

NEWTON BLUECOAT CE PRIMARY SCHOOL

PSHE CURRICULUM

Whole-School Overview 2026-27

BELONG • RESPECT • STAY SAFE • GROW • FLOURISH

“Shine from the inside out”

Helping every child develop the knowledge, confidence and character to live well with themselves and others.

Our PSHE Vision

At Newton Bluecoat, PSHE helps children to understand themselves, build healthy relationships, stay safe and make informed choices. It supports pupils to develop the knowledge, language, confidence and practical strategies they need to flourish personally, socially and emotionally, both now and as they grow.

Our curriculum is progressive, preventative and responsive. Learning is revisited in increasingly mature contexts across mental health and wellbeing, relationships, physical health, safety, online life, economic wellbeing and preparation for change. The curriculum is strengthened by myHappymind ('Meet the Brain') and carefully selected PSHE Association and specialist resources.

By the end of Year 6, our pupils will...

- recognise, name and manage a widening range of emotions and use appropriate strategies to support their mental wellbeing;
- form and maintain respectful relationships, recognise healthy and unhealthy behaviours, and understand personal boundaries and consent;
- know how to keep themselves and others safer at home, outdoors, online and in emergencies;
- understand how healthy habits, sleep, food, exercise, hygiene and self-care contribute to physical and mental health;
- understand how their bodies change as they grow and approach puberty and transition with increasing confidence;
- make increasingly informed decisions about medicines, drugs, risk, peer influence and personal safety;
- understand money, work, spending influences and online financial harms at an age-appropriate level;
- engage critically and safely with online content, news, AI and digital relationships;
- respect difference, challenge stereotypes and bullying, and understand the importance of belonging, kindness and inclusion;
- develop resilience, independence and confidence for transition to secondary school and life beyond primary education.

The PSHE Learning Journey

SELF	RELATIONSHIPS	HEALTH	SAFETY	DIGITAL LIFE	FUTURE
Identity, emotions & wellbeing	Friendship, family, respect & boundaries	Healthy habits & growing	Risk, first aid & help-seeking	Online safety, media & AI	Money, work, change & transition

Whole-School PSHE Journey

The existing Newton Bluecoat 2026 curriculum units are retained. This overview makes the progression and purpose of each unit clearer at a glance.

Year 1

Term	Unit	Big question
Autumn 1	Making friends: playing and learning together	How can we listen, share, cooperate and build positive friendships?
Autumn 2	Mental health and wellbeing	How can I understand stronger feelings and use simple strategies to manage them?
Spring 1	Celebrating me, you and our families	What makes each person and family special?
Spring 2	Safety at home	How can I recognise hazards and know what helps to keep me safe?
Summer 1	Being healthy	What everyday choices help my body stay healthy?
Summer 2	Showing kindness to ourselves and others	How can kindness help ourselves and other people?

Year 2

Term	Unit	Big question
Autumn 1	Mental health and wellbeing	How can I understand stronger feelings and manage thoughts, reactions and change?
Autumn 2	Keeping safe online	How can online content affect feelings and how can I make safer choices?
Spring 1	Me, my body and staying safe	How do bodies change as we grow and how can the PANTS rules help keep us safe?
Spring 2	Money and work	What are money needs and wants, and how are jobs linked to people's strengths?
Summer 1	Safety outside the home.	How can I recognise risk and get help in an emergency?
Summer 2	Looking back and moving on	What have I achieved and how can I prepare positively for change?

Year 3

Term	Unit	Big question
Autumn 1	Me, my friends and belonging	What makes a healthy friendship and how can we help everyone feel included?
Autumn 2	Mental health and wellbeing	Which self-regulation strategies can help me manage worries and emotions?
Spring 1	Building healthy habits	How do food, dental health and physical activity contribute to wellbeing?
Spring 2	Making choices online	How can I protect information, devices and make appropriate viewing choices?
Summer 1	Keeping safe out and about	How can I assess risks around the sun, roads, railways and water?
Summer 2	Looking out for each other	What basic first aid can I use and how can I call for help in an emergency?

Year 4

Term	Unit	Big question
Autumn 1	Mental health and wellbeing	How can different strategies support self-regulation, wellbeing and coping with change or loss?
Autumn 2	Exploring ways to manage risk	How can I assess risk and recognise the influence of other people on my choices?
Spring 1	Forming respectful relationships	How can I manage friendship challenges, conflict and bullying respectfully?
Spring 2	Money matters and news literacy	How can influences affect money decisions and how can I question news critically?
Summer 1	Me, my body and growing up	What physical and emotional changes happen during puberty?
Summer 2	Families and growing together	How can families be different and how can family relationships change?

Year 5

Term	Unit	Big question
Autumn 1	Friendships, stereotypes and bullying	How can I build respectful relationships and challenge stereotypes, prejudice and bullying?
Autumn 2	Mental health and wellbeing	How can I recognise thinking habits and use strategies to manage worry and reactivity?
Spring 1	Positively engaging with our world	How can I respond healthily to news and environmental concerns while taking positive action?
Spring 2	Respecting boundaries	What are personal boundaries and how do we ask, give or refuse permission respectfully?
Summer 1	Safe connections online	How can I manage risks when socialising online and recognise online fraud or cybercrime?
Summer 2	Embedding healthy habits and learning first aid	How can healthy habits, goal setting and first aid help me look after myself and others?

Year 6

Term	Unit	Big question
Autumn 1	Mental health and wellbeing	Which strategies can support my wellbeing, manage stress and loss, and help me prepare for transition?
Autumn 2	Managing money and online spending	How can I become a critical consumer and recognise influences and financial harms online?
Spring 1	Changes in puberty	How can I manage puberty, growing independence, healthy relationships and changing sleep needs?
Spring 2	Drug education: assessing risk and managing influences	How can I make informed choices about medicines, legal and illegal drugs, pressure and media influence?
Summer 1	Developing our understanding of AI	What is AI and how can I understand its opportunities, risks, rights and ethical challenges?
Summer 2	Looking to the future	What strengths, skills and pathways can help me prepare for secondary school?

Core Threads Across the Curriculum

THREAD	HOW LEARNING DEVELOPS
Mental Health & Emotional Wellbeing	Notice and name feelings → use simple self-regulation → manage worries and thinking habits → understand stress, loss, change and strategies that support wellbeing.
Relationships, Belonging & Respect	Play and learn together → understand friendship and family → recognise healthy/unhealthy relationships → manage conflict → respect boundaries → challenge bullying, stereotypes and prejudice.
Physical Health & Growing	Healthy routines → food, sleep, hygiene and exercise → growing bodies → puberty and emotional change → increasing independence and self-care.
Keeping Safe & Managing Risk	Hazards at home → roads, railways, water and emergencies → first aid → assessing risk → peer influence → medicines, smoking, drugs and safer decision-making.
Online Life, Media & AI	Safe viewing and sharing → privacy and passwords → age ratings and online choices → socialising and fraud → news literacy → AI, generative AI and deepfakes.
Economic Wellbeing & Future	Needs and wants → jobs and strengths → money decisions → critical consumption → online spending and financial harms → careers and secondary transition.

Thinking and Talking in PSHE

- What do I already know, and what might I need to know to make a safe or healthy choice?
- How might different people feel in this situation?
- What makes a relationship, choice or behaviour healthy, respectful or safe?
- What influences my choices - friends, media, advertising, emotions or online content?
- Who are my trusted adults and where can I get help, advice or support?
- What could I do if something feels wrong, unsafe, uncomfortable or overwhelming?
- How can I disagree, set a boundary or express my view respectfully?

A Safe and Inclusive Classroom

PSHE requires a classroom climate where pupils can explore sensitive issues safely. Teachers establish clear ground rules, use distancing techniques and fictional scenarios where appropriate, avoid inviting personal disclosure, and remind pupils how to seek help. Questions are answered in an age-appropriate, factual and respectful way, with safeguarding procedures followed whenever a disclosure or concern arises.

Knowledge, Language & Retrieval

PSHE is knowledge-rich as well as discussion-rich. Children need accurate vocabulary and remembered knowledge in order to recognise situations, communicate clearly, make informed decisions and know when and how to seek help. Core concepts are therefore revisited in increasingly mature contexts.

PHASE	EXAMPLES OF CORE VOCABULARY
KS1	safe, unsafe, hazard, risk, emergency, healthy, hygiene, sleep, feelings, thoughts, calm, kindness, family, friendship, bullying, permission, private, body, online, personal information, money, needs, wants
Lower KS2	first aid, allergy, emergency services, self-regulation, worry, healthy habit, belonging, respect, conflict, puberty, hygiene, privacy, identity, community, influence, risk, medicines, smoking, news, fake news, password, age rating
Upper KS2	stereotype, prejudice, extremism, boundary, consent, appropriate/inappropriate touch, online fraud, cybercrime, targeted content, climate anxiety, AI, generative AI, deepfake, legal/illegal drugs, peer pressure, critical consumer, financial harm, stress, transition, career pathway

myHappymind: Supporting the PSHE Journey

The long-term overview identifies myHappymind alongside PSHE learning. This complements the planned curriculum by giving pupils a shared language for understanding the brain, emotions, self-regulation and wellbeing. It should strengthen - rather than replace - the explicit PSHE knowledge taught within each year group's units.

Preparing Pupils for Life in Modern Britain

- Respect for different families, identities, beliefs, experiences and perspectives is developed through age-appropriate discussion and curriculum content.
- Pupils learn to recognise bullying, stereotypes, prejudice and extreme views and to respond safely and respectfully.
- Online safety, news literacy, AI and financial education help pupils think critically about the information and influences they encounter.
- Learning about community, belonging, environmental responsibility and positive action helps pupils understand that their choices can affect other people and the wider world.
- Transition and careers learning build aspiration, independence and confidence for the next stage of education.

Implementation

- PSHE is taught through a clearly sequenced long-term plan, with six planned units in each year group and deliberate revisiting of key concepts as pupils mature.
- Newton Bluecoat draws on high-quality PSHE Association lesson materials and specialist resources identified within the curriculum, including first-aid and online-safety materials.
- myHappymind complements curriculum teaching by reinforcing shared language and strategies for mental health, emotional regulation and wellbeing.
- Lessons use discussion, scenarios, stories, sorting/ranking activities, role play, reflection and practical problem-solving so that pupils can apply knowledge to realistic situations.
- Teachers explicitly teach vocabulary, revisit prior learning and correct misconceptions sensitively and accurately.
- Learning about safety includes practical help-seeking: trusted adults, emergency services, first aid and knowing what to do when something feels unsafe or uncomfortable.
- Sensitive content is taught within clear ground rules and an inclusive classroom climate. Safeguarding procedures take precedence whenever concerns or disclosures arise.
- Assessment is primarily formative and focuses on what pupils know, understand and can apply rather than on personal experiences or private disclosures.

Impact: What Will We See?

- Children can talk confidently about health, relationships, safety and wellbeing using age-appropriate vocabulary.
- Pupils know a range of strategies for managing emotions, worries, stress and change and know where to seek help.
- Children recognise the features of respectful relationships and understand boundaries, permission and personal safety.
- Pupils identify risks in everyday and online situations and explain sensible actions that can reduce harm.
- Children make increasingly informed choices about health, money, media, technology and substances.
- Pupils demonstrate respect for difference, challenge unkindness and stereotypes, and understand the importance of belonging and inclusion.
- Children show increasing independence, resilience and critical thinking as they move through school.
- Year 6 pupils are better prepared emotionally, socially and practically for secondary school and the wider opportunities and responsibilities ahead.

Subject Leadership & Monitoring

The PSHE subject leader monitors curriculum implementation and impact through planning scrutiny, pupil voice, lesson visits/learning walks, discussion with teachers and review of age-appropriate recorded outcomes. Monitoring considers whether knowledge and vocabulary build progressively, whether pupils can apply learning to scenarios and decisions, whether the curriculum remains responsive to emerging needs, and whether statutory and safeguarding-related content is taught clearly and safely.

PSHE HELPS CHILDREN KNOW THEMSELVES, RESPECT OTHERS, MAKE INFORMED CHOICES AND FLOURISH.