

PSHE Overview 2025-26

PSHE is a vital subject at Whitmore, as it helps many of our children overcome the barriers to learning that can affect their attainment in other subjects. When creating our PSHE curriculum, we have combined units from the Discovery Education scheme of work, as well as creating our own unit of work based on issues we have identified as being important in our community. We have chosen to do this as we feel our children do not just need emotional skills to navigate the modern world, but also practical knowledge and advice about handling money. The units are in different orders each year, this is so that years with lots of change (years 3 and 6) have the Coping with Change units at the start of the year, and also so that any topics that could be considered part of sex education (such as body parts and puberty) are taught in the summer term, when children's maturity levels are at their highest. This also allows teachers and parents time to build a relationship, so that parents are more comfortable talking to their child's teacher if they have concerns about any of the content being taught.

EYFS objectives are taken from the Personal, Social and Emotional Development areas of the EYFS curriculum, as these often tie into mental and physical well-being and self-care, which are key concepts in PSHE at Whitmore.

An important part of our PSHE at Whitmore is Expectations Week. Expectations Week is the first week of the academic year. During this time, children are taught (or re-taught) about the school's core values (respect, honesty, perseverance, positivity and friendship). First aid and rail safety objectives are also taught during this week.

| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------|---|--|--|--|---|---|
| N | <i>I am starting to enjoy the company of peers I can form relationships with new adults</i> | <i>I can select and use activities with help I am showing increasing confidence in new surroundings</i> | <i>I can play with more than 1 friend I help to suggest solutions to conflicts</i> | <i>I can follow the rules I am becoming more outgoing with unfamiliar people</i> | <i>I am beginning to understand how others feel I have developed ways of being assertive</i> | <i>I take part in pretend play I am able to settle at an activity for a while</i> |
| R | <i>I know my peers' names I can form new friendships I know the class rules</i> | <i>I can manage my toileting I am able to share I am beginning to regulate my behaviour</i> | <i>I think about others and wait my turn</i> | <i>I express my feelings and consider others' feelings</i> | <i>I am beginning to moderate my own feelings socially and emotionally I can get changed for PE</i> | <i>I can focus my attention I know right from wrong I can regulate my own behaviour</i> |
| I | First Aid <i>I know how to get help from an adult in the classroom or playground</i> Rail Safety <i>I can talk about different safety signs and say what they mean I can show how to behave safely around railways by following safety signs I can talk about who helps us at the station and on the train I can show how to behave safely at the station Note: Switched on Suzi lessons 1, 2 and 3</i> Healthy and Happy Friendships <i>I know how to form friendships I know how kind or unkind behaviours impact other people</i> Similarities and Differences <i>I understand the similarities and differences between people I know how to respect and celebrate differences</i> | Families and Committed Relationships <i>I know what a family is I know that some families are different to others (numbers of people, generations, etc.) I know why families are important and special</i> Caring and Responsibility <i>I can identify who my special people are I identify how special people keep me safe</i> Money and Work <i>I know about how different strengths and interests are needed to do different jobs I understand that everyone has different strengths, in and out of school</i> | Money and Work <i>I can describe people whose job it is to help us in the community I can explain about different jobs and the work people do</i> Healthy Bodies, Healthy Minds <i>I know the correct names for different body parts I know about the amazing things bodies can do</i> Coping with Change <i>I can describe how I have changed since I was born I know that humans grow from young to old</i> | | | |
| 2 | Rail Safety <i>I can show how to behave safely at a level crossing I can recognise and follow the signs that keep us safe I can show what to do if there is an emergency I can say why we all need to be safe around railways Note: Switched on Suzi lessons 4, 5, 6 and 7</i> First Aid <i>I understand that it is important to ensure the safety of myself and others in the event of an emergency I can assist in an emergency by correctly calling for help from an adult I can identify a major and minor head injury I know to get help for a casualty who has a head injury</i> Healthy and Happy Friendships <i>I understand what makes a happy friendship I recognise personal boundaries I recognise safe/unsafe situations</i> Similarities and Differences <i>I explore different strengths and abilities I understand and challenge stereotypes</i> | Families and Committed Relationships <i>I know the different people in my family/families I know that some families vary and may be different to mine</i> Caring and Responsibility <i>I can identify the different communities and groups I belong to I can identify how we support each other in different communities and groups</i> Money and Work <i>I know about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments I can explain how money can be kept and looked after I know about getting, keeping and spending money I know that people are paid money for the jobs they do</i> | Coping with Change <i>I can explore how our bodies change as I grow older I can describe how my needs change as I grow older I develop aspirations for the future</i> Healthy Bodies, Healthy Minds <i>I know ways to stay healthy, including the safe use of household products and medicines</i> Money and Work <i>I am able to recognise the difference between needs and wants I understand how people make choices about spending money, including thinking about needs and wants</i> | | | |

| Year | Autumn | Spring | Summer |
|------|---|---|--|
| 3 | <p>First Aid <i>I understand that it is important to ensure the safety of myself and others in the event of an emergency</i> <i>I can assist in an emergency by correctly calling for help</i> <i>I can explain the information I need to give to emergency services if they are called to an incident</i> <i>I can identify a major and minor head injury (recap from year 2)</i> <i>I know to get help for a casualty who has a head injury (recap from year 2)</i> <i>I know how to give first aid to a casualty who has a head injury</i></p> <p>Rail Safety <i>I can explain rail safety rules and how to behave as I become more independent and responsible</i> <i>I can demonstrate that I understand rail safety signs and explain why they are there</i> <i>I can describe the warning signs at a level crossing and what to do if they appear</i> <i>I can describe other rail warning signs and reasons for these in different places</i> Note: Switched on for every journey lessons 1 and 2</p> <p>Coping with Change <i>I can identify some feelings that can be associated with change</i> <i>I know how to cope with feelings associated with change</i></p> <p>Healthy and Happy Friendships <i>I know how to be a good friend</i> <i>I respect personal space</i> <i>I know strategies for resilience</i></p> | <p>Healthy Bodies, Healthy Minds <i>I know how to maintain my physical and mental well-being through healthy eating, sleep and keeping calm</i></p> <p>Similarities and Differences <i>I respect and value differences</i> <i>I understand the shared values of communities</i></p> <p>Money and Work <i>I know about some of the skills needed to do a job, such as teamwork and decision-making</i> <i>I know about jobs that people may have from different sectors e.g. teachers, business people, charity work</i> <i>I understand that people can have more than one job at once or over their lifetime</i> <i>I can challenge common myths and gender stereotypes related to work</i> <i>I am supported to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</i></p> | <p>Caring and Responsibility <i>I understand what my responsibilities towards others are</i> <i>I know ways we can care for and show respect to other people</i></p> <p>Families and Committed Relationships <i>I know the different types of committed relationships</i> <i>I know the basic characteristics of committed relationships</i></p> <p>Money and Work <i>I can recognise my interests, skills and achievements and how these might link to future jobs</i> <i>I know how to set goals that I would like to achieve this (or next) year e.g. learn a new hobby</i></p> |
| 4 | <p>Rail Safety <i>I can recognise and talk about wider rail safety risks and dangers</i> <i>I can explain some consequences of taking risks or unsafe behaviour around railways</i> <i>I can follow rules for keeping safe in and around trains and railways</i> Note: Switched on for every journey lesson 4</p> <p>First Aid <i>I am able to identify when a casualty is having an allergic reaction to a bite or sting</i> <i>I am able to provide first aid treatment for a casualty who has been bitten or stung</i> <i>I am able to comfort and reassure a casualty who has been bitten or stung</i> <i>I am able to seek medical help if required</i> <i>I am able to identify a casualty who is having an asthma attack</i> <i>I am able to assess a casualty's condition calmly and give first aid to someone who is having difficulty breathing due to asthma</i> <i>I am able to seek medical help, if required, for someone who is having an asthma attack</i></p> <p>Caring and Responsibility <i>I understand my rights and responsibilities in wider society</i> <i>I understand how the UN Convention of Rights of the Child affects me</i></p> <p>Money and Work <i>I know how people make different spending decisions based on my budget, values and needs</i> <i>I know how to keep track of money and why it is important to know how much is being spent</i></p> | <p>Healthy and Happy Friendships <i>I know how solve friendship difficulties</i> <i>I know how to act if someone invades my privacy or personal boundaries</i></p> <p>Healthy Bodies, Healthy Minds <i>I know about different influences on my health and well-being, including family, friends and the media</i> <i>I know how different influences can affect my personal health choices</i></p> <p>Money and Work <i>I know about different ways to pay for things such as cash, cards, e-payment and the reasons for using me</i> <i>I can explain how people spend money can have positive or negative effects on others e.g. charities, single use plastics</i></p> | <p>Similarities and Differences <i>I understand the issues around identity and diversity</i> <i>I can see issues from different perspectives</i> <i>I know not to make judgements based on appearance</i></p> <p>Families and Committed Relationships <i>I know about the range of relationships that I experience in my everyday life</i> <i>I can understand the differences between the different types of relationships I encounter</i></p> <p>Coping with Change <i>I know how human bodies change during puberty</i> <i>I understand the process of menstruation</i> <i>I understand that hygiene needs change as I get older</i></p> |

| Year | Autumn | Spring | Summer |
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| 5 | <p>Rail Safety <i>I can talk about and show how to keep myself and others safe at a station and on a train</i> <i>I can explain ways to resist pressure to behave unsafely or take risks at a station</i> <i>I can explain what to do or how to get help if someone or something is unsafe, or there is an emergency</i> <i>I can explain some consequences of taking risks or unsafe behaviour around railways</i> Note: Switched on journeys lessons 3 and 5</p> <p>First Aid <i>I am able to assess a casualty's condition calmly and give first aid to a casualty who is bleeding</i> <i>I am able to give first aid to a casualty who is in shock</i> <i>I am able to seek medical help, if required for a casualty who is bleeding</i> <i>I am able to recognise when a casualty has suffered a burn or scald</i> <i>I am able to respond appropriately to a casualty who has been burnt or scalded</i></p> <p>Similarities and Differences <i>I can celebrate my strengths and the strengths of others</i> <i>I can set goals for my future</i> <i>I know how to keep myself safe online</i></p> <p>Healthy and Happy Friendships <i>I understand the issues around identity and peer pressure, both off- and online</i> <i>I understand the importance of positive emotional health and wellbeing</i></p> | <p>Caring and Responsibility <i>I know how our care needs change as we get older</i> <i>I understand the effects of loneliness and isolation</i> <i>I know ways I can show care in the community</i></p> <p>Healthy Bodies, Healthy Minds <i>I know that everyone's body is unique</i> <i>I develop a sense of self-acceptance about my body</i> <i>I value my body and mind</i> <i>I know how different lifestyle habits (including alcohol, tobacco and drugs) can affect my well-being</i></p> <p>Money and Work <i>I understand the importance of diversity and inclusion to promote people's career opportunities</i> <i>I know about stereotyping in the workplace, its impact and how to challenge it</i></p> | <p>Money and Work <i>I can identify jobs that I might like to do in the future</i> <i>I understand the role ambition can play in achieving a future career</i> <i>I can explain how or why someone might choose a certain career</i> <i>I know about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</i> <i>I understand that there are a variety of routes into work e.g. college, apprenticeships, university, training</i></p> <p>Families and Committed Relationships <i>I know the characteristics of healthy, positive and committed relationships</i> <i>I know how healthy relationships develop as people grow older</i></p> <p>Coping with Change <i>I know how puberty can affect emotions</i> <i>I know how to manage emotional changes caused by puberty</i> <i>I can create my own questions about puberty and change</i></p> |
| 6 | <p>Rail Safety <i>I can explain some consequences of taking risks or unsafe behaviour around railways</i> <i>I can describe other rail warning signs and reasons for these in different places</i> <i>I can demonstrate ways to resist pressure to behave in an unsafe or risky way around railways</i> <i>I can demonstrate that I understand rail safety signs and explain why they are there</i> Note: Switched on journeys lessons 6 and 7</p> <p>First Aid <i>I am able to explain what an allergic reaction is</i> <i>I am able to give first aid to a casualty who is having an allergic reaction</i> <i>I am able to recognise when to call for help for a casualty who is having an allergic reaction</i> <i>I am able to identify a casualty who is choking</i> <i>I am able to assess and give first aid to a casualty who is choking</i> <i>I am able to seek medical help if required for a casualty who is choking</i></p> <p>Coping with Change <i>I can develop ways to manage my increasing responsibilities</i> <i>I can develop ways to manage the emotional effects of life changes</i></p> <p>Healthy Bodies, Healthy Minds <i>I know how to make positive health choices</i> <i>I practice ongoing self-care for my body and mind</i> <i>I can describe ways to prevent and manage mental ill-health</i></p> <p>Caring and Responsibility <i>I understand how I can take more responsibility for my self-care</i> <i>I know who can care for me as I grow older, including at secondary school</i></p> | <p>Money and Work <i>I can explain the role that money plays in people's lives, attitudes towards it and what influences decisions about money</i> <i>I know how having or not having money can impact on a person's emotions, health and wellbeing</i> <i>I understand the concept of 'value for money' and how to judge if something is value for money</i> <i>I can explain how companies encourage customers to buy things and why it is important to be a critical consumer</i></p> <p>Similarities and Differences <i>I understand how online identities and behaviours can affect us offline</i> <i>I can reflect about how people feel when they don't 'fit in'</i></p> | <p>Money and Work <i>I am aware of common risks associated with money, including debt, fraud and gambling</i> <i>I know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</i> <i>I can explain how to get help if I am concerned about gambling or other financial risks</i></p> <p>Healthy and Happy Friendships <i>I understand how relationships evolve as we grow, including when transitioning to secondary school</i> <i>I understand how to cope with a wider range of emotions</i></p> <p>Families and Committed Relationships <i>I know how humans reproduce, including different ways to start a family</i> Note: This unit includes age-appropriate sex education (which parents can opt-out of)</p> |