Crossacres Primary Academy

CHALLENGE
PROGRESS
ASPIRE

PSHE Curriculum

Contents

Context

Purpose of Study

Rationale

Implementation

EYFS

RSE and Health Curriculum Coverage (July 2025)

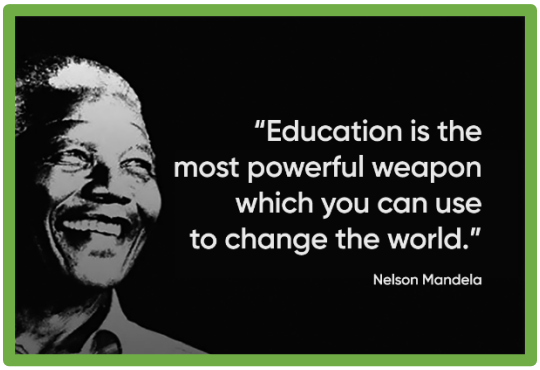
Progression of Skills

Foundations for Wellbeing

Long Term Plan

Year 1-6 Schemes of Work

PSHE



Context

Crossacres Primary Academy is situated in the top 20% of deprived areas in England and the number of children that receive pupil premium funding is almost double the national figures. 'One Team Neighbourhood Profile of Wythenshawe Locality' identified that the families in our community compared with England as a whole face many challenges regarding health and wellbeing. This has been at the forefront when designing our PSHE Curriculum, to tackle the effects of deprivation, to ensure pupils know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Purpose of Study

We intend to provide a high-quality PSHE education which establishes the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. Teaching about mental wellbeing is central to these subjects as young people are increasingly experiencing challenges and are at particular risk of feeling lonely. The subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise. Our PSHE curriculum intends to also build integral personal attributes including resilience, adaptability, kindness, integrity, generosity, and honesty, which are fundamental to pupils being happy, successful and productive members of society.

Alongside this, our PSHE curriculum also provides essential knowledge and skills to ensure pupils can succeed and keep safe in an ever-adapting, challenging world. We endeavour to ensure our pupils understand the various identities in the UK and the world, respect differences and celebrate diversity. Furthermore, we aim to give pupils the skills and knowledge to enhanced their future economic wellbeing, careers and enterprise education, as well as their personal safety, including assessing and managing both negative and positive risk.

Our PSHE curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition, the learning provided through our comprehensive PSHE curriculum is essential to safeguarding the pupil's at Crossacres Primary Academy and ensure an effective prevention education.

Rationale

The curriculum is designed to develop knowledge and skills that are progressive, enabling children to deepen their understanding of how to recognise healthy, respectful relationships, how to maintain a healthy lifestyle and how to remain safe in the wider world.

Our PSHE curriculum in each year is divided into three main strands: 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World'.

"Health and Wellbeing' specifies the understanding of the following:

- What is meant by a healthy lifestyle including nutrition, drugs, hygiene
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- Managing change, including puberty, transition and loss
- How to make informed choices about health and wellbeing and to recognise sources of help with this
- How to respond in an emergency
- Identify different influences on health and wellbeing

The 'Relationships' strand develops the following knowledge and skills:

- Understand the relationship we have with oneself is crucial, understanding our own emotions and feelings, self-respect and your own personal boundaries.
- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.
- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships including all forms of bullying.
- How to respond to risky, unhealthy or negative relationships.
- How to respect equality and diversity in relationships.
- How to get help and voice concerns about relationships
- about respect for self and others and the importance of responsible behaviours and actions.
- about different groups and communities.
- to respect diversity and equality and how to be a productive member of a diverse community.

Finally, 'Living in the Wider World' is the integral strand which ensures the understanding of our pupils' positions online, in their local community, Britain and the community of the world. Throughout this strand we incorporate the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain including online. Within this area, pupils learn the following:

- about the pros and cons of the internet including how to be a responsible and respectful internet user.
- how to stay safe while online, including relationships, privacy, data and assess if information is trustworthy or manipulated.
- about rights and responsibilities as members of families, other groups and ultimately as citizens.
- about where money comes from, keeping it safe and the importance of managing it effectively.

- About how democracy works in UK Parliament and how we are protected by laws and rights.
- the part that money plays in people's lives.
- a basic understanding of enterprise.

Implementation

We are committed to implementing our vision by providing lessons which give pupils the opportunity to explore their attitudes, values and beliefs and to develop the skills, language and strategies necessary to manage challenging issues should they encounter them in their lives. Throughout the PSHE curriculum, pupils will cover topics to develop a greater understanding of health, safety, relationships and living in the wider world, building upon the complexities of these subjects as they progress through the school. This is implemented by weekly PSHE lessons across the whole school, which are planned to be exciting, challenging and engaging for all children. In every PSHE lesson, children will build upon their existing knowledge and skills, identified in the baseline assessment of each unit, and regularly reflect upon their learning. Pupils themselves are be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons.

The curriculum is based upon the Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025) and the PSHE Association research. We aim to teach an hour per week of PSHE and this is taught by the class teacher to allow for follow up questions to be asked at a later date. The lessons are based on discussions, open questions, visual resources are used and the classroom is seen as a safe space during these sessions. Each unit begins with a baseline assessment activity and concludes with an end of topic summary assessment. This allows teachers to recognise pupils' knowledge prior to the topic and their end points.

During the year, the whole school works off timetable and participates in a number of themed weeks including Parliament Week, Anti-bullying Week and Wellbeing Week. This enables children to immerse themselves in key topics, which highlight key concepts in each strand of 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World'. During

these weeks, Pupils are presented with visitors, whole school activities and year group collaborative activities.

It is the school's intent that the implementation of high quality PSHE teaching will have a positive impact on attainment levels in other subjects as pupils gain personal attributes such as resilience, curiosity, self-belief and the skills and knowledge to deal with challenges. These attributes are transferable skills across all areas of the national curriculum, which should be evident in learning in other areas. The impact of PSHE teaching is regularly monitored and updated with resources to ensure teaching is relevant and inspiring linked with the ever-changing world that our pupils live in. Through offering diverse, engaging and vocabulary rich PSHE curriculum, the impact will be in children who are confident, lifelong learners who continue to question, explore and assess themselves and the world around them long after they leave Crossacres Primary Academy.

PSED EYFS

EYFS Statutory Educational Programme:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

PSED is one of three prime areas of the EYFS curriculum, which is integral for building a foundation for curiosity and enthusiasm for learning and forming relationships. The EYFS PSED curriculum has progressive phases that build up the Early Leaning Goals at the end of Reception.

The PSED Early Learning Goals are broken into three progressive strands:

- **Self-Regulation**
  - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
  - - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
  - - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- **Managing Self**

  - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

  - Explain the reasons for rules, know right from wrong and try to behave accordingly;

  - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

- **Building Relationships**

  - Work and play cooperatively and take turns with others;
  - Form positive attachments to adults and friendships with peers;
  - Show sensitivity to their own and to others' needs.

Learning and Development

Children at Crossacres learn and achieve PSED early learning goals through varied teaching approaches. Staff must stimulate children's interests and guide them through the development of these goals through play and learning. As pupils move into reception, there is a greater focus on teaching the essential skills and knowledge in PSED.

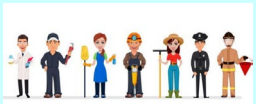
Our three characteristics of teaching and learning of PSED are:

• playing and exploring - children investigate and experience things, and 'have a go'

• active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

• creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

PSED is taught throughout the year under the following topics alongside the 7 areas of learning and development:

Nursery					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Magical me!	**Animal Magic**	**Transport** "How will we get there?"	**Once upon a time....**	**How does your garden grow?**	**Toys Let's Play!**
Reception					
Getting to know you!	**Dark days, Cosy Nights!**	**People who help Us** 	**Dragon Tales!**	**Mini Beasts**	**Animals of the World**

For more detail and a comprehensive study of Crossacres EYFS Progression in PSED & assessment, please read our school's EYFS scheme of work handbook.

Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025) Curriculum Coverage

Relationships Education

Families and people who care for me	• That families are important for children growing up safe and happy because they can provide love, security and stability. • The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Year 1 Spring Term Year 1 Spring Term Year 5 Spring Term Year 5 Spring Term Year 5 Spring Term Year 5 Spring Term
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	Year 2 Spring Term Year 2 Spring Term

	• That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	Year 3 Spring Term Year 3 Spring Term Year 3 Spring Term Year 2 Spring Term Year 3 Spring Term
Respectful, kind relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners.	Year 6 Spring Term Year 4 Spring Term Year 4 Spring Term Year 4 Spring Term Year 4 Spring Term Year 2, 3 , 4 Spring Term Year 2 Spring Term

	• The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	Year 4 Spring Term Year 3 Spring Term Year 5 & 6 Spring Term Year 6 Spring Term
Online safety and awareness	• That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there	Year 4 Sumer Term Year 5 Sumer Term Year 3 Sumer Term Year 3 Sumer Term Year 5 Sumer Term

	is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	Year 2 Sumer Term
Being Safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	Year 1 Spring Term & Year 4 Summer Term Year 1 Autumn Term & Year 1 Spring Term Year 1 Autumn Term & Year 2 Spring Term Year 3 Spring Term Year 6 Spring Term Year 6 and Year 3 Spring Term Year 6 Spring Term

Health and Wellbeing

General Wellbeing	• The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	Year 6 Autumn Term
	• The importance of promoting general wellbeing and physical health.	Across all year groups Spring Term
	• The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	Across all year groups Spring Term
	• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Across all year groups Spring Term
	• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Across all year groups Spring Term
	• That isolation and loneliness can affect children, and the benefits of seeking support.	Year 6 Autumn Term & Year 3 Spring Term
	• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Year 3 Spring Term
	• That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Year 6 Autumn Term
	• That it is common to experience mental health problems, and early support can help.	Across all year groups Spring Term
Wellbeing online	• That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	Year 1 Summer Term

	• Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	Year 4 Summer Term
	• The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	Year 2 Summer Term
	• How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	Year 4 Summer Term
	• Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	Year3 Summer Term
	• The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Year 6 Summer Term
	• How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	Year 6 Summer Term
	• That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	Year 3 Spring & Year 5 Summer Term
	• How to understand the information they find online, including from search engines, and know how information is selected and targeted.	Year 6 Summer Term
	• That they have rights in relation to sharing personal data, privacy and consent.	Year 6 Summer Term
	• Where and how to report concerns and get support with issues online.	Year 2,3,4,5,6 Summer Term
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle.	Year 3 & 6 Autumn Term
	• The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.	Year 3 & 6 Autumn Term
	• The risks associated with an inactive lifestyle, including obesity.	Year 3 Autumn Term

	• How and when to seek support including which adults to speak to in school if they are worried about their health.	Year 3 & 6 Autumn Term
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	Year 1 & 5 Autumn Term Year 1 & 5 Autumn Term Year 1 & 5 Autumn Term Year 5 Autumn Term
Drugs, alcohol, tobacco and vaping	• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	Year 4 & 6 Autumn Term
Health protection and prevention	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	Year 6 Autumn Term Year 3 Autumn Term Year 6 Autumn Term Year 2 & 5 Autumn Term Year 4 Autumn Term Year 4 Autumn Term
Personal safety	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	Year 1,2 & 3 Autumn Term

	• How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	Year 1 & 3 Autumn Term
Basic first aid	• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	Year 3 & 5 Autumn Term Year 5 Autumn Term
Developing bodies	• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. • The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.	Year 2,4 & 5 Autumn Term Year 2 Autumn Term Year 4 & 5 Autumn Term

PSHE Skills Progression

Skills and Attributes developed through our PSHE provision across all year groups	
Personal	**Interpersonal**
1.Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses) 5. Recognising and managing peer influence 6. Self-organisation 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values and re-evaluating values and beliefs in the light of new learning, experiences and evidence. 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)	1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others' right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think') 4. Skills for employability, including • Active listening and communication (including assertiveness skills) • Team working • Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) • Leadership skills • Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships of all kinds
Managing risk and decision-making (integral to all of the above)	
1.Identification, assessment (including prediction) and management of positive and negative risk to self and others 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information) 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion) 4. Assessing the validity and reliability of information 5. Identify links between values and beliefs, decisions and actions 6. Making decisions	

C

P

A

Foundations for Wellbeing
Spring Term 'Feelings and Emotions'

Teaching pupils how to look after their mental health and wellbeing is arguably more important than ever. Recent official statistics show that nearly one in six (15.7%) children aged 8 to 10, and almost one in four (22.6%) young people aged 11 to 16 in England were likely to have a mental disorder in 2023. Findings from the nationally representative Health Behaviour in School-aged Children study paint a similarly concerning picture: in 2022, around one in four (26%) 11-year-old boys and almost half (45%) of girls of the same age reported experiencing low mood or being at risk of depression. Crossacres Primary Academy will lay strong foundations for good mental health and wellbeing now and in the future by equipping pupils from the early years and throughout Key Stages 1 and 2 with the knowledge and understanding they need to take care of their mental health. Crossacres Primary Academy will support pupils to recognise when they may need help and understand how to seek it.

Grounded in neuroscience and the latest developmental and psychological research provided by 'The Foundation for Wellbeing', these lessons empower Crossacres Primary Academy to implement a planned, proactive, strengths-based approach to teaching the knowledge, understanding and skills that promote positive mental health and wellbeing as part of a whole-school approach. Crossacres Primary Academy will also meet the Department for Education (DfE)'s statutory guidance for Relationships, Sex and Health Education (RSHE), which requires that pupils learn about mental wellbeing. By the end of primary school, pupils should know that mental wellbeing is as important as physical health, be able to recognise and name a wide range of emotions using precise vocabulary, and understand when and

how to seek support if they are worried about their own or someone else's mental wellbeing.

During Spring Term, in the strand 'Feelings and Emotions', pupils will pupils learn about five main topics – one per lesson:

- **Lesson 1:** how to notice and name feelings and emotions.
- **Lesson 2:** how to direct attention and manage distractions.
- **Lesson 3:** how to manage negativity bias and develop more positive thinking habits.
- **Lesson 4:** how to manage worries and rumination.
- **Lesson 5:** how to manage stress, tension and reactivity.

Teachers will revisit and expand each topic every year as part of a spiral curriculum that continually consolidates and builds pupils' knowledge, understanding and skills. Teacher will introduce and reinforce strategies that are then promoted, practised and embedded through a whole-school approach, enabling them to become part of pupils' daily lives.

The *Foundations for Wellbeing* lessons introduce nine groups of emotion-regulation strategies that pupils can use to reduce the intensity of strong, unpleasant or uncomfortable emotions. These strategies, sometimes referred to as emotion down-regulation strategies, include:

- **Naming:** acknowledging and naming the feelings and emotions being experienced.
- **Pausing:** stopping momentarily and taking a step back.
- **Distraction:** redirecting attention away from the source of distress or discomfort.
- **Sensory focus:** engaging in absorbing activities that stimulate the senses.
- **Slow breathing:** taking several slow breaths, sometimes extending the out-breath slightly.
- **Progressive muscle relaxation:** tensing and relaxing muscle groups in sequence.
- **Watching thoughts:** observing thoughts from a more distant, objective perspective.
- **Reappraising:** thinking differently about a situation and adopting more helpful thoughts.
- **Seeking support:** asking for help from a trusted adult, such as teachers at Crossacres Primary Academy.

Crossacres Primary Academy will introduce, model and reinforce these strategies so that pupils learn how to use them confidently and independently as part of their daily lives.

	Autumn			Spring			Summer		
	Health and Wellbeing			Relationships			Living in the Wider World		
	Healthy lifestyles	Ourselves, Growing and Changes	Personal Safety	Feelings and emotions	Families and friendships	Staying safe and being respectful	Online Safety and Wellbeing	British Values	Money
Year 1	Healthy eating including fruit and vegetable, where they have come from and how food and drink can be changed before it is eaten or drunk; recognising unhealthy eating; selecting healthy snacks; plan and prepare a healthy snack. (4 lessons)	PANTS: understand which parts of their bodies are private; have the skills to understand and express boundaries around these body parts; Correct terminology for body parts and external genitalia; identify good and bad secrets; inappropriate & appropriate touch (3 lessons)	How to cross a road, how to keep safe around roads, how to call 999, Fire risks in the home and the need for a fire alarm; what to do if the fire alarm sounds in school and also in the home (4 lessons)	Notice and name some feelings; feelings can be felt more, or less, strongly; identify different types of distraction & what could help when someone is distracted; identify pleasant and unpleasant feelings; explain what can help change less pleasant feelings to more pleasant ones; identify examples of helpful and unhelpful thoughts; describe how helpful and unhelpful thoughts can change how we act and feel; describe the difference between feeling relaxed and feeling tense; identify different reactions (5 lessons)	Identify what a family is; that families provide love, security & stability & help children grow up safe/ happy; the importance of spending time together; the characteristics of a safe/happy family life including in times of difficulty and how they protect and care for children and other family members; that there are different types of family, and that everyone's family is unique and special (3 lessons)	What are boundaries; what sort of boundaries are appropriate inf friendships in play, toys, books, space; what is privacy for both children and adult; not always good to keep secrets if they relate to safety or privacy (3 lessons)	The internet is an integral part of life; where do we use the internet; consider positive and negative aspects of the internet (3 lessons)	Explain the class rules; why they are important; where else are there rules and why are they there. (3 lessons)	What money is; Identify coins/notes; Needs vs wants; that adults work in jobs to earn money; Community jobs — name jobs and how they help people (3 lessons)
Year 2	Dental hygiene; how food choices	Recognise what makes	How to stay safe around	identify a range of feelings inc how	How important friendships make us	How to respond	Benefit of limiting time spent online,	What is respect;	Earning money —

PROGRESS

	can cause tooth decay; the importance of going to the dentist; the importance using fluoride toothpaste and brushing teeth twice a day; recognise the importance of washing hands, having a bath/shower; washing and brushing hair and wearing clean clothes. (5 lessons)	themselves special; Special people in children's lives and how we care for one another; Growing and changing from young to old; main stages of the human life cycle (4 lessons)	household products and medicine; who helps us and how to call for help; Identifying different ways to take medicines; recognising hazard symbols on household products (4 lessons)	pleasant they are; describe how feelings can vary in strength; identify whether a distraction is helpful or not; how different distractions can make someone feel; identify how helpful & unhelpful thoughts might affect someone's feelings & behaviours; different ways to change unhelpful thoughts to helpful ones; identify ways of reacting to different situations; how practising different strategies helps us to manage our responses (5 lessons)	feel happy/ secure; how people choose and make friends; healthy friendships are positive/ welcoming & do not make others feel lonely/ excluded; how to manage conflict and that violence is never right (4 lessons)	safely and appropriatel y to adults they may encounter (in all contexts, including online), including those they do and do not know. (2 lessons)	risk of excessive time spent online; that gaming can become addictive; what to do if they see upsetting or inappropriate or upsetting content online; how to report something seen online (3 lessons)	that we should respect others who are different from us; the convention s of courtesy and manners; identify people in our community who help protect us; how we show respect to positions of authority. (2 lessons)	that money is a reward for work; That money is limited & how to choose what to spend on; compare prices and choosing carefully; saving means keeping money to use later; Savings goals (3 lessons)

Year 3	Characteristics of an active lifestyle; importance of regular exercise & how to build into daily/weekly routines; different forms of regular, moderate and vigorous activities; risks of an inactive lifestyle including obesity; who to speak to if they are worried about their health; sun protection; how to protect our skin from sun damage including skin cancer. (4 lessons)	Recap PANTS rule; Recognising each persons body belongs to them including physical touch; unsafe and inappropriate touch; build confidence in seeking help; change and challenges relating to changes at home/ family unit (4 lessons)	Identifying risk, hazards and dangers; ways to reduce risks; identifying who helps us stay safe & how to call 999 Accident prevention: open water, water safety code, level crossing & railway/tramlines (5 lessons)	How noticing thoughts and feelings can help us manage them; analyse a range of distractions and decide if they are helpful or not; describe how patterns of thoughts and emotions can affect someone's wellbeing; identify types of worry and describe how worries might affect someone; identify strategies that can be used to help manage worries; identify strategies to help someone feel calmer (5 lessons)	The characteristics of a healthy friendship; that most friendships have ups and downs and these can often be repaired; how to repair friendships/ deal with conflict; how to recognise if a friendship is making them unhappy; that not every child will have friends they would like at times and people feel lonely sometimes; no shame in being lonely/ talking about it; who to talk to about friendship fall out and feeling lonely (3 lessons)	Different types of bullying; the impact of bullying ; responsibilities of bystanders reporting to an adult; bullying affects mental health; how to get help; how to respond safely and appropriately to adults they encounter (including online) including those do/ don't know. How to report feelings of being unsafe or hurt about any adult including the vocabulary and confidence (3 lessons)	Why social media, apps, computer games and online gaming including gambling have age restrictions; the minimum age of social media sites; how people behave differently online, including pretending to be someone else ; unsafe contact with older social media users and strangers; caution about sharing info about themselves; importance of privacy and location settings to protect information (4 lessons)	Diversity and multiculturalism; what it means; the benefits of living in a diverse community ; valuing diversity within communities (3 lessons)	What is Budgeting; Income vs spending (money in vs money out); What is Value for money including compare price, size, quality; Job sectors — group jobs; understand skills needed (3 lessons)
Year 4	Hygiene routines that prevent the	The physical body changes	Identify what a drug is; how	Describe a wide range of emotions	Recognising and respecting personal	The importance	How online relationships can	The meaning of	Opportunity cost —

	spread of bacteria and viruses; importance of handwashing ; understand the importance of vaccinations to stop viruses. Allergies and the importance and how people live with them (4 lessons)	that happen when approaching and during puberty; menstruation; about how hygiene routines change during the time of puberty and how to maintain personal hygiene; about where to get more information, help and advice about growing and changing, especially about puberty (3 lessons)	smoking affects our health and our choice; cost of smoking; effects of vaping and nicotine additions such as nicotine pouches (4 lessons)	and their intensity; learn about internal and external distractions and how they can be managed; assess a range of strategies to develop positive thinking habits; describe how repetition of these strategies over time makes them easier and supports wellbeing; strategies that can help manage worries and positively impact emotions and behaviour; self-calming strategies (5 lessons)	boundaries; explain and demonstrate how to communicate and set their own personal boundaries with friends, family, peer & adults; how to be assertive and express needs and boundaries. The difference between assertive and controlling; the difference between being kind to others and neglecting own needs; How manage conflict with kindness and respect. (3 lessons)	of self respect & how it links to happiness; how to foster own self-esteem & identity including interests; how they should be treated with respect by others & the importance of respecting others including those who are different (eg religion, physically, background) (3 lessons)	complement meaningful in-person relationships but also how they could cause tension; why online relationships are not a good substitute for in person; pros/cons of different online connections; that people should be respectful in online interactions including where people are anonymous; the importance of avoiding putting pressures on other to share information and images; how to resist peer pressure, uphold boundaries & get support; the impact of their behaviour online to others; how to recognise respectful behaviour online. (3 lessons)	democracy; How is Britain democratic including voting and manifestos; that not all countries are democratic (4 lessons)	what you miss out on when choosing something; Payment methods; Risks and benefits security, fraud; Skills for careers — strengths, transferable skills (3 lessons)
Year 5	What constitutes as a healthy	Puberty including	Accident prevention;	Managing thoughts and	Different committed loving relationships	What is a stereotype;	How to critically evaluate their	The Rule of Law, why	Types of income —

	diet; understanding calories and other nutritional content; how to plan and prepare a healthy a range of healthy meals; understanding the importance of a healthy relationship with food; that poor diet has risks including obesity and tooth decay (5 lessons)	menstruation, wet dreams and erections; Changes that happen at puberty emotionally and physically including hygiene recap. Body image; reflect on diversity of people's appearance and their own; how the media, social media, filters impacts body image and mental health (5 lessons)	what to do in an emergency; Learn the skills for basic first aid including head injuries, bites and stings, bleeding, choking and basic life support; how to call 999 including from a locked phone; the importance of reporting incidents rather than filming them (5 lessons)	emotions in everyday situations; helpful and unhelpful distractions and strategies to manage them; earn about brain plasticity and how changing thinking habits can support wellbeing; assess strategies to manage unpleasant experiences; identify the similarities and differences between rumination and worry; explain what reappraisal and sensory focus activities are, and how they affect the brain; what reactivity is and identify strategies to help with responses (5 lessons)	and families including civil partnerships & marriage. Discuss why 2 people choose & willingly agree to marry; that marriage & civil partnerships are legally recognised and intended to be lifelong; how why families differ (e.g. single parents, LGBT+ parents, blended families, adoption & fostering), and that all families should be respected). Other children's families are characterised by love and care; characteristics of a stable, caring family & that they are important for children's security when growing up; that families can go through changes & experience difficult times, where to seek help if family is making them feel unsafe/ unhappy (3 lessons)	how stereotypes can be unfair, negative, destructive & lead to bullying; how to challenge a stereotype. Identify examples of gender stereotyping, identify examples of unfair treatment based on gender ;Explain why everyone deserves equal respect ; ways to challenge unfairness (3 lessons)	online relationships; risks associated with people they have never met; how people behave differently online, including pretending to be someone else; how to recognise harmful content and contacts; how to report this; that abuse, bullying and harassment can take place online and that it impacts wellbeing and mental health; where to get support; online risks that material may be circulated and that an image or work shared can be circulated and there is no way of deleting it. (4 lessons)	and how laws are made (3 lessons)	salary vs hourly pay; Payslips — gross pay, deductions, net pay; Scams and fraud — phishing, fake websites identity theft; Protecting info — warning signs; staying safe; Career pathways; qualifications, apprenticeships, experience. (3 lessons)
Year 6	The importance of sufficient good quality sleep for health;	Changes in life; Isolation and loneliness can affect children;	Legal and illegal drugs including alcohol and	How noticing and naming emotions can help someone to regulate them;	The needs and preferences of others & how we balance the needs and	How to recognise if a relationship is harmful or	How to understand the information they find online & how	Prejudice and discrimination; how to	Adult budget - fixed vs variable

	amount of sleep for their age; steps to improve sleep; reducing screen time for sleep; impact of poor sleep on weight, mood and ability to learn. The benefits of physical activity, time outdoors and helping others on wellbeing and happiness; self care techniques. How recognise early signs of physical illness such as weight loos and unexplained changes to the body. (5 lessons)	how to get support with loneliness; loss including bereavement; everyone grieves differently including where to get help; change and challenges relating to transition to high school; changes to family life (4 lessons)	drug-taking. Risks of alcohol and drug taking including energy drinks. peer influence; how alcohol impacts diet and health; how to respond to finding a syringe (6 lessons)	learn a variety of strategies for managing internal and external distractions; what negativity bias is and how it can be managed; about the impact of rumination and worry on emotions and behaviour, and strategies for managing rumination and worry; managing stress. (5 lessons)	wishes of different people in relationships and how this can be complicated. The meaning of consent and explain what people must do to give and receive consent in their friendships (2 lessons)	dangerous; skills for recognising who to trust & who not to trust. How to seek help about violence, harm or when they feel unsure of who to trust. How to ask for help for themselves or others and how to keep trying until they are heard. How to report abuse, concerns about something seen online/ offline, or feelings of being unsafe or feeling bad about any adult (3 lessons)	it is selected and targeted; how to take a critical approach to what they see/ read online; make decisions about which content is appropriate for them; rights in relation to sharing protected data, privacy & consent; risks relating to online gaming, video game monetisation, scams, fraud and financial harms. how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation (4 lessons)	recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced (3 lessons)	costs; Financial planning - saving for goals and emergency; Borrowing and credit - why people borrow; interest; risks; Labour market - how jobs change over time; Future skills — transferable skills for emerging careers (3 lessons)