



Key Stage 1 PSHE Curriculum

'You are never too old to set a new goal or to dream a new dream' C.S Lewis

Through our Personal, Social, Health and Economic (PSHE) Curriculum, we enable pupils to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others. Through it, pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps pupils stay healthy and safe, whilst preparing them to make the most of life and work. It also helps pupils to achieve their academic potential through developing a sense of self confidence and skills in resilience. Our PSHE curriculum includes, but is not limited to, statutory content, including Relationships Education at Key Stages 1 and 2. Relationships and Sex Education (RSE) at key Stages 3 and 4 and Health Education in both primary and secondary phases.

PSHE, alongside our enrichment and safeguarding and British values education, is central to the development of the pupils in our school and reflects our school's vision of 'Every Pupil, Every Chance'. Our programme of study is based around the SEND curriculum from the PSHE Association and 'Learn and Thrive' and provides appropriate learning opportunities for all pupils across The Forest School, regardless of their stage of development. The curriculum is designed to help pupils manage the challenging moral, social and health related issues that arise in their lives and society and supports them in having a voice and knowing their choices. It helps our pupils to develop the knowledge, skills and understanding they need to live confident, healthy, safe and independent lives. Our Programmes of Study take a thematic approach to PSHE and are designed so that all year groups experience coverage of the same core offer throughout the year. This approach ensures that pupils make developmental progress by revisiting themes each year and are able to build on prior learning and experiences. Links can also be made across the school in assemblies, educational visits and through enrichment activities.

Our PSHE Curriculum focuses on six key areas:

- Self- awareness
- Self-care, support and safety
- Managing Feelings



- Changing and Growing
- Healthy Lifestyles
- The World I live in

All plans follow a two yearly cycle with the exception of Key Stage 3 which follows a three yearly cycle, allowing pupils to revisit and build upon prior learning. This is reflected through our stages of development; Access, Build, Connect, Deepen.

Teachers will plan lessons that are inspiring and engaging with content that is appropriate to age and stage and adapted according to need. Learning objectives will be tailored to the development and understanding of the pupils across a common focus area. Learning will build on knowledge and skills over time and will link new knowledge to prior learning. Students will also be involved with celebration events such as external visits, assemblies and themed whole school events which focus on school values.

Cycle 1: 23/24

Autumn 1: Self Awareness- Playing and Working Together			
Key Vocabulary: friends, team, share, turn-taking, fair, kind			
Access	Build	Connect	Deepen
<ul style="list-style-type: none"> • Respond to an adult modelling how we can show we are ready to participate in an activity. • Respond with curiosity to modelling of ‘good listening’. Respond to ‘taking turns’ as 	<ul style="list-style-type: none"> • Describe how to listen to other people. • Describe times when we take turns in school. • Identify reasons why it is important to listen to other people. • Identify some actions/ behaviours that show 	<ul style="list-style-type: none"> • Identify times when we have listened to others and worked collaboratively. • Demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us. 	<ul style="list-style-type: none"> • Explain why listening and respecting others’ points of view helps us to get on with others. • Identify and demonstrate ways of improving our own practice when working in a team.



<p>modelled by both adults and peers.</p> <ul style="list-style-type: none"> • Demonstrate being alert and ready to listen. • Demonstrate good listening 	<p>we are being polite and courteous to other people.</p> <ul style="list-style-type: none"> • Demonstrate ways of playing and working cooperatively. • Explain what we mean by ‘being fair’ to one another 	<ul style="list-style-type: none"> • Identify reasons why it may be upsetting for others if we don’t wait for our turn. • Describe some ways of playing and working with others so that everyone feels happy and is able to do their best. • Demonstrate working collaboratively towards shared goals. Recognise occasions when we have worked as a team or in a group to achieve something. • Describe how to recognise if someone else has missed their ‘turn’; explain how this might make them feel; demonstrate how to resolve this 	<ul style="list-style-type: none"> • Offer constructive feedback to support others working in our team. • Explain why ‘turn-taking’ can help everyone to feel included.
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<p align="center">Autumn 2: The World I Live in- Taking Care of the Environment and Belonging to a Community</p>			
<p align="center">Key Vocabulary: Environment, animals, habitats, living, safe, food, litter, recycle, pollution, nature</p>			
<p>Access</p>	<p>Build</p>	<p>Connect</p>	<p>Deepen</p>



<ul style="list-style-type: none"> • Respond to stimuli which demonstrate the ways in which we are cared for by trusted adults. • Respond to stimuli about the different pets people have and ways of caring for them. • Respond to stimuli about the different groups we belong to (e.g. family, school, clubs, faith). 	<ul style="list-style-type: none"> • Identify simple ways in which we may take care of people and/or animals. • Give reasons why it is important to take care of people, animals and all living things. • Identify some different groups that we may belong to (e.g. family, school, clubs, faith). • Describe things we do in the groups we belong to 	<ul style="list-style-type: none"> • Describe our own home and explain how we and family members may take care of it. • Explain how we can take care of our school environment. Explain the importance of routines in taking care of people or pets. • Describe how being part of a group makes us feel. Identify specific things we take part in as a member of these groups • Describe what it means to be part of a community. Identify different groups that make up our community. 	<ul style="list-style-type: none"> • Explain what might happen if the wider environment is not taken care of (e.g. litter, graffiti, vandalism, pollution) • Explain how it feels to be part of a community. • Suggest ways we can help people to feel welcome in the different groups and communities we belong to.
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Spring 1: Self-Care, Support and Safety: Keeping Safe Online

Key Vocabulary: Online, public, private, password, safe, consent, stranger



Access	Build	Connect	Deepen
<ul style="list-style-type: none"> • Respond with curiosity to adult modelling of different ways that people communicate with each other. • Describe some ways that we use to communicate, including online. 	<ul style="list-style-type: none"> • Demonstrate simple ways of communicating our choices to others. • Give examples of how people might use technology to communicate with others. • Identify some risks of communicating online. • Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet • Explain that there may be people online who do not have our best interests at heart. Identify things that we should never share online without checking with a trusted adult first. 	<ul style="list-style-type: none"> • Explain how other people’s identity online can be different to what it actually is in real life. • Explain how to respond if we’re not sure if someone online is who they say they are. • Identify some benefits of balancing time on electronic devices with other activities. 	<ul style="list-style-type: none"> • Demonstrate practical strategies for keeping safe when using specific digital devices and platforms. • Explain how what we post online might affect ourselves or others • Describe strategies to help us stop and think about the possible consequences for ourselves or others before we post something online. • Identify basic rules for using social media, including age restrictions and why they exist. • Identify whom we can talk to, or report concerns to, if someone asks us for, or sends us, an image or information that makes us feel uncomfortable.



Spring 2 Healthy Lifestyles: Healthy Eating and Taking Care of my Physical Health

Key Vocabulary: food, drink, fruit, vegetables, like, don't like, healthy, unhealthy, hungry, exercise, play, sleep, sun, clean, dirty

Access	Build	Connect	Deepen
<ul style="list-style-type: none"> ● Respond to different stimuli about what it means to be 'healthy' ● Respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies. ● Identify foods that we like and dislike to eat. ● Demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair or teeth). Recognise the importance of simple rules for sun safety. Recognise how we feel if we have not had enough sleep. 	<ul style="list-style-type: none"> ● Identify some examples of healthy foods. Identify some examples of foods that should only be eaten once in a while. ● Describe or demonstrate simple hygiene routines. Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally). Describe some simple ways of staying safe in the sun. Recognise that sleeping well is one way we can stay healthy 	<ul style="list-style-type: none"> ● Explain why some foods are healthier than others. Explain why we might need to eat foods we might not like very much. ● Give reasons why it is important to take care of personal hygiene. Describe some of the different ways to be physically healthy. Explain how the physical activities we enjoy doing help to keep us healthy. Describe simple routines for going to bed/going to sleep. ● Explain what it means to eat a healthy, balanced diet. Give examples of occasions when we can make choices about the 	<ul style="list-style-type: none"> ● Describe which foods we should only eat occasionally and explain why eating too much of them could harm our health. Identify some influences on our food choices, and when these might be positive or negative. ● Explain why it is important to take care of our bodies both now and in the future. Explain some things that can stop us sleeping well, and suggest ways to manage these. Recognise how spending excessive time on electronic devices can affect sleep, mental and



		<p>foods that we like to eat. Explain what can help us choose what to eat. Recognise that some people may not be able to eat certain foods because they will make them ill (allergies).</p> <ul style="list-style-type: none"> Describe what might happen if we don't take care of our personal hygiene. Explain some of the benefits of balancing exercise, food and rest. Identify what might happen to our bodies if we don't protect them from overexposure to the sun. 	physical wellbeing.
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Summer 1- Managing Feelings: Identifying and Expressing Feelings			
Key Vocabulary: Happy, sad, angry, scared, excited, frustrated, lonely, proud, talk, draw, write, role play, hug, cry			
Access	Build	Connect	Deepen
<ul style="list-style-type: none"> Respond with curiosity to stimuli about different emotions. 	<ul style="list-style-type: none"> Describe different kinds of feelings we may have experienced; 	<ul style="list-style-type: none"> Describe some good (comfortable) and not so good 	<ul style="list-style-type: none"> Demonstrate vocabulary/ communication skills



<ul style="list-style-type: none"> Respond with curiosity to stimuli which depict facial expressions representing different emotions/ feelings. 	<p>those we like and those we don't like.</p> <ul style="list-style-type: none"> Identify things that make us feel happy. Using visual supports Identify things that may make us cry/feel sad using visual supports. Identify what makes us feel upset, angry, worried, anxious, frightened using visual supports 	<p>(uncomfortable) feelings; describe how they might make our body feel.</p> <ul style="list-style-type: none"> Recognise that when we experience a change or a loss we may feel sad/ unhappy. Identify signs, actions, facial expressions, body language which can help us identify how others might be feeling. Explain why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to 	<p>for expressing the intensity of a feeling.</p> <ul style="list-style-type: none"> Explain that everyone experiences a range of feelings at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous).
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Summer 2 Changing and Growing- Different Types of Relationship			
Key Vocabulary: family, parents, carers, grandparents, sister, brother, cousin, teacher, community			
Access	Build	Connect	Deepen
<ul style="list-style-type: none"> Respond to stimuli about some of the different kinds of relationships there are 	<ul style="list-style-type: none"> Identify different types of family. Recognise others' families in school may 	<ul style="list-style-type: none"> Recognise that two people in a long term relationship might live together or be married 	<ul style="list-style-type: none"> Explain the features of a healthy and positive friendship or family relationship.



<p>within families.</p> <ul style="list-style-type: none">• Give examples of different types of relationships. Identify the people who make up our family.	<p>be different from their family.</p> <ul style="list-style-type: none">• Identify some of the ways in which we may be cared for by our families, friends and other adults who care for us.• Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship.• Understand what makes a healthy relationship.• Understand what makes an unhealthy relationship	<p>(or in a civil partnership); that getting married must always be a choice both people make together.</p> <ul style="list-style-type: none">• Recognise that two people who love and care for one another may or may not have children.• Identify some of the roles and responsibilities of parents and carers.• Explore how unhealthy relationships online and in the real world can make us feel• Describe ways in which relationships can be unhealthy online and in the real world• Know what we can do if we think we might be experiencing an unhealthy relationship online and in the real world	<ul style="list-style-type: none">• Identify whom to tell if something in our family life makes us unhappy or worried.• Recognise that relationships, including marriage and civil partnership, can be between people of any gender.• Understand that unhealthy relationships can happen in families, between peers and online.• Know how we can help our friends if we think they are experiencing an unhealthy relationship.
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Cycle 2: 2024/25

Autumn 1: Self Awareness- People who are Special to Us and Getting on with Others

Key Vocabulary: family, mum, dad, carer, uncle, auntie, grandparents, brother, sister, friends, teachers, love, care, kind, fun, trust, turn taking, fair, argue, help, laugh

Access	Build	Connect	Deepen
<ul style="list-style-type: none"> ● Respond with anticipation to stimuli depicting people who are special to us. ● Respond to stimuli about different feelings we or others may experience. ● Identify people who are special to us. ● Give some examples of ways we might let them know they are special to us. ● Recognise what is meant by 'family'. ● Demonstrate positive ways we could let others know how we are feeling. 	<ul style="list-style-type: none"> ● Describe times when we may feel unhappy with our friends or family members. ● Identify ways in which friends, classmates, family members may disagree and 'fall out'. ● Explain how other people may feel differently to us about the same situation and offer some examples. ● Identify how to treat ourselves and others with respect ● Identify the people who make up our family. ● Describe what makes our family, friends, teachers, carers special to us. ● Demonstrate some 	<ul style="list-style-type: none"> ● Identify some of the qualities our special people/friends may have. ● Describe positive feelings we may have when we spend time with friends and family. ● Identify whom to tell if something in our family life makes us unhappy or worried. ● Explain that if people we like do unkind things to us or our friends we do not have to tolerate it. ● Identify what we can say, do or whom we can tell if we are worried or unhappy in a friendship or relationship. ● Explain that our 	<ul style="list-style-type: none"> ● Give some practical examples of the ways our special people care for us and help us with problems and difficulties. ● Identify different types of family ● Explain why it is important to listen to others' point of view; demonstrate active listening; demonstrate simple ways of resolving disagreements. ● Describe what it means to 'fall out' with friends or family. ● Identify what might make someone feel that they are in an unhappy or unhealthy friendship or



	ways of 'making up' after a falling out.	feelings about other people can change and that this is okay.	relationship. <ul style="list-style-type: none"> • Identify ways in which we can get help if people have been unkind to us or our friends. • Describe ways in which families can be different
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Autumn 2: The World I Live In- Money			
Key Vocabulary: coin, note, how much?, price, need, want, give, take, buy, sell			
Access	Build	Connect	Deepen
<ul style="list-style-type: none"> • Respond with curiosity to stimuli about what money looks like. • Respond with curiosity to stimuli about different items that shops sell. • Understand that we cannot take something out of a shop without exchanging money • Understand the process of exchange 	<ul style="list-style-type: none"> • Recognise money (e.g. coins and notes) and what it is used for. Identify items in shops that are sold for money (including online). • Identify places or situations where money is used to pay for things (e.g. shops, cafés, on the bus/train). • Recognise some 	<ul style="list-style-type: none"> • Identify where we may get money from and for what reasons (e.g. presents from relatives or pocket money from a family member). • Identify things we (or adults we know) might spend money on, such as food, clothes and things we need to help us to live. • Identify why some 	<ul style="list-style-type: none"> • Give some simple examples of what might be a 'need' and a 'want'. • Explain what it means to save money and why we might do it. • Explain what is meant by the term 'afford' (in the context of money). • Identify possible consequences of losing money on ourselves or



<ul style="list-style-type: none"> • Experience buying an item and exchanging money • Explore the size and shape of coins 	<p>different ways to pay for things (e.g. coins, notes, bankcards, online, phone payment).</p> <ul style="list-style-type: none"> • Explain some different ways of keeping money safe. 	<p>ways of keeping money safe might be better than others</p> <ul style="list-style-type: none"> • Identify what is meant by a 'need' and a 'want' in relation to spending money. 	<p>others; whom to go to or how to seek help if this happens to us.</p>
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Spring 1: Self-Care, Support and Safety- Public and Private			
Key Vocabulary: safe, healthy, private, public, see, people, safe, unsafe, consent, address, name, belong, own			
Access	Build	Connect	Deepen
<ul style="list-style-type: none"> • Respond to stimuli about things that belong to us. • Respond to stimuli about what is meant by the word private. • Respond to stimuli about things we might do with other people and things we would do on our own. • Identify and recognise some personal belongings. • Recognise the 	<ul style="list-style-type: none"> • Describe ways we take care of our personal belongings. • Identify places that are public and places that are private. • Identify some of the places/times/situations which we or others would expect to be 'private'. • Give simple examples of some things we might do in private but never in public. 	<ul style="list-style-type: none"> • Describe how we might feel if our personal belongings are lost or damaged. • Demonstrate how to tell a trusted adult if someone damages, or we have lost, our personal belongings. • Explain the importance of respecting others' belongings, privacy and feelings. Identify practical strategies to ensure our privacy and 	<ul style="list-style-type: none"> • Demonstrate ways to give and not give permission when asked to lend belongings. • Explain why we must respect the rights of others who may refuse to lend something to us; explain why this does not mean they do not like us • Explain what we can do/ say or whom we can tell if someone does not respect our



<p>difference between something that is private and something that is public.</p> <ul style="list-style-type: none"> • Explain that we have a right to keep our bodies private. 	<ul style="list-style-type: none"> • Demonstrate how to ask to borrow or use something that belongs to someone else. • Explain what is/is not appropriate to do in a public place; give reasons why this is the case (include masturbation if appropriate). • Understand what we mean by consent 	<p>that of others.</p> <ul style="list-style-type: none"> • Explain that there are likely to be things about ourselves we are comfortable sharing with everyone; things we are comfortable sharing with our friends; things we are comfortable sharing with our most special people and things we do not want to, or should not share with anyone. • Understand that consent should be sought for and given 	<p>privacy, or shares something with us that makes us feel uncomfortable.</p> <ul style="list-style-type: none"> • Explain why we should tell a trusted adult even if someone has told us not to • Understand that if consent is not provided, we should not take, say or do actions to others.
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Spring 2: Healthy Lifestyles- Keeping Well			
Key Words: hurt, head, tummy, sharp, burn, arms, legs, sick, tired, doctor, hospital, cream, medicine, pharamcy			
Access	Build	Connect	Deepen
<ul style="list-style-type: none"> • Respond to stimuli about the ways pain can affect different parts of our body and 	<ul style="list-style-type: none"> • Explain that when we are hurt or unwell we may have to go to bed, see a nurse or doctor, 	<ul style="list-style-type: none"> • Identify some symptoms we may experience when we are not feeling well. 	<ul style="list-style-type: none"> • Give reasons why there are rules about what we can and should not put inside our bodies;



<p>how we can communicate to someone that we are in pain.</p> <ul style="list-style-type: none">• Respond with curiosity to stimuli about the people who help us when we are feeling unwell.• Demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain.	<p>or go to the hospital.</p> <ul style="list-style-type: none">• Recognise that we may be given medicines to help us get better and that these will be given to us by a nurse or doctor (or by our parent/carer looking after us).• Explain what it means to be hurt, unwell, uncomfortable or in pain.• Identify medication that can help people to keep well; give examples of when this might be used.• Identify the difference between things that go on our body (creams, lotions) and things that go in our bodies (injections, tablets, liquid medicine).• Identify some substances or chemicals around the home that we should never taste or swallow; and where we might	<ul style="list-style-type: none">• Explain the decisions we (or an adult who takes care of us) might make about how to keep us well.• Recognise that people sometimes need to take medicines in different forms, including tablets, injections, inhalers.• Explain why it is important not to touch, taste or take medicines without a trusted adult being with us.• Explain why we should never take someone else's medication.• Recognise and give examples of the difference between someone who can give us medicines/ drugs (e.g. doctors, nurses, pharmacists) and someone who cannot (e.g. our friends).• Describe that sometimes we may be given an injection by a	<p>and explain what these are.</p> <ul style="list-style-type: none">• Identify some possible side effects of substances that are not meant for children to consume (e.g. alcohol).• Explain that no-one should ever make us, or try and persuade us to drink alcohol, smoke, taste or swallow anything we are not sure is safe or that is against our wishes, and that we have a right to say no.• Identify simple strategies we can use if we are offered a cigarette, alcohol or other type of substance.
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	<p>come across them.</p>	<p>doctor or nurse to help to prevent us from catching a disease (vaccination).</p> <ul style="list-style-type: none"> • Explain why we should not accept medicines/ drugs from anyone (unless a responsible/ qualified person has given it to them for us, e.g. our parents/carers/trusted adults). • Describe how smoking and drinking alcohol can affect people's health. • Identify whom we can talk to if we are worried about health. 	
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Summer 1: Managing Feelings- Managing Strong Feelings			
Key Words: Happy, sad, angry, excited, calm, worried, scared, surprised, talk, deep breaths, counting, listen, space, time out			
Access	Build	Connect	Deepen
<ul style="list-style-type: none"> • Respond to stimuli about some of the different ways we can 	<ul style="list-style-type: none"> • Demonstrate vocabulary/ communication skills to 	<ul style="list-style-type: none"> • Give simple reasons why it is important that others know how we 	<ul style="list-style-type: none"> • Explain that when we get upset, angry or frustrated our actions



<p>communicate our feelings and needs to others</p> <ul style="list-style-type: none"> Identify some different ways of communicating feelings and needs to others. 	<p>express a range of different feelings.</p> <ul style="list-style-type: none"> Recognise ways we can help ourselves to feel better if we are feeling sad or upset. Describe and demonstrate simple strategies that can help us manage not so good (uncomfortable) feelings and the people who can help us. Demonstrate simple strategies to help us manage very strong feelings, including in response to change and loss 	<p>are feeling.</p> <ul style="list-style-type: none"> Describe some simple ways we can help others to feel better if they are feeling sad or upset. Explain how rest and spending time doing things we enjoy can help to make us feel happy 	<p>can affect others as well as ourselves.</p> <ul style="list-style-type: none"> Describe or demonstrate how to respond appropriately to others' feelings
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Summer 2: Changing and Growing- Baby to Adult and Dealing with Touch			
<p>Key Words: born, cry, sleep, feed, grow, walk, talk, explore, eat, friends, school, learn, independent, taller, work, responsibilities, care for</p>			
Access	Build	Connect	Deepen
<ul style="list-style-type: none"> Respond with curiosity to prompting about babies, what they look 	<ul style="list-style-type: none"> Describe how our needs have changed since we were a baby 	<ul style="list-style-type: none"> Identify stages of the human life cycle. Explain that our bodies 	<ul style="list-style-type: none"> Explain how the needs of babies, children, adults and older people



<p>like and how they behave; about how we have changed since we were a baby.</p> <ul style="list-style-type: none"> • Identify some of the differences between a baby, child and adult. • Respond with interest to stimuli about different kinds of daily physical contact we experience. • Respond to adult modelling/visual stimuli for how to show through our responses if we are unhappy/uncomfortable with the way someone is touching us. 	<ul style="list-style-type: none"> • Describe some of the things we can do now that we couldn't do when we were younger • Identify some of the ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection. • Identify how touch can change for people as they develop from babies to children to adult • Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched. • Understand that we have the right to protect our bodies from Inappropriate/unwanted touching. 	<p>belong to us and that we have a right to feel safe.</p> <ul style="list-style-type: none"> • Recognise the need to respect other people's bodies and to ask for permission before we touch them. • Explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it). • Identify occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment • Describe different types of physical contact; explain how to differentiate between acceptable and unacceptable, 	<p>differ</p> <ul style="list-style-type: none"> • Explain how we can respect other people's right to protect their bodies from inappropriate/unwanted touching. • Explain when and whom to tell if we are worried, and the importance of persisting in telling until we feel comfortable and safe. • Explain that our bodies should be looked after and that female genital mutilation (FGM) (removing or injuring female genitalia for nonmedical reasons) is wrong and illegal, even if some adults think it is necessary • Identify someone we could safely go to for help if we are worried about ourselves or someone else.
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		<p>comfortable and uncomfortable necessary and unnecessary physical contact.</p> <ul style="list-style-type: none">• Describe or demonstrate how to respond to unwanted physical contact; how to let someone know we don't like it or want it. Identify trusted adults we can tell.• Explain that we have the right to protect our bodies from Inappropriate/unwanted touching.	
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