountered online. (Staying safe on a mobile or tablet) 	<p>Unit: Keeping safe in different situations</p> <p>Vertical Concept: Health and wellbeing (Keeping safe)</p> <p>Overview:</p> <ul style="list-style-type: none"> Keeping safe in different situations. Identifying unsafe situations. Responding to emergencies. What is a drug, what is different between a legal and illegal drug. How some drugs can affect health and well-being. What is self-control. 	<p>Formative assessments during every lesson including:</p> <ul style="list-style-type: none"> Review Verbal feedback A range of questioning techniques Mini whiteboard tasks (show me)

	Term 1	Term 2	Assessment
Spring Term	<p>Unit: Managing friendships and peer influence</p> <p>Vertical Concept: Relationships (Family and Friends)</p> <p>Overview</p> <ul style="list-style-type: none"> Managing peer influence Managing friendships. Understanding friendships can change over time. How to resolve differences. Recognising unhealthy friendships. Asking for help in relation to friendships. 	<p>Unit: Physical contact and feeling safe</p> <p>Vertical Concept: Relationships (Safe relationships / Respecting ourselves and others)</p> <p>Overview</p> <ul style="list-style-type: none"> Identifying unwanted touch. Know how to respond to unwanted touch. Permission around physical contact. Good secrets and bad secrets. 	<p>Formative assessments during every lesson including:</p> <ul style="list-style-type: none"> Review Verbal feedback A range of questioning techniques Mini whiteboard tasks (show me)

	Term 1	Term 2	Assessment
Summer Term	<p>Unit: Understanding differences</p> <p>Vertical Concept: Living in the wider world (Belonging to a community / Money and work)</p> <p>Overview:</p> <ul style="list-style-type: none"> What fairtrade is. What racism is and how it affects communities. What stereotyping is and looks like in different careers. Importance of diversity and inclusion. Learn how rules and law are made and changed. 	<p>Unit: Recognising Individuality</p> <p>Vertical Concept: Health and well-being (Growing and changing)</p> <p>Overview:</p> <ul style="list-style-type: none"> Expressing individuality. How can I be happy being me? Becoming more independent. Importance of recognising and talking about emotions, including having a varied vocabulary of words to use. Mental health is common, and problems can be resolved if the right support is made available. 	<p>Formative assessments during every lesson including:</p> <ul style="list-style-type: none"> Review Verbal feedback A range of questioning techniques Mini whiteboard tasks (show me)

Year 6

	Term 1	Term 2	Assessment
Autumn Term	<p>Unit: Knowing how to look after ourselves</p> <p>Vertical Concept: Health and well-being (Physical health and mental well-being)</p> <p>Overview</p> <ul style="list-style-type: none"> How to keep physically healthy. The principles of planning and preparing a range of healthy meals. Learn characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). Challenging negative thoughts and feelings. Managing change, loss and bereavement. Asking for help and support. 	<p>Unit: Keeping safe in the wider world</p> <p>Vertical Concept: Health and well-being (Keeping safe)</p> <p>Overview</p> <ul style="list-style-type: none"> How to deal with common injuries (basic emergency aid skills) Laws around drugs and how drugs affect the mind and body. Managing peer pressure. Sharing appropriate media images. Impact of sharing media images and content. That the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Learn about why it is important to be critical of media online and offline. 	<p>Formative assessments during every lesson including:</p> <ul style="list-style-type: none"> Review Verbal feedback A range of questioning techniques Mini whiteboard tasks (show me)

	Term 1	Term 2	Assessment
Spring Term	<p>Unit: Types of relationships</p> <p>Vertical Concept: Relationships (Family and Friends)</p> <p>Overview</p> <ul style="list-style-type: none"> The characteristics of friendships, including mutual respect, truthfulness, kindness, trust, shared interest and experiences. Learn that most friendships have ups and downs, and these can often be worked through. The importance of family because they can give love, security and stability. What marriage is, and that marriage represents a formal and legally recognised commitment of two people to each other. What forced marriage is, and how it is different to arranged marriage. 	<p>Unit: Recognising and managing pressures</p> <p>Vertical Concept: Relationships (Safe relationships / Respecting ourselves and others)</p> <p>Overview</p> <ul style="list-style-type: none"> Understand the difference between healthy and unhealthy relationships. How to assess the risk of different online challenges and dares. How to respond to peer pressure. What consent means and how to give permission. How to be a positive role model. How to participate effectively in discussions and manage conflict. 	<p>Formative assessments during every lesson including:</p> <ul style="list-style-type: none"> Review Verbal feedback A range of questioning techniques Mini whiteboard tasks (show me)

	Term 1	Term 2	Assessment
Summer Term	<p>Unit: Valuing differences and being responsible</p> <p>Vertical Concept: Living in the wider world (Belonging to a community / Money and work)</p> <p>Overview</p> <ul style="list-style-type: none"> • Differentiate between prejudice and discrimination. • Importance of how to be critical. • Learn about role of money. • Learn how to be a consumer. • Learn about the links between work and money. • Learn how money can be gained or lost. 	<p>Unit: Changes in our life</p> <p>Vertical Concept: Health and well-being (Growing and changing)</p> <p>Overview</p> <ul style="list-style-type: none"> • Explore changes that happen in my life (well-being, emotions, friendships). • Simple self-care techniques to manage changes in life (benefits of hobbies, interests, routines, and setting goals) • Learn how relationships change and grow. • Learn about transition from primary to secondary. • Explore what do I want to be? 	<p>Formative assessments during every lesson including:</p> <ul style="list-style-type: none"> • Review • Verbal feedback • A range of questioning techniques • Mini whiteboard tasks (show me)

Useful Resources for Supporting Your Child at Home:	Homework ideas:
Programme of Study KS1-5 (pshe-association.org.uk) BBC - Search results for KS2 PSHE	KS2 PSHE, Relationships Education, and Health Education - BBC Teach