

South Gosforth
First School

'Roots to grow and wings to fly'



Welcome to your Curriculum Evening

September 2026

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PSHE and RSE

September 2026

Curriculum changes

The DfE updated the statutory guidance for PSHE and RSE in schools.

We are required to have looked at this guidance and reviewed our curriculum in line with this new document.

New curriculum content

Greater emphasis on:

- Healthy relationships
 - Online safety
 - Mental wellbeing
 - Personal safety
- Growing up and puberty

It ensures all children are receiving an age appropriate up to date curriculum.

PSHE and RSE at SGFS

At SGFS our PSHE curriculum is still rooted in our ethos of 'Roots to Grow, Wings to Fly'

We want our PSHE curriculum to teach children how to:

- ▶ Be healthy and safe
- ▶ Understand and manage their emotions
- ▶ Build positive relationships
- ▶ Celebrate diversity
- ▶ Become responsible citizens
- ▶ Be prepared for future education and further careers

What does our curriculum look like?

Our new curriculum has been redesigned to reflect the updated guidance. Learning is organised into 6 key themes which build progressively from Reception to Year 4. Children revisit important ideas each year, allowing them to deepen their understanding as they mature.

Built into our curriculum is our No Outsiders programme and our work around Zones of Regulation.

Extra learning takes place with themed awareness days and weeks.

Curriculum themes

Relationships

Children learn about:

- Families
- Caring friendships
- Kindness and inclusion
- Bullying and how to seek help
- Respectful relationships
- Personal boundaries and how to say no

Health and wellbeing

Children learn about:

- How to look after their physical health
- Emotional health and wellbeing
- Personal hygiene
- Names of all body parts
- How their bodies might change (year 4)

Keeping safe

Children learn about:

- Trusted adults
- Online safety (done in conjunction with computing)
- Privacy
- Emergency situations
- First aid
- Keeping safe out of the home - rail, road and water safety

No Outsiders

Our message: 'All different, all welcome'

Children explore:

- Respect
- Equality
- Diversity
- Belonging
- Inclusion

Year 3 curriculum

Year 3	<u>Zones of Regulation</u> <u>Recap: How can I use my toolkit?</u> Expected and unexpected behaviour The Zones in Me Me in my zones Size of my problem Using my toolkit. <u>Families and people who care for me</u> Who are my key people? Knowing who key people in my life are. <u>Respectful, kind relationships</u> How should we treat people? How we should treat others and why; what is meant by consent; how to give and ask for consent.	<u>Respectful, kind relationships</u> How can I be an 'upstander'? Explore the differences between bullying and falling out; how to stand up for others and not be a bystander. <u>Caring Friendships</u> What can I do when friendships go wrong? Know how to deal with disputes with friends; what consent in friendships means.	<u>Good and bad secrets</u> When should I break a secret? When we should share secrets; how I can share my worries. <u>Risks out and about</u> How can I stay safe on or near water? What is meant by 'risk' and how to assess risk; how to be safe near / on water. <u>Emergencies</u> What are emergency services? What the emergency services consist of and what they do; know what an emergency is;	<u>Citizenship</u> How can I be a responsible citizen? how to be a responsible citizen and what that means in a local/ national context. <u>Rights</u> What are children's rights? UNICEF rights of the child and what these are / what is not a right. <u>Rules and Laws</u> What is the law and why do we have it? Know what UK laws are and why we have them; how the law is enforced.	<u>Emotional Wellbeing</u> How can I look after my mental health? Identifying what I'm good at; what mental health is and how I can look after my own. <u>Healthy Lifestyle</u> How can vaccinations support our health? What vaccinations are and how they help us. <u>Bereavement</u> What is grief? What grief is and that it is a natural response to loss; healthy ways to cope with grief.	<u>The purposes of money</u> Why do we have money? Know why we have money; where money comes from; how to keep track of money; when money can be given
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Year 4 curriculum

Year 4	<u>Zones of Regulation</u> Recap: How can the zones help me recognise the size of my problem? Expected and unexpected behaviour The Zones in Me Me in my zones Size of my problem Using my toolkit.	<u>Respectful, kind relationships</u> What is diversity? Know who my communities are made up of; what is meant by diversity. What is discrimination? Know what is meant by discrimination and ways to be inclusive of all.	<u>Risks out and about</u> How can I stay safe when out and about? How to stay safe when out in the local area; what is meant by road safety and how to be safe when out on the roads; know different people they may encounter and how this can pose risks.	<u>Equality</u> What are protected characteristics? Know what is meant by protected characteristics and how they relate to their own identity; know what a hate crime is and how actions can be a force for good.	<u>Healthy Lifestyle</u> What are healthy habits? Identifying how personal choices can affect health; what constitutes healthy habits; how food is 'fuel' for the body. <u>Health and Hygiene</u> How does good hygiene help keep me healthy? Know the importance of hygiene to stay healthy.	<u>Making money decisions</u> What is the difference between wants, needs and priorities? Knowing the difference between wants, needs and priorities: save.
	<u>Caring Friendships</u> What is a healthy friendship? Knowing what constitutes healthy friendships; understanding peer influence. <u>Respectful, kind relationships</u> How can we be role models? How to be role models to others.		<u>Hazards in the home</u> What are hazards in the home? Know the potential risks of household items and how to minimise these risks. <u>First Aid</u> What is First Aid? Know what First Aid is; know practical and safe things they can do in a medical situation.	<u>Environmental Respect</u> How can I respect the environment? How to show respect for shared spaces and those in them; local and global environmental awareness. <u>Careers</u> Can I be anything? Know different reasons for choosing jobs; how stereotypes can affect choices	know that the body can indicate when we are unwell. <u>Growing Up</u> How will I change as I grow up? How we change during puberty; menstruation; staying clean during puberty.	spend or borrow; how do we pay for things; what is budgeting.

Enhancements

What makes PSHE and RSE special at South Gosforth First School?						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enhancements	• World Car Free Day • NSPCC Kindness Challenge • Black History Month	• Anti Bullying Week • Odd Socks Day • UK Parliament Week	• Children's Mental Health Week • Safer Internet Day	• World Down Syndrome Day • LGBT History Month	• Earth Day • Stop Food Waste Day • Walk to School Week	• Aspirations Week • Refugee Week

Curriculum resources

Our staff draw on a wide range of evidence based teaching and learning resources to both plan and resource the curriculum.

If you wish to look through the resources and planning please look at:

- ▶ Our curriculum documents on the website
- ▶ Oak Academy
- ▶ Pol-Ed
- ▶ PSHE Association

Frequently Asked Questions about RHE

Will my child be taught Sex Education?

No, this will be taught through RSE at Middle School. We will introduce Relationships Education in First School which will put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness and recognising the difference between online and offline friendships.

We will use the correct Scientific terms for parts of the body from Year 2 onwards, including covering changing bodies due to puberty in Year 4 but menstruation and other aspects of puberty and sex education are not taught until Year 5 and 6 in middle school.

Frequently Asked Questions about RHE

Will my child be taught about LGBT relationships?

Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference and educate pupils about healthy relationships.

Pupils should receive teaching on LGBT content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. Primary schools are strongly encouraged and enabled to cover LGBT content when teaching about different types of families.

Any questions?