Badsworth Church of England Junior & Infant School
PSHE at Badsworth C of E Junior and Infant School is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. **At Badsworth, we teach a high quality PSHE curriculum which develops skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of core themes developed by DfE Statutory Guidance and supported by the PSHE Association: Relationships Education and Health Education (Health & Wellbeing). Explicit teaching opportunities to explore and learn about the 9 Protected Characteristics are also deliberately woven into the programme.** **Our curriculum has been adapted to ensure opportunities for all learners are equal, irrespective of SEN, gender, ethnicity, background or beliefs. We aim to do this by placing a greater focus on practical role-play scenarios where children have the opportunity to develop their language acquisition skills. This helps us to place a greater focus on real-life experiences and understanding of different social scenarios. This ensures all learners have an equal chance to succeed, regardless of language gaps and written barriers to learning.**

EYFS

Health & Wellbeing	Relationships Education
Substantive Knowledge	
To know about basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. To know why people have goals/targets and set one of their own.	To identify feelings and emotions in myself and others. To know what taking a turn looks like in different scenarios. To know what makes a good friend. **(SM)** To know the school rules and understand why we have them.
Disciplinary Knowledge	
Get changed for Physical Education sessions independently. Wash hands independently with soap and water. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. To try new activities and show independence, resilience and perseverance in the face of challenge.	Show an understanding of their own feelings and those of others. **(BC)** Begin to regulate their behaviour accordingly. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers **(SM)** To listen carefully to others, responding appropriately, and show an ability to follow instructions involving several ideas or actions.
dressing, undressing, healthy, clean, dirty, goals. confident, challenge, difficult	feelings, behaviour, sharing, positive, friendship, rules, listening, concentrating

Year 1 – 6 Progression of Programme of Study from PSHE Association Primary Programme of Study & Curriculum Model, 2026

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1					
Making friends: playing and learning together (PC) (BV)	Mental health and wellbeing	Me, my friends and belonging (SM) (PC) (BV)	Mental health and wellbeing (PC)	Friendships, stereotypes and bullying (SM) (PC) (BV)	Mental health and wellbeing
Autumn 2					
Mental health and wellbeing	Keeping safe online (BV)	Mental health and wellbeing	Exploring ways to manage risk	Mental health and wellbeing	Managing money and online spending
Spring 1					
Celebrating me, you and our families (SM) (PC)	Me, my body and staying safe (BC)	Building healthy habits	Forming respectful relationships (PC)	Positively engaging with our world	Changes in puberty (and sex education) (PC)
Spring 2					
Safety at home	Money and work	Making choices online (BC) (BV)	Money matters and news literacy (PC)	Respecting boundaries (BC)(BV)	Drug education: assessing risk and managing influences (BV)
Summer 1					
Being healthy (BV)	Safety outside the home	Keeping safe out and about (BV)	Me, my body and growing up (BC) (PC)	Safe connections online (BC) (BV)	Developing our AI literacy (BC) (BV)
Summer 2					
Showing kindness to ourselves and others (PC) (BV)	Looking back and moving on	Looking out for each other (BV)	Families and growing together (PC) (BV)	Embedding healthy habits and learning first aid (PC) (BV)	Looking to the future (BV)

Includes content on;
Stereotypes & Misogyny **(SM)**
Boundaries & Consent **(BC)**
Protected Characteristics **(PC)**
British Values **(BV)**

Extra notes on Stereotypes & Misogyny;

•**Eliminate normalising language:** Staff must avoid gendered language that normalises aggressive or violent male behaviour (e.g., dismissing aggressive conduct as "boys being boys") or that unfairly stigmatises boys as inherent perpetrators.

•**Deconstruct harmful expectations:** Teaching must show how stereotypes are unfair, negative, and destructive, demonstrating how rigid expectations can lead directly to prejudice and bullying.

•**Promote positive gender conceptions:** Delivery of this curriculum must provide opportunities for pupils to develop positive conceptions of both masculinity and femininity, ensuring boys encounter respectful, positive male role models.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1					
Making friends: playing and learning together This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognize bullying.	**Mental health and wellbeing** This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement).	**Me, my friends and belonging** This unit explores themes of personal identity and friendship. Pupils learn ways to make others feel welcome and included.	**Mental health and wellbeing** Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing.	**Friendships, stereotypes and bullying** This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.	**Mental health and wellbeing** This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school.
Substantive Knowledge					
Understand what friendship is and what makes a good friend. Know that friends can argue, but can also resolve conflicts and make up. Identify kind and unkind behaviour, understanding that words and actions can hurt others. Understand what bullying is and how people feel if they experience hurtful behaviour.	Understand that feelings can range in intensity (e.g., feeling mildly annoyed vs. very angry). Know about different kinds of change and loss (including death and bereavement) and how they affect people.	Understand the concept of personal identity and how different factors (culture, faith, hobbies) shape who we are. Know the core qualities of positive, healthy friendships (mutual respect, trust, kindness, support). Understand that healthy friendships should not be controlling or possessive.	Understand that if unpleasant thoughts and feelings persist for a long time and affect daily life, it may indicate a mental health difficulty. Identify professional support pathways and resources available for mental health.	Understand what stereotypes are, how they are unfair, and how they can lead to prejudice, discrimination, and bullying. Identify how extremist views can be spread online and how they target individuals.	Understand the concepts of grief, loss, and bereavement, and recognize that people express grief in different ways. Identify support systems available to help with the transition to secondary school.
Disciplinary Knowledge					
Practise skills to make friends and demonstrate kindness and care. Apply positive ways to resolve arguments without physical aggression. Play cooperatively, share, take turns, and make efforts to include others.	Use an expanded vocabulary to describe the intensity of thoughts and feelings. Apply distraction techniques and positive thinking habits to manage unpleasant emotions. Identify strategies to cope with change and seek support when experiencing grief or loss.	Apply skills for building kind, supportive friendships (listening, celebrating success, respecting boundaries). Use strategies to include others, make people feel welcome, and address feelings of loneliness.	Consolidate self-regulation strategies to manage emotional responses to setbacks. Seek help for themselves or others when dealing with difficult, persistent emotions.	Apply strategies to challenge stereotypes and discriminatory comments in everyday life. Support and include others, and seek help if witnessing discrimination or bullying.	Apply coping strategies to manage the emotional challenges and stress of transition. Provide support to peers experiencing change, loss, or grief.

Ask for permission clearly and negotiate shared spaces or resources respectfully. Seek help and tell a trusted adult if a friendship is making them unhappy, or if they witness bullying.					
Vocabulary					
friend, share, bullying, kind, cooperate, listen	manage, intensity, change, loss, grief, bereavement	identity, welcome, included, trust, loyalty, generosity	external, calm, setback, stress, support, professional	stereotype, prejudice, discrimination, extremist, diversity, culture	regulating, distressing, secondary school, independent, challenges, opportunities
Autumn 2					
Mental health and wellbeing This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them.	**Keeping safe online** This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information).	**Mental health and wellbeing** Building on the learning in year 2, this unit develops pupils' bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries.	**Exploring ways to manage risk** This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety.	**Mental health and wellbeing** This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing.	**Managing money and online spending** This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school.
Substantive Knowledge					
Understand that being aware of thoughts and feelings is an important part of keeping healthy. Know that a person's feelings can directly affect how they behave.	Understand that online content can affect personal feelings and behaviours. Know that not everything on the internet is true, and that people may pretend to be someone they are not online. Identify rules and age restrictions that protect children's safety and wellbeing online.	Understand that taking care of mental health is just as important as looking after physical health. Know that everyone experiences worries, sadness, or loneliness sometimes, and that these feelings change over time.	Understand the role of rules and laws in keeping people safe in society. Identify household hazards, including electrical and fire risks. Know the facts, risks, and laws regarding legal drugs (alcohol, vapes, nicotine) and illegal substances.	Understand how the brain establishes thoughts and behaviours as automatic habits over time. Know the impact of persistent negative thinking habits (such as rumination or worry) on overall health.	Understand online financial harms, including gambling, in-game spending (loot boxes), scams, and fraud. Know how commercial practices and targeted advertising influence consumer decisions. Understand how money decisions and financial difficulties can affect mental health and wellbeing.
Disciplinary Knowledge					
Notice, name, and describe a range of personal	Apply basic rules to keep personal details private online.	Name and describe a wide range of emotions and identify	Assess and manage risk when encountering peer	Direct attention deliberately and manage distractions to maintain	Critically evaluate spending choices and avoid impulsive

feelings (e.g., happiness, excitement, anger, sadness). Apply simple strategies to manage distractions, unhelpful thoughts, and strong feelings. Identify trusted school staff and adults to speak to when experiencing difficult emotions.	Evaluate what is safe or appropriate to watch and share online. Communicate kindly and respectfully on digital devices. Seek immediate help from a trusted adult if they encounter something worrying online.	their intensity. Apply daily behaviours that support mental wellbeing (quality sleep, time in nature, balance). Use self-regulation strategies to manage worries, setbacks, and reactions.	influence to participate in dangerous behaviours. Apply safety rules at home and in public spaces, such as during firework celebrations.	wellbeing. Use advanced self-regulation techniques to shift negative habitual thoughts and emotions.	online purchasing. Manage personal emotions linked to money and financial choices.
Vocabulary					
feeling, thought, happy, sad, anger, distraction	internet, online, device, private, personal, sharing	self-regulation, strategy, worry, brain, physical, nature	pressure, smoking, vaping, alcohol, law, gamble	automatic, habitual, rumination, reactivity, attention, difficulty	financial, loot boxes, advertising, scams, critical, transactions
Spring 1					
Celebrating me, you and our families This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families, and how family members can show care and love for each other.	**Me, my body and staying safe** This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.	**Building healthy habits** This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.	**Forming respectful relationships** This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of kindness.	**Positively engaging with our world** This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing.	**Changes in puberty (and sex education)** This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns.
Substantive Knowledge					
Understand what a family is and recognize that everyone's family is unique and special. Know the different ways family members show love, care, and support for one another. Identify what makes themselves unique and special, and how they share similarities and differences with others. Understand that everyone has individual likes, dislikes, and	Know that some body parts are private and learn their correct names (penis, testicles, scrotum, vulva, vagina, nipples). Understand that everyone's body belongs to them. Understand the difference between trusted familiar adults, community figures, and strangers. Know that they should never	Understand what good physical health means and identify the characteristics of a healthy lifestyle. Know the elements of a healthy, balanced diet, including foods that should be eaten often or less often. Understand the impact of diet and lifestyle choices on long-term dental health.	Understand the different types of bullying (online and offline) and how bullying is influenced by peer dynamics. Know that words and actions have a direct impact on the mental wellbeing of others.	Understand how humans are connected to and depend on the natural world. Know that global issues, such as climate change, can affect people's emotions and wellbeing.	Understand the external genitalia and internal reproductive organs in males and females. Understand the physical and biological processes of human reproduction and birth. Know the basic facts about contraception and how it prevents pregnancy. Understand how teenage

needs.	keep secrets that make them feel uncomfortable or unsafe (only happy surprises).				sleep cycles shift biologically and the importance of sleep hygiene.
Disciplinary Knowledge					
Express likes, dislikes, and needs respectfully while listening to others. Identify steps to take and who to tell if anything about family life is worrying or concerning.	Apply simple body protection rules, such as the NSPCC's Talk PANTS rules. Assert physical boundaries and resist pressure to do things that feel unsafe or uncomfortable. Identify and ask for help from a trusted adult, keeping trying until they are heard.	Demonstrate oral hygiene techniques, such as brushing and cleaning between teeth. Build moderate and vigorous physical exercise into weekly routines. Recognise and manage external influences on food, drink, and health habits.	Communicate assertively, expressing personal needs and boundaries without being controlling. Reconcile conflict and differences with others positively, avoiding physical aggression. Report bullying behaviours safely and seek support for those affected.	Manage personal emotional responses to distressing global events outside of their control. Take daily, proactive community actions to support environmental and social wellbeing.	Manage the emotional shifts and increased desire for independence during puberty. Establish sleep routines that support physical growth and emotional wellbeing.
Vocabulary					
family, unique, love, special, belonging, care	genitalia, penis, vulva, vagina, body, boundary	diet, nutrition, oral, dental, lifestyle, influence	conflict, compromise, assertive, aggression, witness, reconcile	environment, climate change, empathy, agency, community, society	reproductive, organs, conception, contraception, intercourse, menstrual
Spring 2					
Safety at home This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines.	**Money and work** This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants.	**Making choices online** This unit explores how to protect information online and make choices about online content, including understanding age ratings	**Money matters and news literacy** This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions.	**Respecting boundaries** This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission.	**Drug education: assessing risk and managing influences** This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use.
Substantive Knowledge					
Understand what rules are and how they keep people safe. Know how to recognise potentially hazardous or harmful situations in the home. Understand that medicines can help people stay	Understand what money is, how it is obtained, and what it is used for. Know different ways of paying for items and that money can be saved or spent. Identify the difference between needs and wants.	Understand digital rights, online privacy, consent, and the importance of age restrictions. Know how information is shared and used online, including for targeted commercial purposes.	Understand that people hold different attitudes toward saving and spending money. Know how news media is constructed and how online stories can be manipulated to affect emotions. Identify the difference between misinformation	Understand the difference between public and private boundaries, and that children have a right to privacy. Know what constitutes acceptable vs. inappropriate physical contact. Understand that Female Genital Mutilation (FGM) is illegal under	Understand the biological effects, risks, and legal classifications of drugs (including prescription medicines, alcohol, vapes, tobacco, and illegal drugs). Know that drug use can easily become a physical or psychological habit that is difficult to break.

healthy or feel better when unwell, but must be used safely. Identify household products and cleaning fluids that can be harmful if used incorrectly.	Understand that people can earn money by having a job, and identify different community job roles.		(accidental) and disinformation (deliberate).	British law.	Identify organisations that support recovery and help people stop using drugs or alcohol.
Disciplinary Knowledge					
Recognise risks in relation to household products and medicines. Seek immediate adult help if they find themselves in an unsafe or hazardous situation at home.	Practise looking after money and keeping it safe. Reflect on personal strengths and interests and connect them to different community jobs.	Create and manage secure passwords and protect personal devices. Adjust privacy and location settings on devices to keep personal details secure. Evaluate online search results to make safe, reliable digital choices.	Make conscious decisions about money based on individual priorities, needs, and wants. Critically engage with online media, news stories, and images to identify fake or biased content.	Seek, give, or decline permission (consent) clearly and respect others' decisions. Communicate personal physical boundaries in friendships and other relationships. Recognise and report signs of harmful, dangerous, or abusive relationships, including FGM risks.	Analyse and resist social and media pressures to use nicotine, alcohol, or other drugs. Apply risk assessment strategies to keep themselves and others safe around drugs.
Vocabulary					
safe, hazard, rule, medicine, harmful, protect	money, save, spend, needs, wants, job	password, restrictions, digital, media, targeted, data	priority, misinformation, disinformation, manipulated, consumer, fake	consent, inappropriate, abuse, fgm, contact, permission	prescription, nicotine, cannabis, pouches, legal, illegal
Summer 1					
Being healthy This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety.	**Keeping safe outside the home** This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency, or call 999 themselves if they need to.	**Keeping safe out and about** This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water.	**Me, my body and growing up** This unit focuses on the physical and emotional changes experienced during puberty, and builds pupils' confidence in using the Talk PANTS rule to keep safe.	**Safe connections online** This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime.	**Developing our AI literacy** This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use.
Substantive Knowledge					

Understand what "being healthy" means and how sleep, food, and exercise support the body. Know how different food and drink choices affect dental health and why visiting the dentist is essential. Understand where food and drink come from and that a range of foods is required for health. Know why sleep is important and what routines promote good rest and relaxation.	Identify people whose job it is to keep children safe in the community. Understand what constitutes an emergency.	Understand the benefits and risks of sun exposure (sun damage, heat stroke) and how to stay safe during extreme heat. Identify environmental hazards near roads, railways, and open water.	Understand the biological and physical changes that occur during puberty in both males and females. Know the facts about the menstrual cycle, periods, and wet dreams. Understand which parts of the body are private, and that other people's bodies belong to them.	Understand that once images, videos, or messages are shared online (specifically mentioning nudes and semi-nudes), they can spread rapidly and are difficult to remove. Know that online relationships may not be as safe or fulfilling as meaningful, in-person friendships. Identify the risks of cybercrime and online fraud.	Understand what Artificial Intelligence (AI) is, including generative AI, chatbots, and deepfakes. Know the differences between interacting with AI chatbots and communicating with human beings. Identify the ethical implications and data risks of generative AI images and media, with reference to AI-created nudes and semi-nudes.
Disciplinary Knowledge					
Demonstrate how to brush teeth correctly. Apply simple hygiene routines, such as correct handwashing, to stop germs from spreading. Practise sun safety behaviours to protect skin from sun damage. Make healthy choices about food and drink, and speak up if worried about what they eat.	Apply road safety rules to cross the street safely with adult support. Practise staying safe near railways, open water (Water Safety Code), and in busy public places. Demonstrate how to dial 999 from a mobile device and what key details to say to emergency operators.	Predict and assess risks in familiar outdoor environments. Apply safety codes (such as road, rail, and water safety) when travelling with or without adults.	Apply personal hygiene routines to manage the physical changes of puberty. Use the Talk PANTS rules confidently to set personal boundaries and report inappropriate touch.	Assess online safety risks and make safe choices about what to share online. Manage peer pressure regarding online behaviour and resist pressure to share personal images. Evaluate online contact, detect red flags, and report concerns or cybercrime to trusted adults.	Critically evaluate digital content to detect deepfakes, AI-generated images, or synthetic text. Safeguard mental wellbeing and privacy when using AI tools and chatbots.
Vocabulary					
healthy, sleep, teeth, germs, hygiene, sun	emergency, railway, water, street, risk, 999	predict, assess, canal, river, flood, exposure	puberty, menstruation, periods, wet dreams, scrotum, testicles	socialise, cybercrime, circulated, settings, block, fraud	chatbot, deepfakes, generative, ethics, literacy, artificial
Summer 2					
Showing kindness to ourselves and others This unit revisits learning	**Looking back and moving on** Use this unit to consolidate	**Looking out for each other** This unit explores the basics of first aid, and revisits how to	**Families and growing together** This unit supports pupils'	**Embedding healthy habits and learning first aid** This unit supports pupils to	**Looking to the future** This unit explores career-related learning (including

about feelings, and explores the importance of kindness.	learning – this could include an extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for the transition to key stage 2.	make an efficient call to the emergency services.	understanding of diverse family structures, and how families can change.	recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid.	different career pathways) and supports pupils to prepare for the transition to secondary school.
Substantive Knowledge					
Identify specific activities and habits that help people feel good (e.g., outdoor play, nature, hobbies). Understand the positive impact of polite, kind, and respectful behaviours on others.	Understand that moving to a new class or key stage is a natural transition that brings new opportunities.	Understand what "first aid" means and know how to recognize basic injuries.	Understand that families can differ in their structures (single parents, LGBT+ parents, blended families, adoption) and that all must be respected. Understand that committed, stable relationships include marriage and civil partnerships. Know that families experience change (new siblings, divorce, bereavement) and can support each other.	Understand the physical and mental benefits of goal-setting and long-term healthy habits. Know first aid procedures for managing asthma attacks, allergies, choking, or head injuries.	Identify different career pathways, educational routes (apprenticeships, college, university), and community roles. Understand that job salaries differ, but that money is only one factor in choosing a career. Know that career options should not be limited by gender or stereotypical assumptions.
Disciplinary Knowledge					
Demonstrate politeness, manners, and respectful communication. Show kindness to others in everyday interactions and practice self-care to show kindness to oneself.	Apply emotional management strategies to navigate feelings of change and transition. Reflect on personal achievements and build confidence for Key Stage 2.	Make a clear, efficient call to emergency services when needed. Prioritise reporting an incident and staying safe over filming or recording emergencies.	Talk to a trusted adult or seek advice if they are worried about family changes or feel unsafe.	Formulate and track personal fitness and wellness goals. Demonstrate correct first aid techniques for common injuries, and handle medical emergencies safely.	Reflect on personal achievements and set realistic academic or vocational targets. Develop and demonstrate transferable skills, including teamwork, negotiation, and critical thinking, to prepare for secondary school and future employment.
Vocabulary					
kindness, help, polite, good, action, ourselves	achievement, prepare, transition, celebrate, class, future	first aid, allergy, sting, unresponsive, services, accident	lgbt+, blended, adoption, fostering, marriage, civil partnership	goal, choking, asthma, injury, scalds, burns	career, apprenticeship, university, salary, voluntary, route