



**Greasley Beauvale Primary School**  
**PSHE Curriculum**



	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Nursery</b>			
<b>Reception</b>			
<b>Year 1</b>	<p>Identify their own special traits and qualities Identify and name common feelings Explain how change and loss can make them feel Explain why sharing thoughts and feelings is important</p> <p><b><u>VIP's</u></b> Identify who the special people in their lives are and explain why they are Explain why having a family network is important Know what makes someone a good friend and demonstrate these qualities Identify several ways to show others that they care and understand the importance of doing this</p> <p><b><u>Safety First</u></b> Know about rules and age restrictions that keep us safe To recognize risk in simple everyday situations and what action to take to minimize harm, including at home Know about the people whose job it is to help keep us safe To recognize that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p><b><u>My Body</u></b> Explain how much sleep they need</p>	<p>Select times and situations which make them feel happy Talk about what makes them feel unhappy or cross</p> <p><b><u>VIP's</u></b> Put positive resolution techniques into practice Cooperate with others to complete a task</p> <p><b><u>Safety First</u></b> Know about rules and age restrictions that keep us safe To recognise risk in simple everyday situations and what action to take to minimize harm, including at home Know about the people whose job it is to help keep us safe To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p><b><u>My Body</u></b> Demonstrate hygienic ways to look after their bodies</p>	<p><b>VIPs</b> Special, family, friend, care, qualities, network, important</p> <p><b>Safety First</b> Rules, safe, risk, harm, privacy, private, trusted, adult, body, underwear</p> <p><b>My Body</b> Sleep, exercise, healthy, snack, choice, body, safe, trusted</p> <p><b>One World – Families</b> Special, home, world, environment, natural resources, school, love</p> <p><b>Money Matters</b> Buy, shop, money, want, need, pay, payment, spend, save</p>



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	<p>Discuss why exercise is good for them</p> <p>Understand they can choose what happens to their bodies</p> <p>List healthy snacks</p> <p>Know to ask a trusted adult if uncertain about whether something is safe to eat or drink</p> <p><b>One World – Families</b></p> <p>Talk about special people in their life and say why they are special</p> <p>Talk about different homes around the world and identify how they are the same as and different from their own</p> <p>Describe what their school is like</p> <p>Say what they love about the world in which they live and describe how they would feel if these things disappeared</p> <p><b>Money Matters</b></p> <p>Discuss things they can buy in the shops</p> <p>Talk about different sources that money can come from</p> <p>Identify things they want</p> <p>Identify things they need</p> <p>Discuss some methods of payment</p>	<p><b>One World – Families</b></p> <p>Explain what an environment is</p> <p>Explain what natural resources are and identify how people use them</p> <p><b>Money matters</b></p> <p>Talk about ways we can keep track of what we spend</p> <p>Discuss ways they can keep money safe</p>	
<b>Year 2</b>	<p><b>Teams – Together Everyone Achieves More</b></p> <p>Understanding that teamwork means working together and supporting one another.</p> <p>Knowing the difference between good and not-so-good choices in behaviour.</p> <p>Recognising why kindness is important and how teasing/bullying can hurt others.</p> <p><b>Digital Wellbeing</b></p> <p>Understanding risks online and that not all information is true.</p> <p>Knowing what personal information is and why it must be kept private.</p> <p>Recognising that online activities differ from offline ones.</p>	<p><b>Teams – Together Everyone Achieves More</b></p> <p>Show team identity by cutting and grouping images.</p> <p>Follow instructions through good listening.</p> <p>Think of and share ways to be kind.</p> <p>Work in a group to problem-solve (e.g., what to do if someone is bullied).</p> <p>Sort images of behaviours into categories (good vs. not-so-good).</p> <p><b>Digital Wellbeing</b></p> <p>Identify online and offline activities.</p> <p>Explain how to get help if worried online.</p> <p>Talk about safe ways of communicating online.</p>	<p><b>Teams</b></p> <p>Team, teamwork, support, kindness, teasing, bullying, behaviour, choices</p> <p><b>Digital Wellbeing</b></p> <p>Online, offline, information, private, personal, safe, communicate</p> <p><b>Think Positive</b></p>



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	<p><b>Think Positive</b> Recognising and naming feelings. Understanding how feelings affect behaviour and bodies. Knowing strategies to feel good (exercise, hobbies, rest, family time). Knowing that it's okay to ask for help with feelings.</p> <p><b>Skills</b></p> <p><b>Growing Up</b> Likes/dislikes and understanding differences between people. Knowing that boys and girls may like different or the same things. Understanding changes from baby to now, and as people grow older. Recognising that people's needs change as they grow.</p> <p><b>Diverse Britain</b> Identifying groups and communities they belong to. Knowing what makes a good neighbour. Understanding similarities and differences among British people. Recognising what makes them proud to live in Britain.</p> <p><b>Aiming High</b> Understanding what star qualities are. Knowing what a positive learning attitude means. Knowing that jobs require certain skills and interests. Understanding that hopes and plans shape the future.</p>	<p>Decide what to do when something seen online is worrying.</p> <p><b>Think Positive</b> Use calming strategies to manage big feelings. Identify things that make them feel good. Recognise when they need help with feelings and practise asking for it.</p> <p><b>Growing Up</b> Describe personal likes/dislikes. Talk about family and ask others questions about theirs. Express hopes and ideas for the future. Discuss life changes and how people adapt.</p> <p><b>Diverse Britain</b> Pick out things that help/harm a neighbourhood. Describe what it's like to live in Britain. Share pride in their identity and community.</p> <p><b>Aiming High</b> Discuss personal star qualities. Identify skills/interests for different jobs. Talk about hopes and goals for the future. Share excitement about moving into a new year.</p>	<p>Feelings, behaviour, strategies, help, good, calm</p> <p><b>Growing Up</b> Likes, dislikes, differences, changes, needs, grow</p> <p><b>Diverse Britain</b> Group, community, neighbour, similarities, differences, proud</p> <p><b>Aiming High</b> Qualities, attitude, skills, interests, jobs, hopes, plans, future</p>
<b>Year 3</b>	<p><b>Be Yourself</b> Understanding that media messages aren't always realistic. Knowing that mistakes help them to learn and grow. Recognising that everyone experiences different feelings.</p> <p><b>VIPs</b> Know what bullying is.</p>	<p><b>Be Yourself</b> List achievements and explain why they are proud. Identify facial expressions linked to different emotions. Use coping strategies for uncomfortable feelings. Suggest assertive (confident, respectful) solutions in scenarios. Suggest ways to make amends after mistakes.</p> <p><b>VIPs</b> Show how to make and keep friends.</p>	<p><b>Be Yourself</b> Media, realistic, mistakes, feelings, emotions, coping, assertive</p> <p><b>VIPs</b> Bullying, respect, value, support, network, relationship</p>



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	<p>Understanding the importance of respecting and valuing close relationships. Recognising what a support network is.</p> <p><b>Safety First</b> Knowing school rules for staying safe and healthy. Understanding dangers around roads, water, and railways. Basic knowledge of drugs, alcohol, and cigarettes (with “illegal drugs” mentioned simply). Recognising hazards and dangers in emergencies. Knowing 999 is the emergency number.</p> <p><b>It’s My Body</b> Importance of sleep, exercise, and healthy eating. Effects of exercise on muscles. Understanding that too much sugar is bad for health. Difference between medicines and harmful drugs/chemicals. How germs travel and spread disease. Ways to protect their body from illness.</p> <p><b>One World</b> Similarities and differences in people’s lives globally. Understanding what climate change is. Awareness of organisations that help communities in need. Recognising that their own actions affect people in other countries.</p> <p><b>Money Matters</b> Understanding where money comes from. Reasons people go to work. Different ways of paying/spending money. Why and how people borrow money. Choices in spending money. How to track spending.</p>	<p>Identify their own support network. Use strategies for resolving conflicts. Apply strategies for supporting someone being bullied.</p> <p><b>Safety First</b> List safety rules for school and beyond. Describe common injuries and how first aid can help. Recognise emergency situations and respond appropriately. Apply safety knowledge to real-life scenarios.</p> <p><b>It’s My Body</b> Make choices about their body and recognise when to share a “secret.” Explain benefits of exercise, rest, and nutrition. Apply strategies to stay healthy and prevent illness.</p> <p><b>One World</b> Express personal opinions and listen to different ones. Compare different lifestyles. Suggest ways to act responsibly toward the environment and others.</p> <p><b>Money Matters</b> Discuss work, pay, and money management. Make informed choices about spending. Explain strategies for keeping track of money.</p>	<p><b>Safety First</b> Rules, safety, danger, emergency, 999, drugs, alcohol, cigarettes, hazard</p> <p><b>It’s My Body</b> Sleep, exercise, nutrition, sugar, medicine, germs, illness, protect</p> <p><b>One World</b> Similarities, differences, climate change, organisation, community, actions</p> <p><b>Money Matters</b> Money, work, pay, borrow, spend, track, choices</p>
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<b>Year 4</b>	<p><b>Team</b> Understanding that feelings can be expressed in different ways. Recognising that teamwork involves communication and problem solving.</p> <p><b>Digital Wellbeing Knowledge</b> Knowing positives and negatives of the Internet. Understanding what personal information includes and why to keep it private. Knowing why we shouldn't share passwords/private details. Understanding rules and restrictions around technology use. Assessing the reliability of online information.</p> <p><b>Think Positive Knowledge</b> Recognising positive and negative feelings. Understanding how emotions influence decisions. Knowing what resilience, mindfulness, and gratitude mean. Understanding growth mindset as an approach to learning.</p> <p><b>Growing Up Knowledge</b> Naming main male and female body parts used in reproduction. Understanding the physical changes of puberty for boys and girls. Recognising emotional changes during growing up. Knowing that families and relationships can take many forms. Understanding similarities/differences in loving relationships.</p> <p><b>Diverse Britain</b> Understanding what it is like to live in Britain. Knowing what democracy, liberty, rules, and laws mean. Recognising the meaning of a diverse society. Knowing what being British means to themselves and others.</p> <p><b>Aiming High</b> Understanding what a positive learning attitude is. Knowing about a range of jobs people do.</p>	<p><b>Team</b> Use pictures to express thoughts, feelings, and worries. Identify feelings and how they are being expressed (with support). Plan and perform a role play to show teamwork in action.</p> <p><b>Digital Wellbeing</b> Explain what to do if they see or experience bullying online. Communicate safely online and identify safe sources of support. Apply judgement when assessing if information is reliable. Follow online rules to stay safe</p> <p><b>Think Positive</b> Talk about and manage emotions in healthy ways. Practise making good decisions. Show resilience when facing challenges. Demonstrate ways of being thankful and mindful. Apply growth mindset strategies in learning.</p> <p><b>Growing Up</b> Talk about feelings linked to growing up. Describe their family and relationships within it. Identify someone they could talk to about puberty and body changes. Respect and discuss diversity in family structures and relationships.</p> <p><b>Diverse Britain</b> Describe democracy, liberty, and laws in their own words. Express what being British means personally. Talk about examples of diversity in society.</p> <p><b>Aiming High</b> Discuss personal achievements and skills.</p>	<p><b>Team</b> Feelings, communication, teamwork, problem-solving</p> <p><b>Digital Wellbeing</b> Internet, positives, negatives, personal information, password, restriction, reliable</p> <p><b>Think Positive</b> Positive, negative, resilience, mindfulness, gratitude, growth mindset</p> <p><b>Growing Up</b> Body parts, reproduction, puberty, emotional, relationships, diversity</p> <p><b>Diverse Britain</b> Democracy, liberty, rules, laws, diversity, British</p> <p><b>Aiming High</b> Achievement, skills, interests, career, aspiration</p>
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	Recognising skills and interests needed for different jobs.	Identify skills needed for jobs they might like in the future. Talk about hopes and career aspirations. Match personal interests/strengths with possible careers.	
<b>Year 5</b>	<p><b>Be Yourself</b> Understanding the difference between “fitting in” and being true to yourself. Recognising fight or flight responses and why they occur. Understanding that mistakes involve emotions but can be resolved.</p> <p><b>VIPs</b> Knowing what makes a healthy vs unhealthy relationship. Understanding that some secrets are safe, others must be shared. Recognising different types of relationships.</p> <p><b>Safety First</b> Understanding what a dare is and how peer pressure works. Recognising rules for safety at school and beyond. Knowing the emergency number (999). Knowing hazards in the home and dangerous substances. Understanding dangers around roads, railways, water, and fireworks.</p> <p><b>It’s My Body</b> Understanding that they can choose what happens to their own body. Knowing how to seek help if worried. Importance of sleep, exercise, healthy eating. Understanding how drugs, tobacco, and alcohol can harm the body. Recognising choices that lead to a balanced lifestyle.</p> <p><b>Growing Up</b> Understanding physical changes in puberty (menstruation, wet dreams, erections). Recognising that puberty brings emotional as well as physical changes.</p> <p><b>One World</b> Knowing what a global citizen is. Understanding global warming and human impact on the environment.</p>	<p><b>Money matters</b> Discuss scenarios where children may feel pressure to fit in. Communicate feelings appropriately in different situations. Create and act out role plays showing strategies to manage uncomfortable feelings. Suggest resolutions to tricky situations. Identify feelings around mistakes and practise ways to make amends.</p> <p><b>VIP’s</b> Share ideas about caring for important people in their lives. Create a poster of calming techniques (with support). Discuss ways to handle disagreements (with support). Practise ways to resist peer pressure (with support). Identify healthy/unhealthy aspects in relationships</p> <p><b>Safety First</b> Identify when to seek help in risky/dangerous situations. Recall and apply rules for safety. List hazards in different settings (home, public, outdoors). Apply firework safety knowledge.</p> <p><b>It’s My Body</b> Identify positive aspects about themselves. Discuss personal daily health choices. Identify healthy lifestyle decisions and justify them.</p> <p><b>Growing Up</b> Talk openly about puberty changes. Identify trusted people to ask questions or seek help.</p>	<p><b>Be Yourself</b> Fitting in, true, fight or flight, mistake, emotion, resolve</p> <p><b>VIPs</b> Healthy, unhealthy, relationship, secret, types</p> <p><b>Safety First</b> Dare, peer pressure, hazard, dangerous, substance, firework</p> <p><b>It’s My Body</b> Choice, help, sleep, exercise, drugs, tobacco, alcohol, balanced</p> <p><b>Growing Up</b> Puberty, menstruation, wet dreams, erections, emotional, physical</p> <p><b>One World</b> Global citizen, global warming, environment, conservation, biodiversity, ethical</p>



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	<p>Importance of water conservation. Understanding biodiversity and why it matters. Recognising that choices can have far-reaching global consequences.</p> <p><b>Money Matters</b> Understanding what financial risk is. Knowing how advertising tries to influence consumers. Understanding the idea of being a “critical consumer.” Knowing what “value for money” means. Understanding the purpose of budgeting. Knowing what tax is and why it exists. Recognising ethical spending.</p>	<p><b>One World</b> Explain environmental concepts in their own words. Suggest practical ways to reduce harm to the environment. Make connections between personal choices and global effects.</p> <p><b>Money Matters</b> Talk about how money can affect emotions. Evaluate adverts critically and question consumer messages. Discuss budgeting and practise simple planning. Consider ethical issues when spending money.</p>	<p><b>Money Matters</b> Financial risk, advertising, consumer, value, budgeting, tax, ethical</p>
<b>Year 6</b>	<p><b>TEAM</b> Knowledge Understanding what successful teamwork and collaborative working involve. Recognising the importance of compromise. Understanding types of unkind behaviour. Knowing shared responsibilities in a class team.</p> <p><b>Digital Wellbeing</b> Understanding the concept of digital wellbeing. Knowing how to stay safe, healthy, and happy online. Understanding principles of safe, respectful, and healthy online relationships. Knowing responsible social media use. Recognising online bullying behaviours. Understanding how to assess reliability of online information and images.</p> <p><b>Growing Up</b> Recap of puberty changes for boys and girls. Understanding there is no perfect body. Recognising common features of loving relationships. Knowing what a sexual relationship is. Understanding human reproduction and birth.</p> <p><b>Diverse Britain</b></p>	<p><b>TEAM</b> Express opinions respectfully in a team setting. Identify ways to show care and support to others in a team. Discuss and apply compromise in group situations. Participate effectively in collaborative tasks.</p> <p><b>Digital Wellbeing</b> Apply strategies to protect their digital wellbeing. Respond appropriately to online bullying, for self and others. Evaluate online content for accuracy and reliability. Communicate safely and respectfully online.</p> <p><b>Growing Up</b> Identify trusted adults to talk to about body changes. Discuss physical and emotional changes openly and respectfully. Describe relationships and how they function healthily.</p> <p><b>Diverse Britain</b></p>	<p><b>TEAM</b> Teamwork, collaboration, compromise, responsibility, unkind</p> <p><b>Digital Wellbeing</b> Digital wellbeing, safety, healthy, respectful, social media, bullying, reliability</p> <p><b>Growing Up</b> Puberty, reproduction, birth, relationship, sexual, body image</p> <p><b>Diverse Britain</b> Faith, ethnicity, law, community, government, charity, voluntary</p>



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	<p>Understanding the range of faiths and ethnicities in Britain. Knowing how and why laws are made. Understanding the concept of community. Recognising roles of local government and national government. Understanding the role of charities and voluntary groups in communities.</p> <p><b>Aiming High (Transition)</b> Understanding personal achievements and skills. Recognising different learning styles. Knowing what a helpful learning attitude is. Understanding stereotypes. Knowing skills employers look for. Understanding key skills for success in life and work.</p>	<p>Discuss diversity and inclusion in British society. Explain the purpose of laws and government structures. Identify examples of community support and charity work.</p> <p><b>Aiming High (Transition)</b> Discuss and reflect on personal achievements and learning approaches. Work effectively with others in a team. Identify and practise skills needed for success. Talk about future aspirations and how to achieve them.</p>	<p><b>Aiming High (Transition)</b> Achievement, learning style, stereotype, employer, success, aspiration</p>
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