



# TJS PSHE Curriculum

Together Everyone Achieves More








**“Education is the most powerful weapon which you can use to change the world.”**

— Nelson Mandela

Our PSHE curriculum empowers pupils to become healthy, confident, and responsible citizens. Through a carefully sequenced programme, children develop the knowledge, skills, and attributes they need to manage their lives now and in the future. We foster resilience, empathy, and respect, ensuring pupils can make informed decisions, build positive relationships, and contribute to society. PSHE at TJS is integral to safeguarding and wellbeing, preparing pupils for life in a diverse and ever-changing world.

**Our PSHE curriculum encompasses the five key curriculum drivers in the following ways:**

<b>Numerate</b> 	<b>Literate</b> 	<b>Articulate</b> 	<b>World Wise</b> 	<b>Aspirational</b> 
Pupils learn to manage money, understand budgeting, and explore economic wellbeing.	Children develop vocabulary to express feelings, rights, and responsibilities clearly in speech and writing.	Pupils engage in discussions, debates, and presentations on personal and social issues with confidence and respect.	Learners explore diversity, equality, and global citizenship, understanding their role in a connected world.	We inspire pupils to set goals, build resilience, and develop skills for lifelong success and wellbeing.

<b>Substantive Concepts</b>		
<b>Health and Wellbeing</b>	<b>Relationships</b>	<b>Living in the Wider World</b>
Understanding physical health, mental health, and emotional wellbeing; lifestyle choices and strategies for managing feelings.	Building positive, safe relationships; respecting diversity and equality; understanding online and offline interactions.	Rights, responsibilities, law, money management, and the influence of media and technology.
<b>Safety and Risk</b>		<b>Identity and Self-Awareness</b>
Personal safety in different contexts, assessing and managing risk, and knowing where to seek help.		Developing self-esteem, confidence, and understanding how identity is shaped by experiences and culture.

## DfE guidance and PSHE Association framework

- **Health and Wellbeing:** Healthy lifestyles, mental wellbeing, managing risks, and making informed choices.
- **Relationships:** Building positive and respectful relationships, understanding diversity, resolving conflict, and staying safe online.
- **Living in the Wider World:** Rights and responsibilities, financial education, and understanding the role of media and digital literacy.
  - **RSE and Health Education** (statutory): Puberty, body changes, reproduction, and emotional wellbeing.

## Second order concept development - throughout the year

- **Emotional Literacy** – Self-awareness, empathy, managing feelings.
- **Responsibility** – Personal and social responsibility, decision-making.
  - **Resilience** – Strategies for coping with change and challenge.
  - **Communication** – Expressing ideas confidently and respectfully.
- **Critical Thinking** – Evaluating risks, media influence, and ethical choices.
- **Social and Moral Development** – Understanding fairness, respect, and diversity

# Our PSHE Curriculum



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 3</b>	<b>Being Me in My World (2026)</b> Identity and Self Awareness Living in the Wider World Health and Wellbeing	<b>Celebrating Difference (Current)</b> Relationships Safety and Risk Identity and Self Awareness Health and Wellbeing	<b>Dreams and Goals (2026)</b> Living in the Wider World Safety and Risk Identity and Self Awareness Health and Wellbeing	<b>Healthy Me (2026)</b> Safety and Risk Identity and Self Awareness Health and Wellbeing	<b>Relationships (2026)</b> Safety and Risk Health and Wellbeing Relationships Living in the Wider World	<b>Changing Me (Current)</b> Living in the Wider World Identity and Self Awareness Health and Wellbeing Relationships
<b>Year 4</b>	<b>Being Me in My World (2026)</b> Identity and Self Awareness Living in the Wider World Health and Wellbeing	<b>Celebrating Difference (Current)</b> Relationships Safety and Risk Living in the Wider World Identity and Self Awareness	<b>Dreams and Goals (2026)</b> Living in the Wider World Relationships Identity and Self Awareness Health and Wellbeing	<b>Healthy Me (2026)</b> Safety and Risk Relationships Health and Wellbeing	<b>Relationships (2026)</b> Identity and Self Awareness Health and Wellbeing Relationships	<b>Changing Me (Current)</b> Living in the Wider World Identity and Self Awareness Health and Wellbeing Relationships
<b>Year 5</b>	<b>Being Me in My World (2026)</b> Identity and Self Awareness Living in the Wider World Health and Wellbeing	<b>Celebrating Difference (Current)</b> Relationships Safety and Risk Living in the Wider World	<b>Dreams and Goals (2026)</b> Living in the Wider World Identity and Self Awareness Health and Wellbeing Relationships	<b>Healthy Me (2026)</b> Safety and Risk Health and Wellbeing Living in the Wider World Identity and Self Awareness	<b>Relationships (2026)</b> Living in the Wider World Safety and Risk Identity and Self Awareness Relationships	<b>Changing Me (Current)</b> Living in the Wider World Identity and Self Awareness Safety and Risk Health and Wellbeing Relationships
<b>Year 6</b>	<b>Being Me in My World (2026)</b> Identity and Self Awareness Living in the Wider World Health and Wellbeing	<b>Celebrating Difference (Current)</b> Relationships Safety and Risk Living in the Wider World Identity and Self Awareness	<b>Dreams and Goals (2026)</b> Living in the Wider World Safety and Risk Identity and Self Awareness Health and Wellbeing Relationships	<b>Healthy Me (2026)</b> Safety and Risk Identity and Self Awareness Health and Wellbeing	<b>Relationships (2026)</b> Living in the Wider World Safety and Risk Identity and Self Awareness Health and Wellbeing Relationships	<b>Changing Me (Current)</b> Living in the Wider World Safety and Risk Identity and Self Awareness Health and Wellbeing Relationships



## Health and Wellbeing

**Health and Wellbeing is about investigating:**

- How our bodies and brains respond to sleep, nutrition, and exercise.
- Ways to recognise feelings and choose helpful self-regulation strategies.
- How habits form and how we can change them.

**Key question to thread this concept across the topic:**

*How does understanding our bodies and feelings help us make healthy, balanced choices?*



## Relationships

**Relationships is about investigating:**

- What respectful behaviour looks and sounds like in different contexts.
- How to resolve conflict and repair relationships.
- How consent and personal boundaries apply offline and online.

**Key question to thread this concept across the topic:**

*How do we build safe, respectful relationships and protect our boundaries?*



## Living in the Wider World

**Living in the Wider World is about investigating:**

- How rights, responsibilities, and rules work in school and society.
- How money is earned, saved, budgeted, and used ethically.
- How media and technology influence choices and opinions.

**Key question to thread this concept across the topic:**

*How can we make informed, responsible choices as active citizens?*



## Safety and Risk

### Safety and Risk is about investigating:

- How to identify hazards and assess risk in everyday situations.
- How online safety (privacy, reporting, reliability) protects us.
- How and where to seek help and support.

### Key question to thread this concept across the topic:

*How do we recognise risk and keep ourselves and others safe?*



## Identity and Self-Awareness

### Identity and Self-Awareness is about investigating:

- What shapes our identity (family, culture, experiences).
- How self-esteem grows through strengths, effort, and feedback.
- How we show respect for differences and challenge stereotypes.


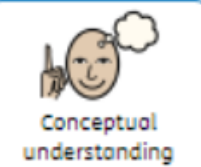

### Key question to thread this concept across the topic:

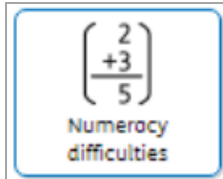
*Who am I, and how do I value myself and others in a diverse community?*

## PSHE and SEND



Any adaptations to the PSHE curriculum should depend on pupils' specific needs. Adaptations focus on how learning is taught and supported, not on reducing essential content. This ensures equitable access to safeguarding, relationship education, and wellbeing knowledge.

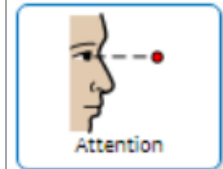
Area of need	Adaptive practice
 <p>Vocabulary and/or language</p>	<ul style="list-style-type: none"> <li>▪ Use clear, consistent language and visual supports (symbols, emotion charts).</li> <li>▪ Pre-teach key vocabulary (feelings, rights, responsibilities).</li> <li>▪ Provide talk scaffolds (sentence starters, role-play scripts).</li> <li>▪ Offer alternative communication modes (draw/write/record on device).</li> </ul>
 <p>Conceptual understanding</p>	<ul style="list-style-type: none"> <li>▪ Chunk input and use worked examples for decision-making scenarios.</li> <li>▪ Dual-code concepts (text + image) and recap with retrieval practice.</li> <li>▪ Provide graphic organisers (decision trees, consequence maps).</li> <li>▪ Reduce extraneous load (short tasks, clear steps, checklists).</li> </ul>
 <p>Literacy difficulties</p>	<ul style="list-style-type: none"> <li>▪ Use visual prompts and simplified text for key ideas.</li> <li>▪ Allow oral responses or pictorial alternatives to written tasks.</li> <li>▪ Provide sentence starters and writing frames for structured support.</li> <li>▪ Use assistive technology (read-aloud, dictation tools).</li> </ul>



- Use concrete examples for money and budgeting concepts.
- Provide visual representations (charts, diagrams) for numerical data.
- Allow calculators or digital tools for complex calculations.
- Focus on conceptual understanding rather than speed of calculation.



- Give advance notice for sensitive content and upcoming changes.
- Use social stories or visual timelines to prepare for transitions.
- Offer predictable routines and clear expectations.
- Provide emotional regulation strategies during change periods.



- Break tasks into smaller steps with clear goals.
- Use movement breaks and sensory tools to maintain focus.
- Provide visual schedules and timers for task management.
- Reduce distractions in the learning environment (noise, clutter).