

Curriculum Content, Sequence and Progression for PSHCE KS1 and 2



Queens' Federation

Queen Edith
Primary School

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1	Myself & My Relationships My Emotions a. What am I good at and what is special about me? b. How might we describe different feelings? c. Can I describe situations in which I might experience different feelings? d. How might I recognise feelings which others are experiencing? e. How do I manage some of my emotions and associated behaviours? f. What are the different ways people might relax and what helps me to feel relaxed? g. Who might I talk to about my feelings?	Myself & My Relationships Family and Friends a. Can I describe what a good friend is and does and how it feels to be friends? b. How can I still have fun if I don't have a friend to play with? c. Why is telling the truth important? d. What does being 'bossy' mean? e. What skills can I use to make and build friendships? f. How might communicating with friends be hard and how might we feel? g. How can I try to mend friendships if they have become difficult? h. What is my personal space and how do I talk to people about it? i. Who is in my family and how do we care for each other? j. Who are my special people, why are they special and how do they support me?	Citizenship Diversity and Communities a. What makes me 'me', and what makes you 'you'? b. Do all boys and girls like the same things? c. What is my family like and how are families different? d. What different groups do we belong to? e. What is a stereotype, and can I give some examples? f. Who helps people in my locality and what help do people need? g. What does my community mean and how does it feel to belong to it? h. How do people find out about what is happening in my community? i. How do we care for animals and plants? j. How can I help look after my school?	Healthy & Safer Lifestyles Managing Safety and Risk a. What are risky situations and how might I feel? b. What is my name, address and phone number and when might I need to give them? c. What is an emergency and who can help? d. What makes a place or activity safe for me? e. What are the benefits and risks for me when walking near the road, or using the railways, and how can I stay safer? f. What are the benefits and risks for me in the sun and how can I stay safer? g. What do I enjoy when I'm near water and how can I stay safer? h. What are the risks for me if I am lost and how can I get help? i. How can I help to stop simple accidents from happening and how can I help if there is an accident?	Healthy & Safer Lifestyles Healthy Lifestyles a. How can I stay as healthy as possible? b. What does it feel like to be healthy? c. What does healthy eating mean and why is it important? d. Why is it important to be active & what are the opportunities for physical activity? e. What foods do I like and dislike and why? f. What can help us eat healthily? g. Why do we need food? h. What healthy choices can I make? i. Who can I talk to if I am worried about my health?	Healthy & Safer Lifestyles Relationships and Sex Education a. What are the names of the main parts of the body? b. How has my body changed since I was little? c. What can my amazing body do and how has this changed since I was younger? d. When am I in charge of my actions and my body? e. How can I keep my body clean? f. How can I avoid spreading common illnesses and diseases?

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Year 2	Citizenship Rights, Rules & Responsibilities a. Who looks after me and what are their responsibilities? b. What jobs do I have in school and at home? c. How do rules help me feel happy and safe? d. How do I take part in making rules? e. Can I help make decisions by voting in class? f. Can I listen to other people, share my views and take turns?	Myself & My Relationships Anti-bullying a. Why might people fall out with their friends? b. Can I describe what bullying is? c. Do I understand some reasons why people might bully others? d. Why is bullying never acceptable or respectful? e. How might people feel if they are involved in bullying? f. Who can I talk to if I have worries about friendship difficulties or bullying? g. How can I be assertive? h. What sorts of things could I do if I think someone is being bullied? i. What does my school do to prevent bullying? j. How do people help me to build positive and safe relationships?	Healthy & Safer Lifestyles Being Safe a. Can I identify different feelings and tell others how I feel? b. Which school/classroom rules are about helping people to feel safe? c. Can I name my own Early Warning Signs? d. How do I know which adults and friends I can trust? e. Who could I talk with if I have a worry or need to ask for help? f. What could I do if a friend or someone in my family isn't kind to me? g. Can I identify private body parts and say 'no' to unwanted touch? h. What could I do if I feel worried about a secret? i. What could I do if something worries or upsets me when I am online?	Healthy & Safer Lifestyles Relationships and Sex Education a. How do babies change and grow? NC Science b. What's growing in that bump? NC Science c. How have I changed since I was a baby? NC Science d. What are my responsibilities now I'm growing up? e. What do babies and children need from their families? f. Which stable caring relationships are at the heart of families I know? Healthy & Safer Lifestyles Drug Education a. Which substances might enter our bodies, how do they get there and what do they do? b. What are medicines and why and when do some people use them? c. When and why do people have an injection from a doctor or a nurse? d. Who is in charge of which medicine I take? e. What different things can help me feel better if I feel poorly? f. How can I keep safe with medicines and substances at home and at school? g. What is persuasion and how does it feel to be persuaded?	Economic Wellbeing Financial Capability a. Where does money come from and where does it go when we 'use' it? b. How might I get money and what can I do with it? c. How do we pay for things? d. What does it mean to have more or less money than you need? e. How do I feel about money? f. How do my choices affect me, my family, others? g. What is a charity?	Myself & My Relationships Managing Change a. How are my achievements, skills and responsibilities changing and what else might change? b. How might people feel during times of loss and change? c. How do friendships change? d. What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? e. How might people feel when they lose a special possession? f. When can I make choices about changes?

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Year 3	Healthy & Safer Lifestyles Managing Safety and Risk a. How do I feel in risky situations and how might my body react? b. Can I make decisions in risky situations and might my friends affect these decisions? c. When might I meet adults I don't know & how can I respond safely? d. What actions could I take in an emergency or accident and how can I call the emergency services? e. What are the benefits of using the roads and being near water and how can I reduce the risks? f. How is fire risky and how can I reduce the risks? g. How do I keep myself safe during activities and visits? h. How can I stop accidents happening at home and when I'm out?	Myself & My Relationships Family and Friends a. How do good friends behave on and offline and how do I feel as a result? b. What can I do when I feel left out of people's play? c. What is a healthy friendship and how does trust play an essential part? d. What is 'give and take' in a healthy friendship? e. What skills do I use for choosing, making and developing friendships and how effective are they? f. How can I help to resolve disagreements positively by listening and compromising? g. How can I empathise with other people in a disagreement? h. Who can I talk to when friendships get difficult? i. How can I check with my friends about their personal boundaries? j. How do my family members help each other to feel safe and secure when things are tough? k. Who is in my network of special people now and how do we affect and support each other?	Citizenship Diversity and Communities a. What have we got in common and how are we different? b. How might other people's expectations of how girls and boys should behave affect our choices? c. How are our families the same and how are they different? d. Do people who live in my locality have different traditions, cultures and beliefs? e. How does valuing diversity benefit everyone? f. Why are stereotypes unfair and how can I challenge them? g. How do people in my community benefit from belonging to different groups? h. What are the roles of people who support others with different needs in my community? i. How does the media work in my community? j. How can we care for the local environment and what are the benefits? k. What do animals need and what are our responsibilities?	Healthy & Safer Lifestyles Healthy Lifestyles a. What does healthy eating and a balanced diet mean? b. What is an active lifestyle and how does it help me to be healthier? c. What is mental wellbeing and how is it affected by my physical health? d. How much sleep do I need & what happens if I don't have enough? e. How do nutrition and physical activity work together? f. How can I plan and prepare simple, healthy meals safely? g. How can I look after my teeth and why is it important? h. Who is responsible for my lifestyle choices and how are these choices influenced?	Myself & My Relationships My Emotions a. Why is it important to accept and feel proud of who we are? b. What does the word 'unique' mean and what do I feel proud of? c. Why is mental wellbeing as important as physical wellbeing? d. How can I look after my own mental wellbeing? e. How can I communicate my emotions? f. Can I describe some simple ways to manage uncomfortable emotions? g. What does it mean when someone says I am "over reacting" and how do I show understanding towards myself and others? h. How do my actions affect the way I and others feel? i. How do I care for other people's feelings? j. Who can I talk to if I am worried?	Healthy & Safer Lifestyles Relationships and Sex Education a. How are male and female bodies different and what are the different parts called? b. When do we talk about our bodies, how do they change, and who do we talk to? c. Can I describe new or developing physical skills and how special my body is? d. Why is it important to keep myself clean? e. What can I do for myself to stay clean and how will this change in the future? f. How do different illnesses and diseases spread and what can I do to prevent this?

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Year 4	Myself & My Relationships Managing Change a. What changes have I and my peers already experienced and what might happen in the future? b. What helps me when I'm experiencing strong emotions due to loss or change? GW c. What strategies help me to thrive when my friendships change? CF (new link) d. How might I behave when I feel strong emotions linked to loss and change? GW e. How might people feel when loved ones or pets die, or they are separated from them for other reasons? GW f. What changes might people welcome and how can they plan for these?	Myself & My Relationships Anti-bullying a. How are falling out and bullying different? b. What are the characteristics of different types of bullying? c. How do people try to use power when they bully others? d. How can lack of respect and empathy for others make bullying more likely? e. What differences are there between direct and indirect forms of bullying? f. Do I understand that bullying might affect how people feel for a long time? g. What are bystanders and followers and how might they feel? h. How can I support people who are being bullied by being assertive? i. What skills do I need to develop to be an 'upstander' and to seek help? j. How does my school prevent bullying and support people involved?	Citizenship Rights, Rules & Responsibilities a. What do we mean by rights and responsibilities? b. What are my responsibilities at home and at school? c. What does it mean to be treated with respect and to treat others the same way? d. Why do we need rules and conventions at home and at school e. What part can I play in making and changing rules? f. How do we make democratic decisions in school? g. What is a representative and how do we elect them?	Healthy & Safer Lifestyles Being Safe a. How do I recognise my own feelings and communicate them to others? b. Which school/classroom rules are about helping people to feel safe? c. Can I recognise when my Early Warning Signs are telling me I don't feel safe? d. What qualities do trusted adults and trusted friends have? e. Who is on my network of support and how can I ask them for help? f. What could I do if I feel worried about a friendship or family relationship? g. What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? h. How can I decide if a secret is safe or unsafe? i. How can I keep safe online?	Healthy & Safer Lifestyles Relationships and Sex Education a. What are the main stages of the human life cycle? NC Science b. How did I begin? Sex Ed c. What does it mean to be grown up? d. What am I responsible for now and how will this change? e. How do different families care for their children physically and emotionally?	Healthy & Safer Lifestyles Drug Education a. What medical & legal drugs do I know about, and what are their effects and risks? b. Why do some people need medicine and who prescribes it? c. What are immunisations and which ones have I had? d. What are the safety rules for storing medicine and other risky substances? e. What should I do if I find something potentially risky, e.g a syringe ? f. How might friends and the media persuade and influence me?

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Year 5	Myself & My Relationships My Emotions a. How can we make mental wellbeing a part of daily life, in the same way as physical wellbeing? b. What does it mean to have a 'strong sense of identity' & 'self-respect' and how can I build this? c. How do I manage strong emotions? d. How can I judge if my own feelings and behaviours are appropriate & proportionate? e. How do I recognise how other people feel and respond to them? f. What is loneliness and how can I manage feelings of isolation? g. What is mental ill health and how might I recognise it and respond appropriately? h. What are the advantages and disadvantages of time spent on electronic devices in terms of my mental wellbeing? i. What self-care techniques are there, and which work well for me? j. How and from whom could I get support when things are difficult?	Myself & My Relationships Family and Friends a. What are the characteristics of healthy friendships on or offline and how do they benefit me? b. How can I be a good friendship role model? c. How do trust and loyalty feature in my relationships on and offline? d. Can I spot when a friendship is not mutual and ask for help? e. What skills do I use to make and develop friendships online? f. Can I balance the needs of family and friends and how do I manage this? g. Can I communicate, empathise and compromise when resolving friendship issues? h. What can I do and say when a friendship breaks down? i. How can I check that my friends give consent on and offline? j. How do people in my family continue to support each other as things change? k. Who is in my networks on and offline and how have these changed and how do we support each other?	Citizenship Diversity and Communities a. How do other people's perceptions, views, and stereotypes influence my sense of identity? b. How do people's views of how girls and boys should behave affect my identity, friendships behaviour and choices? c. What are people's different identity's locally and in the UK? d. How can I show respect to those with different lifestyles beliefs and traditions? e. Which wider communities and groups do I belong to and how does this benefit me? f. What are voluntary organisations and how do they make a difference? g. What is the role of the media and how does it influence me and my community? h. Who cares for the wider environment and what is my contribution? *	Healthy & Safer Lifestyles Managing Safety and Risk a. When might it be good for my mental health for me to take a risk? PS/GW b. What are the possible benefits and consequences of taking physical, emotional and social risks? c. When am I responsible for my own safety as I get older and how can I keep others safer? d. How can I safely get the attention of a known or unknown adult in an emergency? e. Can I carry out basic first aid in common situations, including head injuries? f. What are the benefits of cycling and walking on my own and how can I stay safer? g. How can being outside support my wellbeing & how do I keep myself safe in the sun? h. What are the benefits of using public transport and how can I stay safe near railways? PS i. How can I prevent accidents at school and at home, now that I can take more responsibility?	Healthy & Safer Lifestyles Healthy Lifestyles a. How does physical activity help me & what might be the risks of not engaging in it? b. What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? c. What are the different aspects of a healthy lifestyle and how could I become healthier? d. What are the factors influencing me when I'm making lifestyle choices and how might these change over time? e. What is meant by a positive attitude towards food and nutrition, and how can I develop this in myself and support others? f. What might be the signs of physical illness and how might I respond? g. What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health?	Healthy & Safer Lifestyles Relationships and Sex Education a. What are male and female sexual parts called and what are their functions? b. How can I talk about sexual body parts comfortably, confidently, and appropriately c. What happens to different bodies during puberty? d. What might influence my view of my body? e. How can I keep my growing and changing body clean? f. How can I reduce the spread of a wider range of viruses and bacteria?

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Year 6	Citizenship Rights, Rules & Responsibilities a. What are the basic rights of children and adults? b. What rights and responsibilities do members of our school community have? c. How can I show and expect respect online and offline? d. How can I contribute to making and changing rules in school? e. What are the conventions of courtesy and manners and how do these vary? f. What rules are there for being safe online and do I understand them? g. Why do we have laws in our country? h. How does democracy work in our community and country? i. What do councils, councillors, parliament and MP's do? j. How do I take part in debate, respectfully listening to other people's views?	Myself & My Relationships Anti-bullying a. Can I explain how people who bully might use exclusion or manipulation? b. Are there different rates of bullying online or in person? c. Can I define the characteristics and different forms of bullying, on and offline? d. What does indirect bullying look like within groups and how can I respond? e. Might people in particular groups experience bullying in different ways? f. How does prejudice sometimes lead people to bully others? g. How do people bully others online and how can I help others to prevent and manage this? h. How might bullying on and offline affect people's mental well-being and behaviour? i. How can I safely be an assertive 'upstander' in bullying situations and get help from a trusted adult? j. Can I identify ways people can work together to prevent bullying in school and the wider community?	Healthy & Safer Lifestyles Being Safe a. How do I recognise my own feelings and consider how my actions may affect the feelings of others? b. Can I use my Early Warning Signs to judge how safe I am feeling? c. How do I judge who is a trusted adult or trusted friend? d. How can I seek help or advice from someone on my network of support and when should I review my network? e. How could I report concerns of abuse or neglect? f. Can I identify appropriate & inappropriate or unsafe physical contact? g. How do I judge when it is not right to keep a secret and what action could I take? h. How can I recognise risks online and report concerns? i. What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? Economic Wellbeing Financial Capability a. What different ways are there to gain money?	Healthy & Safer Lifestyles Drug Education a. What do I know about medicines, caffeine, alcohol and nicotine and their effects on the body and brain? b. What is meant by illegal drugs and what are the potential consequences for people who choose to use them? c. How can I keep myself safe around solvents? d. How do medicines help people with different illnesses? e. What immunisations have I had or may I have in future and how do they keep me healthy? f. How can I assess risk, recognise peer influence & respond assertively? g. When and how should I check information about drugs?	Healthy & Safer Lifestyles Relationships and Sex Education a. What are the different ways babies are conceived and born? Sex Ed b. What effect might puberty have on feelings and emotions? c. When can I take responsibility for how others feel? d. What should adults think about before they have children? e. Why might people get married or become civil partners? f. What are different families like?	Myself & My Relationships Managing Change a. What positive and negative changes might people experience? b. How might people's emotions evolve over time as they experience loss and change? c. How can I manage the changing influences and pressures on my friendships and relationships? d. What is meant by grief, and what are some examples of the ways in which people might grieve? e. What different strategies might people use to manage grief and feelings linked to loss and change and how can I help? f. How might people whose families change feel? g. When might change lead to positive outcomes for people? h. What positive and negative changes have I experienced and how have these experiences affected me? i. What strategies will help me to thrive when I move to my next school?

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			b. What sort of things do adults need to pay for? c. How can I afford the things I want or need? d. How can I make sure I get 'value for money'? e. Why don't people get all the money they earn? f. How is money used to benefit the community or the wider world? g. What is poverty?			
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**Healthy and Safer Lifestyles
Digital Lifestyles (Core Learning)**

Year 1 and 2	a. What are some examples of ways in which I use technology and the internet and what are the benefits? b. What is meant by "identity" and how might someone's identity online be different from their identity in the physical world? c. What are some examples of online content or contact which might mean I feel unsafe, worried or upset? d. What sort of information might I choose to put online and what do I need to consider before I do so? e. When might I need to report something and how would I do this? f. What sort of rules can help to keep us safer and healthier when using technology? g. Who can help me if I have questions or concerns about what I experience online or about others' online behaviour?
Year 3 and 4	a. How might my use of technology change as I get older, and how can I make healthier and safer decisions? b. How does my own and others' online identity affect my decisions about communicating online? c. How might people with similar likes & interests get together online? WO d. Can I explain the difference between "liking" and "trusting" someone online? e. What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact? f. When looking at online content, what is the difference between opinions, beliefs and facts? g. Why is it important to ration the time we spend using technology and/or online? h. How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it? i. Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making?
Year 5 and 6	a. What are some examples of how I use the internet? b. What are the principles for my contact and conduct online, including when I am anonymous? c. How can I critically consider my online friendships, contacts and sources of information, and make positive contributions? d. How might the media shape my ideas about various issues and how can I challenge or reject these? e. Can I explain some ways in which information and data is created, shared, selected and targeted?

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	f. How can online content impact on me positively or negatively? g. What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these? h. How and where can I seek support if I have concerns? i. Can I identify, flag and report inappropriate content? j. Why are social media and online gaming age restricted and how does peer influence play a part in my decision making? k. How could online abuse, bullying and harassment affect my wellbeing? l. How do I make decisions about my digital footprint?
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