



South Gosforth First School
PSHE and RSE Subject Overview

“It is vital that when educating our children’s brains, we do not neglect to educate their hearts.” Dalai Lama

PSHE and RSE at South Gosforth First School

At South Gosforth First School, we are committed to providing a purposeful and empowering curriculum that fully prepares learners for the next steps in their education and opens the doors to the wider world. We want our children to aspire to achieve and believe that it is essential that they understand the world they live in. Our pupils are growing up in an increasingly complex world, living their lives seamlessly on, and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Our PSHE curriculum gives our pupils the knowledge and understanding they need make informed choices and to be a positive influence in the communities to which they belong.

The content set out in the updated statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025) covers everything that primary schools should teach about relationships and health, including puberty. The National Curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. In addition to statutory requirements, our PSHE curriculum also includes the strands ‘Understanding the Law’ and ‘Economic Wellbeing’. This includes learning about economic wellbeing: money, careers and ambitions, media literacy and digital resilience, and community and shared responsibility. As part of our PSHE curriculum, we also deliver the ‘No Outsiders’ programme which has been carefully matched to our provision to reinforce our key message of ‘All different and all welcome’ as well as facilitating a deeper understanding of the diverse local, national and global community we live in for all of our pupils.

Intent			
How our key drivers are lived through our PSHE and RSE curriculum			
Character	Culture	Creativity	Challenge
Children develop their characters and understand how their behaviour affects others. Children will understand their own strengths and what makes them special. Children will show respect to others through their words and actions. Children will be able to identify needs as appose to wants.	Children will celebrate differences and know that all families are different. Children will understand why we need to care for the environment. Children will know who can help them stay safe in their communities. Children will celebrate the diversity of our school family.	Children will recognise their own unique talents and what makes them special. Children will have their own ideas how we can look after the environment Children will have ideas as to how to stay healthy and how look after themselves	Children will develop strategies to overcome difficulties when things go wrong. Children will understand that everyone has different strengths Children will know who to tell if something online makes them feel unsafe

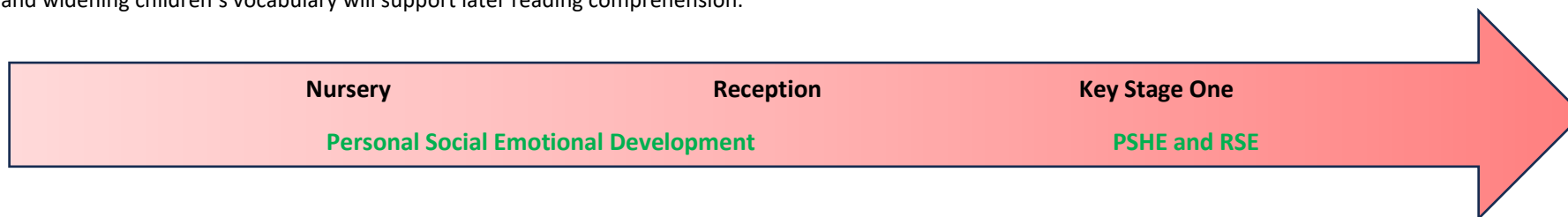


Children will know and be able to describe a range of feelings and how to manage these. Children will model respectful behaviours. Children can show compassion towards others and understand the concept of shared responsibility Children will develop strategies to manage setbacks. Children will develop strategies to build positive and healthy friendships Children know ways support the mental health of themselves and others.	Children will know how we are all different but all equal. Children will know that we all belong as part of community. Children will know to challenge discrimination, so no-one feels like an outsider. Children know the different groups that contribute to communities locally, nationally and internationally. Children will recognise uniqueness in themselves and others in school and the wider community. Children will be able to explain the diversity of modern Britain. Children will recognise and know how to challenge stereotypes.	Children will reflect in a range of ways on what a friend is. Children will use different ways to communicate with others. Children will discuss and share how to respond to risks in different ways. Children will identify different ways people can care each other. Children can develop their own ideas on how to find 'common ground'. Children will know, develop and use their personal strengths. Children know they can express themselves in different ways, tapping into their creativity and preferences.	Children will develop strategies to positively resolve arguments / friendship issues. Children will differentiate between factual and non-factual information online. Children will develop ways to manage difficult feelings. Children will recognise how arguments can arise even when we agree with the views of others, and find solutions to this. Children know that being assertive can be difficult and develop strategies to be assertive.
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Implementation

Early Years

Personal, social, and emotional development (PSED) in early years lays the foundation for PSHE in later years. During the early years, children develop skills such as self-awareness, emotional regulation, interpersonal skills, and an understanding of their own needs and feelings. These foundational experiences support their ability to engage with topics like healthy relationships, well-being, citizenship, and decision-making. Essentially, PSED establishes the core competencies that enable children to thrive in the social and emotional aspects of PSHE as they grow. In addition, listening to a broad selection of stories, non-fiction and poems will foster their understanding our increasingly diverse communities. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.



Through the long-term plan themes, adult interactions, continuous provision and enhancements in the classroom our children will:



Nursery				Reception		
- To build positive relationships with peers and familiar adults. - To access provision independently, separating from adult - To develop strategies to resolve conflict with others - To understand the basics of oral and physical health and wellbeing - To ask for help when needed - To know to seek comfort from familiar adults - To remember and use the names of key adults in their setting - To understand their own feelings - To know and respond to rules and expectations of school - To separate from carer without difficulty - To manage own behaviour to meet expectations				- Develop cooperative play with a larger group of children. - Keep play and conversations going by listening and responding to others. - Develop close friendships with more than one peer. - Share achievements with familiar adults and peers. - Select resources independently dependent on need. - Actively take part and hold responsibilities in the classroom. - Complete a task / activity before moving on to another. - Further develop understanding of oral and physical health and wellbeing. - Assess risk when undertaking new activities. - Manage toileting needs and go independently. - Show resilience when met with a challenge. - Develop strategies to manage feelings. - Continue to develop turn taking and sharing.		
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Zones of Regulation	Relationships	Keeping Safe	Understanding the Law	Health and Wellbeing	Economic Wellbeing
	Relationships					
Reception	PSED Consolidation from Nursery objectives	<u>Friendships</u> How can I be a good friend? Qualities of a good friend; how to make others happy; playing nicely with others <u>Asking for help</u> How can adults at school help me? That it's okay to need help; how and how to ask for help.	<u>Safety at School</u> How can I keep safe in school? Playing safely; keeping safe at school. <u>Safety at home</u> How can I keep safe at home? Identifying potential risks in the home; how they can reduce these risks.	<u>Rules and Consequences</u> What are rules and consequences? How following rules is a sign of respect towards others and positive consequences of this. <u>People who help us</u> Who are the police and how do they help us? Developing an understanding of the police and the work they do.	<u>Emotional wellbeing</u> What can I do if I'm feeling big emotions? How to recognise and deal with big emotions. <u>Healthy Lifestyle</u> How does washing my hands keep me healthy? Basic selfcare; why handwashing is important. How do food and exercise help me? Why is exercise is good for us and keep us healthy and happy; healthy food choices.	<u>Zones of Regulation</u> is introduced over this half term. Aspirations Week is covered to gain foundational understanding of economic wellbeing and careers.



Year 1	<u>Zones of Regulation</u> <u>Reintroduction:</u> What are Zones of Regulation? What are the different zones? Which zones am I in? What can I do to get back to green?	<u>Caring Friendships</u> How can I make friends? How we can make new friends. <u>Respectful, kind relationships</u> How can I be an ally? How to be an ally; what to do if friends are making you sad. What is bullying? Why name calling is unkind; why safe hands are important; what bullying is specifically.	<u>Safety out and about</u> How can I speak up? How to speak up when I need help; know who trusted adults are How can I stay safe at home and on the metro? How to stay safe in new places; how to use things in the home safely; what 999 is; how to be safe near/ on the metro / railway. <u>Being Safe</u> What is private information? Knowing what private information is	<u>Rules and responsibilities</u> What happens when rules are broken? How to be responsible; what happens when rules are broken; What the police do; Why there are different rules in different places.	<u>Self-worth</u> What makes me special? How we are all unique; likes and dislikes. <u>Feelings</u> How can I share my feelings? Comfortable and uncomfortable feelings; how to share feelings; develop skills of empathy. <u>Sun Safety</u> How do I stay safe in the sun? How to stay safe in the sun.	<u>Introduction to money</u> What happens when I spend money? Knowing money has value and needs to be kept safe; knowing what happens when money is spent; needs and wants; spending and saving.
Year 2	<u>Zones of Regulation</u> <u>Recap: How can I get back to green?</u> What are the zones? How will I feel / behave in each zone? What strategies can I use to get back to green? <u>Families and people who care for me</u> What is a family? Knowing what a family is and the definition of a family unit; how families can be different; how to share family worries	<u>Respectful, kind relationships</u> How are we the same / different? How we are the same; how we can be different; how to work with different people; Why are relationships important? why relationships are important and identifying important relationships in own lives; characteristics of respectful relationships.	<u>Safety on and offline</u> How can I keep safe when meeting new people on and offline? How to identify risk when meeting people on / offline <u>Fire Safety</u> What is fire safety? How to be fire aware <u>Being Safe</u> How can I keep my body private and well? What medicines are; Identify private body parts and why it is important to keep them private.	<u>The Internet</u> What is the internet? How we use the internet; why age matters to access internet content. <u>Careers</u> What is a job? How wants and needs are different; what a job is and why they are needed.	<u>Change</u> How do I deal with change? How to cope with changes in life. <u>Healthy Lifestyle</u> What does it mean to be healthy? How to look after my body; the importance of sleep; when and why to take breaks; the health risks of video gaming. <u>Dental Health</u> How can I look after my teeth? How to have good dental hygiene.	<u>My money and me</u> Where does my money come from? Knowing where money comes from; how money can make us feel; spending choices.



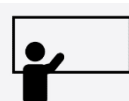
Year 3	<u>Zones of Regulation</u> <u>Recap: How can I use my toolkit?</u> Expected and unexpected behaviour The Zones in Me Me in my zones Size of my problem Using my toolkit. <u>Families and people who care for me</u> Who are my key people? Knowing who key people in my life are. <u>Respectful, kind 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
Year 4	<u>Zones of Regulation</u> <u>Recap: How can the zones help me recognise the size of my problem?</u> 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. <u>What is discrimination?</u> 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.
Learning Links Across the Curriculum						
	English	Maths	Geography / History	Science		
Year 1	The Robot and Bluebird Elmer How to Catch a Star	Money Time	My Local Area Queen Elizabeth II Toys in the Past	Animals including humans		
Year 2	The Comet Whale's Song Little People, Big Dreams – Sally Ride	Money Time	Coastal Regions Great Fires London and Nairobi	Animals including humans		
Year 3	Escape from Pompeii Stig of the Dump Varjak Paw	Money Time	European Study: The Alps Ancient Egypt The North East	Animals including humans		
Year 4	King Midas The Promise Climate Change	Money Time	Settlements and Migration Climates and Biomes Victorians	Animals including humans		



What would a PSHE lesson look like at South Gosforth First School?

					
Clarity of learning exemplified The 'big learning' is explained and the small steps are highlighted. Children know what they are learning, why they are learning it and how it links to previous learning.	Vocabulary New vocabulary is introduced, explained and modelled. Children have time to rehearse new words in context.	Links to prior learning and retrieval practice There are opportunities for children to practise what they have already learned through low stakes strategies.	New learning explained and modelled Teachers provide clear explanations of new knowledge. Images, authentic sources and high quality texts are used to exemplify and illustrate the new learning.	Independent practice and group work Children have opportunities to practise the new learning through carefully considered tasks. Learning is broken down to minimise cognitive overload, with the use of 'teach-do' approach.	Assessment for learning and feedback strategies Assessment for learning opportunities are woven in throughout the lesson through careful questioning that makes the pupils think hard. Errors and misconceptions are picked up and addressed as the lesson progresses.

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
No Outsiders:	Programme using books to stimulate discussion. Additional No Outsiders book spine to explore a range of PSHE topics.					
Reception	Respectful, kind relationships	Respectful, kind relationships	Caring friendships	Caring friendships	Families and people who care for me	Respectful relationships
	You choose Nick Sharratt and Pippa Goodheart To make my own decisions. To tell others what I like and don't like.	Red Rockets and Rainbow Jelly Sue Heap and Nick Sharratt To know my friends can like different things to me, and we	Hello Hello Brendan Wenzel To know we are not all the same in our class. To know how to make friends.	Blue Chameleon Emily Gravett To know we are all different. To know I can make friends with anyone.	The Family Book Todd Parr To know what a family is. To understand that all families are different.	Super Duper You! Sophie Henn To know there are lots of things about me. To know what makes me different.



	What do I choose?	can still be friends. What does my friend like?	What can I say when I meet someone new?	How do I make friends?	How are families different?	How am I different?	
Year 1	Respectful, kind relationships Elmer David McKee To be proud of myself and my family. To know the importance of self-respect. Do I have to change to be the same as everyone else?	Respectful, kind relationships I Love Me Marvyn Harrison and Diane Ewan To know how I am different. To know what is great about me. What is great about me?	Caring friendships Going to the Volcano Andy Stanton To know we can play together and that everyone can join in. Why do we say everyone can join in?	Respectful, kind relationships Errol's Garden Gillian Hibbs To know how to work with different people. To know how to ask for help. How do I ask for help?	Respectful, kind relationships The Boy Who Loved Everyone Jane Porter and Maisie Paradise Shearing To make everyone feel welcome How can we make others feel welcome?	Families and people who care for me Bathe the Cat Alice McGinty and David Roberts To know how we can achieve success if we work together How can we work together to solve a problem?	
Year 2	Caring friendships Can I join your club? John Kelly To welcome different people. To know what it means to be part of a club/group Why might someone want to join a club?	Respectful, kind relationships Splash Claire Cashmore To know that we all have dreams. To know it's important not to give up on dreams. How do I achieve my dreams?	Caring friendships Amazing Steve Anthony To know what a friend is and how to be a good friend What makes a good friend?	General Wellbeing How To Be a Lion Ed Vere To know what it means to be self-confident and how this is sometimes hard. How can you help someone feel more confident?	Families and people who care for me Is that your Mama? Patrice Lawrence and Diane Ewan To know what it means to be self-confident and how this is sometimes hard. What can be different about our families?	Caring friendships The Perfect Fit Naomi and James Jones To know how I fit in. How can I fit in?	
Year 3	Respectful, kind relationships This Is Our House Michael Rosen To understand what discrimination means and how someone can feel like an outsider.	Caring friendships We're All Wonders AJ Palacio To understand what a bystander is and what it means to be unique What is a bystander?	Respectful, kind relationships The Truth About Old People Elina Ellis To recognise stereotypes and how they affect people	Respectful, kind relationships I am Nefertiti Annemarie Anang and Natalie Quek To show respect and to know why names are important.	Families and people who care for me Shu Lin's Grandpa Matt Goodfellow and Yu Rong To be able to show welcoming behaviour. To understand that healthy friendships are welcoming.	Respectful, kind relationships Aalfred and Aalbert Morag Hood To know there are more things that we have in common than that divide us.	



	What is discrimination?		What is a stereotype?	Why are names important?	How can we be welcoming?	How can we find 'common ground'?	
Year 4	Caring friendships	General Wellbeing	Respectful, kind relationships	Respectful, kind relationships	Families and people who care for me	Families and people who care for me	
	Red: A Crayon's Story Michael Hall To know why sometimes people do not speak up. To be proud of who I am. How can we help everyone to be proud of who they are?	When Sadness Comes To Call Eva Eland To know what situations can affect my mental health. Why is good mental health important for us?	Julian is a Mermaid Jessica Love To know that people can express themselves in different ways and be accepting of difference How can we show acceptance of others?	My Beautiful Voice Joseph Coelho and Allsion Colpoys To know that I have a voice and it is important to speak up Why is it important to speak up and be heard?	Remixed Arree Chung To understand how families can change and that changes can be out of my control. How can families change over time?	My Brother George Kelly and Zoey Allan To know what judgement is. To know how the language I use can affect others. How does the language I chose to use affect others?	

CPD			
Strategy	Who	When	Impact
Subject leadership time	Lorraine Damti	Summer 2026	Curriculum redrafted in line with new statutory guidance.
Staff meetings			
Membership to subject association			
GST Subject Leader Networks			



Impact	
Strategy	Evidence and Findings
Pupil Voice	Key findings from this monitoring in school can be found on internal school documents. This monitoring informs the current 'PSHE Subject Action Plan' which identifies key strengths and areas for development in PSHE, as well as actions taken to improve the subject curriculum and delivery across school.
Book Looks	
Planning Scrutiny	
Lesson Observations	
External Reports eg. SIP/Governors	