

Griffin Park PSHE Curriculum 2025-2026

Golden Threads

• Me and my relationships

M+MR

• Keeping safe

KS

• Being my best

BMB

• Valuing difference

VD

• Rights and respect

R+R

• Growing and changing

G+C

Nursery

Thread	Unit	Knowledge & Skills	Vocabulary
Autumn 1– Me and my relationships			
M+MR	Marvellous me!	<ul style="list-style-type: none"> Share their likes and dislikes with their friends and adults in their classroom; Name the different features of their face and parts of their body; Use their senses to explore the world around them. 	Like, feel, choose
M+MR	I'm special	<ul style="list-style-type: none"> Speak positively about themselves; Name different feelings and possible causes; Name some key adults who can help them when feeling sad/worried/scared. 	Special, feel, look, friends
M+MR	People who are special to me	<ul style="list-style-type: none"> Talk about their families and special people; Name those who care for them and keep them safe; Describe the different types of homes. 	Big, small, colour, hug, near, far, sad, love, adopt, special day, quiet, loud, help, special, similar
Autumn 2– Valuing difference			
VD	Me and my friends	<ul style="list-style-type: none"> Talk about the similarities and differences amongst their peers; Talk about the things they and their friends are good at; Spot similarities and differences in nature. 	Similar, different, friendship, friend
VD	Friends and family	<ul style="list-style-type: none"> Understand that having differences between us is a good thing; Notice and talk about differences in nature; Recognise the differences within and amongst families. 	Family, special, similar, different
VD	Including everyone	<ul style="list-style-type: none"> Explore and use different materials; Show kindness by including their friends; Talk about how to help those who are in need. 	Kind, sharing, helping, feelings

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Nursery			
Thread	Unit	Knowledge & Skills	Vocabulary
Spring 1– Keeping safe			
KS	People who help me and keep me safe	<ul style="list-style-type: none"> Name key relatives/care givers at home and those who care for them in their education settings; Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do; Talk about what makes them feel safe. 	Safe, grown up, tell, tummy feelings, unsafe
KS	Safety indoors and outdoors	<ul style="list-style-type: none"> Name potential dangers, both inside and outside, and how to avoid getting hurt; Name things in the environment that keep us safe e.g. traffic lights, warning signs, school rules; Talk about how to keep their bodies safe. 	Safe, safety signs, weather, clothing, playground, car-park, pavement, paint, scissors, glue
KS	What's safe to go into my body	<ul style="list-style-type: none"> Know which products in the home are to be used only by adults; Sort items according to their use and purpose; Explain who can give medicine to children and why. 	Safe, careful, labels, medicine, cleaning products, water, food, fresh air, sleep
Spring 2– Rights and respect			
R+R	Looking after myself	<ul style="list-style-type: none"> Talk about how healthy food and keeping clean can help our bodies; Name some healthy foods; Try new experiences. 	Healthy snacks, sugar, germs, wash hands, fruit, vegetables
R+R	Looking after others	<ul style="list-style-type: none"> Name some activities that they can do to help out at home; Talk about how they can look after other members of their family; Talk about how they can look after their friends. 	Similar, different, helping, family, friends, feelings
R+R	Looking after my environment	<ul style="list-style-type: none"> Show care and respect for their home and learning environments; Talk about what is special within the natural world; Name some ways in which they can help their world. 	Classroom, care, tidy, clean, look after

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Nursery			
Thread	Unit	Knowledge & Skills	Vocabulary
Summer 1– Being my best			
BmB	What does my body need?	<ul style="list-style-type: none"> Name what their bodies need for energy (food, water, exercise, sleep); Describe how they feel when they don't have enough food, water, exercise or sleep; Make healthy choices independently, in their home or education setting. 	Food, water, exercise, sleep, energy
BmB	I can keep trying	<ul style="list-style-type: none"> Explain how people might feel if they find something hard; Suggest ways to encourage others to keep going; Have a go at challenging themselves. 	Challenge, encourage, keep trying, get better at
BmB	I can do it!	<ul style="list-style-type: none"> Develop skills in planning, reviewing applying a trial and error approach; Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone; Communicate with others by sharing with and listening to each other's ideas. 	Practice, encourage, keep trying, challenge
Summer 2– Growing and changing			
G+C	Growing and changing in nature	<ul style="list-style-type: none"> Describe seasonal changes; Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot; Describe the life cycle of an animal. 	Change, grow, temperature, hear, smell, see, different, remember, warmer, seasons, weather
G+C	When I was a baby	<ul style="list-style-type: none"> Talk about how babies change as they grow; Explain what babies need and how this changes as they grow; Share their own experiences and listen to those of the others. 	Grow, change, bigger, taller, breastfeeding, adoption, special needs
G+C	Girls, boys and families	<ul style="list-style-type: none"> Talk about the similarities and differences between the males and females; Begin to play inclusively with their friends, regardless of their sex (if not already doing so); Think differently and more openly about what a family may look like. 	Private parts, penis, vulva, make a baby, different families, dolls, cars

Griffin Park PSHE Curriculum 2025-2026

Reception			
Thread	Unit	Knowledge & Skills	Vocabulary
Autumn 1– Me and my relationships			
M+MR	All about me	<ul style="list-style-type: none"> Talk about their own interests; Talk about their families; Talk about how they are the same or different to others. 	Special, practice, effort, same, different
M+MR	What makes me special	<ul style="list-style-type: none"> Share their favourite interests and objects; Talk about themselves positively; Listen to what others say and respond. 	Special, favourite, same, different
M+MR	Me and my special people	<ul style="list-style-type: none"> Talk about the important people in their lives; Understand that we have different special people; Name key people outside of families that care for them. 	Family, help, special people, same, different
M+MR	Who can help me?	<ul style="list-style-type: none"> Talk about when they might feel unsafe or unhappy; Name the people who will help them; Notice when a friend is in need at school and help them. 	Friends, family, help
M+MR	My feelings	<ul style="list-style-type: none"> Describe different emotions; Explore how we feel at certain times or events; Identify ways to change feelings and calm down. 	Feelings, happy, sad, emojis
M+MR	My feelings (2)	<ul style="list-style-type: none"> Identify events that can make a person feel sad; Suggest ways in which they can help a friend who is sad; Choose ways to help themselves when they feel sad. 	Feelings, happy, sad, kind, helpful
Autumn 2– Valuing difference			
VD	I'm special, you're special	<ul style="list-style-type: none"> Describe their own positive attributes; Share their likes and dislikes; Listen to and respect the ideas of others. 	Special, likes, dislikes, favourite
VD	Same and different	<ul style="list-style-type: none"> Recognise the similarities and differences amongst their peers; Discuss why differences should be celebrated; Retell a story. 	Same, different, kind, unkind
VD	Same and different families	<ul style="list-style-type: none"> Talk about their family, customs and traditions; Listen to others talk about their experiences; Compare their own experiences with those of others. 	Same, different, family
VD	Same and different homes	<ul style="list-style-type: none"> Recognise the similarities and differences between their home and those of others; Talk about what makes their home feel special and safe; Be sensitive towards others. 	Same, different, home
VD	Kind and caring (1)	<ul style="list-style-type: none"> Suggest ways in which we can be kind towards others; Demonstrate skills in cooperation with others. 	Kindness, kind
VD	Kind and caring (2)	<ul style="list-style-type: none"> Show friendly behaviour towards a peer; Build relationships with others. 	New friend, friendship, kindness

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Reception			
Thread	Unit	Knowledge & Skills	Vocabulary
Spring 1– Keeping safe			
KS	What’s safe to go onto my body	<ul style="list-style-type: none"> Name things that keep their bodies safe; Name things that keep their bodies clean and protected; Think about how to recognise things that might not be safe. 	Keep clean, keep, safe
KS	Keeping myself safe - what’s safe to go into my body (including medicines)	<ul style="list-style-type: none"> Make safe decisions about items they don’t recognise; Talk about what our bodies need to stay well; Name the safe ways to store medicine and who can give it to children (adults). 	Sleep, water, food, fresh air, cuddle, medicine, chemist, doctor, grown-up
KS	Safe indoors and outdoors	<ul style="list-style-type: none"> Name some hazards and ways to stay safe inside; Name some hazards and ways to stay safe outside; Show how to care for the safety of others. 	Safe, unsafe, detective
KS	Listening to my feelings (1)	<ul style="list-style-type: none"> Name the adults who they can ask for help from, and will keep them safe; Recognise the feelings they have when they are unsafe; Talk about keeping themselves safe, safe touches and consent. 	Safe, unsafe, tummy feelings, uncomfortable
KS	Keeping safe online	<ul style="list-style-type: none"> Share ideas about activities that are safe to do on electronic devices; What to do and who to talk to if they feel unsafe online. 	Safe, worried, tell, adult, trust
KS	People who help to keep me safe	<ul style="list-style-type: none"> Name the people in their lives who help to keep them safe; Name people in their community who help to keep them safe; Talk about ways to keep themselves safe in their environment. 	Safe, worried, tell, adult, trust, address
Spring 2– Rights and respect			
R+R	Looking after my special people	<ul style="list-style-type: none"> Name the special people in their lives; Understand that our special people can be different to those of others. 	Family, look after, help each other, be alone
R+R	Looking after my friends	<ul style="list-style-type: none"> Talk about why friends are important and how they help us; Identify ways to care for a friend in need; Identify ways to help others in their community. 	Friends, look after, help each other, be alone
R+R	Being helpful at home and caring for our classroom	<ul style="list-style-type: none"> Identify ways in which they help at home; Recognise the importance of taking care of a shared environment; Name ways in which they can look after their learning environment. 	Working together, responsibility, helpful, caring
R+R	Caring for our world	<ul style="list-style-type: none"> Think about what makes the world special and beautiful; Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less; Talk about what can happen to living things if the world is not cared for. 	Environment, litter, electricity, pollution, recycling
R+R	Looking after money (1): recognising, spending, using	<ul style="list-style-type: none"> Recognise coins and other items relating to money; Identify the uses of money. 	Money, shop, buy, cost, pay
R+R	Looking after money (2): saving money and keeping it safe	<ul style="list-style-type: none"> Talk about why it’s important to keep money safe; Identify ways to save money; Talk about why we save money. 	Money, save, safe place

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Reception			
Thread	Unit	Knowledge & Skills	Vocabulary
Summer 1– Being my best			
BmB	Bouncing back when things go wrong	<ul style="list-style-type: none"> Share an experience where they haven't achieved their goal; Develop their confidence and resilience towards having a growth mindset; Name a strategy to overcome a hurdle. 	Bounce back, encourage, try again
BmB	Yes, I can!	<ul style="list-style-type: none"> Share an experience where they haven't achieved their goal. Develop their confidence and resilience towards having a growth mindset. Name a strategy to overcome a hurdle. 	Try, try again, bounce back
BmB	Healthy eating (1)	<ul style="list-style-type: none"> Name and choose healthy foods and drink; Understand there are some foods that are a "just sometimes" food or drink (eating in moderation); Explain the jobs of different food groups. 	Food, energy, grow, healthy, fruit, vegetable, dairy
BmB	Healthy eating (2)	<ul style="list-style-type: none"> Name and choose healthy foods and drink; Understand there are some foods that are a "just sometimes" food or drink (eating in moderation); Explain the jobs of different food groups. 	Food , exercise, sleep, wash, healthy, energy, grow
BmB	Move your body	<ul style="list-style-type: none"> Describe the changes in their body during exercise and what is happening to their body; Explain how exercise can help us stay well - physically and mentally; Name some ways to keep their body fit and well. 	Exercise, heart, muscles
BmB	A good night's sleep	<ul style="list-style-type: none"> Understand why our body needs sleep; Talk about their own bedtime routine; Suggest ways to have a calm evening and bedtime routine. 	Routine, calm, sleep
Summer 2– Growing and changing			
G+C	Seasons	<ul style="list-style-type: none"> Name the different seasons and describe their differences; Explain the changes that occur as seasons change; Talk about how they have grown in resilience. 	Seasons, spring, summer, autumn, winter, cycle
G+C	Life stages - plants, animals, humans	<ul style="list-style-type: none"> To understand that animals and humans change in appearance over time; Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals); Make observations and ask questions about living things. 	Growing, life cycles, egg, seed, baby, grow, change, old, young
G+C	Life stages- human life- who will I be?	<ul style="list-style-type: none"> Retell a story and respond to questions about it. Use the language and describe the different life stages of: baby, child, teenager, adult, older age. Talk about their own experience of growing up. 	Baby, child, teenager, adult, old age
G+C	Where do babies come from?	<ul style="list-style-type: none"> Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. Understand that every family is different. Talk about similarities and differences between themselves and others. 	Family, baby, love, care, tummy, womb, pregnancy, egg, sperm, adoption, surrogacy
G+C	Getting bigger	<ul style="list-style-type: none"> Talk about how they have changed as they have grown. Explain the differences between babies, children, and adults. Understand that we are all unique. 	Baby, child, teenager, adult, grow, messages, families of different beliefs
G+C	Me and my body - girls and boys	<ul style="list-style-type: none"> Name parts of the body (including reproductive parts) using the correct vocabulary. Explain which parts of their body are kept private and safe and why. Tell or ask an appropriate adult for help if they feel unsafe. 	Private parts, penis, vulva, testicles, vagina, eggs, sperm, privacy, my body is mine

Griffin Park PSHE Curriculum 2025-2026

Year 1			
Thread	Unit	Knowledge & Skills	Vocabulary
Autumn 1– Me and my relationships			
M+MR	Why we have classroom rules	<ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these. 	Rules, safe, responsibility, work together
M+MR	How are you listening?	<ul style="list-style-type: none"> Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. 	Listening
M+MR	Thinking about feelings	<ul style="list-style-type: none"> Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.). 	Feelings, body language, emotions, safe, support
M+MR	Our feelings	<ul style="list-style-type: none"> Identify a range of feelings; Identify how feelings might make us behave; Suggest strategies for someone experiencing 'not so good' feelings to manage these. 	Feelings, behaviour
M+MR	Feelings and bodies	<ul style="list-style-type: none"> Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt. 	Hurt, help, feelings, heal
M+MR	Good friends	<ul style="list-style-type: none"> Identify simple qualities of friendship; Suggest simple strategies for making up. 	Friendship, making up
Autumn 2– Valuing difference			
VD	Same or different?	<ul style="list-style-type: none"> Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences. 	Same, different, difference, respect
VD	Unkind, tease or bully?	<ul style="list-style-type: none"> Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. 	Unkind, unkindness, tease, teasing, bully, bullying, behaviour
VD	Harold's school rules	<ul style="list-style-type: none"> Explain some of their school rules and how those rules help to keep everybody safe. 	Rules, safe, fair
VD	It's not fair!	<ul style="list-style-type: none"> Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others. 	Fair, unfair, kind, unkind, bullying
VD	Who are our special people?	<ul style="list-style-type: none"> Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them. 	Special people, qualities, feelings,
VD	Our special people balloons	<ul style="list-style-type: none"> Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us. 	Family, special people

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Year 1			
Thread	Unit	Knowledge & Skills	Vocabulary
Spring 1– Keeping safe			
KS	Super sleep	<ul style="list-style-type: none"> Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep. 	Sleep, rest, grow, tired
KS	Who can help? (1)	<ul style="list-style-type: none"> Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. 	Feelings, worried, nervous, scared, support, unsafe
KS	Good or bad touches?	<ul style="list-style-type: none"> Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say “no” to unwanted touch; Start thinking about who they trust and who they can ask for help. 	Private, trust, privates
KS	Sharing pictures	<ul style="list-style-type: none"> Start thinking about how to stay safe online, including safety around sharing images; Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable. 	Consent, entertainment, donating, risks, harmful
KS	What could Harold do?	<ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they’re ill; Explain simple issues of safety about medicines and their use. 	Medicine, safe, harmful, responsibility
KS	Harold loses Geoffrey	<ul style="list-style-type: none"> Recognise the range of feelings that are associated with loss. 	Feelings, emotion, loss, lost
Spring 2– Rights and respect			
R+R	Harold has a bad day	<ul style="list-style-type: none"> Recognise how a person's behaviour (including their own) can affect other people. 	Behaviour, consequences, special person, promise
R+R	Around and about the school	<ul style="list-style-type: none"> Identify what they like about the school environment; Recognise who cares for and looks after the school environment 	Environment, responsibility,
R+R	Taking care of something	<ul style="list-style-type: none"> Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others. 	Needs, responsible, responsibility, rules
R+R	Harold’s money	<ul style="list-style-type: none"> Explain where people get money from; List some of the things that money may be spent on in a family home. 	Money, cost, bills, spending, afford
R+R	How should we look after our money?	<ul style="list-style-type: none"> Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). 	Money, bank, coin, note, worth, saving, safe
R+R	Basic first aid	<ul style="list-style-type: none"> See link to external resources for further information. 	First aid, risk, accident, danger, hazard, kettle, safe, burn, scald, accident, emergency

Griffin Park PSHE Curriculum 2025-2026

Year 1			
Thread	Unit	Knowledge & Skills	Vocabulary
Summer 1– Being my best			
BmB	I can eat a rainbow	<ul style="list-style-type: none"> Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health. 	Starchy, dairy, protein, fruit, vegetables, vitamins, portion
BmB	Eat well	<ul style="list-style-type: none"> Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy. 	Healthy, fruit, vegetables, dairy, meat, sugar, salt, cereal
BmB	Harold’s was up and brush up	<ul style="list-style-type: none"> Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order. 	Hygiene, routine, clean
BmB	Catch it! Bin it! Kill it!	<ul style="list-style-type: none"> Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases. 	Germs, disease, hygiene, spread
BmB	Harold learns to ride his bike	<ul style="list-style-type: none"> Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. 	Learning, practice, make mistakes, confidence, achievement
BmB	Pass on the praise!	<ul style="list-style-type: none"> Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. 	Praise, support, feedback, encourage, feelings
Summer 2– Growing and changing			
G+C	Healthy me	<ul style="list-style-type: none"> Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle. 	Energy, food, water, air, oxygen, exercise, sleep, healthy
G+C	Then and now	<ul style="list-style-type: none"> Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages. 	Change, growing, size, height, needs, help
G+C	Taking care of a baby	<ul style="list-style-type: none"> Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages. 	Caring, love, attention, needs, help
G+C	Who can help? (2)	<ul style="list-style-type: none"> Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation. 	Unkind, unkindness, tease, teasing, bully, bullying, witness, experience, getting help
G+C	Suprises and secrets	<ul style="list-style-type: none"> Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. 	Surprise, secret, uncomfortable
G+C	Keeping privates private	<ul style="list-style-type: none"> Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts. 	Privates, private, penis, vulva, hygiene, help, change, sore, doctor, private activity/places, my body is mine.

Griffin Park PSHE Curriculum 2025-2026

Year 2			
Thread	Unit	Knowledge & Skills	Vocabulary
Autumn 1– Me and my relationships			
M+MR	Our ideal class-room (1)	<ul style="list-style-type: none"> Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions. 	Happy, safe, caring, friendly
M+MR	How are you feeling today?	<ul style="list-style-type: none"> Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings. 	Rules
M+MR	Let's all be happy	<ul style="list-style-type: none"> Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour. 	Feelings, showing feelings, help
M+MR	Being a good friend	<ul style="list-style-type: none"> Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other. 	Feelings, help
M+MR	Types of bullying	<ul style="list-style-type: none"> Explain the difference between bullying and isolated unkind behaviour; Recognise that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving. 	Bullying, repeated
M+MR	Don't do that!	<ul style="list-style-type: none"> Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies. 	Bullying, help, don't do that
M+MR	Bullying or teasing?	<ul style="list-style-type: none"> Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying. 	Bullying, teasing, repeated, regular
Autumn 2– Valuing difference			
VD	What makes us who we are?	<ul style="list-style-type: none"> Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. 	Unique, respect
VD	My special people	<ul style="list-style-type: none"> Identify people who are special to them; Explain some of the ways those people are special to them. 	Special person, help
VD	How do we make others feel?	<ul style="list-style-type: none"> Recognise and explain how a person's behaviour can affect other people. 	Feelings, behaviour, calm, aggressive, solve
VD	When someone is feeling left out	<ul style="list-style-type: none"> Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out. 	Feelings, co-operate
VD	An act of kindness	<ul style="list-style-type: none"> Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school. 	Kind, kindness, unkind, feelings
VD	Solve the problem	<ul style="list-style-type: none"> Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. 	Listening, being listened to, listen, problem

Griffin Park PSHE Curriculum 2025-2026

Year 2			
Thread	Unit	Knowledge & Skills	Vocabulary
Spring 1– Keeping safe			
KS	Harold’s picnic	<ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they’re ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety about medicines and their use. 	Sleep, medicines, safety
KS	How safe would you feel?	<ul style="list-style-type: none"> Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. 	Safe, unsafe, feelings, worried
KS	What should Harold say?	<ul style="list-style-type: none"> Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. 	Safe, unsafe, feelings, getting help
KS	I don’t like that!	<ul style="list-style-type: none"> Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. 	Touch, feelings, uncomfortable
KS	Fun or not?	<ul style="list-style-type: none"> Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. 	Touch, hurt, uncomfortable
KS	Should I tell?	<ul style="list-style-type: none"> Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. 	Surprise, secret, safe, unsafe, tell
Spring 2– Rights and respect			
R+R	Getting on with others	<ul style="list-style-type: none"> Describe and record strategies for getting on with others in the classroom. 	Responsibility, help, share, take turns, listen
R+R	When I feel like erupting	<ul style="list-style-type: none"> Explain, and be able to use, strategies for dealing with impulsive behaviour. 	Feelings, control, erupt
R+R	Feeling safe	<ul style="list-style-type: none"> Identify special people in the school and community who can keep them safe; Know how to ask for help. 	Safe, unsafe, uniform, ask for help
R+R	Playing games	<ul style="list-style-type: none"> Know the importance of keeping personal information private, when online and only talking to people they know in real life; Know that they can tell an adult they trust if anything happens that makes them worried. 	Gamer, personal information, internet, risk
R+R	Harold saves for something special	<ul style="list-style-type: none"> Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things. 	Money, spending, saving
R+R	How can we look after our environment?	<ul style="list-style-type: none"> Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment. 	Environment, responsibility

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Year 2			
Thread	Unit	Knowledge & Skills	Vocabulary
Summer 1– Being my best			
BmB	You can do it!	<ul style="list-style-type: none"> Explain the stages of the learning line showing an understanding of the learning process; Suggest phrases and words of encouragement to give someone who is learning something new; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. 	Practice, encourage, goal, achieve, challenge
BmB	My day	<ul style="list-style-type: none"> Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. 	Choose, choices, healthy, unhealthy
BmB	Harold’s postcard - helping us to keep clean and healthy	<ul style="list-style-type: none"> Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses. 	Vaccination, injection, disease, hygiene, germs
BmB	Harold’s bathroom	<ul style="list-style-type: none"> Explain the importance of good dental hygiene; Describe simple dental hygiene routines. 	Teeth, dental, hygiene
BmB	My body needs...	<ul style="list-style-type: none"> Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health. 	Oxygen, water, food, exercise, rest
BmB	Basic first aid	<ul style="list-style-type: none"> See link to external resources for further information. 	First aid, risk, accident, danger, hazard, safe, burn, scald, accident, emergency
Summer 2– Growing and changing			
G+C	A helping hand	<ul style="list-style-type: none"> Demonstrate simple ways of giving positive feedback to others. 	Help, support, supportive
G+C	Sam moves house	<ul style="list-style-type: none"> Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. 	Change, loss, feelings, emotions, frightened, nervous
G+C	Haven’t you grown?	<ul style="list-style-type: none"> Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. 	Growing, food, rest, sleep, care, learning, change, forward looking, making choices
G+C	My body, your body	<ul style="list-style-type: none"> Identify which parts of our body are private; Explain that our genitals help us make babies when we are older; Understand that we mostly have the same body parts but how they look is different from person to person. 	Unique, special, penis, testicles, vulva, private parts, my body is mine
G+C	Respecting privacy	<ul style="list-style-type: none"> Explain what privacy means; Know that you are not allowed to touch someone’s private belongings without their permission; Give examples of different types of private information. 	Genitals, private, privacy, consent, permission
G+C	Some secrets should never be kept	<ul style="list-style-type: none"> Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don’t like they have to tell someone in their safety network so they can help it stop. 	Genitals, private, privacy, consent, permission, secret, uncomfortable, unsafe, tell, someone you trust

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Year 3			
Thread	Unit	Knowledge & Skills	Vocabulary
Autumn 1– Me and my relationships			
M+MR	As a rule	<ul style="list-style-type: none"> Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules. 	Rules, safety
M+MR	Looking after our special people	<ul style="list-style-type: none"> Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people. 	Friendship, falling out, making up, compromise
M+MR	How can we solve this problem?	<ul style="list-style-type: none"> Rehearse and demonstrate simple strategies for resolving given conflict situations. 	Conflict, point of view
M+MR	Friends are special	<ul style="list-style-type: none"> Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again. 	Strategies, point of view, calm, apologise, listen, making up
M+MR	'Thanks'	<ul style="list-style-type: none"> Express opinions and listen to those of others; Consider others' points of view; Practice explaining the thinking behind their ideas and opinions. 	Continuum, opinions, respectful, courteous, challenging
M+MR	Dan's dare	<ul style="list-style-type: none"> Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. 	Dare, persuade, feelings
Autumn 2– Valuing difference			
VD	Respect and challenge	<ul style="list-style-type: none"> Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully. 	Respect, cooperation, listening skills, politeness, courtesy, manners
VD	Family and friends	<ul style="list-style-type: none"> Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' 	Family, adoption, fostering, same-sex couple, blended family
VD	My community	<ul style="list-style-type: none"> Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. 	Community, belonging
VD	Our friends and neighbours	<ul style="list-style-type: none"> Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. 	Similarities, differences, identity, respect
VD	Let's celebrate our differences	<ul style="list-style-type: none"> Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult). 	Similarities, differences, name calling, bullying
VD	Zeb	<ul style="list-style-type: none"> Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is. 	Prejudice, disability, gender, race, colour, sexuality

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Year 3			
Thread	Unit	Knowledge & Skills	Vocabulary
Spring 1– Keeping safe			
KS	Safe or unsafe?	<ul style="list-style-type: none"> Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe. 	Trust, safe, unsafe
KS	Danger or risk?	<ul style="list-style-type: none"> Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation. 	Danger, risk, feelings, strategies, consequences
KS	The Risk Robot	<ul style="list-style-type: none"> Identify risk factors in given situations; Suggest ways of reducing or managing those risks. 	Risk, safer
KS	Super Searcher	<ul style="list-style-type: none"> Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online. 	Risk, browsing, phishing, search engine, fake news, internet safety
KS	Help or harm?	<ul style="list-style-type: none"> Understand that medicines are drugs and suggest ways that they can be helpful or harmful. 	Medicines, drugs, harmful, helpful, instructions
KS	Alcohol and cigarettes: the facts	<ul style="list-style-type: none"> Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs. 	Risk, drugs, cigarettes, nicotine, alcohol
Spring 2– Rights and respect			
R+R	Helping each other to stay safe	<ul style="list-style-type: none"> Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people. 	Helper, responsible safe, healthy
R+R	Recount task	<ul style="list-style-type: none"> Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language. 	Fact, opinion
R+R	Our helpful volunteers	<ul style="list-style-type: none"> Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. 	Volunteer, wellbeing
R+R	Can Harold afford it?	<ul style="list-style-type: none"> Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for them; Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.); Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.). 	Income, saving, spending
R+R	Earning money	<ul style="list-style-type: none"> Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.). 	Earning, income
R+R	Harold's environment project	<ul style="list-style-type: none"> Define what is meant by the environment; Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method. 	Environment, waste

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Year 3			
Thread	Unit	Knowledge & Skills	Vocabulary
Summer 1– Being my best			
BmB	Derek cooks dinner!	<ul style="list-style-type: none"> Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal. 	Balanced diet, proteins, muscles, dairy, teeth, bones, energy, healthy
BmB	Poorly Harold	<ul style="list-style-type: none"> Explain how some infectious illnesses are spread from one person to another; Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; Suggest medical and non-medical ways of treating an illness. 	Infection, cleanliness, hygiene, rest, sleep, water, medicine, drug, dose, safety, instructions
BmB	Body team work	<ul style="list-style-type: none"> Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); Describe how food, water and air get into the body and blood. 	Intestine, veins, arteries, vessels, lungs, liver
BmB	For or against?	<ul style="list-style-type: none"> Develop skills in discussion and debating an issue; Demonstrate their understanding of health and wellbeing issues that are relevant to them; Empathise with different viewpoints; Make recommendations, based on their research. 	Debate, discussion, continuum, courteous, respectful, justify
BmB	I am fantastic!	<ul style="list-style-type: none"> Identify their achievements and areas of development; Recognise that people may say kind things to help us feel good about ourselves; Explain why some groups of people are not represented as much on television/in the media. 	Goals, ambitious, improve, achieve
BmB	Top talents	<ul style="list-style-type: none"> Explain some of the different talents and skills that people have and how skills are developed; Recognise their own skills and those of other children in the class. 	Goal-setting, talents, skills, intelligence
Summer 2– Growing and changing			
G+C	Relationship Tree	<ul style="list-style-type: none"> Identify different types of relationships; Recognise who they have positive healthy relationships with. 	Relationships, positive, healthy, trust, caring
G+C	Body space	<ul style="list-style-type: none"> Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space. 	Personal space, body space, invade, uncomfortable, stop, respect, touch
G+C	None of your business!	<ul style="list-style-type: none"> Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. 	Internet safety, private, public, profile, personal information
G+C	Secret or surprise	<ul style="list-style-type: none"> Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. 	Secret, surprise, feelings, uncomfortable, angry, upset, jealous, worried, excited, scared, talk
G+C	My changing body	<ul style="list-style-type: none"> Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty. 	Egg, sperm, puberty, period, ovary, fallopian tube, uterus, lining, mammals, birth
G+C	Basic first aid	<ul style="list-style-type: none"> See link to external resources for further information 	First aid, risk, accident, danger, hazard, kettle, safe, burn, scald, accident, emergency

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Year 4			
Thread	Unit	Knowledge & Skills	Vocabulary
Autumn 1– Me and my relationships			
M+MR	Human machines	<ul style="list-style-type: none"> • Demonstrate strategies for working on a collaborative task; • Define successful qualities of teamwork and collaboration. 	Collaborative, collaboration, teamwork
M+MR	Ok or not ok? (1)	<ul style="list-style-type: none"> • Explain what we mean by a 'positive, healthy relationship'; • Describe some of the qualities that they admire in others. 	Positive, respect, responsibilities, qualities, excluded, assertive, aggressive, negotiate
M+MR	Ok or not ok? (2)	<ul style="list-style-type: none"> • Recognise that there are times when they might need to say 'no' to a friend; • Describe appropriate assertive strategies for saying 'no' to a friend. 	Friendly, rude, aggressive, consequences, face-to-face assertive, compromise, respect
M+MR	An email from Harold!	<ul style="list-style-type: none"> • Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings. 	Feelings, physical effects, (<i>a range of feeling words</i>)
M+MR	Different feelings	<ul style="list-style-type: none"> • Identify a wide range of feelings; • Recognise that different people can have different feelings in the same situation; • Explain how feelings can be linked to physical state. 	Feelings, physical effects
M+MR	Under pressure	<ul style="list-style-type: none"> • Give examples of strategies to respond to being bullied, including what people can do and say; • Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. 	Unkind, tease, bully, pressure, independent
Autumn 2– Valuing difference			
VD	Can you sort it?	<ul style="list-style-type: none"> • Define the terms 'negotiation' and 'compromise'; • Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. 	Negotiation, compromise
VD	What would I do?	<ul style="list-style-type: none"> • List some of the ways that people are different to each other (including differences of race, gender, religion); • Recognise potential consequences of aggressive behaviour; • Suggest strategies for dealing with someone who is behaving aggressively. 	Aggressive, apologise
VD	The people we share our world with	<ul style="list-style-type: none"> • List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); • Define the word respect and demonstrate ways of showing respect to others' differences. 	Similarities, differences, respect
VD	That is such a stereotype!	<ul style="list-style-type: none"> • Understand and identify stereotypes, including those promoted in the media. 	Stereotype
VD	Friend or acquaintance?	<ul style="list-style-type: none"> • Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); • Give examples of features of these different types of relationships, including how they influence what is shared. 	Sharing, acquaintances
VD	Islands	<ul style="list-style-type: none"> • Understand that they have the right to protect their personal body space; • Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; • Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. 	Body space, invade

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Year 4			
Thread	Unit	Knowledge & Skills	Vocabulary
Spring 1– Keeping safe			
KS	Danger, risk or hazard?	<ul style="list-style-type: none"> Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk. 	Danger, dangerous, risk, risky, hazard, hazardous
KS	How dare you!	<ul style="list-style-type: none"> Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares. 	Dare, assertive
KS	Keeping ourselves safe	<ul style="list-style-type: none"> Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk. 	Persevere
KS	Raisin Challenge (2)	<ul style="list-style-type: none"> Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. 	Influence, consequence
KS	Picture Wise	<ul style="list-style-type: none"> Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent. 	Privacy, privacy setting, security
KS	Medicines: check the label	<ul style="list-style-type: none"> Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). 	Medicine, drug
Spring 2– Rights and respect			
R+R	Who helps us stay healthy and safe?	<ul style="list-style-type: none"> Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe. 	Being responsible, reliable, trustworthy
R+R	It's your right	<ul style="list-style-type: none"> Understand that humans have rights and also need to respect the rights of other; Identify some rights and also need to respect the rights of others that come with these rights. 	Safe, healthy, rules, laws, rights, responsibility, United Nations
R+R	How do we make a difference?	<ul style="list-style-type: none"> Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process. 	Rules, democracy
R+R	In the news!	<ul style="list-style-type: none"> Define the word influence; Recognise that reports in the media can influence the way they think about an topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. 	Influence, opinion, respectful, courteous
R+R	Safety in numbers	<ul style="list-style-type: none"> Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions. 	Anti-social behaviour, witness,
R+R	Why pay taxes?	<ul style="list-style-type: none"> Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential. 	Income tax, national insurance, VAT, deductions, public services

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Year 4

Thread	Unit	Knowledge & Skills	Vocabulary
Summer 1– Being my best			
BmB	What makes me ME! (formerly Diversity World)	<ul style="list-style-type: none"> Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. 	Individual, unique
BmB	Making choices	<ul style="list-style-type: none"> Give examples of choices they make for themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. 	Choices
BmB	SCARF hotel (formerly Diversity World Hotel)	<ul style="list-style-type: none"> Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). 	Balanced diet, well-being, mental health
BmB	Harold's Seven Rs	<ul style="list-style-type: none"> Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Suggest ways the Seven Rs recycling methods can be applied to different scenarios. 	Refuse, reduce, re-use, rot, recycle, repair, re-think
BmB	My school community (1)	<ul style="list-style-type: none"> Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school community. 	Community
BmB	Basic first aid	<ul style="list-style-type: none"> See link to external resources for further information 	First air, injury, minor, accident, emergency, blood
Summer 2– Growing and changing			
G+C	Moving house	<ul style="list-style-type: none"> Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change. 	Learning line, practice
G+C	My feelings are all over the place!	<ul style="list-style-type: none"> Name some positive and negative feelings; Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise. 	Compromise, hormones, puberty, feelings, independence, conflict
G+C	All change!	<ul style="list-style-type: none"> Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens. 	Puberty
G+C	Preparing for changes at puberty (formerly Period positive)	<ul style="list-style-type: none"> Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that periods are a normal part of puberty for girls; Identify some of the ways they can cope better with periods. 	puberty
G+C	Secret or surprise?	<ul style="list-style-type: none"> Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. 	Secret, surprise, uncomfortable feelings
G+C	Together	<ul style="list-style-type: none"> Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. 	Marriage, live together, civil partnership, forced marriage

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Year 5			
Thread	Unit	Knowledge & Skills	Vocabulary
Autumn 1– Me and my relationships			
M+MR	Collaboration Challenge!	<ul style="list-style-type: none"> Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively. 	Collaborate
M+MR	Give and take	<ul style="list-style-type: none"> Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations. 	Negotiation, compromise, conflict, resolution
M+MR	How good a friend are you?	<ul style="list-style-type: none"> Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities. 	Insensitive, sensitive
M+MR	Relationship cake recipe	<ul style="list-style-type: none"> Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help. 	Unhealthy relationships, verbal abuse, physical abuse, sexual abuse, uncomfortable touches, unsafe
M+MR	Our emotional needs	<ul style="list-style-type: none"> Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. 	Emotions, emotional needs
M+MR	Being assertive	<ul style="list-style-type: none"> Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills. 	Assertive, passive, aggressive
Autumn 2– Valuing difference			
VD	Qualities of friendship	<ul style="list-style-type: none"> Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end. 	Friendship, talking, listening
VD	Kind conversations	<ul style="list-style-type: none"> Rehearse active listening skills; Demonstrate respectfulness in responding to others; Respond appropriately to others. 	Listening skills, respect
VD	Happy being me	<ul style="list-style-type: none"> Recognise some of the feelings associated with feeling excluded or 'left out'; Give examples of ways in which people behave when they discriminate against others who are different from them; Understand the importance of respecting others, even when they are different from themselves. 	Excluded, discrimination, prejudice
VD	The land of the Red People	<ul style="list-style-type: none"> Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. 	Metaphor, diverse, multicultural society
VD	Is it true?	<ul style="list-style-type: none"> Understand that the information we see online either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference sex, gender identity, gender expression and sexual orientation. 	Sex, sexual orientation, gender identity, gender expression
VD	Stop, start stereotypes	<ul style="list-style-type: none"> Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped. 	Prejudice, biological sex, sexual orientation, gender identity, gender expression, verbal/physical abuse

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Year 5			
Thread	Unit	Knowledge & Skills	Vocabulary
Spring 1– Keeping safe			
KS	Spot bullying	<ul style="list-style-type: none"> • Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting others who are bullied; • Recognise and describe the difference between online and face-to-face bullying. 	Bullying, cyberbullying
KS	Play, Like, Share	<ul style="list-style-type: none"> • Reflect on what information they share offline and online; • Recognise that people aren't always who they say they are online; • Know how to protect personal information online. 	Personal information, privacy settings
KS	Decision dilemmas	<ul style="list-style-type: none"> • Recognise which situations are risky; • Explore and share their views about decision making when faced with a risky situation; • Suggest what someone should do when faced with a risky situation. 	Assessing risk, pressure, influence, risk taking
KS	Ella's diary dilemma	<ul style="list-style-type: none"> • Define what is meant by a dare; • Explain why someone might give a dare; • Suggest ways of standing up to someone who gives a dare. 	Dare, pressure, resist pressure
KS	Vaping: healthy or unhealthy?	<ul style="list-style-type: none"> • Describe some of the health risks caused by vaping; • Understand that there are potential health risks of vaping that are not yet fully known; • Use critical thinking skills when reading information/media; • Understand that companies selling vaping products do so to make money; • Describe some of the possible outcomes of taking a risk. 	Substance, stimulant
KS	Would you risk it?	<ul style="list-style-type: none"> • Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; • Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. 	Risk taking, assertive
Spring 2– Rights and respect			
R+R	What's the story?	<ul style="list-style-type: none"> • Identify, write and discuss issues currently in the media concerning health and wellbeing; • Express their opinions on an issue concerning health and wellbeing; • Make recommendations on an issue concerning health and wellbeing. 	Responsibility
R+R	Fact or opinion?	<ul style="list-style-type: none"> • Understand the difference between a fact and an opinion; • Understand what biased reporting is and the need to think critically about things we read. 	Fact, opinion, biased, unbiased
R+R	Mo makes a difference	<ul style="list-style-type: none"> • Explain what we mean by the terms voluntary, community and pressure (action) group; • Give examples of voluntary groups, the kind of work they do and its value. 	Voluntary group, community group, pressure (action) group
R+R	Rights, respect and duties	<ul style="list-style-type: none"> • Define the differences between respect, rights and duties; • Discuss what can make them difficult to follow; • Identify the impact on individuals and the wider community if duties are not carried out. 	Rights, responsibilities, duties
R+R	Spending wisely	<ul style="list-style-type: none"> • State the costs involved in producing and selling an item; • Suggest questions a consumer should ask before buying a product. 	Costs, wages, salaries, rent, Fair Trade
R+R	Lend us a fiver!	<ul style="list-style-type: none"> • Define the terms loan, credit, debt and interest; • Suggest advice for a range of situations involving personal finance. 	Borrow, loan, credit, debit, interest

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Year 5			
Thread	Unit	Knowledge & Skills	Vocabulary
Summer 1– Being my best			
BmB	It all adds up!	<ul style="list-style-type: none"> Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. 	Organs, body systems
BmB	Different skills	<ul style="list-style-type: none"> Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements. 	Perseverance, commitment, resilience, determination, patience, interpersonal skills
BmB	My school community (2)	<ul style="list-style-type: none"> State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community. 	Community, school community
BmB	Independence and responsibility	<ul style="list-style-type: none"> Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people. 	Independence, responsibility
BmB	Star qualities	<ul style="list-style-type: none"> Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have. 	Personal qualities, celebrities
BmB	Basic first aid, including Sepsis Awareness	<ul style="list-style-type: none"> See link to external resources for further information 	Life skill, sepsis
Summer 2– Growing and changing			
G+C	How are they feeling?	<ul style="list-style-type: none"> Use a range of words and phrases to describe the intensity of different feelings; Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience. 	Wellbeing, resilience
G+C	Taking notice of our feelings	<ul style="list-style-type: none"> Identify people who can be trusted; Describe strategies for dealing with situations in which they would feel uncomfortable. 	Trust, resilience, unwanted attention, unwanted touch
G+C	Dear Ash	<ul style="list-style-type: none"> Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. 	In confidence, break a confidence, confidential
G+C	Growing up and changing bodies	<ul style="list-style-type: none"> Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. 	Puberty, genitalia, semen, menstruation, period, managing feelings
G+C	Changing bodies and feelings	<ul style="list-style-type: none"> Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty. 	<i>See vocabulary list</i>
G+C	Help, I'm a teenager...get me out of here!	<ul style="list-style-type: none"> Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. 	Hormones, compromise, respect, mood swings, conflict, puberty, emotional changes

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Year 6			
Thread	Unit	Knowledge & Skills	Vocabulary
Autumn 1– Me and my relationships			
M+MR	Working together	<ul style="list-style-type: none"> • Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this. 	Collaboration, teamwork
M+MR	Solve the friendship problem	<ul style="list-style-type: none"> • Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. 	Balanced friendships, respectful, assertive
M+MR	Behave yourself	<ul style="list-style-type: none"> • Recognise and empathise with patterns of behaviour in peer-group dynamics; • Recognise basic emotional needs and understand that they change according to circumstance; • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. 	Assertive, resolution
M+MR	Assertiveness Skills	<ul style="list-style-type: none"> • List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. 	Assertive, peer pressure
M+MR	Don't force me	<ul style="list-style-type: none"> • Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry, depending on whether their parents agree. 	Marriage, civil partnership, forced marriage, illegal
M+MR	Acting appropriately	<ul style="list-style-type: none"> • Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal. 	Appropriate, inappropriate, illegal
Autumn 2– Valuing difference			
VD	Ok to be different	<ul style="list-style-type: none"> • Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; • Suggest strategies for dealing with bullying, as a bystander; • Describe positive attributes of their peers. 	Witness, bystander, unique, positive feedback, confidence, self-esteem
VD	We have more in common than not	<ul style="list-style-type: none"> • Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else; • Demonstrate ways of offering support to someone who has been bullied. 	Unique, diversity, biological sex, sexual orientation, gender identity, gender expression, stereotype
VD	Respecting differences	<ul style="list-style-type: none"> • Demonstrate ways of showing respect to others, using verbal and non-verbal communication. 	Point of view, cultural norms, respect, disrespect, body language, empathy
VD	Tolerance and respect for others	<ul style="list-style-type: none"> • Understand and explain the term prejudice; • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. 	Unique, identity, prejudice, respect, diversity, tolerance
VD	Advertising friendships!	<ul style="list-style-type: none"> • Explain the difference between a friend and an acquaintance; • Describe qualities of a strong, positive friendship; • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). 	Relationship, friend, acquaintance
VD	Boys will be boys? Challenging gender stereotypes	<ul style="list-style-type: none"> • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people. 	Stereotype, gender stereotype, media influence, assumption

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Year 6

Thread	Unit	Knowledge & Skills	Vocabulary
Spring 1– Keeping safe			
KS	Think before you click!	<ul style="list-style-type: none"> Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Understand and describe the ease with which something posted online can spread. 	Social media, parental consent, trolling, online safety, sharing
KS	To share or not to share?	<ul style="list-style-type: none"> Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online. 	Right to privacy, sharing online, permission, illegal, sexual images
KS	Rat Park	<ul style="list-style-type: none"> Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. 	Habit, addiction, emotional needs
KS	What sort of drug is...?	<ul style="list-style-type: none"> Explain how drugs can be categorised into different groups depending on their medical and legal context; Demonstrate an understanding that drugs can have both medical and non-medical uses; Explain in simple terms some of the laws that control drugs in this country. 	Drug, legal, illegal, medical, non-medical
KS	Drugs: it's the law!	<ul style="list-style-type: none"> Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country. 	Drug laws, age restrictions, possess, supply, produce, illegal, penalties,
KS	Alcohol: what is normal?	<ul style="list-style-type: none"> Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; Describe some of the effects and risks of drinking alcohol. 	Alcohol, short-term/long-term effects, risks, norms
Spring 2– Rights and respect			
R+R	Two sides to every story	<ul style="list-style-type: none"> Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it. 	Biased, unbiased, fact, opinion, stereotype
R+R	'Fakebook' Friends	<ul style="list-style-type: none"> Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Recognise that people's lives are much more balanced in real life, with positives and negatives. 	Social media, profile, image, online safety, sharing
R+R	What's it worth?	<ul style="list-style-type: none"> Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Describe the costs that go into producing an item; Suggest sale prices for a variety of items, taking into account a range of factors; Explain what is meant by the term interest. 	Saving, bank (building society) account, junior ISA, interest, debit card, cash, value
R+R	Happy shoppers	<ul style="list-style-type: none"> Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more environmentally sustainable way. 	Environmentally sustainable, composting, recycling, energy, materials, waste, transport, shop local, Fair Trade, reuse, food miles
R+R	Democracy in Britain 1 - Elections	<ul style="list-style-type: none"> Why and how rules and laws that protect them and others are made and enforced; Why different rules are needed in different situations and how to take part in making and changing rules; Begin to understand the way in which democracy in Britain works. 	Democracy, election, manifesto, candidate, policies, voting booth, ballot slip/box, constituency, MP
R+R	Democracy in Britain 2 - How (most) laws are made	<ul style="list-style-type: none"> Why and how rules and laws that protect them and others are made and enforced; Why different rules are needed in different situations and how to take part in making and changing rules. 	Proposal, debate, amendments, penalties, enforcement, majority, House of Commons/Lords, Royal Assent

Griffin Park PSHE Curriculum 2025-2026

Year 6			
Thread	Unit	Knowledge & Skills	Vocabulary
Summer 1– Being my best			
BmB	This will be your life!	<ul style="list-style-type: none"> Identify aspirational goals; Describe the actions needed to set and achieve these. 	Aspirations, goal setting, perseverance
BmB	Our recommendations	<ul style="list-style-type: none"> Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. 	Health, wellbeing, accurate, reliable, sources
BmB	What's the risk? (1)	<ul style="list-style-type: none"> Identify risk factors in a given situation (involving alcohol); Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. 	Assessing risk, weigh up, dilemma
BmB	What's the risk? (2)	<ul style="list-style-type: none"> Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; Recognise that some situations can be made less risky e.g. only sharing information with someone you trust. 	Assessing risk, weigh up, choices, influence
BmB	Basic first aid	<ul style="list-style-type: none"> See link to external resources for further information 	<i>See vocabulary list</i>
BmB	Five Ways to Well-being project	<ul style="list-style-type: none"> Explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. 	Wellbeing, connect, be active, take notice, keep learning, give
Summer 2– Growing and changing			
G+C	I look great!	<ul style="list-style-type: none"> Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks. 	Body image, self esteem, manipulation
G+C	Media manipulation	<ul style="list-style-type: none"> Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. 	Media manipulation, stereotype, gender stereotype
G+C	Pressure online	<ul style="list-style-type: none"> Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. 	Peer pressure, right to privacy, sharing online, online safety
G+C	Helpful or unhelpful? Managing change	<ul style="list-style-type: none"> Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change. 	Change, support, conversation, discuss
G+C	Is this normal?	<ul style="list-style-type: none"> Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Know where someone could get support if they were concerned about their own or another person's safety. 	Puberty, physical changes, emotional changes, rights, FGM periods