

PSHE at Fender

Intent

Our PSHE curriculum is designed to empower every child with the knowledge, skills, and emotional literacy needed to lead safe, healthy, and fulfilling lives—both now and in the future. Our intent is rooted in the specific needs of our pupils and local community, using up-to-date local health and wellbeing data to ensure our curriculum is relevant, purposeful, and responsive.

We recognise the unique challenges and strengths within our community. Data from the local area highlights key areas of focus such as county lines, knife crime, gang violence, mental health, dental hygiene, and social inequalities. As a result, our PSHE provision addresses these priorities through targeted learning experiences, including healthy eating initiatives, emotional resilience programmes, and age-appropriate lessons on crime, relationships and staying safe both offline and online.

We aim to build confident, kind, and respectful young citizens who understand their own wellbeing and that of others. Through strong links with local agencies, health professionals, and community organisations, our children learn how to access support, understand the world around them, and become active contributors to a healthier, more connected community.

Our curriculum is rooted in high expectations for all supported by high-quality adaptive practice. Diverse and high-quality texts underpin our curriculum, as well as rich opportunities for oracy, vocabulary development and a growing mastery of knowledge, skills and concepts.

Implementation

Our pedagogy is built around three key concepts:

1. Command of the Content / Excellent Subject Knowledge
2. Consistent Environment, Relationships and Routines
3. Cornerstones of Teaching & Learning (outlined beneath)

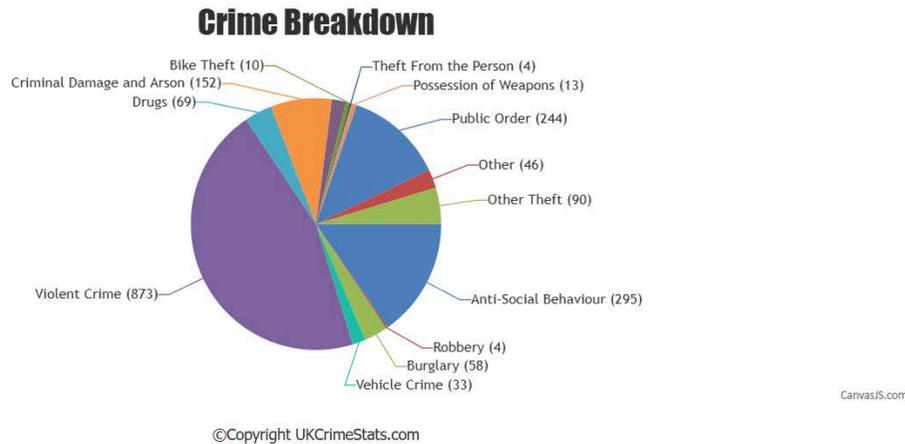
Core Knowledge	Oracy Rich Opportunities	Adaptive Practice
The core knowledge for each lesson is clear and explicit. This learning is broken down into clear steps.	Oracy elevates learning and offers the opportunity to promote disciplinary talk. Oracy is a feature of every lesson and is the outcome of at least one lesson per unit.	Learning is adapted carefully to meet the needs of all learners regardless of need or starting point.
Diverse & High-Quality Texts	Vocabulary	Revision & Assessment
Our curriculum is underpinned by diverse and high-quality texts that allow themselves to see themselves and others.	Vocabulary is explicitly taught and revised. This builds a bank of disciplinary vocabulary that is revised regularly	Assessment is ongoing and purposeful. Each lesson begins with a review of last week's learning. Each unit ends with a summative assessment.
Careers	Modelling	CPD

<p>Real life opportunities are woven into the curriculum including visits, trips and opportunities to look at careers within the subject. At our annual Careers' Festival, the subject is represented by professionals.</p>	<p>Modelling is one of our true cornerstones of teaching and learning. Whatever the task, high-quality modelling helps unlock student understanding.</p>	<p>Ongoing CPD for subject leaders, teachers and teaching assistants ensures fidelity to our pedagogy.</p>
<p>Cultural Capital</p>	<p>Parental Involvement</p>	<p>Monitoring</p>
<p>Children learn about significant events, people and places that bolster their knowledge of the world. This is supported through visitors, trips and visits, and strengthened through our careful curation of high-quality and diverse texts.</p>	<p>Parents are invited to share in the learning journey through our engaging road maps. Learning is shared routinely on Class Dojo. Parents are invited in for special occasions, events and celebrations.</p>	<p>Subjects are monitored routinely through book looks, learning walks, pupil voice and governor visits</p>
<p>Impact</p>		
<p>Our PSHE curriculum will equip pupils with the knowledge, skills, and confidence to lead healthy, safe, and respectful lives. By responding to local health data, it will address specific community needs such as mental wellbeing, healthy lifestyles, and personal safety. Pupils will develop emotional resilience, positive relationships, and a strong sense of social responsibility, preparing them to thrive both in school and as active members of their local community.</p> <p>Children are engaged and enthused about PSHE as shown in lesson visits, book looks, governor visits and pupil voice.</p>		

Crime Plus ASB Breakdown for CH49 : Nov 2023 - Oct 2024

All annual time periods are consecutive months unless monthly data is missing - not provided by underlying Police Force - which if absent, is listed below.

Nov 2024



EVOLVE Wirral

- From May 2023 to May 2024, Merseyside Police made 806 arrests linked to organised crime in the Woodchurch/Beechwood/Noctorum area, seized weapons and drugs, shut seven properties, and carried out community resilience actions
- Between May 2024 and May 2025, the Build phase recorded 486 arrests, 111 offenders sentenced (totaling 294 years' imprisonment), and seizures of Class A/B drugs valued at over £1.5 million

2. Crime Rates per 1,000 Residents (May 2024-Apr 2025)

Crystalroof, drawing from data.police.uk, reports for Woodchurch Road (CH49 5PD):

- 237 crimes/1,000 people — high (top ~30%) nationally

- By type:

- Violence & sexual offences: 85.8
- Anti-social behaviour: 46.4
- Public order: 36.8
- Criminal damage & arson: 28.4
- (Others like theft, drugs, burglary ranged between 1-10/1,000) [merseyside.police.uk+7crystalroof.co.uk+7crystalroof.co.uk+7](#).

In contrast, the overall Wirral average is about 80.1 crimes/1,000 — moderate/low [merseyside.police.uk+6crystalroof.co.uk+6liverpoolworld.uk+6](#). Thus, Woodchurch's crime rate is significantly above the local average.

<https://www.bbc.co.uk/programmes/p0gby6dh> 'A Mental Health Crisis In Woodchurch' 2023

<https://www.wirralintelligenceservice.org/media/tzydkb4k/wirral-health-inequalities-electoral-ward-profile-11-2022.pdf> - Wirral Health Inequalities

PSHE Long-Term Plan

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Me & My Relationships	All about me, what makes me special, who can help me? My feelings (ZoR)	Why do we have rules? Feelings & our bodies (ZoR), being a good friend	How are you feeling? (ZoR), being a good friend, types of bullying and teasing	Zones of Regulation Rules and consequences, special people, problem solving, considering others' point of view	Zones of Regulation Teamwork, positive, healthy relationships, intensity of feelings, pressure and bullying	Zones of Regulation Working collaboratively, negotiation and compromise, healthy/unhealthy relationships, basic emotional needs, assertiveness	Zones of Regulation Working together, dealing with friendship issues, peer-pressure & behaviour, assertiveness skills, marriage including forced marriage, the laws & inappropriate touch
Autumn 2 Valuing Difference	Different families & homes	Being unkind, teasing or bullying? Fairness, special people	Special people, kindness, solving problems	Respect & challenge, types of family, community, different origins of people in the UK, celebrating our differences	Negotiation and compromise, managing conflict, respecting difference, stereotypes, types of friendships, personal space	Qualities of friendship, listening skills, discrimination & injustice, living in a diverse society, accurate information online, challenging stereotypes	Bullying, being a bystander, discrimination, diversity & finding things in common, showing respect to others (verbal & non-verbal), prejudice & tolerance, gender stereotypes
Spring 1 Keeping Safe	Keeping our bodies safe, keeping safe online, who keeps us safe?	Sleeping, good or bad touches? People who can help us	Medicines, safe and unsafe situations, secrets	Helping others to stay safe, danger or risk? Helpful or harmful? Alcohol and cigarettes Anti-social behaviour	Danger, risk or hazard? 'Dares', managing risk, safe/unsafe to share online, medicines Anti-social behaviour	Bullying, protecting personal information online, risky situations, dares, vaping, smoking & alcohol (common misconceptions) Anti-social behaviour	Responsible & respectful behaviour online, sharing images online, addiction, drugs (medical & legal), drugs & the law, effects & risks of drinking alcohol
Spring 2	Looking after people,	Taking care of our	Getting on with	Identify people who	Who keeps us	Health & wellbeing	Fact/opinion/bias,

Rights & Respect	friends, our world and money	things, taking care of our money, basic first aid	others, impulses, feeling safe, online behaviour, saving, environment	help them stay safe and healthy, fact & opinion, volunteers, earning money, environment	healthy and safe? Responsibility, rights, influence, being a bystander, taxes	in the news, fact or opinion? Voluntary, community & action groups, rights, respect and duties, spending and borrowing money	social media & legalities, benefits of saving money, living sustainably, democracy - elections & laws
Summer 1 Being My Best	When things go wrong, healthy food and healthy minds, moving your body, sleep	Eating well, washing/tidying up.	Positive attitudes, choices, keeping clean and healthy, basic first aid	Healthy eating, hygiene and infectious illnesses, major internal body parts and processes, recognising achievements and talents	Being unique, choices, balanced diet, how does our body get energy? Communities, basic first aid	Functions of the four internal body systems, strengths and talents, school community, independence & responsibility, media portrayal, basic first aid (inc Sepsis awareness)	Aspirations, risky situations (including grooming), assessing risk and keeping safe, basic first aid (inc Sepsis awareness), five ways to wellbeing
Summer 2 Growing & Changing	Seasons, life stages (plants, animals, humans), getting bigger, my body	Taking care of a baby, people who help me, surprises and secrets, keeping things private	Giving positive feedback to others, loss and change, stages of growth, private parts of the human body, privacy, touch and secrets	Types of relationships (including healthy), personal space, personal information, secrets & surprises, changes at puberty, basic first aid	Moving house, positive and negative feelings, conflict resolution & compromise, puberty (labelling private body parts), safe & unsafe secrets, marriage	Feelings & strategies to cope, trusted people, inappropriate touch, safe & unsafe secrets, menstruation, myths & puberty, mood changes as a teenager	Fame, photoshop, stereotypes (inc gender) & media manipulation, sharing images online & risk-taking behaviour, dealing with change, puberty, FGM, sexual reproduction



FENDER PRIMARY SCHOOL

Long Term Plan - PSHE

F2

A1: Zones of Regulation / All About Me / What Makes Me Special / Who Can Help Me? / My Feelings

A2: Different Families and Homes
Sp1: Keeping My Body Safe / Keeping Safe Online
Sp2: Looking after people / Friends / Our World and Money

S1: When Things Go Wrong / Healthy Food, Healthy Body & Healthy Mind / Sleep
S2: Seasons / Life Stages (Humans, Animals, Humans) / Getting Bigger / My Body



YEAR 2

A1: Zones of Regulation / How Are You Feeling? / Being A Good Friend / Types of Bullying & Teasing

A2: Special People / Kindness / Solving Problems

Sp1: Safe & Unsafe Secrets & Situations appropriate touch, Medicine & Safety

Sp2: Getting on with Others / Impulses / Feeling Safe / Online Behaviour
S1: Positive Attitudes / Choices / Basic First Aid

S2: Loss & Change / Stages of Growth / Private Parts of the Human Body



YEAR 4

A1: Zones of Regulation / Teamwork / Intensity Feelings / Pressure & Bullying

A2: Recognising & celebrating religious & cultural differences, understanding & challenging stereotypes

Sp1: Anti-Social Behaviour / Danger, Risk or Hazard? / Dares / Safe or Unsafe to Share Online
Sp2: Who Keeps Us Healthy and Safe / Responsibility / Rights / Influence / Taxes

S1: Being Unique / Choices / Balanced Diet / Communities / Basic First Aid
S2: Moving House / Positive & Negative Feelings / Conflict Resolution & Compromise / Puberty / Marriage / Safe & Unsafe Secrets



YEAR 6

A1: Zones of Regulation / Working Together / Friendship Issues / Peer Pressure / Assertiveness / Marriage (including Forced Marriage) / The Law
A2: Bullying / Being a Bystander / Discrimination, Diversity & Finding Common Ground / Showing Respect to Others, Prejudice & Tolerance / Gender Stereotypes / Misogyny

Sp1: Responsible & Respectful Behaviour Online / Sharing Images Online / Addiction / Drugs (Medical & Legal), Drugs & the Law / Effects and Risks of Alcohol
Sp2: Fact, Opinion & Bias / Social Media / Saving Money / Living Sustainably / Democracy, Election & Laws

S1: Aspirations / Risky Situations / Grooming / Assessing Risk / First Aid / Five Ways to Wellbeing
S2: Fame / Photoshop / Stereotypes (including gender) / Sharing Images Online / FGM / Puberty / Sexual Reproduction / Image Manipulation / Risks of AI



Careers

Careers curriculum is embedded throughout our work on gender stereotypes, aspirations & goal setting. We also work with the Johnson Foundation, who provide a careers workshop for Years 5 & 6.



YEAR 1

A1: Zones of Regulation / Why Do We Have Rules? / Feelings & Our Bodies / Being A Good Friend

A2: Being Unkind / Teasing or Bullying? / Fairness / Special People

Sp1: Sleeping / Good or Bad Touches / People Who Can Help Us

Sp2: Taking Care of Things / Taking Care of Our Money / Basic First Aid

S1: Eating Well / Washing & Tidying Up
S2: Taking Care of a Baby / Surprises & Secrets / Keeping Things Private



YEAR 3

A1: Zones of Regulation / Rules & Consequences / Special People / Problem Solving

A2: Respect & Challenge / Types of Family / Community / Celebrating Our Differences

Sp1: Helping Others to Stay Safe / Danger or Risk? / Helpful or Harmful? Alcohol & Cigarettes / Anti-Social Behaviour

Sp2: Identify People who help them Stay Safe & Healthy / Fact & Opinion / Volunteers / Earning Money / Environment

S1: Healthy Eating / Hygiene / Infectious illnesses / Recognising Achievements & Talents
S2: Types of Relationships / Personal Space / Personal Information / Changes at Puberty / Basic First Aid



YEAR 5

A1: Zones of Regulation / Working Collaboratively / Healthy & Unhealthy Relationships / Basic Emotional Needs

A2: Qualities of Friendship / Discrimination & Injustice / Living in a Diverse Society / Accurate Information Online / Challenging Stereotypes

Sp1: Bullying / Protecting Personal Information Online / Risky Situations / Vaping, Smoking & Alcohol, Anti-Social Behaviour

Sp2: Health & Wellbeing in the News - Fact or Fiction? Voluntary & Community Action Groups / Spending and Borrowing Money

S1: Strengths & Talents / Independence & Responsibility / Media Portrayal / Basic First Aid
S2: Feeling & Strategies to Cope / Trusted People / Inappropriate Touch / Menstruation / Puberty / Mood Changes as a Teenager / Risks of AI

Oracy

Oracy is an integral part of every PSHE lesson. Each lesson involves discussion around challenging topics, with the long-term aim of building confident communication regardless of the topic.

Progression Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Self-Awareness	Talk about themselves, their feelings, and interests.	Identify strengths and what makes them special.	Recognise how their actions affect others.	Reflect on personal achievements and set simple goals.	Identify positive and negative influences on self-esteem.	Reflect critically on personal strengths and areas for development.	Evaluate and manage personal goals and future aspirations.
Managing Feelings	Begin to recognise and name basic emotions.	Recognise feelings in self and others; express them appropriately.	Develop simple strategies to manage feelings.	Understand triggers and develop calming strategies.	Recognise complex emotions and develop emotional regulation skills.	Identify coping strategies for managing pressures and setbacks.	Show resilience and emotional maturity when managing change and challenges.
Making Relationships	Begin to form positive relationships with adults and peers.	Understand what makes a good friend and how to be one.	Develop strategies for resolving friendship issues.	Understand different types of relationships (family, friends).	Recognise healthy and unhealthy relationships.	Manage changing relationships, including online friendships.	Show respect, empathy, and responsibility in all relationships.
Health and Wellbeing	Learn basic hygiene practices (washing hands, brushing teeth).	Understand the importance of healthy eating and exercise.	Learn about personal safety and basic first aid.	Develop awareness of mental health and wellbeing.	Understand how habits can affect health (positive and negative).	Manage physical and emotional changes in puberty confidently.	Take responsibility for physical and mental health choices.
Living in the Wider World	Talk about belonging to different groups (family, school).	Recognise the roles of people who help us in the community.	Understand rights and responsibilities within school and community.	Understand the need for rules and laws in society.	Explore issues like fairness, democracy, and citizenship.	Develop understanding of economic wellbeing (e.g., managing money).	Demonstrate awareness of global citizenship, rights, and responsibilities.

Keeping Safe	Recognise people who keep them safe (trusted adults).	Understand rules for keeping safe (in school, at home, near roads).	Learn basic strategies for keeping safe (e.g., stranger danger).	Recognise risks in different situations and know how to seek help.	Understand how to manage personal safety, including online.	Make safe and informed choices in a range of risky situations.	Take responsibility for personal safety and know where to access support if needed.
Economic Understanding	Begin to understand the concept of money (coins, buying things).	Recognise where money comes from and simple needs/wants.	Understand the difference between needs and wants; saving basics.	Learn about budgeting and making choices with money.	Understand consumer choices, advertising, and value for money.	Explore income, expenditure, and financial planning.	Demonstrate financial responsibility and ethical decision making.
Identity and Diversity	Explore similarities and differences between themselves and others.	Respect differences and similarities among people.	Understand the value of diversity in relationships and society.	Explore the importance of respect and tolerance.	Challenge stereotypes and recognise discrimination.	Recognise and value a range of identities and cultures.	Advocate for equality, diversity, and inclusion.

Vocabulary

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>kind, share, help, friend, feel, safe, happy, sad, angry, scared, turn, wait, listen, talk, choice, fair, rule, family, home, body, name, gentle, clean, private, love, care, try, proud, sorry, upset, brave, ask, trust, special, different, same</p>	<p>friendship, caring, honest, respect, family, feeling, safe, hurt, private, body, touch, clean, healthy, choice, rule, right, fair, kind, help, trust, share, talk, listen, learn, proud, brave, try, worry, happy, scared, change, belong, group, class, support, stranger</p>	<p>community, responsibility, feelings, recognise, name, calm, angry, worried, respect, boundaries, safe, unsafe, secret, private, healthy, hygiene, medicine, sleep, exercise, food, habit, good, bad, choice, pressure, help, trust, support, danger, online, stranger, family, difference, similarity, fair, unfair, challenge</p>	<p>self-esteem, confidence, strength, weakness, support, help, goal, emotion, mood, change, manage, talk, private, secret, safe, unsafe, risk, danger, consent, hygiene, illness, sleep, routine, diet, choice, influence, media, body, growth, gender, stereotype, respect, celebrate, care, responsibility, environment</p>	<p>identity, unique, personal, boundary, pressure, influence, assertive, permission, risk, safe, harm, help, advice, community, environment, campaign, change, responsibility, online, digital, password, respect, bullying, hurtful, empathy, reaction, conflict, resolution, healthy, balance, active, lifestyle, hygiene, puberty</p>	<p>independence, identity, stereotype, inclusion, discrimination, respectful, diversity, emotion, regulate, strategy, self-talk, influence, pressure, consent, safety, digital, online, protect, report, decision, consequence, balanced, lifestyle, puberty, menstruation, hormone, body, function, friendship, loyalty, trust, peer, challenge, solution, argument</p>	<p>transition, secondary, change, resilience, mindset, growth, anxiety, strategy, responsibility, accountability, consequence, risk, law, rights, freedom, duty, democracy, respect, racism, prejudice, inclusion, diversity, digital, footprint, reputation, pressure, influence, substance, addiction, puberty, reproduction, conception, hygiene, support, bereavement, grief, memory</p>

National Curriculum Guidance

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Relationships and sex education

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils.

When any school provides RSE they must have regard to the [Secretary of State's guidance](#), this is a statutory duty.

Useful Links:

<https://pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

PSHE Lesson Structure

Revision & Recap

Teacher revisits learning from last week, last term and last year.
Absent children from the previous week/lesson find out the core learning from last week.

Vocabulary / Oracy

Vocabulary is explicitly taught using oracy-rich strategies.

Explicit Teaching of New Knowledge

Teacher uses the road map to place new learning in the context of the unit.
Teacher uses core principles of our Fender Pedagogy to teach new core knowledge from that week.

Independence

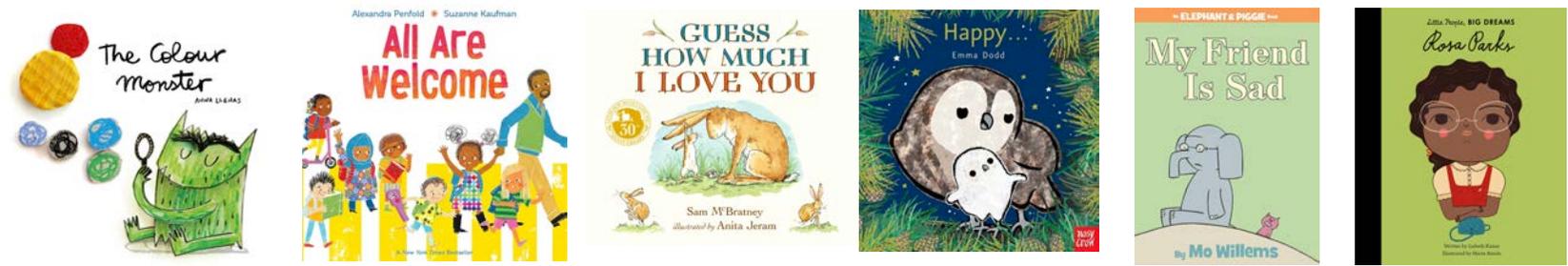
Children practice and develop their knowledge, through application of a historical skill in their independent (or group) work.
This could be written or orally recorded, dependent on the knowledge, skill and task of that lesson.

Review...Revise...Reflect...Where Next?

Teacher to make explicit the core knowledge from that lesson - three core facts!
Revise that lesson's taught vocabulary
Use the road map to look ahead - where does this knowledge take us next?

Fender Primary
PSHE Reading Spine

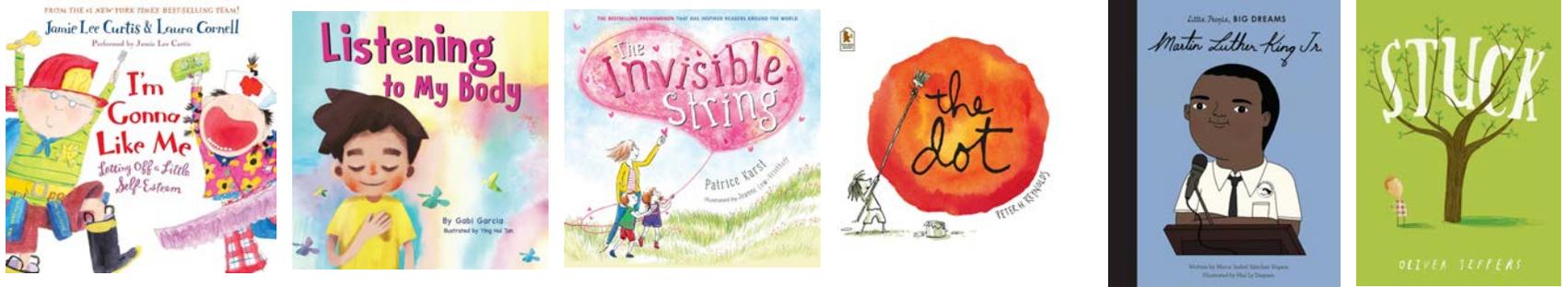
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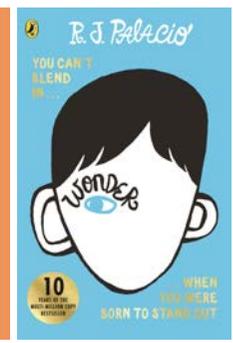
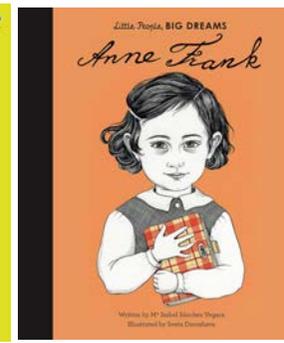
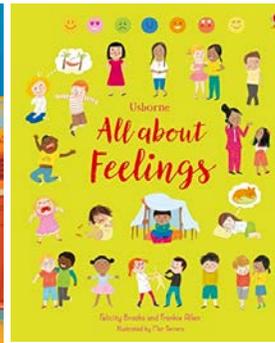
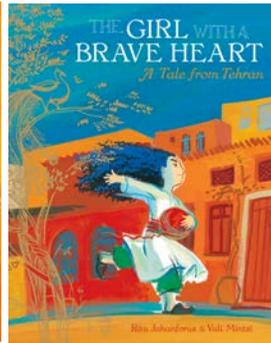
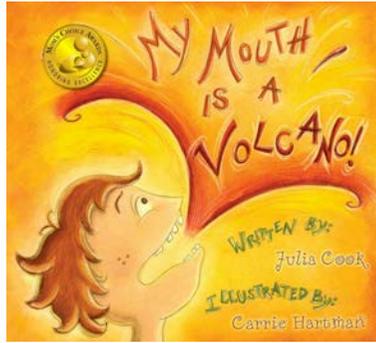
Year 1



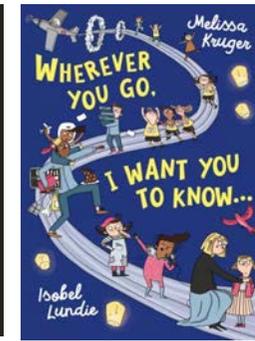
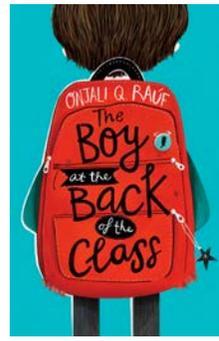
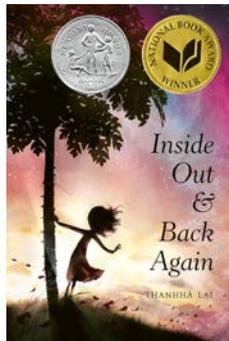
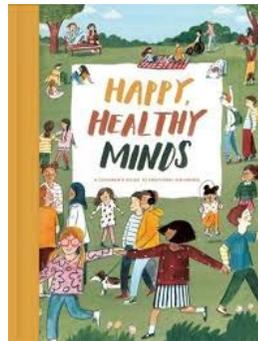
Year 2



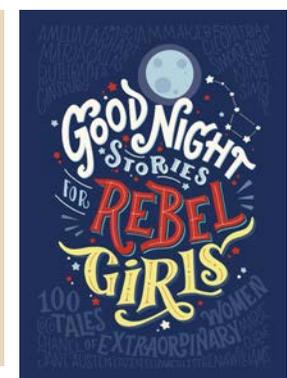
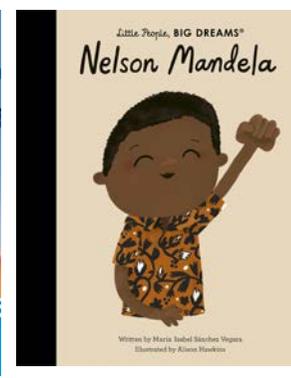
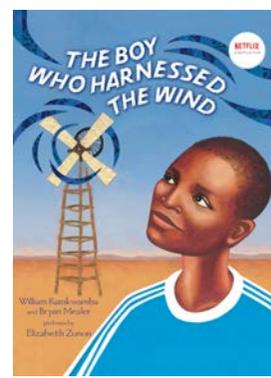
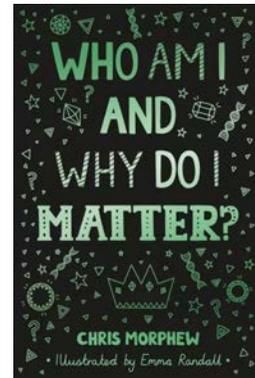
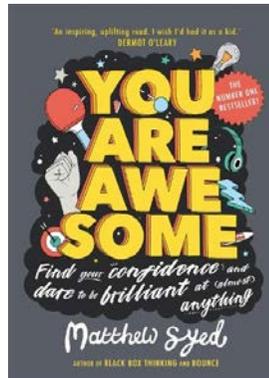
Year 3



Year 4



Year 5



Year 6

