

**PSED Curriculum Coverage Cycle 1: Key Stage One**

**PSHE Matters: A PSHE curriculum for Primary Schools**

**Expected Vocabulary. NC Objectives. Intended activities. Prior knowledge – must be revisited before new content taught**

**Opportunities for: Maths, English, Enrichment opportunities, 10 key skills.**

Key Stage 1	Curriculum Objective	Vocab
<p>Exploring emotions/ Autumn One</p> <p>Core Themes: Relationships: R1, R2 Health and Wellbeing: H1, H4</p>	<p>L4 - Understanding that they belong to different groups. L8 - Identifying ways in which they are unique. R5 - Sharing opinions on things that matter using discussions. R8 - Identifying and respecting the differences and similarities between people</p> <p>English – Narrative – Story about feelings – using the movie Inside out or the book Martha Doesn't say Sorry to help support</p> <p>Maths – Geometry – shape naming, comparing 2D shapes and grouping them</p> <p>10 key skills –literate, curious</p> <p><b>Literate</b></p> <p><b>Curious</b></p> <p>EO – watch the emotion film</p>	<p>Energy, repairs, sad, happy, excited, angry, frustrated, calm, tired, balanced diet, relax, physical activity, target, germs, health and wellbeing</p>
<p>Being healthy / Autumn Two</p> <p>Core Theme: Health and Wellbeing: H1, H2, H3, H6, H7</p>	<p>H1 – Exploring what a healthy lifestyle means. H1 – Identifying the benefits of a healthy lifestyle. H2- Identifying ways of keeping healthy. H2—recognising what they like and dislike. H2 – recognising that choices can have good and not so good consequences. H3- setting simple goals. H6- Recognising the importance of personal hygiene. H7 – developing simple skills to help prevent diseases spreading</p> <p>English – Non- chronological report-fact file about being and staying healthy</p> <p>Maths – Statistics – interpreting and constructing simple pictograms, tally charts, block diagrams and simple tables</p> <p>10 key skills – independent and self-aware, valuing, curious</p>	<p>Same/ similar, different, equal, diversity, role model, inclusive</p>

	<p>Independent and self-aware</p> <p>Valuing</p> <p>Curious</p>	
<p>Relationships / Spring One</p> <p>Core theme: relationships: R2, R4, R6, R7, R9</p>	<p>R1 - Recognising a range of feelings in ourselves and other people. R1 - Recognising how others show feelings and how to respond. R2 - Recognising that their behaviour can affect others. H1 - Communicating feelings to others. H4 - Developing simple strategies for managing feelings. H4 - Using words to describe a range of feelings.</p> <p>English – Recount – Diary entry from the Rainbow fish, use book to support the understanding of selflessness</p> <p>Maths - Place Value – Number bonds to 20</p> <p>10 key skills – curious, valuing, communicator</p> <p>Curious</p> <p>Valuing</p> <p>Communicator</p> <p>EO- games, feelings masks</p>	<p>Emotions, happy, scared, lonely, excited, frustrated, anger, express, feelings, sorry, affected, warmth and love, kind, happy, anxious, upset</p>
<p>Difference and Diversity / Spring Two</p> <p>Core themes: Living in the wider world: L4, L8, Relationships: R5, R8</p>	<p>R2 - Recognising our behaviour can affect others. R4 - Recognising what is fair and unfair, kind and unkind, what is right and wrong. R6 - Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). R7 - Offering constructive support and feedback to others. R9 - Identifying their special people (family, friends, carers) and how they should care for each other</p> <p>English – Persuasion – Poster/Leaflet to help understand that we are all different</p> <p>Maths – Fractions – recognise, find and name half as one of two equal parts</p> <p>10 key skills – valuing, communicator</p>	<p>Friendship, behaviour, rejected, disagreements</p>

	<p>Valuing</p> <p>Communicator</p> <p>EO – visitors in – police, carers, nurse?</p>	
<p>Being Responsible / Summer One</p> <p>Core Themes: Living in the Wider World: L1, L2, L3, L5 Relationships: R4</p>	<p>L1 - Identify how they can contribute to the life of the classroom and school. L2 - Construct and explore the importance of rules. L3 - Explore and understand that everyone has rights and responsibilities. L5 - Identify what improves and harms their environments. R4 - Recognise what is fair/unfair, right/wrong, kind/unkind.</p> <p>English – Reading comprehension to develop pleasure in reading</p> <p>Maths- Measurements – measure and begin to record (accuracy)</p> <p>10 key skills – team player, communicator</p> <p>Team player</p> <p>Communicator</p> <p>EO – visitors in related to rules</p>	<p>Rules, consequences, fair, being kind, parliament, recycled, reuse, reduce</p>
<p>Bullying Matters / Summer Two</p> <p>Core Theme: Relationships: R2, R6, R11, R12, R13, R14</p>	<p>R2 - Recognising their behaviour can affect others. R6 - Listening to others and working cooperatively. R11 - Identifying that people's bodies can be hurt. R12 - Recognising when people are being unkind to them or others, who to tell and what to say. R13 - Identifying different types of teasing and bullying, to identify that these are wrong and unacceptable. R14 - Identifying strategies to resist teasing/ bullying if experienced or witnessed.</p> <p>English – Persuasion – Letter from Cinderella to the fairy godmother explaining how she is being bullied and how it is making her feel</p> <p>Maths – Number – multiplication and division – solve one-step problems involving multiplication and division using resources to support</p>	<p>Bullying, cyberbullying, opposite, kindness, unkind, STOP (Several Times On Purpose), START (Start Telling And Reporting Trouble)</p>

	<p>10 key skills – valuing, communicator, literate</p> <p>Valuing</p> <p>Literate</p> <p>Communicator</p> <p>EO – kindness cards to each other</p>	
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**PSED Curriculum Coverage: Key Stage Two**

**Expected Vocabulary. NC Objectives. Intended activities. Prior knowledge – must be revisited before new content taught**

Lower Key Stage 2	Curriculum Objective	Vocab
<p>Exploring Emotions / Autumn One</p> <p>Core Themes: Relationships: R1, R7, R12 Health and Wellbeing: H6, H7</p>	<p>R1 - Recognising a wide range of emotions in themselves and others. R1 - Responding appropriately to a range of emotions in themselves and others. R7 - Understanding their actions affect themselves and others. R12 - Developing strategies to resolve disputes. R12 - Identifying strategies to manage emotions. H1, H6 - Deepening their understanding of good and not so good feelings. H6 - Extending vocabulary to help explain the range and intensity of feelings. H7 - Recognising conflicting emotions.</p> <p>English – Narrative – Story about feelings – using clips from the movie Inside Out to support</p> <p>Maths – Geometry – properties of shape – draw 2-D shapes and make 3-D shapes using modelling materials</p> <p>10 key skills – valuing, curious</p> <p>Valuing</p> <p>Curious</p> <p>EO – emoji film -pixar</p>	<p>Uplifting, genuinely, emotion, positive, uncomfortable, terrified, anxious, nervous, afraid, worried, frightened, fearful, breathing, mindfulness, distractions, self-talk, strategies, resolved, interpretation</p>
<p>Being Healthy / Autumn Two</p>	<p>H1 - Exploring what affects their physical, mental and emotional health. H2 - Understanding the concept and benefits of a balanced healthy lifestyle. H2 - Identifying how to make informed choices. H3 - Understanding what is included in a balanced diet.</p>	<p>Growth, provide energy, repair, healthy, unhealthy, taste, texture, adverts, special diet, family, tradition, time, cost, influence,</p>

<p>Core Theme: Health and Wellbeing: H1, H2, H3, H5</p>	<p>H3 - Understanding what may influence our choices. H5 - Setting goals.</p> <p>English – Non-chronological report-fact file about being and staying healthy</p> <p>Maths – Statistics – interpret and present data using bar charts, pictograms and tables</p> <p>10 key skills – independent and self-aware, curious</p> <p>Independent and self-aware</p> <p>Curious</p> <p>EO – do some physical activity/game. Test different food types out.</p>	<p>mental health, coping strategies, informed choice</p>
<p>Relationships / Spring One</p> <p>Core Theme: Relationships: R2, R3, R4, R7, R9, R10, R2</p>	<p>R2 - Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships. R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support. R4 - Recognising different types of relationship. R7 - Understanding that actions affect themselves and others. R9 - Understanding when it is right to 'break a confidence' or 'share a secret'. R10 - Listening and responding respectfully. R21 - Understanding personal boundaries</p> <p>English – Recount – Diary entry about starting a new school and forming positive healthy relationships.</p> <p>Maths - Place Value – Number bonds, read, write and order number to 1000 (Y3) Beyond 1000 (Y4)</p> <p>10 key skills – communicator, valuing, curious</p> <p>Valuing</p> <p>Curious</p> <p>Communicator</p> <p>EO – revisit books used in diversity week on relationships</p>	<p>Healthy relationship, jealousy, insults, shouting, power, fairness, not equal, controlling, respect, support, love, honesty, problem solving, compromise, secrets, pressure, privacy</p>
<p>Difference and Diversity / Spring One</p>	<p>R10 - Identifying how to listen and respond respectfully to a wide range of people. R13 - Recognising the differences and</p>	<p>Different, equal, disability, refugee, female, common needs, diversity, preconceptions,</p>

<p>Core Theme: Relationships: R10, R13, R14, R16</p>	<p>similarities between people, but understand everyone is equal. R14 - Recognising the nature and consequences of discrimination. R16 - Recognising and challenging stereotypes</p> <p>English – Persuasion – Poster/Leaflet to help understand that we are all different</p> <p>Maths – Fractions – compare and order unit fractions with the same denominator (Y3) Adding them (Y4)</p> <p>10 key skills – communicator, literate</p> <p><b>Literate</b></p> <p><b>Communicator</b></p> <p>EO- Using the Ipad to record debates and feed back.</p>	<p>stereotyping, discrimination, gender stereotyping, media influence, diverse images, preferential treatment, hate, love</p>
<p>Being Responsible/ Spring Two</p> <p>Core Theme: Living in the Wider World: L1, L2, L3, L4,L7, L8, L9</p>	<p>L1 - Research, discuss and debate topical issues. L2 - Identify why rules are needed in different situations. L3, L4 - Understanding that there are human rights to protect everyone. L7 - Explore rights and responsibilities, rights and duties at home, school, community and the environment. L7 - Develop skills to carry out responsibilities. L8 - Explore how to resolve differences and respect others' points of view. L9 - Explore what being part of a community means and how they belong.</p> <p>English – Reading comprehension to develop positive attitudes to reading and understanding of what they read.</p> <p>Maths- Measurements – measure, compare, add and subtract: lengths: mass: volume (Y3) convert between units of measure (Y4)</p> <p>10 key skills – communicator, curious</p> <p><b>Curious</b></p> <p><b>Communicator</b></p> <p>EO – visitor in – police?</p>	<p>Right, responsibilities, permission, respect, polite, helpful, sensible, mature, needs, wants, rules, decision, voting, debate, discuss, disagreements, proposal, opinions, ideas</p>
<p>Bullying Matters / Summer Two</p> <p>Core Themes: Living in the Wider World: L6 Relationships: R7, R11, R12, R13, R14, R18</p>	<p>R7 - Understanding that their actions affect themselves and others. R11 - Identifying the importance of working towards shared goals. R12 - Developing strategies for getting support for themselves or for others at risk. R13 - Identifying that differences and similarities arise from a number of factors. R14, L6 -</p>	<p>Bully, bystanders, argument, hurtful, different, special, barriers to asking for help</p>

	<p>Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling'). R18 - Knowing how to recognise bullying and abuse in all its forms</p> <p>English – Persuasion – Letter from yourself to your friend explaining how bullying is wrong and how it can make you feel – Use the book Marshall Armstrong is New to Our School.</p> <p>Maths – Number – multiplication and division – solve problems involving multiplication and division</p> <p>10 key skills – communicator, independent and self-aware</p> <p><b>Communicator</b></p> <p><b>Independent and self-aware</b></p> <p>EO - roleplay</p>	
Upper Key Stage 2		
<p>Exploring Emotions / Autumn One</p> <p>Core Themes: Relationships: R1, R7, R12</p> <p>Health and Wellbeing: H6, H7</p>	<p>R1 - Recognising a wider range of feelings in others and how to respond appropriately. R7 - Recognising that their actions can affect themselves and others. R12 - Developing strategies to resolve disputes. H6 - Deepening their understanding of good and not so good feelings. H6 - Extending emotional vocabulary. H6 - Exploring the intensity and range of feelings. H7 - Recognising when they experience conflicting emotions and how to manage these.</p> <p>English – Narrative – Story about feelings – using clips from movie Inside out to support</p> <p>Maths – Geometry – properties of shape – draw 2-D shapes and 3-D shapes and nets accurately</p> <p>10 key skills – independent and self-aware, team player</p> <p><b>Team player</b></p>	<p>Embarrassment, conflicting emotions, barrier, intense, obsessed, disputes, mortified, exuberant, devastated, nonplussed,</p>

	<p>Independent and self-aware</p> <p>EO – film clips</p>	
<p>Being Healthy / Autumn Two</p> <p>Core Theme: Health and Wellbeing: H1, H2, H3, H4, H5, H16</p>	<p>H1 - Exploring what affects their physical, mental and emotional health. H2 - Understanding the concept and benefits of a balanced healthy lifestyle. H3 - Exploring how we make choices about the food we eat. H3 - Identifying how to make informed choices. H3 - Developing skills to make their own choices. H4 - Recognising how images in the media do not always reflect reality. H5 - Setting simple but challenging goals. H16 - Exploring what is meant by the term habit and why habits can be hard to change</p> <p>English – Non- chronological report-fact file about being and staying healthy, making their own healthy choices.</p> <p>Maths – Statistics – complete, read and interpret information in tables, including timetables and pie charts(Y6)</p> <p>10 key skills – independent and self-aware, curious</p> <p>Independent and self-aware</p> <p>Curious</p> <p>EO – food choices to try, meditation</p> <p>link to new RSHE 2026</p>	<p>Wellbeing, learn, give, take notice, be active, connect, kindness, habits, mental health, sleep, diet, exercise, dental health, stigma</p>
<p>Relationships / Spring One</p> <p>Core Theme: Relationships: R2, R3, R4, R5, R6, R12, R20, R21</p>	<p>R2 - Recognising what a healthy relationship is. R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support. R4 - Recognising different types of relationship, including those between acquaintances, friends, relatives and families. R5, R6 - Understanding the true meaning behind civil partnerships and marriage. R12 - Resolving conflicts. R20 - Recognising that forcing anyone to marry is a crime. R21 - Understanding about confidentiality and about times when it is necessary to break a confidence</p> <p>English – Recount – Diary entry looking at relationships, use an imaginary situation about starting a new school</p> <p>Maths - Place Value – Number bonds, read, write and order numbers 1,000,000 (Y5) 10,000,000 (Y6)</p>	<p>Attributes, responsibilities, passive, aggressive, assertive, confidential, diverse adults couples, marriage, civil partnership, commitment, single parent, same-sex parents,</p>

	<p>10 key skills – valuing, curious</p> <p>Valuing</p> <p>Curious</p> <p>EO – paper dolls story book, make paper dolls</p>	
<p>Difference and Diversity / Spring 2</p> <p>Core Theme: Relationships: R10, R13, R14, R16, R17</p>	<p>Core Theme: Relationships: R10, R13, R14, R16, R17 Learning R10 - Identifying how to listen and respond respectfully to a wide range of people. R13 - Recognising the factors that make people the same or different. R14 - Recognising the nature and consequences of discrimination. R16 - Recognising and challenging stereotypes. R17 - Understanding the correct use of the terms sex, gender identity and sexual orientation.</p> <p>English – Persuasion – Poster/Leaflet to help understand that we are all different</p> <p>Maths – Fractions – recognise them, add and subtract fractions with the same denominator (Y5) different denominators (Y6)</p> <p>10 key skills – independent and self-aware, curious</p> <p>Independent and self-aware</p> <p>Curious</p> <p>EO – visitors –RE/ variety of people</p>	<p>Mental health problem, gay, lesbian, homosexual, personality, interests, gender identity, sexual orientation, age, culture, religious beliefs</p>
<p>Being Responsible / Summer One</p> <p>Core Theme: Living in the Wider World: L1, L2, L3, L4, L5, L7, L8, L9</p>	<p>L1 - Research, discuss and debate topical issues. L2 - Identify why rules are needed in different situations. L3, L4 - Understanding that there are human rights to protect everyone. L5 - To understand there are some cultural practices against British law. L7 - Explore rights and responsibilities at home, school, community and the environment. L7 - Develop skills to carry out responsibilities. L8 - Explore others' points of view. L9 - Explore what being part of a community means and how they belong</p> <p>English – Reading comprehension to maintain positive attitudes to reading and understanding what they read</p> <p>Maths- Measurements – measure and convert between units of metric measure (Y5) Solve problems involving conversations (Y6)</p> <p>10 key skills – communicator, team player</p>	<p>Human rights, United Nations, protected , law, parliament, debate, vote, democracy, community, celebrating diversity</p>

	<p>Communicator</p> <p>Team player</p> <p>EO – get the local mp in for discussion.</p>	
<p>Bullying Matters / Summer Two</p> <p>Core Theme: Relationships: R7, R12, R13, R14, R18</p>	<p>R7 - Understanding that their actions affect themselves and others. R12 - Developing strategies for getting support for themselves or for others at risk. R13 - Identifying that differences and similarities arise from a number of factors. R14 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling'). R18 - Knowing how to recognise bullying and abuse in all its forms.</p> <p>English – Persuasion – Leaflet about bullying and how it can affect people</p> <p>Maths – Number – multiplication and division – solve problems involving multiplication and division</p> <p>10 key skills – independent and self-aware, team player, curious</p> <p>Independent and self-aware</p> <p>Team player</p> <p>Curious</p> <p>EO – IT safety – computer usage</p> <p>Visitor in - talk on bullying – 'bullying matters' visitor in school.</p> <p>– links to new RSHE 2026</p>	<p>STOP (Several Times On Purpose), START (Start Telling And Reporting), insult, direct, indirect, cyberbullying, banter, name-calling, discrimination, prejudice</p>