

PSHE LTP Semi Formal

PSHE at the Vale:

The PSHE Curriculum has been carefully sequenced, covering statutory topics with a large emphasis on promoting and developing healthy behaviours and relationship skills as soon as they start at The Vale. The curriculum is relevant for age and stage and accessible for pupils, it also allows for cross – curricular, flexibility, and lends itself to an adaptable curriculum to ensure that topics can be moved to allow for contextualised safeguarding areas to be given main priority.

Our priority with PSHE is to ensure a safe learning environment is created using 'Rules' these are made using student voice at the start of each academic year and students are reminded of these rules (the right to pass, no personal stories, respect, listen and no judgement) each session. Every session will end with the teacher signposting where students can get help within school and outside agencies. We actively encourage deeper, more reflective, discussion-based sessions where appropriate as students progress through the school. Along with the PSHE Curriculum we enhance our PSHE offer by frequently inviting in expert speakers.

Each half term has a dedicated space for emerging issues known as Topical Issues where staff work closely with the safeguarding team to cover issues that arise over the course of the half term for each specific group.

EYFS

The new 2025 guidance highlights that children can and should begin to develop healthy relationships and behaviour skills as soon as they start school. Teaching should be carefully sequenced to ensure children are prepared before encountering specific experiences or risks.

<u>Topics to be introduced from Reception</u>	<u>Families and people who care for me</u>	<u>Caring friendships</u>	<u>Respectful, kind relationships</u>	<u>Online safety and Awareness</u>	<u>Being Safe</u>
	Understanding different family structures and the importance of love and safety (taught Autumn term 1)	Develop kindness, managing conflict, and handling loneliness	Understanding personal boundaries, self-respect, and dealing with bullying or stereotypes	Respect digital behaviour, awareness of online risks and who to talk to for help	Body autonomy, privacy, recognising unsafe contact, and how to report concerns.
<u>Health and wellbeing Topics</u>	<u>Mental Health</u>	<u>Physical health</u>	<u>Online wellbeing</u>	<u>Body awareness</u>	
	Recognising and naming emotions, understanding normal feelings like worry or sadness	Importance of hygiene, good sleep, nutrition and outdoor activity	Managing screen time and understanding respectful online behaviour	Teaching correct names for private parts of the body and how to set boundaries.	

The RSE/PSHE curriculum for EYFS is taught intrinsic across the curriculum all aspects of the topics are covered through a range of approaches such as (not limited too)

- Intensive interaction
- Role play
- Small World
- Circle time
- Reflection
- Self-care (Toilet routines)

- Lunch and Snack
- PD
- Outdoor Learning
- Turn taking games
- Direct teaching of emotional literacy and self-regulation in the moment (BSP)
- Understanding the World.

Primary Years PSHE

The PSHE Curriculum for Primary Years at the Vale has been written in line with the 2025 Statutory Guidance from the DfE. The curriculum has been spread across 2 years (A&B) to ensure topics are introduced gradually, with scaffolded support. The curriculum is spiralled with many topics being revisited yearly growing in depth and complexity. It is important to make sure in each session pupils are given the resources and tools they need to recognise and report a range of unsafe behaviour. Each session should end with appropriate signposting to organisations and people they can trust. For example: Safeguarding team, teaching team, NSPCC, Barnados, Worcestershire Here4You (drugs and alcohol).

KS1 (Year 1&2)							
Year A				Year B			
Autumn - Half Term 1		Autumn - Half Term 2		Autumn - Half Term 1		Autumn - Half Term 2	
<u>Big Feelings and Friendships:</u> <ul style="list-style-type: none"> Friendship and what makes a good friend Resolving small disagreements <ul style="list-style-type: none"> Feelings vocabulary – recognising how feelings affect us. <ul style="list-style-type: none"> Simple regulation Making good friends – sharing and co-operation 	Topical Issues	<u>Being me and my family (inc family dynamics and LGBTQ):</u> <ul style="list-style-type: none"> Families and caring relationships (who is my family) Different types of families Family home life 	Topical Issues	<u>Making rules:</u> <ul style="list-style-type: none"> Classroom rules Why we have rules. 	Topical Issues	<u>Me, my friends and my mental wellbeing:</u> <ul style="list-style-type: none"> Dealing with strong feelings Friendship skills – empathy, listening and kindness <ul style="list-style-type: none"> Online friendships. Recognising bullying and speaking up 	Topical Issues
Spring – Half Term 1		Spring – Half Term 1					
<u>Dreams and Goals:</u> <ul style="list-style-type: none"> Money, saving, spending Money – needs vs wants <ul style="list-style-type: none"> Jobs I can do 	Topical Issues	<u>Changing me and my body:</u> <ul style="list-style-type: none"> Respecting ourselves and others How bodies grow from young to old <ul style="list-style-type: none"> Simple life cycles Basic changes in oneself 	Topical Issues	<u>Culture and Others</u> <ul style="list-style-type: none"> Belonging & celebrating differences Respecting others 	Topical Issues	<u>Changing me and my body:</u> <ul style="list-style-type: none"> Respecting ourselves and others How bodies grow from young to old <ul style="list-style-type: none"> Simple life cycles Basic changes in oneself 	Topical Issues
Summer – Half Term 1		Summer – Half Term 2					
<u>Being safe and looking after myself (inc consent)</u> <ul style="list-style-type: none"> Being safe: in school, at home <ul style="list-style-type: none"> Road safety Strangers and trusted adults Understanding boundaries – safe touch/not safe touch <ul style="list-style-type: none"> Understanding privacy/personal space E-safety – safe use of the internet 	Topical Issues	<u>Healthy Me</u> <ul style="list-style-type: none"> Exercise, Healthy eating Hygiene Rest Keeping healthy Germ and illness Where to get help 	Topical Issues	<u>Looking after my environment:</u> <ul style="list-style-type: none"> Respecting school environment Sustainability Caring for plants and animals Recycling 	Topical Issues	<u>Being safe and looking after myself (inc consent)</u> <ul style="list-style-type: none"> Trust and Relationships <ul style="list-style-type: none"> Trusting someone Secrets vs surprise E-safety – safe use of the internet 	Topical Issues

LKS2 (Years 3&4)

Year A				Year B			
Autumn - Half Term 1		Autumn - Half Term 2		Autumn - Half Term 1		Autumn - Half Term 2	
<u>Big Feelings and Friendships:</u> <ul style="list-style-type: none"> Emotional wellbeing Strategies for resilience Dealing with loss Healthy friendships – trust, loyalty respect Online and offline friendships Peer influence Coping when friendships change. Building positive and respectful relationships Anti-bullying 	Topical Issues	<u>Being me and my family (inc family dynamics and LGBTQ):</u> <ul style="list-style-type: none"> Families and relationships Different family structures Friendships with the same & different gender 	Topical Issues	<u>Making rules (4 weeks):</u> <ul style="list-style-type: none"> Rights and respects Rules, justice and fairness 	Topical Issues	<u>Me, my friends and my mental wellbeing:</u> <ul style="list-style-type: none"> Emotional wellbeing Strategies for resilience Dealing with loss Healthy friendships – trust, loyalty respect Online and offline friendships Peer influence Coping when friendships change. Building positive and respectful relationships Anti-bullying 	Topical Issues
Spring – Half Term 1		Spring – Half Term 1					
<u>Dreams and Goals:</u> <ul style="list-style-type: none"> Economic wellbeing Basic budgeting. Saving money Jobs I can do (enterprise project maybe?) 	Topical Issues	<u>Changing me and my body:</u> <ul style="list-style-type: none"> Physical changes/puberty. Emotional changes linked to puberty 	Topical Issues	<u>Culture and Others</u> <ul style="list-style-type: none"> Recognising and respecting differences in others. Differences in others Prejudices and stereotypes challenging stereotypes. 	Topical Issues	<u>Changing me and my body:</u> <ul style="list-style-type: none"> Physical changes/puberty. Emotional changes linked to puberty 	Topical Issues
Summer – Half Term 1		Summer – Half Term 2					
<u>Being safe and looking after myself (inc consent)</u> <ul style="list-style-type: none"> Boundaries and consent Saying no Privacy Physical boundaries Safe vs unsafe touching 	Topical Issues	<u>Healthy Me</u> <ul style="list-style-type: none"> Hygiene Caring for my body Healthy life style Exercise, balance, diet Rest Avoiding harmful substances (basics smoking/alcohol inc vapes) 	Topical Issues	<u>Looking after my environment:</u> <ul style="list-style-type: none"> What makes a community Local responsibility 	Topical Issues	<u>Being safe and looking after myself (inc consent)</u> <ul style="list-style-type: none"> Media literacy recognising advertising Influence of images/media Critical thinking of what one sees & hears Digital lives: safe use of devices Understanding consent online 	Topical Issues

From UKS2 Semi formal and Formal it is important to make sure in each session pupils are made aware of the law surrounding sexual harassment, consent, drugs alcohol and tobacco, grooming, sexual exploitation and domestic abuse, FGM, forced marriages, honour-based violence, abuse, coercion, harassment, rape.

Please note: these topics will be covered if deemed suitable and appropriate for the cohort of children. Some children will not be able to access these topics due to their blank level of communication.

UKS2 (Years 5&6)

Year A				Year B			
Autumn - Half Term 1		Autumn - Half Term 2		Autumn - Half Term 1		Autumn - Half Term 2	
Healthy and respectful relationships inc consent <ul style="list-style-type: none"> Giving and refusing consent Early and abusive relationships Peer pressure Healthy respectful relationships Romantic relationships 	Topical Issues	Mental wellbeing <ul style="list-style-type: none"> Managing stress and worry Self esteem Identifying support networks 	Topical Issues	Respectful Relationships <ul style="list-style-type: none"> Managing sexual pressures <ul style="list-style-type: none"> Intimate relationships Consent in more complex situations Personal boundaries 	Topical Issues	First Aid & Safety <ul style="list-style-type: none"> Basic first aid Safety in emergencies 	Topical Issues
Spring - Half Term 1		Spring - Half Term 2		Spring - Half Term 1		Spring - Half Term 2	
Puberty in depth <ul style="list-style-type: none"> Changes in puberty, menstruation Emotional changes 	Topical Issues	Money & Aspirations <ul style="list-style-type: none"> Exploring what makes a successful life Different careers Planning goals – what skills are helpful Financial literacy 	Topical Issues	My changing body <ul style="list-style-type: none"> Body image Puberty Reproductive health 	Topical Issues	Citizenship and Justice <ul style="list-style-type: none"> Social justice Environmental issues Understanding local vs global issues 	Topical Issues
Summer - Half Term 1		Summer - Half Term 2		Summer - Half Term 1		Summer - Half Term 2	
Health choices <ul style="list-style-type: none"> Health risks – the impact of drugs, alcohol, vaping. Nutrition Dental 	Topical Issues	Media and online safety <ul style="list-style-type: none"> Image sharing Online sexual content (if appropriate) Privacy online Understanding of digital footprint Fake news 	Topical Issues	Health and wellbeing <ul style="list-style-type: none"> Dealing with change Grief Recognising mental health problems When/how to ask for help 	Topical Issues	Media and online safety <ul style="list-style-type: none"> Financial scams Misogyny Gender norms Understanding harmful content Challenging stereotypes Respecting diversity Deepfakes influence 	Topical Issues

Secondary Years PSHE

The PSHE Curriculum for Secondary Years at the Vale has been written in line with the 2025 Statutory Guidance from the DfE. The curriculum has been spread across 3 years (A&B&C) to ensure topics are introduced gradually, with scaffolded support. The curriculum is spirals with many topics being revisited yearly growing in depth and complexity. It is important to make sure in each session pupils are given the resources and tools they need to recognise and report a range of unsafe behaviour. Each session should end with appropriate signposting to organisations and people they can trust. For example: Safeguarding team, teaching team, NSPCC, Barnados, Worcestershire Here4You (drugs and alcohol).

KS3 (Years 7&8)							
Year A				Year B			
Autumn - Half Term 1		Autumn - Half Term 2		Autumn - Half Term 1		Autumn - Half Term 2	
<u>Identity belonging and emotional literacy</u> <ul style="list-style-type: none"> Managing emotions Self-image 	Topical Issues	<u>Friendships</u> <ul style="list-style-type: none"> Healthy friendships, respect, Anti bullying Boundaries 	Topical Issues	<u>Healthy relationships</u> <ul style="list-style-type: none"> Consent Respect Gender equality 	Topical Issues	<u>Mental health and wellbeing</u> <ul style="list-style-type: none"> Stress Anxiety Loneliness 	Topical Issues
Spring - Half Term 1		Spring - Half Term 2		Spring - Half Term 1		Spring - Half Term 2	
<u>Online life</u> <ul style="list-style-type: none"> Digital resilience Social media Privacy Cyber bullying 	Topical Issues	<u>Personal Safety</u> <ul style="list-style-type: none"> Roads Rail Water Public spaces 	Topical Issues	<u>Body changes</u> <ul style="list-style-type: none"> Puberty Menstruation Self-image Body changes 	Topical Issues	<u>Conflict resolution</u> <ul style="list-style-type: none"> Peer influence Help-seeking 	Topical Issues
Summer - Half Term 1		Summer - Half Term 2		Summer - Half Term 1		Summer - Half Term 2	
<u>Healthy lifestyles</u> <ul style="list-style-type: none"> Sleep Nutrition Exercise Substance introduction 	Topical Issues	<u>Money management</u> <ul style="list-style-type: none"> Banks Financial scams Credit Debt 	Topical Issues	<u>Careers and aspirations</u> <ul style="list-style-type: none"> Employment skills 	Topical Issues	<u>Online harms</u> <ul style="list-style-type: none"> Influencer culture Misinformation Deep fakes 	Topical Issues

Years 9, 10 and 11							
Year A				Year B			
Autumn - Half Term 1		Autumn - Half Term 2		Autumn - Half Term 1		Autumn - Half Term 2	
<u>Romantic Relationships</u> <ul style="list-style-type: none"> Consent (in sexual context) Abusive behaviours Coercion 	Topical Issues	<u>Role models</u> <ul style="list-style-type: none"> Misogyny, Gender norms Positive masculinity 	Topical Issues	<u>Sexual Health</u> <ul style="list-style-type: none"> Contraception STIs Accessing services 	Topical Issues	<u>Mental Health</u> <ul style="list-style-type: none"> Resilience Grief Coping with loss Suicide 	Topical Issues
Spring - Half Term 1		Spring - Half Term 2		Spring - Half Term 1		Spring - Half Term 2	
<u>Digital safety</u> <ul style="list-style-type: none"> Sexortion AI Privacy Influencer pressure 	Topical Issues	<u>Personal safety</u> <ul style="list-style-type: none"> Risky behaviour Knife crime awareness 	Topical Issues	<u>Healthy Sexual relationships</u> <ul style="list-style-type: none"> Consent Power dynamics 	Topical Issues	<u>Pornography</u> <ul style="list-style-type: none"> Myths Harms Critical thinking Respect 	Topical Issues
Summer - Half Term 1		Summer - Half Term 2		Summer - Half Term 1		Summer - Half Term 2	
<u>Finances</u> <ul style="list-style-type: none"> Financial exploitation Scams Managing money 	Topical Issues	<u>Sexual harassment</u> <ul style="list-style-type: none"> Bystander intervention Respect online and offline 	Topical Issues	<u>Online harassment</u> <ul style="list-style-type: none"> Sexual coercion Revenge porn 	Topical Issues	<u>Careers and financial literacy</u> <ul style="list-style-type: none"> Debt Fraud Credit 	Topical Issues
Years 9, 10 and 11							
Year c							
Autumn - Half Term 1				Autumn - Half Term 2			
<u>Self esteem</u> <ul style="list-style-type: none"> Managing pressure Resilience 			Topical Issues	<u>Preparing for adulthood relationships</u> <ul style="list-style-type: none"> Communication Long term health 			Topical Issues
Spring - Half Term 1				Spring - Half Term 2			

<u>Parenthood</u> <ul style="list-style-type: none"> • Fertility • Reproductive health • Choices 	Topical Issues	<u>Substances</u> <ul style="list-style-type: none"> • Substance misuse • Addiction • Recovery and support 	Topical Issues
Summer - Half Term 1		Summer - Half Term 2	
<u>Digital literacy</u> <ul style="list-style-type: none"> • Online permanence • Reputation 	Topical Issues	<u>Preparing for independence</u> <ul style="list-style-type: none"> • Housing • Finances • Civic responsibilities • Readiness for work • Further education 	Topical Issues

Strand 6 PSHE Curriculum.

The PSHE Curriculum for Secondary Years at the Vale has been written in line with the 2025 Statutory Guidance from the DfE. The curriculum has been spread across 3 years (A&B&C) to ensure topics are introduced gradually, with scaffolded support. The curriculum is spiralled with many topics being revisited yearly growing in depth and complexity. It is important to make sure in each session pupils are given the resources and tools they need to recognise and report a range of unsafe behaviour. Each session should end with appropriate signposting to organisations and people they can trust. For example: Safeguarding team, teaching team, NSPCC, Barnados, Worcestershire Here4You (drugs and alcohol).

The students in Strand 6 are closer to full adulthood, so the curriculum addresses transitions (work, college, relationships and mental health)

KS5 (Years 12&13)							
Year A				Year B			
Autumn - Half Term 1		Autumn - Half Term 2		Autumn - Half Term 1		Autumn - Half Term 2	
<u>Identity, values and life purpose</u> <ul style="list-style-type: none"> Self-understanding Values Purpose Identity Reflection 	Topical Issues	<u>Healthy Adult Relationships</u> <ul style="list-style-type: none"> Coercion Violence Harassment Healthy relationships Communication Consent Boundaries Negotiation 	Topical Issues	<u>Long term relationships and sexual health</u> <ul style="list-style-type: none"> Parenthood Family planning Fertility Parenting Relationship dynamics 	Topical Issues	<u>Personal safety</u> <ul style="list-style-type: none"> Public safety Travel safety Financial exploitation Self-defence 	Topical Issues
Spring - Half Term 1		Spring - Half Term 2		Spring - Half Term 1		Spring - Half Term 2	
<u>Sexuality and Ethics</u> <ul style="list-style-type: none"> Sexual consent in complex cases Stalking Sexual violence Sexual orientation <u>Gender reassignment (within legal/factual framing)</u> 	Topical Issues	<u>Media influence and critical digital literacy</u> <ul style="list-style-type: none"> Online harassment Scams Deep fakes Algorithmic influence Online radicalisation Misinformation 	Topical Issues	<u>Health and Wellbeing</u> <ul style="list-style-type: none"> Substance use Preventive health Sleep Stress Self-care 	Topical Issues	<u>Media influence and critical digital literacy</u> <ul style="list-style-type: none"> Online harassment Scams Deep fakes Algorithmic influence Online radicalisation Misinformation 	Topical Issues
Summer - Half Term 1		Summer - Half Term 2		Summer - Half Term 1		Summer - Half Term 2	
<u>Financial independence and economic wellbeing</u> <ul style="list-style-type: none"> Personal finance Career and long term planning Taxes Savings Property Pension 	Topical Issues	<u>Mental health</u> <ul style="list-style-type: none"> Coping with change Grief Loss Transitions Stress Identity change Resilience 	Topical Issues	<u>Sexuality, Ethics and sexual Health</u> <ul style="list-style-type: none"> Sexual consent in complex cases Stalking Sexual violence 	Topical Issues	<u>Citizenship, Social Justice and Global issues</u> <ul style="list-style-type: none"> Rights and responsibilities Activism Inequality Climate 	Topical Issues

