

PSHE & RSE at Georgian Gardens

PSHE education offers both explicit and implicit learning opportunities that reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. This builds on learning during the Early Years Foundation Stage (EYFS) and includes a focus on developing effective relationships (with peers, friends and family), assuming greater personal responsibility, and managing personal safety, including online.

This document will give you an overview of curriculum end points for PSHE at Georgian Gardens. End points are the key knowledge, skills and understanding that children must master by the end of a unit, year group or key stage. They ensure that pupils can navigate the physical and emotional changes they experience, make informed choices regarding their own health and wellbeing, and develop social and emotional learning skills.

Long Term Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	My school values People who help us PANTS (private parts) Dental Health 1	Friends Co-operating with others Finding solutions	Feelings Strategies I can use to help myself	Worries Feelings and my body Verbalising feelings	Finding a solution to conflicts	Making healthy choices Dental health 2
Year 1	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Me, my friends and belonging	Mental health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 3	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Me, my body and growing up	Safe connections online	Families and growing together
Year 4	Mental health and wellbeing	Money matters and news literacy	Families and growing together	Exploring ways to manage risk	Forming respectful relationships	Me, my body and growing up
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Changes in puberty (and sex education) Respecting boundaries	Safe connections	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Managing money and online spending	Identity, Influence and Digital Citizenship	Drug education: assessing risk and managing influences	Developing our understanding of AI	Looking to the future

Progression Overview EYFS and Key Stage 1

Topic	Year R	Year 1	Year 2
Mental Health and Emotional Well-Being	Intended outcomes Children can recognise and name a range of feelings. Children understand that feelings can be felt in the body. Children can identify simple strategies to help themselves feel calm, focused or safe. Children can recognise that worries are normal and that adults can help.	Intended outcomes Pupils can notice and name different feelings. Pupils can understand that thoughts and feelings are connected. Pupils can use simple strategies to manage emotions. Pupils know when and how to ask for help.	Intended outcomes Pupils can recognise that feelings vary in strength. Pupils can use strategies to manage changing emotions. Pupils can understand that change and loss can affect feelings. Pupils can begin to develop resilience.
	Core knowledge		
	Feelings begin in the brain and are felt in the body. Everyone experiences different emotions. Worries are normal. Strategies can help us feel calm.	Feelings can affect behaviour. Thoughts and feelings are connected. Strategies can help manage emotions. It is important to ask for help.	Feelings vary in strength. Change can cause different emotions. Loss and grief affect people differently. Coping strategies can support wellbeing.
	Key Vocabulary		
	emotion, feelings, brain, body, worry, focus, distraction, calm, tense	emotion, feelings, thoughts, reaction, self-regulation, wellbeing, calm, support, Zones of Regulation, Thrive	grief, change, resilience, wellbeing, emotions, coping, support, Zones of Regulation, Thrive
Relationships, Friendships and Belonging	Intended outcomes Children can identify what a good friend is. Children can play cooperatively with others. Children can resolve simple conflicts with adult support. Children can recognise that bullying is repeated unkind behaviour.	Intended outcomes Pupils can listen, share and cooperate. Pupils can ask for permission appropriately. Pupils can recognise the difference between falling out and bullying. Pupils can use communication to solve problems.	Intended outcomes Pupils can describe what makes a healthy friendship. Pupils can recognise exclusion and the importance of belonging. Pupils can understand how to look out for each other. Pupils can resolve simple friendship difficulties.
	Core knowledge		
	Friends are kind and helpful. Good friends share and take turns. Problems can be solved through talking. Bullying is repeated unkind behaviour.	Friendships require kindness and respect. Permission should be sought before touching or borrowing. Bullying is different from falling out. Problems can be solved through communication.	Healthy friendships support wellbeing. Loneliness can affect anyone. Support can be sought when needed. Inclusion helps everyone feel valued.

	Key Vocabulary		
	friend, friendship, share, cooperate, kindness, solution, conflict, bullying, emotions	friendship, kindness, bullying, permission, respect, cooperate, disagreement, belonging	belonging, inclusion, friendship, loneliness, support, respect
Families and Relationships Education (RSE)	Intended outcomes Children can recognise that some parts of the body are private. Children know the correct names for private parts used in PANTS teaching. Children understand that adults can help keep them safe.	Intended outcomes Pupils can recognise that families are different. Pupils can understand that all families deserve respect. Pupils can identify ways family members care for one another. Pupils can celebrate similarities and differences.	Intended outcomes Pupils can understand that bodies change as people grow. Pupils can name private body parts correctly. Pupils can use Talk PANTS rules to keep safe. Pupils can understand that every person owns their body.
	Core knowledge		
	School rules help keep everyone safe and happy. At Georgian Gardens there are 4 rules: Ready, Respectful, Safe and Kind. Trusted adults can help us when we need support. Some parts of the body are private. What is in our PANTS in private.	Families may look different. All families deserve respect. Everyone is unique. Similarities and differences should be celebrated. Private parts have correct names. PANTS rules help keep children safe.	Bodies change as people grow. Every person owns their body. Private parts have correct names. PANTS rules help keep children safe.
	Key Vocabulary		
	school values, ready, respectful, safe, kind, trusted adult, private, body, teeth, toothbrush, toothpaste, healthy, dentist, penis, vagina, names of key adults in the year group	family, unique, similarities, differences, identity, care, community, belonging, puberty, private parts, body ownership, boundaries, penis, vulva, vagina, testicles, consent	puberty, private parts, body ownership, boundaries, penis, vulva, vagina, testicles, consent
Physical Health and Healthy Lifestyles	Intended outcomes Children can describe simple healthy habits. Children understand how to brush their teeth. Children know that healthy food and drink help keep teeth healthy. Children can begin to make healthy choices.	Intended outcomes Pupils can describe healthy lifestyle choices. Pupils can explain why sleep, food, exercise and hygiene matter. Pupils can understand the importance of teeth brushing and sun safety. Pupils can recognise that their body belongs to them.	Intended outcomes Pupils can make healthy choices about food and drink. Pupils can understand how habits support health. Pupils can recognise that looking after health is part of daily life. Pupils can begin to understand what money is and how choices affect spending.
	Core knowledge		
	Teeth need brushing twice daily Healthy food helps keep our teeth healthy	Sleep is important for health. Healthy food supports growth. Teeth need regular care.	People work in different jobs. Money helps meet needs and wants.

		Exercise supports wellbeing. Handwashing prevents illness. Every person owns their body. Private parts have correct names. PANTS rules help keep children safe.	Choices affect spending.
	Key Vocabulary		
	teeth, toothbrush, toothpaste, healthy, dentist	healthy lifestyle, sleep, hygiene, exercise, nutrition, handwashing, sun safety, dentist, private parts, body ownership, boundaries, penis, vagina	money, job, career, spending, saving, need, want, budget
Keeping Safe	Intended outcomes Children can identify trusted adults in school and at home. Children can recognise hazards in familiar environments. Children can keep themselves safe with adult support. Children can understand that some medicines and household products are dangerous.	Intended outcomes Pupils can identify hazards at home. Pupils can understand that medicines and household products can be dangerous. Pupils can make safer choices with adult support. Pupils can recognise when something is unsafe	Intended outcomes Pupils can keep safe outside the home. Pupils can recognise what an emergency is. Pupils can know how to get help from a trusted adult or by calling 999. Pupils can understand road and rail safety.
	Core knowledge		
	Trusted adults can help us when we need support. Medicines should only be taken with trusted adults. Household products can be dangerous. Hazards create risks.	Medicines should only be taken with trusted adults. Household products can be dangerous. Hazards create risks. Safe choices help prevent accidents.	Roads and railways have safety rules. Emergencies require quick action. Trusted adults can help keep us safe.
	Key Vocabulary		
	trusted adult, hazard, risk, medicine, safety, emergency, accident	hazard, risk, medicine, safety, emergency, trusted adult, accident	emergency, road safety, railway, danger, risk, safety, trusted adult
Digital Citizenship and Online Safety			Intended outcomes Pupils can make safer choices about what they watch and share online. Pupils can understand that not all online information is safe. Pupils can protect personal information. Pupils can understand age restrictions.

	Core knowledge		
			Not all online information is safe. Personal information should be protected. Online choices affect ourselves and others. Social media has age restrictions.
	Key Vocabulary		
			internet, online safety, personal information, password, privacy, age restriction, digital footprint
Economic Wellbeing and Careers			Intended outcomes Pupils can identify different strengths and interests. Pupils can recognise that jobs suit different people in different ways. Pupils can understand that work helps people earn money. Pupils can distinguish between needs and wants. Suggested lessons Money and work Careers explorers Strengths and interests Different jobs
	Core knowledge		
			People work in different jobs. Money helps meet needs and wants. Choices affect spending.
	Key Vocabulary		
			money, job, career, spending, saving, need, want, budget
Citizenship and Community	Intended outcomes Children can understand the school values. Children can identify adults who help them. Children can begin to understand belonging to their class and school community.	Intended outcomes Pupils can recognise the school rules and values. Pupils can identify trusted adults in school. Pupils can understand that they belong to a class and school community.	Intended outcomes Pupils can understand that they are part of a wider community. Pupils can begin to recognise responsibility for the environment.

			Pupils can celebrate achievement and prepare for change.
	Core knowledge		
	School rules help keep everyone safe and happy. At Georgian Gardens there are 4 rules: Ready, Respectful, Safe and Kind. Trusted adults can help us when we need support.	School rules help keep everyone safe and happy. Trusted adults can help us when we need support.	Learning helps us prepare for new challenges. Change is a normal part of life. Achievements should be celebrated.
	Key Vocabulary		
	school values, ready, respectful, safe, kind, trusted adult	school values, ready, respectful, safe, kind, trusted adult	transition, achievement, challenge, confidence, goals

Medium Term Overview Key Stage 2

Topic	Year 3	Year 4	Year 5	Year 6
Mental Health and Emotional Well-Being	Intended outcomes Pupils can explain that thoughts affect feelings. Pupils can identify and manage worries. Pupils can use a wider range of self-regulation strategies. Pupils can understand that feelings and reactions can be managed in different ways.	Intended outcomes Pupils can extend their understanding of emotions and self-regulation. Pupils can identify strategies that support wellbeing. Pupils can manage worries in different ways. Pupils can understand the impact of change and loss.	Intended outcomes Pupils can recognise how thoughts influence feelings. Pupils can use strategies to manage rumination, worry and reactivity. Pupils can understand the impact of climate change and news on wellbeing. Pupils can build resilience through self-regulation.	Intended outcomes Pupils can recognise stress and know strategies to manage it. Pupils can prepare emotionally for transition to secondary school. Pupils can seek support when needed. Pupils can use a range of coping strategies for wellbeing.
	Core Knowledge			
	Thoughts affect feelings. Worry can be managed. Self-regulation improves wellbeing.	Wellbeing can be actively supported. Different strategies help different people. Change affects emotions.	Thinking habits influence wellbeing. Worry can become unhelpful. Strategies can improve resilience.	Stress can affect wellbeing. Transition brings emotional change. Support should be sought when needed.
	Key Vocabulary			

	worry, resilience, emotions, regulation, wellbeing, strategies, Zones of Regulation, Thrive	wellbeing, emotions, coping, resilience, self-regulation, Zones of Regulation, Thrive	resilience, wellbeing, rumination, emotions, coping, Zones of Regulation, Thrive, media literacy, climate change, sustainability, misinformation	stress, wellbeing, resilience, transition, support
Relationships, Friendships and Belonging	Intended outcomes Pupils can describe what healthy friendship looks like. Pupils can recognise loneliness and know when to seek support. Pupils can make others feel included. Pupils can understand respect in friendships.	Intended outcomes Pupils can respond appropriately to conflict and bullying. Pupils can understand the importance of respect in relationships. Pupils can recognise what belonging to a community means. Pupils can value friendships and difference.	Intended outcomes Pupils can recognise and challenge stereotypes. Pupils can understand the impact of bullying and prejudice. Pupils can value respectful friendships. Pupils can identify ways to include others.	Intended outcomes Pupils can understand identity, influence and digital citizenship. Pupils can recognise how personal identity is shaped online and offline. Pupils can understand the impact of influencers and advertising. Pupils can recognise and challenge harmful online behaviour.
	Core Knowledge			
	Healthy friendships support wellbeing. Loneliness can affect anyone. Support can be sought when needed. Inclusion helps everyone feel valued.	Respect strengthens relationships. Bullying is harmful. Communities benefit from inclusion.	Stereotypes can be harmful. Bullying affects wellbeing. Respectful relationships value differences.	Online identities may differ from real identities. Digital footprints are permanent. Personal data can be collected and used. Targeted advertising influences behaviour.
	Key Vocabulary			
	belonging, inclusion, friendship, loneliness, support, respect	respect, personal identity, bullying, inclusion, community	stereotype, prejudice, discrimination, inclusion, extremism, bullying	digital footprint, personal data, copyright, influencer, persuasion, advertising, cookies, online reputation
Families and Relationships Education (RSE)	Intended outcomes Pupils can understand that families can change. Pupils can recognise that family members support one another. Pupils can identify respectful relationships. Pupils can understand growing and changing bodies.	Intended outcomes Pupils can describe diverse family structures. Pupils can understand that families can change. Pupils can recognise the physical and emotional changes of puberty. Pupils can use Talk PANTS with confidence.	Intended outcomes Pupils can understand puberty and the changes it brings. Pupils can recognise the importance of personal boundaries and consent. Pupils can identify appropriate and inappropriate touch. Pupils can understand that human reproduction involves conception.	Intended outcomes Pupils can recognise that healthy relationships require care and respect. Pupils can understand that all families deserve respect.

			Pupils can understand how a baby is made.	
	Core Knowledge			
	Families can change. Healthy relationships involve care and respect. Bodies change as people grow.	Puberty causes physical and emotional change. Personal hygiene becomes increasingly important. Families can change. Marriage and partnerships are a recognised commitment. Healthy relationships involve care and respect.	Puberty affects everyone differently Menstruation and wet dreams are normal. Consent means freely given permission. Personal boundaries should be respected. Human reproduction involves conception.	
	Key Vocabulary			
	family, marriage, partnership, commitment, relationships, care, puberty, privacy	puberty, menstruation, hormones, hygiene, privacy, family, marriage, partnership, commitment, relationships, care	consent, boundaries, puberty, conception, reproduction, FGM, relationships, menstruation, wet dreams	transition, moving on
Physical Health and Healthy Lifestyles	Intended outcomes Pupils can describe healthy habits, including food, drink, teeth and exercise. Pupils can understand that vaccines protect individuals and communities. Pupils can make healthy choices that support wellbeing.	Intended outcome Pupils can make informed choices about money and wellbeing. Pupils can understand how attitudes and influences affect spending. Pupils can recognise that news can affect feelings. Pupils can critically engage with news and images.	Intended outcomes Pupils can recognise the value of healthy habits. Pupils can understand the importance of sun safety, exercise and goal setting. Pupils can learn basic first aid skills. Pupils can understand how sleep supports wellbeing.	Intended outcomes Pupils can understand how sleep, independence and health routines support wellbeing. Pupils can recognise how drugs can affect health and wellbeing. Pupils can make informed choices about health and lifestyle.
	Core Knowledge			
	Healthy eating supports growth. Dental care prevents decay. Vaccines protect individuals and communities. Physical activity benefits health.	Money choices have consequences. News can influence emotions. Not all information is trustworthy.	Healthy routines support lifelong wellbeing. First aid can reduce harm.	Drugs can affect health and wellbeing. Legal and illegal drugs carry risks. Peer influence can affect decision-making.
	Key Vocabulary			

	nutrition, dental health, immunisation, vaccine, hygiene, exercise, wellbeing	money, spending, consumer, fake news, media, misinformation	wellbeing, first aid, asthma, head injury, exercise, health	drug, tobacco, vaping, alcohol, addiction, influence, risk
Keeping Safe	Intended outcomes Pupils can identify risks in different environments. Pupils can keep safe in the sun, near water and around railways. Pupils can recognise how to stay safe out and about. Pupils can understand first aid basics and how to call for help.	Intended outcomes Pupils can assess risk in a range of contexts. Pupils can understand peer influence. Pupils can recognise safety issues at home and in the local environment. Pupils can begin to understand gambling risk and drug safety.	Intended outcomes Pupils can understand online risks and how to manage them. Pupils can recognise fraud, scams and cybercrime. Pupils can make safer decisions about boundaries and touch. Pupils can understand how to seek help if they feel unsafe.	Intended outcomes Pupils can assess risk in relation to drugs, alcohol, tobacco and vaping. Pupils can recognise pressure and influence. Pupils can understand where to seek help and support. Pupils can keep themselves safe in a range of situations.
	Core Knowledge			
	Risks exist near roads, railways and water. Sun exposure can be harmful. Safety strategies reduce risk. First aid can help save lives. Emergency services provide support.	Risks must be assessed. Peer influence can affect decisions. Gambling involves uncertainty and risk.	Online relationships require caution. Fraud and scams exist online. Social media has age limits. Online fraud, scam, grooming and cybercrime are risks.	Drugs can affect health and wellbeing. Legal and illegal drugs carry risks. Peer influence can affect decision-making.
	Key Vocabulary			
	risk, hazard, railway, water safety, flooding, sun safety, first aid, emergency, injuries, ambulance	risk, peer pressure, influence, gambling, decision-making	online fraud, scam, grooming, cybercrime, social media, reputation	drug, tobacco, vaping, alcohol, addiction, influence, risk
Digital Citizenship and Online Safety	Intended outcomes Pupils can protect personal information online. Pupils can understand passwords and privacy settings. Pupils can make safe choices about online content. Pupils can recognise cyberbullying and know how to respond.	Intended outcomes Pupils can understand that online information is not always trustworthy. Pupils can recognise how news and media affect emotions. Pupils can begin to understand online life and safety in relation to privacy and reputation.	Intended outcomes Pupils can socialise safely online Pupils can understand age restrictions and the risks of online relationships. Pupils can begin to recognise cybercrime and online fraud. Pupils can understand respectful online behaviour.	Intended outcomes Pupils can understand AI, deepfakes and digital deception. Pupils can recognise how personal data and cookies are used. Pupils can understand online spending influences and financial harms. Pupils can make safer digital choices.

	Core Knowledge			
	Passwords protect information. Privacy settings increase safety. Cyberbullying should be reported. Age ratings support safe choices.	Money choices have consequences. News can influence emotions. Not all information is trustworthy.	Online relationships require caution. Fraud and scams exist online. Social media has age limits.	Artificial intelligence uses data to generate responses. Deepfakes can be misleading. AI can present opportunities and risks.
	Key Vocabulary			
	cyberbullying, password, privacy settings, online reputation, age rating, security	money, spending, consumer, fake news, media, misinformation	online fraud, scam, grooming, cybercrime, social media, reputation	artificial intelligence, AI, chatbot, algorithm, deepfake, ethics, misinformation
Economic Wellbeing and Careers		Intended outcomes Pupils can understand that money choices have consequences. Pupils can recognise that attitudes and influences affect spending decisions. Pupils can begin to understand money as part of everyday life.		Intended outcomes Pupils can understand online spending and financial wellbeing. Pupils can recognise advertising influences and financial harms. Pupils can think about career pathways and transition to secondary school. Pupils can reflect on skills and future aspirations.
	Core Knowledge			
		Money choices have consequences. News can influence emotions. Not all information is trustworthy.		Advertising influences spending. Gambling can create risk. Financial choices affect wellbeing. Careers require different skills. Individuals follow different pathways. Secondary school brings new responsibilities and opportunities.
	Key Vocabulary			
		money, spending, consumer, fake news, media, misinformation		consumer, gambling, advertising, budgeting, debt, spending, career, aspiration, pathway, transition, employability, skills

Citizenship and Community	Intended outcomes Pupils can understand friendship, respect and inclusion in a community. Pupils can recognise that people can belong to different groups. Pupils can understand kindness and responsibility towards others.	Intended outcomes Pupils can understand the importance of community and belonging. Pupils can recognise that families and communities are diverse. Pupils can understand marriage and partnership as a commitment.	Intended outcomes Pupils can understand how news and climate issues affect communities. Pupils can engage positively with the world around them. Pupils can recognise that individuals can make a difference.	Intended outcomes Pupils can understand their role in society and the wider world. Pupils can think critically about information and influence. Pupils can prepare for transition as they look ahead to the future.
	Core Knowledge			
	Healthy friendships support wellbeing. Inclusion helps everyone feel valued. Loneliness can affect anyone.	Families can change. Marriage and partnerships are a recognised commitment. Healthy relationships involve care and respect.	News influences thoughts and feelings. Climate change affects communities. Individuals can make positive contributions.	Careers require different skills. Individuals follow different pathways. Secondary school brings new responsibilities and opportunities.
	Key Vocabulary			
	belonging, inclusion, friendship, respect, support, loneliness	family, marriage, partnership, commitment, relationships, care	media literacy, climate change, sustainability, misinformation	career, aspiration, pathway, transition, employability, skills