



Lower Key Stage 2 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: 25/26

Autumn 1: Self Awareness- Things we are Good At			
Key Vocabulary: Kind, helpful, creative, thinking, remembering, funny, strong, fast, brave, caring, listening, understand, like, don't like			
Access	Build	Connect	Deepen
• Respond with curiosity to stimuli about the ways in which we are special. • Respond with curiosity to stimuli about our family • Describe ourselves —	• Identify things we are good at (strengths/talents). • Describe the ways in which we are special and unique. • Identify what makes me different to others	• Describe things that we enjoy or that make us feel happy. • Identify what we are good at, both in and out of school. • Recognise that being unique means we might	• Describe and demonstrate things we can do well and identify areas where we need help to develop. • Identify hopes/wishes for our future lives. • Identify things we can



recognising that there is self and there are others. Respond with anticipation to stimuli depicting people who are special to us	- Identify what helps me to stay regulated and happy. - Describe ways in which our family, friends and teachers are special to us - Describe the positive feelings we have when we spend time with people who are special to us	like and be good at different things from other people. - Begin to respect and celebrate other people's strengths and interests. - Know what to do if I am made to feel unhappy and who to ask for help from - Identify different types of family	do for ourselves to help us develop our strengths and those areas where we need help from others. - Identify our own hopes/ aspirations; explain in simple terms how we might achieve them. - Be able to help my friends if they are made to feel unhappy.
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Autumn 2: The World I Live in- Respecting and Celebrating Difference

Key Vocabulary: Culture, religion, born a boy, born a girl, eye colour, hair colour, skin colour, languages, heritage, different, same, fair, unfair, individual

Access	Build	Connect	Deepen
- Respond to stimuli with awareness and curiosity about the physical differences between people. - Identify simple differences and similarities between people.	- Describe things that all people have in common. - Identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc.	- Recognise that people who share one characteristic (e.g. race, religion, gender or disability) are all different and unique - Explain that we should never make assumptions about	Recognise that we may sometimes hear or read something (including online) that is rude and unkind about other people and explain ways we can safely respond, including how to report it.



	(protected characteristics in the Equality Act 2010) • Identify different types of bullying	people because they belong to a particular group or share a particular characteristic. • Identify possible reasons for why some people might be rude or unkind towards others because they are 'different' (prejudiced) and treat them unfairly because of it (discriminate). • Give reasons why it is always unacceptable to be rude or unkind towards other people; identify whom we could talk to if we experienced or observed this.	• Explain why we should not 'like' or 'forward' such comments online; identify whom we could talk to about them.
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Spring 1: Self-Care, Support and Safety: Taking Care of Ourselves and Keeping Safe

Key Vocabulary: healthy food, exercise, sleep, safe, unsafe, stranger, online, fire, water, care, trust, protect



Access	Build	Connect	Deepen
• Respond to stimuli about the people who look after us. • Respond to stimuli about keeping physically safe. Respond with curiosity to stimuli about the adults who are responsible for keeping us safe. • Identify people who look after us and help us to take care of ourselves. • Describe some simple ways we can help keep ourselves physically safe in school.	• Identify some of the ways in which we may be cared for by our families, friends and other adults. Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.). • Give simple reasons why it is important to help keep ourselves physically safe. Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends. Explain how we know when we might need to ask for help. Identify people at home, school and in other settings who are responsible for helping us keep physically safe.	• Identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with. • Name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened) and identify trusted adults who can help us if we feel this way • Demonstrate ways of making it clear to others when we need help. • Describe some simple rules for keeping safe near water, railways, roads and fire. • Identify some different responsibilities we may have to help keep ourselves and others safe. • Identify when someone might need first aid because they are hurt/	• Describe different ways we keep ourselves healthy and well. Explain or demonstrate what we and others can do to prevent the spread of germs and why this is important. • Evaluate ways of keeping safe in a variety of relevant situations and identify possible risks and hazards. • Describe some simple strategies for keeping physically safe in situations when we might feel afraid. • Recognise when a situation is an emergency and explain or demonstrate how to get help, including how to call 999.



		injured. • Explain why it is important to persist with asking for help if our initial requests are not met or understood • Identify some simple ways we can help to keep ourselves well. • Identify simple ways some germs/illnesses may be spread.	
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Spring 2 Healthy Lifestyles: Healthy Eating and Taking Care of my Physical Health			
Key Vocabulary: Healthy food, unhealthy food, sleep, fruit, vegetables, carbohydrate, dairy, energy, sugar, salt, exercise, washing clean, dirty, allergy			
Access	Build	Connect	Deepen
• 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.	• 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	• 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	• 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



• 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.	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	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 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). • 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	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 physical wellbeing.
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		our bodies if we don't protect them from overexposure to the sun.	
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Summer 1- Managing Feelings: Identifying and Expressing Feelings

Key Vocabulary: Happy, sad, scared, excited, surprised, frustrated, angry, lonely, breathing, muscles, face, body, tense, calm, tired, zones of regulation

Access	Build	Connect	Deepen
- Respond with curiosity to stimuli about different emotions. - Respond with curiosity to stimuli which depict facial expressions representing different emotions/ feelings.	- Describe different kinds of feelings we may have experienced; those we like and those we don't like. - 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	- Describe some good (comfortable) and not so good (uncomfortable) feelings; describe how they might make our body feel. - 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,	- Demonstrate vocabulary/ communication skills for expressing the intensity of a feeling. - Explain that everyone experiences a range of feelings at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous).



		worried, and sad or make us do things we do not want to	
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Summer 2 Changing and Growing- Baby to Adult			
Key Vocabulary: Baby, toddler, change, grow, body parts, private body parts, public, private, consent, respect			
Access	Build	Connect	Deepen
- Respond with curiosity to prompting about babies, what they look like and how they behave; about how we have changed since we were a baby - Begin to understand the difference between public and private using our preferred method of communication	- Identify some of the differences between a baby, child and adult.. - Understand the difference between public and private - Identify some of the things we can do now that we couldn't do when we were younger.	- Describe how our needs have changed since we were a baby - Describe some of the things we can do now that we couldn't do when we were younger. - Describe some of the physical changes that occur as we grow up - Understand the importance of consent when touching or talking about private parts (eg in care plan or when hugging) - Identify stages of the human life cycle.	- Explain how the needs of babies, children, adults and older people differ. - Identify reliable sources of advice on growing and changing. - Be able to apply our understanding of public and private to different contexts.



Autumn 1: Self Awareness- Kind and Unkind Behaviours

Key Vocabulary: Care, friends, kind, helpful, patient, understand, tolerate, respect, trust, bully, share, respect, honest, hurtful, aggressive, unfair

Access	Build	Connect	Deepen
- Respond with curiosity to stimuli about what anger is and what being angry feels like. - Respond to stimuli about what feeling upset means. - 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 modelled by adults and pupils.	- Describe what feeling angry means. - Describe what feeling upset means. - Recognise that behaviour which hurts others' bodies or feelings is wrong. - Identify when people are being kind or unkind — either to us or to others. - Give examples of how our feelings can be hurt. - Describe how this may make us feel angry, worried or upset. - Show good listening - Be able to take turns in an adult directed activity.	- Identify what teasing means and how people who are teased might feel. - Give reasons why teasing or name-calling is not acceptable. - Identify what we can do if others are excluding us or being unkind. - Explain what is meant by hurtful behaviour and bullying (including verbal, physical and emotional, e.g. omission/exclusion). - Recognise that this can happen online. - Describe and/or demonstrate what we can say or do if we or someone else is being bullied. - Explain why taking	- Explain that all bullying is abusive and some can be prejudice-based (e.g. because of someone's skin colour, religion, the way they look, their disability or their family setting). - Recognise that this is unacceptable behaviour and that a trusted adult needs to be told about it. - Identify different positive responses we can take towards unkind behaviour and bullying.



		turns and listening to others is important. • Play with others in a fair manner	
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Autumn 2: The World I Live In- Jobs People do and Rules and Laws

Key Vocabulary: Teacher, Teaching Assistant, Nurse, Doctor, Physiotherapist, Optician, Speech and Language Therapist, Head Teacher, Site Manager, Lunchtime Supervisors, rules, respect, responsibility, fire fighter, police officer, shopkeeper, builder, communicate, farmer, plumber, trust

Access	Build	Connect	Deepen
• Respond to stimuli about the different jobs adults in school do. • Respond to stimuli or adult modelling about the things we are allowed to do in school.	• Identify some different jobs that people we know do. • Identify some of the ways in which different adults who work in school contribute to school life • Give some simple examples of things we are allowed/not allowed to do in school (rules) • Explain how rules help us; rules we have in the classroom and at home	• Describe a range of jobs that people might have and the qualities they might need to do them. Identify a job we might like to do in the future. • Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); explain how the community is helped through the	• Explain why we should not call emergency services for a joke or a dare; describe the possible impact this might have on ourselves or others. Recognise how strengths, qualities and things we learn in school might link to possible future jobs • Identify what might happen if we did not have rules and laws or if people ignored them.



		work they do. • Identify particular rules in school that help to keep us safe and how they do this. • Explain how rules and laws help us to live and work with other people outside of school.	
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Spring 1: Self-Care, Support and Safety- Trust			
Key Vocabulary: Trust, respect, boundaries, consent, listen, safe, unsafe, good secret, bad secret, physical hurt, emotional hurt, surprise, pressure, dare, risk			
Access	Build	Connect	Deepen
• Respond to stimuli about the different ways we can communicate with adults in school. • Respond to stimuli about ways of asking for help. • Respond to stimuli about what we mean by keeping a secret and what we mean by a surprise.	• Identify trusted adults in school. • Recognise things we would call 'personal' and things we would call 'private'. • Recognise what keeping something secret means. • Identify someone who can help us if we are afraid or worried. • Recognise that people	• Explain why 'trust' is not the same as 'like'. • Give examples of what is meant by trust. • Identify how we feel when we trust someone. • Identify some reasons for keeping personal information private. Identify the difference between a 'surprise' and a 'secret'. • Explain or demonstrate	• Recognise that we do not have to trust someone just because they say we should. • Recognise that no adult should ever ask us to keep a secret but that sometimes we don't tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise.



	do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid or sad. • Demonstrate how to ask for help or attract someone's attention if something happens that makes us feel sad, worried or frightened.	strategies to resist pressure to behave in inappropriate ways. • Demonstrate what we can say and do and where to get help if we have been pressured, or seen someone else being pressured, to do something risky. • Explain that we should not keep any secret that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us. • Explain when and why to ask an adult for help if we're asked to share information or keep a secret. • Identify whom to tell in different situations and what we could say. • Give examples of when we might take back our trust if we feel someone no longer deserves it.	• Describe 'degrees of trust' — those people we can trust with less important things, and those we can trust with our most important things (e.g. possessions, information about us or our feelings). • Explain that if we don't feel sure about sharing information or feel pressured, we don't have to. • Give examples of how others may put us under pressure to do something. • Explain what a 'dare' is and what people might say or do if they are 'daring' us. • Identify some basic strategies for saying 'no' to pressure or dares. • Describe how we might feel if someone has dared us to do something.
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Spring 2: Healthy Lifestyles- Keeping Well

Key Words: Healthy, unhealthy, ill, injury, pain, sick, sore, ache, tired, symptom, feeling, doctor, nurse, on, inside, medicine, cream, tablet, pharmacist, plaster, bandage, tobacco, alcohol, vaccination

Access	Build	Connect	Deepen
- Respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain. - 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.	- Explain that when we are hurt or unwell we may have to go to bed, see a nurse or doctor, or go to the hospital. - 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	- Identify some symptoms we may experience when we are not feeling well. - 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	- Give reasons why there are rules about what we can and should not put inside our bodies; and explain what these are. - 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



	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 come across them. • Identify whom we can talk to if we are worried about health. • 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).	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 doctor or nurse to help to prevent us from catching a disease (vaccination). • Describe how smoking and drinking alcohol can affect people's health.	we are offered a cigarette, alcohol or other type of substance.
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Summer 1: Managing Feelings- Managing Strong Feelings

Key Words: communicate, symbols, makaton, feeling, body language, hurtful language, emotions, needs, body language, zones



of regulation, calm, angry, sad, tired, happy, excited, frustrated, lonely, stress anxious

Access	Build	Connect	Deepen
- Respond to stimuli about some of the different ways we can communicate our feelings and needs to others - Identify some different ways of communicating feelings and needs to others.	- Demonstrate vocabulary/ communication skills to express a range of different feelings. - 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	- Give simple reasons why it is important that others know how we are feeling. - 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	- Explain that when we get upset, angry or frustrated our actions can affect others as well as ourselves. - Describe or demonstrate how to respond appropriately to others' feelings

Summer 2: Changing and Growing- Dealing with Touch

Key Words: Body, consent, permission, trust, safe, unsafe, comfortable, happy, sad, appropriate, inappropriate, public, private,



care, play, harm, secret, talk			
Access	Build	Connect	Deepen
• 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. • 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. • Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched.	• Explain, using our preferred method of communication, that our bodies belong to us and that we have a right to feel safe. • Recognise the need to respect other people's bodies and to ask for permission before we touch them. • Identify 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, comfortable and uncomfortable necessary and unnecessary physical contact. • 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. • Explain how we can respect other people's right to protect their bodies from	• Explain that our bodies should be looked after • Identify someone we could safely go to for help if we are worried about ourselves or someone else.



		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.	
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