



Working Together, Growing Together

PSHE philosophy

We aim to teach the children the skills to effectively manage everyday life, specific to their environment, guided by British Values. We want to produce well-rounded citizens who can cope with life's challenges –particularly issues pertinent to those faced by Westminster communities- and have the knowledge through practical activities to navigate complex social situations and form meaningful, respectful and enriching relationships. Our spiral curriculum ensures retention of the key knowledge as our children progress through the themes.

PSHE overview

Week	Term 1- Building Resilience	Term 2- Respectful Relationships	Term 3- Caring Friendships	Term 4- Mental Wellbeing	Term 5- Health Education	Term 6- Living in the Wider World
1	Emotions	Families and people who care	Caring Friendships	Grey Zone	Sleep	Appreciating Difference/ Tolerance
2	Resilience	Online relationships	Honesty	Positive habits	Healthy eating	Community responsibility
3	Triggers and Tornado Zone	Bullying	Empathy	Challenges	Exercise	Work/purpose
4	Other people's Tornado Zone	Collaboration	Reporting	Gratitude	Facts and risks with drugs/screen time	Money
5	Failure	Violence	Peer pressure	Kindness	Internet Safety	Sustainability
6	Taking responsibility	Stereotyping	Role models	Values	Keeping safe	Winning and losing
7	What we control	Respecting all staff, all people	Conflict	Thought gremlins (worrying thoughts)		Change

Term 1 – Resilience



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Year Group	Substantive Knowledge	Disciplinary knowledge
Reception	Know there are ways we can calm ourselves down.	Can begin to apply some skills to self-regulate their feelings.
1	Know in basic terms what resilience means. Know the importance of failing and making mistakes to help us learn. Know strategies that can be applied to manage emotional situations.	Can begin to apply learning on resilience when faced with challenges. Can identify basic emotions in themselves and others. Can begin to regulate their emotions when faced with failure.
2	Know that anger can hurt others and how to handle someone else's anger. Know that we can respond to situations in a way that is resilient and what that looks like. Know what to do when a mistake has been made. Know that there are things we can control and things we can't.	Can begin to describe how to support yourself following a failure and know what to do when a mistake has been made. Can share responses that show resilience when given various scenarios. Can identify increasingly complex emotions and when they might experience them. Can examine scenarios and identify what we can control and what we cannot.
3	Know how our emotions can cause us to act in a certain way. Know what a resilient person would do and what someone who lacks resilience would do. Know what a mistake is and understand why we should not hide away from them. Know that in life we face situations that are out of our control.	Can explain what to do when someone else is feeling angry. Can share what would be a resilient response and what wouldn't when given increasingly complex scenarios. Can share what to do when they experience failure with their learning in class. Can identify a mistake and share why it is important to face them and not hide from them. Can identify strategies to help cope when in the 'tornado zone' and feeling overwhelmed. Can examine scenarios and identify what can be controlled in increasingly complex situations and what cannot.
4	Know that emotions can be helpful and unhelpful. Know that there are strategies that can be used to manage our own 'tornado zone' as well as other peoples. Know the benefit of mistakes and what steps come after making one.	Can explain why resilience is important and how it helps us. Can identify what might trigger themselves and others to go into the 'tornado zone'. Can provide clear steps to manage another person's anger, using increasingly complex scenarios. Can confidently share how to appropriately respond when they make a mistake. Can examine different situations and analyse what another person might be thinking.



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	Know why the fear of failure can hold us back and lead to negative outcomes.	Can look at age appropriate situations and identify the aspects that can be controlled and what can't be.
5	<p>Know that we all behave differently and identify how events might make us feel and think.</p> <p>Know that our thoughts and attitude affects our ability to be resilient.</p> <p>Know that when we make a mistake we might want to 'escape' the reality but there are negativities of doing this.</p> <p>Know what a positive mentality looks like when faced with challenges we cannot control.</p>	<p>Can explain how they can manage their own 'tornado zone' and what works for them.</p> <p>Can recognise what we might think/feel when someone else is in their 'tornado zone'.</p> <p>Can come up with their own examples as to how resilient people would behave.</p> <p>Can share the negatives of shying away from our mistakes.</p> <p>Can confidently implement a positive mentality when faced with things we cannot control.</p>
6	<p>Know the role emotions play in our lives.</p> <p>Know that our thoughts when we are in our 'tornado zone' impact our actions.</p> <p>Know what taking responsibility for your actions and mistakes looks like.</p> <p>Know that our mindset is something we have to develop and work on.</p>	<p>Can evaluate how they can become more resilient.</p> <p>Can explain how we can see failure as a positive opportunity and how we can take responsibility for our own mistakes.</p> <p>Can identify the options that they have when facing someone else in their 'tornado zone'.</p> <p>Can identify how they can develop a resilient mindset for handling things that cannot be controlled.</p>

Term 2 – Respectful Relationships

Year Group	Knowledge	Skills
Reception	<p>Know the difference between comfortable and uncomfortable.</p> <p>Know we have to share our toys.</p>	<p>Can, using pictures, begin to identify if something is an uncomfortable feeling or a comfortable one.</p> <p>Can play with their peers displaying the ability to share.</p>
1	<p>Know what bullying is and what to do if they experience/witness it and know that violence is not an appropriate response.</p> <p>Know simple stereotypes e.g. boy's things and girl's things and can engage in discussions challenging these.</p>	<p>Can collaborate with others, sharing we have to listen, share and help.</p> <p>Can share why violence is not the answer and what to do instead.</p> <p>Can share how they can challenge simple stereotypes.</p> <p>Can name the various roles and jobs in the school and can share what they can do to show respect to them.</p>



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	<p>Know there are various in the school and wider community and know that we have to respect them all.</p>	
2	<p>Know that families all look different.</p> <p>Know that not every altercation with a peer is bullying.</p> <p>Know that there are safe questions and not safe questions and why.</p> <p>Know and understand skills required to work as a team.</p> <p>Know what violence is and the negative consequences that can come from violence.</p> <p>Know what stereotyping is and begin to understand why it's not a good thing.</p> <p>Know that there are phrases we can use to show respect.</p>	<p>Can use knowledge of the skills required to work as a team to work alongside their peers.</p> <p>Can sort scenarios into bullying and not bullying.</p> <p>Can identify questions that are not safe to answer online e.g. what's your address?</p> <p>Can define what violence is and why it is harmful.</p> <p>Can share why stereotyping is negative.</p> <p>Can show respect to others using their words.</p>
3	<p>Know why family is important and what they can do to support us using simple scenarios.</p> <p>Know the meaning of an online friend and identify when a question is personal and shouldn't be answered.</p> <p>Know the different types of bullying, physical and emotional.</p> <p>Know some of the reasons people are violent and how to avoid being violent themselves.</p> <p>Know the common stereotypes that are seen within society when it comes to race, religion, gender, job role etc.</p> <p>Know that all adults in school deserve the same respect regardless of their role and how to show that.</p>	<p>Can apply collaboration skills to solve a task, identifying what they had to do to be a good team.</p> <p>Can identify the different types of bullying, physical and emotional.</p> <p>Can identify what might cause someone to be violent and how to avoid being violent themselves.</p> <p>Can identify common stereotypes when looking at gender, age, race, and religion and job role.</p> <p>Can identify what might cause someone to be violent and how to avoid being violent themselves.</p> <p>Can begin to identify common stereotypes when looking at gender, age, race, religion and job role.</p>
4	<p>Understand that every family is different and how to be respectful of other people's family circumstances.</p>	<p>Can apply age appropriate collaboration skills to solve group tasks.</p> <p>Display respect in the playground and when playing with other children without an adult facilitating.</p>



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	<p>Understand that people might behave differently online and why.</p> <p>Understand that impact of bullying on the victim.</p> <p>Understand the impact of violence on the victim.</p> <p>Begin to identify ways in which we can identify and challenge our own stereotypes.</p> <p>Know the ways in which we can show respect in the playground and the times when this might be more challenging.</p>	
5	<p>Know what a caring relationship is and the importance of them.</p> <p>Know how to deal with someone who is bullying.</p> <p>Know that violence is the reaction of a weak person, not someone who is strong.</p> <p>Know how to react when experiencing/witnessing stereotyping.</p> <p>Know that everyone should be treated with respect and we shouldn't treat people differently.</p>	<p>Can identify the actions of a person who is in a caring relationship.</p> <p>Can look at scenarios and examine the safety and legitimacy of online relationships.</p> <p>Can work with their peers collaboratively on a given challenge.</p> <p>Can use scenarios to respond appropriately to violence and stereotype.</p> <p>Can state what respect looks like.</p>
6	<p>Know what to do if a family situation is making them feel unsafe.</p> <p>Know how to avoid oversharing on the internet.</p> <p>Know the consequences of violent acts.</p> <p>Know some of the serious implications of stereotyping by looking at case studies.</p> <p>Know how to complain effectively and constructively.</p>	<p>Can identify how they can be a helpful bystander when witnessing bullying.</p> <p>Can assess their own collaboration skills and how these can be improved.</p>

Term 3 – Caring Friendships

Year Group	Knowledge	Skills
Reception	<p>Know some simple compliments you can pay others.</p> <p>Know what it means to love something/someone.</p>	<p>Can give simple compliments to their friends</p> <p>Can share how they know someone loves them.</p>



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1	<p>Know what honesty means and know the importance of being honest.</p> <p>Know that we should not be unkind to others if a peer tells us to be.</p> <p>Know what to do if they see unfairness amongst their peers.</p>	<p>Can identify the basic qualities of a good friend and role model.</p>
2	<p>Know, in basic terms, what empathy means and how to show empathy to their friends.</p> <p>Know when to report someone else's behaviour and when not to.</p> <p>Know why lying is not good and what others might think if you lie.</p> <p>Know what peer pressure is and what to do if they experience it.</p> <p>Know what a role model is and begin to list qualities of a role model.</p> <p>Know what might cause conflict</p>	<p>Can identify the skills of a good friend.</p> <p>Respond to conflict appropriately.</p>
3	<p>Know why people might feel how they do after personal experiences by showing empathy.</p> <p>Know when is an appropriate time to tell on someone and know why we shouldn't tell an adult about every little thing.</p> <p>Know why people are sometimes not honest.</p> <p>Understand the consequences of giving into peer pressure and when it can be a good thing.</p> <p>Know how to deal with conflict in an appropriate way.</p>	<p>Can identify where someone is being a good friend.</p> <p>Identify who in their life they would consider a role model and why.</p>
4	<p>Know how we can set up boundaries in friendships and how to enforce them.</p> <p>Know that events can affect people differently.</p> <p>Know why it is important to avoid cheating and why.</p>	<p>Can identify the appropriate response when their peer does something wrong.</p> <p>Can recognise and demonstrate calm and productive conflict.</p>



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	<p>Know how peer pressure influences your own personal thoughts and what to do if they experience this.</p> <p>Know the benefits of having positive role models.</p>	
5	<p>Know how to be a thoughtful person and show thoughtfulness to their friends.</p> <p>Know how to build empathy for others.</p> <p>Know when it is appropriate to report someone else's behaviour and justify their thinking.</p> <p>Know how to tell the truth to someone but do so with empathy and care.</p> <p>Know how the peer pressure to fit in can have negative consequences.</p> <p>Know how they can be a role model for others.</p> <p>Know how to manage conversations that might lead to conflict.</p>	
6	<p>Know what an unbalanced relationship looks like and how to deal with one.</p> <p>Know how to report a serious incident.</p>	<p>Can handle people who lie.</p> <p>Can recognise when someone else is showing empathy.</p> <p>Can identify what to do when feeling peer pressure.</p> <p>Can recognise how someone who is a role model would act.</p> <p>Can identify and action the skills needed to be a peer mediator.</p>

Term 4 – Mental Wellbeing

Year Group	Knowledge	Skills
Reception	Know that we all have feelings.	Can identify when someone looks happy, sad, mad or scared etc.
1	<p>Know, to a basic level, life has highs and lows and identify them in their school day.</p> <p>Know, to a basic level, about gratitude and kindness and identify things to be thankful for.</p>	<p>Can begin to identify that people can look the same but think differently in terms of likes/interests and feelings.</p> <p>Can begin to understand what a positive habit is and identify them in their everyday life e.g. brushing teeth twice a day and saying please and thank you.</p> <p>Can begin to identify values in others that they would aspire to e.g. hardworking</p>



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2	<p>Know life has highs and lows and identify highs and lows in their own lives.</p> <p>Know what gratitude is and explain what they are thankful for.</p> <p>Know what they can do to show kindness to others.</p> <p>Know what values are and identify values in themselves and others.</p>	<p>Can identify how a positive person would act and identify some positive habits.</p> <p>Can identify negative thoughts and what they can do to change them.</p>
3	<p>Know that there are challenges in life and identify what these might be.</p> <p>Know that we might experience a negative voice in their head and what to do if they have these thoughts.</p>	<p>Can identify positive and negative actions in others.</p> <p>Can identify positive habits that they can do to stop spreading/catching germs.</p> <p>Can identify what they are grateful for and why they feel grateful for these things.</p> <p>Can explain how they'd like to be treated and share how to treat others the same way.</p> <p>Can identify values in others that are important to them.</p>
4	<p>Know that implementing positive habits can keep us calm.</p> <p>Know that we have choices in how we handle challenges in life.</p> <p>Know that there are certain things we should be thankful for by learning about others who are struggling.</p> <p>Know how comparing yourself to others can cause unnecessary negative thoughts.</p>	<p>Can identify how a pessimist and optimist would think in various scenarios.</p> <p>Can identify how we can show kindness in the classroom to support our peers.</p> <p>Can identify some of the key values required to live a positive life.</p>
5	<p>Know the importance of healthy habits to have a positive mindset.</p> <p>Know how to ask for help when facing challenges in life and who to ask.</p> <p>Know how we can use gratitude to help us have a positive mindset.</p> <p>Know how they can use moral reasoning to reduce negative thoughts.</p>	<p>Can, using scenarios, compare the thoughts and actions of someone in the 'grey zone' versus in a positive mindset.</p> <p>Can identify how we can show kindness in the playground using own experiences and given scenarios.</p> <p>Can identify the values they want in a person when choosing a friend.</p>



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6	<p>Know how to reframe negative thoughts.</p> <p>Know the importance of healthy habits on our mental wellbeing.</p> <p>Know why people are not always kind and the effects of this.</p> <p>Know how living with good values creates a fit and healthy mind.</p>	<p>Can identify how a healthy mind copes with life challenges.</p> <p>Can use gratitude to change mindset on things they might have once thought negatively about.</p> <p>Can identify how we can have a positive attitude towards challenges.</p>
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Term 5 – Health Education

Year Group	Knowledge	Skills
Reception		
1	<p>Know that some household substances can be dangerous e.g. bleach and medicine</p>	<p>Can explain how to keep themselves safe from household substances.</p>
2	<p>Know, to a basic level, the importance of sleep and what could happen if you don't get enough sleep.</p> <p>Know how food can keep you safe and healthy and identify healthy and unhealthy foods.</p> <p>Know what we can put on our skin to protect us e.g. sunscreen and lip balm.</p>	<p>Can identify different exercises and know the benefits of stretching, strength and running.</p> <p>Can identify what we can use the internet for.</p> <p>Can identify some risks that we might come across in everyday life and what to do to keep yourself safe in those situations.</p>
3	<p>Know that a lack of sleep can change our behaviour negatively.</p> <p>Know the importance of fruits and vegetables and what they can do for our bodies.</p> <p>Know why exercise is good for us and that chemicals are released when we exercise that can make us feel happy.</p>	<p>Can identify the ways in which too much screen time can be harmful.</p> <p>Can identify the dangers of being on the internet and what we can do to protect ourselves.</p> <p>Can explain how we can identify reduce risks around our home e.g. using knives and going down stairs</p>
4	<p>Know how tiredness affects our thinking and ability to concentrate.</p> <p>Know the benefits of stretching on our bodies.</p> <p>Know why it is important to comply with the age restrictions set when online.</p>	<p>Can identify what a balanced diet looks like.</p> <p>Can recognise and understand the dangers of smoking on our bodies.</p> <p>Can respond to an emergency effectively and efficiently.</p>



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5	<p>Know and understand the dangers of not getting enough sleep on our health.</p> <p>Know the benefits of exercise on our mental health.</p> <p>Know the health risks that come with the consumption of alcohol.</p>	<p>Can recognise the dangers of having an unbalanced diet.</p> <p>Can identify the ways social media and the internet can be used positively but also negatively.</p> <p>Can assess and manage levels of risk in given situations.</p>
6	<p>Know the power of food on our bodies and the importance of prioritising our diet.</p> <p>Know the dangers of drug misuse on our bodies.</p>	<p>Can recognise the importance of healthy sleeping habits and how to create them.</p> <p>Can identify the benefits of an active lifestyle on our minds and body in relation to exercise.</p>

Term 6 – Living in the Wider World

Year Group	Knowledge	Skills
Reception		
1	<p>Know that we can be friends with people are different to us in terms of likes/interests/religion etc.</p>	<p>Can begin to come up with simple ways we can look after the school environment e.g. hang up coat, tidy classroom etc.</p> <p>Can identify simple ways to keep calm when you lose at a game.</p>
2	<p>Know, in basic terms, what diversity means and identify the diversity in their own class.</p> <p>Know the different jobs people have in the community and how they help us.</p> <p>Know that money can be spent or saved.</p> <p>Know the dangers of plastic and how to get dispose of it appropriately.</p> <p>Know what happens when we win and lose and how that might make us feel.</p> <p>Know that we all experience change in our life and what changes we might experience.</p>	<p>Can identify how we can look after the school community and those in our class.</p>
3	<p>Know what could happen if we don't look after the community.</p>	<p>Can identify diversity in how we look, our religion and what we like.</p>



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	<p>Know what money can be spent on and sometimes it is a want and sometimes it is a need.</p> <p>Know why losing can feel painful and share strategies that can be used to help cope with losing.</p> <p>Know that change can be surprising.</p>	<p>Can identify positive attributes in themselves and how to set manageable goals for the future.</p> <p>Can identify what we can do to help the planet and be sustainable.</p>
4	<p>Know why diversity is a good thing.</p> <p>Know what questions might be asked in a job interview.</p> <p>Know what deforestation is and the impact it has on the planet.</p>	<p>Can identify how to look after the community and why we do this and what happens if we don't; in school and out with.</p> <p>Can begin to form answers to interview questions.</p> <p>Can work with others to budget money.</p> <p>Can identify how winning and losing makes them feel and how to manage this.</p> <p>Can identify how change can make human beings feel and explain what they can do to cope with changes.</p>
5	<p>Know how to show tolerance for those who are different to themselves.</p> <p>Know and understand how the government cares for the community.</p> <p>Know the risks that are associate with money.</p> <p>Know the dangers of global warming on the planet.</p> <p>Know how we can learn from losing.</p>	<p>Can recognise the different skills needed for different jobs.</p> <p>Can identify the different ways change can affect our lives.</p>
6	<p>Know the dangers of intolerance and what it can lead to.</p> <p>Know why we spent money on welfare and where our tax goes.</p> <p>Know the various motivators for work and the benefits of work.</p> <p>Know how to keep track of money and budget.</p> <p>Know the difference between a fixed and growth mindset and apply a growth mindset to help cope with change.</p>	<p>Can apply a balanced perspective to competition and use the positives in losing to do so.</p>