Mereside CE Primary Academy

A Member of St Chad's Academies Trust

PSHE, SAFEGUARDING & BRITISH VALUES CURRICULUM

EYFS	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Spiritual Development	**Belonging and Awareness** Who am I? Belonging. Talk about themselves, family and what is special. Feel a sense of belonging in the setting. Express simple feelings.	**Belonging and Awareness** Celebrations and special times. Recognise and discuss a range of celebrations. Experience awe and excitement. Notice similarities and differences.	**Empathy, change and curiosity** Feelings, kindness and relationships. Show empathy and kindness. Talk about feelings in themselves and others. Reflect on behaviour.	**Empathy, change and curiosity** Change and nature. Notice growth in plants, animals and themselves. Show curiosity and wonder about the natural world. Ask "why" questions.	**Wonder, reflection and deeper thinking** Awe, wonder and imagination. Use imagination in play. Ask deeper questions. Experience wonder about the world.	**Wonder, reflection and deeper thinking** Reflection and Big Questions. Reflect on experiences and learning. Talk about what is important to them. Ask and explore big questions.
Personal, Social and Emotional Development ***Safeguarding Curriculum.**	I can use the words happy, sad, angry, wobbly to talk about feelings I can make choices I can look at the person who is speaking to me I will have a go at new activities when encouraged I know that we have rules to keep us safe and happy I can separate from parents/carers with support I can toilet and wash my hands independently I can play alongside others I will go to an adult when I need help	I can use the words happy, sad, angry, wobbly to talk about how I am feeling I can choose what I need to work towards a goal I can focus my attention on my teacher for short periods in whole class learning I can follow simple instructions I choose to have a go at new activities I can talk about our rules and routines and follow them most of the time I can separate from parents/carers independently I can manage my coat and Forest School clothes independently I am interested in others I demonstrate friendly behaviour when playing alongside others I can communicate my needs to familiar adults	I can identify how others are feeling I can talk about the things I am good at and the things I'd like to get better at I can have a go at new activities independently I can talk about the rules we have around the school and on trips I can talk about healthy food choices and why they are important I can keep myself safe when eating I can talk about being kind and unkind I can talk about how to be a good friend I can use words to communicate my needs	I can understand how I can impact on the feelings of others I can identify what might help me achieve my goal I can follow two-step instructions I can persevere when something isn't easy I can talk about the reasons behind the rules we have I can talk about the things that keep me healthy; good diet, good oral health, good hygiene, good sleep and exercise I can be a good friend to others I can play with others I know what to do if there is a conflict I have a positive relationship with my familiar adults I can communicate with other adults in the setting	I can talk about ways to manage my feelings I can wait for a short time I can focus my attention for longer periods in whole class learning I can ask for help to solve problems I can talk about expected behaviour, how myself and others should behave I understand how to protect myself in the sun I am aware of the needs of others and can listen to their ideas I can help others	I can manage my own feelings I can control my own choices I can follow multi-step instructions I can solve problems independently I behave according to the rules we have I make good choices to keep myself safe and healthy I can work well with others; sharing, taking turns, compromising, remembering to regulate my own behaviour I try to solve conflict independently I can ask to join other's play or invite them to join mine I can communicate with adults around the school

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25/26	Autumn 1: Being Me in My World	Autumn 2: Celebrating Difference	Spring 1: Dreams and Goals	Spring 2: Healthy Me	Sum 1: Relationships	Sum 2: Changing Me
PSHE Outcomes: Year 1	I can explain why my class needs rules and how choices have consequences. I can help make my class feel safe and fair. I can recognise when I feel proud, upset or worried and ask for help.	I can say ways people are similar and different and explain why difference is special. I can explain what bullying is and who I can ask for help. I can be kind to someone who is being left out or treated unfairly.	I can set a simple goal and say how I will work towards it. I can keep trying when something is difficult. I can work well with a partner and celebrate success.	I can make choices that help keep my body healthy. I can explain why hygiene helps stop germs spreading. I can recognise safe and unsafe situations and name adults who can help me.	I can identify people who are important to me and explain what makes a good friend. I can use kind words and actions to solve friendship problems. I can tell a trusted adult if a relationship or touch makes me feel unsafe.	I can describe how I have changed since I was a baby. I can name private body parts using the correct words and know my body belongs to me. I can explain who I can talk to if I am worried about change or being hurt.
PSHE Outcomes: Year 2	I can talk about my hopes and fears and know who can help me when I am worried. I can explain my rights and responsibilities in class. I can make choices that help our classroom stay safe and fair.	I can recognise stereotypes and explain that boys and girls can share similarities and differences. I can explain how bullying can make someone feel and how to get help. I can support someone who is being bullied and value differences in friendship.	I can set a realistic goal and identify steps to achieve it. I can persevere when learning is difficult and recognise my strengths. I can work as part of a group and share success with others.	I can make healthy food choices and explain why they are good for me. I can recognise things that make me relaxed or stressed. I can explain how medicines should be used safely.	I can explain what makes a positive friendship and recognise when a relationship feels wrong. I can use strategies to resolve disagreements respectfully. I can identify trusted adults and ask for help when I need it.	I can describe changes across the human life cycle and understand that independence grows with age. I can use correct names for private body parts and explain appropriate and inappropriate touch. I can be assertive and get help if I feel worried, frightened or unsafe.
PSHE Outcomes: Year 3	I can recognise my self-worth and identify positive things about myself. I can explain why rules, rights and responsibilities are important. I can see a situation from another person's point of view and make positive choices.	I can explain that families are different and disagreements can happen. I can use strategies to calm down and solve conflict. I can explain how a bystander can help stop bullying and why hurtful words matter.	I can identify my dreams and ambitions and describe how success might feel. I can recognise obstacles to a goal and choose strategies to overcome them. I can reflect on my progress and identify what I could improve next time.	I can explain how exercise helps my heart, lungs and body stay healthy. I can make informed choices about sugar, fat and calories. I can recognise medicines and harmful drugs and use strategies to keep myself safe.	I can identify qualities of a healthy friendship and explain how to resolve conflict. I can recognise when someone is using pressure or control and know how to seek help. I can respect personal space, privacy and boundaries.	I can explain how babies grow and how bodies change as people get older. I can use correct biological vocabulary for body parts and understand privacy. I can recognise feelings linked to change and identify people who can support me.

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PSHE Outcomes: Year 4	I can explain how my attitudes and actions affect my class team. I can describe how democracy and pupil voice work in school. I can contribute to group decisions, manage conflict and value other people's feelings.	I can challenge judgements based on appearance and recognise how first impressions can change. I can explain what online bullying is and how to report it. I can choose not to join in with bullying and value what makes people unique.	I can explain my hopes and dreams and cope when things do not go to plan. I can make a new plan after disappointment. I can work with others to overcome a challenge and reflect on our success.	I can explain how friendship groups and peer pressure can influence choices. I can describe the health risks of smoking and alcohol. I can use assertive strategies when I feel pressured to make an unsafe choice.	I can recognise healthy and unhealthy relationship behaviours. I can explain how to manage friendship conflict and show respect. I can recognise online relationship risks and know how to get help.	I can describe physical and emotional changes that happen as children grow towards puberty. I can explain that changes happen at different rates and respect differences. I can identify trusted adults and strategies for managing worries about change.
PSHE Outcomes: Year 5	I can set goals for the year and explain my rights and responsibilities in my class, school and wider community. I can explain how my behaviour affects a group and how choices lead to consequences. I can contribute to democratic decisions and respect other viewpoints.	I can explain how culture and cultural differences enrich communities. I can recognise racism, rumour-spreading, name-calling and direct or indirect bullying. I can challenge prejudice respectfully and show respect for different cultures.	I can connect my dreams and goals with future jobs and the choices I make now. I can compare aspirations with someone from a different culture. I can recognise that money may affect opportunities without defining happiness or worth.	I can explain the risks of smoking and alcohol misuse. I can use basic first-aid and know how to contact emergency services. I can question unrealistic body images in media and recognise when someone may need support.	I can explain what makes a healthy relationship and recognise pressure, secrets or unsafe behaviour. I can communicate my feelings assertively and respect other people's boundaries. I can report bullying, including online bullying, and seek support.	I can explain the main physical and emotional changes of puberty. I can understand menstruation and other changes using accurate vocabulary. I can recognise how body image and emotions may change and know where to get reliable help.
PSHE Outcomes: Year 6	I can explain how rights and responsibilities apply locally, nationally and globally. I can understand how my choices can have far-reaching consequences. I can contribute to democracy, set goals and regulate my emotions when facing worries or challenges.	I can explain why difference can sometimes be difficult and challenge discrimination. I can recognise how power can be used in bullying and choose safe strategies to respond. I can value the achievements and experiences of people with disabilities and other differences.	I can identify my strengths and set challenging but realistic goals. I can plan the steps I need and use strategies to stay motivated. I can reflect on global challenges with empathy and give constructive praise to others.	I can take responsibility for choices that affect my physical and emotional health. I can explain risks linked to drugs, exploitation and gang culture. I can recognise stress and mental-health concerns and use safe strategies or seek support.	I can recognise healthy, unhealthy and potentially harmful relationships. I can resist pressure, respect consent and boundaries and know when a secret should be shared. I can communicate disagreements respectfully and seek help until I am heard.	I can explain physical and emotional changes during puberty and how they may affect wellbeing. I can understand body autonomy, consent and the right to privacy. I can manage feelings about transition and know where to seek support as I move towards secondary school.

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British Values Outcomes	Democracy: pupils share views and contribute to class decisions. Rule of Law: rights, responsibilities, rules and consequences. Individual Liberty: informed choices and self-regulation. Mutual Respect: listening, fairness and valuing others.	Mutual Respect & Tolerance: valuing difference, culture, identity and family diversity. Rule of Law: understanding that bullying and discrimination are unacceptable. Individual Liberty: being confident to be oneself and seek help. Democracy: listening to different viewpoints.	Individual Liberty: setting personal goals, aspirations and making choices. Mutual Respect: supporting others and celebrating success. Democracy: teamwork and shared decision-making. Rule of Law: responsibility and perseverance within agreed expectations.	Individual Liberty: informed choices about health and safety. Rule of Law: following safety rules and understanding legal/illegal or harmful substances. Mutual Respect: recognising how choices affect others. Democracy: discussing and evaluating healthy choices.	Mutual Respect & Tolerance: healthy relationships, empathy and respect for difference. Individual Liberty: consent, boundaries and assertiveness. Rule of Law: acceptable behaviour and protection from harm. Democracy: expressing views, listening and resolving conflict.	Individual Liberty: body autonomy, identity and informed choices. Mutual Respect & Tolerance: respecting bodies, families and experiences. Rule of Law: privacy, consent and safeguarding. Democracy: asking questions, discussing change and respecting different views.
Spirituality Opportunities	Belonging & identity: reflect on "Who am I?" and what it means to belong. Consider rights, responsibilities and how our choices affect others. Opportunities for stillness, reflection, gratitude and noticing feelings.	Dignity & difference: wonder at human uniqueness and diversity. Explore empathy, fairness, prejudice and the impact of words. Reflect on how we can value people whose lives, beliefs, families or experiences differ from our own.	Hope & purpose: explore dreams, aspirations, perseverance and what gives life meaning. Reflect on disappointment, resilience and hope. Consider how our gifts can be used to help ourselves and others.	Awe & care: appreciate the body and mind and consider how we care for ourselves. Reflect on healthy choices, vulnerability, courage and responsibility. Notice connections between physical, emotional and spiritual wellbeing.	Love & community: reflect on friendship, trust, forgiveness, compassion and belonging. Consider what makes relationships life-giving and how we repair harm. Explore respect, consent and the importance of every person's dignity.	Change & wonder: reflect on growth, life cycles, identity and transition. Explore feelings about change, uncertainty and hope for the future. Create space for big questions about growing, belonging, relationships and who we are becoming.

	Safeguarding in the Curriculum					
Key Stage 1	Emotional safety: recognise feelings, worries and trusted adults; understand class rules, rights and consequences.	Bullying & discrimination: recognise unkind behaviour, bullying and exclusion; know how to report concerns and support others.	Resilience: manage setbacks safely, ask for help and develop confidence through achievable goals.	Physical safety: hygiene, road safety, medicines, healthy choices, harmful substances and people who help us stay safe.	Relationships: identify trusted adults, healthy/unhealthy behaviour, personal space, online safety and help-seeking.	Body safety: correct body-part vocabulary, privacy, appropriate/inappropriate touch, body autonomy and telling a trusted adult.
Lower Key Stage 2	Emotional literacy and regulation: recognise anxiety/low mood, manage emotions and know support routes.	Equality/Prevent: challenge prejudice and discrimination, understand rights, inclusion and respectful difference; report bullying/cyberbullying.	Resilience and wellbeing: respond to disappointment, peer/group challenges and know when to seek support.	Risk: medicines, drugs, smoking/alcohol awareness, peer pressure, first aid, emergency help and healthy lifestyles.	Peer-on-peer harm: healthy/unhealthy relationships, conflict resolution, online risk, pressure, boundaries and reporting concerns.	RSE/body safety: puberty knowledge, privacy, consent, body autonomy, accurate vocabulary and trusted sources of help.

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Upper Key Stage 2	Mental health: recognise stress and emotional distress, use coping strategies and access support early.	Equality/Prevent: understand rights, democracy and inclusion; challenge racism, discrimination and abuse of power safely.	Vulnerability/resilience: manage setbacks, global concerns and pressures; maintain self-worth and seek support when needed.	High-level risk: substance misuse, exploitation/gang risks, first aid, body image, eating concerns and responsible health choices.	Safe relationships: coercion, peer pressure, consent, secrets, online harm, bullying and persistent help-seeking.	Puberty/transition: body autonomy, consent, menstrual wellbeing, emotional change, body image and safe transition to secondary school.

Enrichment Opportunities	Safety Week: Fire service visit, water safety, railway safety, road safety, sleep hygiene, online safety, Bikeability, police visit, forest school safety, first aid, bike safety Use of NSPCC resources throughout the year: TALK PANTS. PANTS resources for schools and teachers | NSPCC Learning | NSPCC Learning Careers Week: Local MP, Mayor of Shrewsbury, Shrewsbury Town FC, Little Cities, video production, Sabrina tour boat, Teampoint Software Management, I Can Dance Workshop, greyhound rescue, poo scientist, nuclear engineer, Shropshire FA, Shropshire CC operational hub lead, Police, Science Lady, chiropractor. UKS2 Careers Fair: nuclear engineer, Openreach engineer, football coach, hub lead, geologist, accountant/tax reclaim, councillor, Little Stars charity worker, police. Anti-bullying week: Anti-Bullying Week 2026: Break the Silence

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