



Freegrounds Infant School

'Building the future together'

Intent

At Freegrounds Infant School, PSHE is at the heart of our school ethos and extends far beyond discrete lessons. It underpins our commitment to nurturing the whole child and is embedded through our culture, behaviour approach and daily interactions.

Our intent is to equip children with the knowledge, skills and attributes they need to thrive both now and in the future. Through our PSHE curriculum, alongside our **Empowerment Approach to behaviour**, **Brain Best learning** and use of the **Trick Box**, we support children to:

- Develop a strong sense of self-worth and emotional wellbeing
- Understand how to regulate their emotions and behaviour
- Stay safe and healthy, both physically and emotionally
- Build and maintain positive, respectful relationships
- Become active, responsible citizens

By the time pupils leave Freegrounds Infant School, they will be happy, confident and resilient individuals who:

- Have a positive view of themselves
- Demonstrate strong social and emotional understanding
- Use strategies to manage feelings and behaviour effectively
- Understand safeguarding messages, including when and how to seek help
- Show well-developed social, moral, spiritual and cultural awareness

Implementation

Our PSHE curriculum is delivered through **Coram Life Education's SCARF programme**, aligned with:

- The CORAM SCARF Programme of Study
- Statutory Relationships and Health Education requirements

PSHE is taught explicitly through weekly lessons and a carefully sequenced spiral curriculum. However, its impact is strengthened through wider provision, ensuring learning is reinforced and lived in practice.

This is complemented by our whole-school approaches:

- The **Empowerment Approach** supports children to understand behaviour, take responsibility and develop self-regulation
- **Brain Best lessons** explicitly teach children about how their brains work, helping them understand emotions, responses and learning behaviours
- The **Trick Box programme** provides children with practical, accessible strategies to calm, regulate and manage feelings

Together, these approaches ensure that children are not only taught about wellbeing but are given consistent opportunities to practise and apply these skills in real contexts.

PSHE is further embedded through:

- Assemblies, themed weeks and whole-school priorities
- Daily routines and modelling by all staff
- Calm and regulation activities throughout the day

Assessment is integral:

- Assessment for learning is built into lessons
- Start and end points of units track progress
- Pupil reflection, including diaries, supports metacognition and self-awareness

To meet all pupils' needs, we use a **graduated approach**:

1. High-quality universal provision and consistent modelling
2. Targeted in-school interventions
3. External agency support where required

The impact of PSHE, alongside the **Empowerment Approach, Brain Best and Trick Box**, is evident in the strong culture of wellbeing across Freegrounds Infant School.

Pupils:

- Develop a clear understanding of their emotions and behaviour
- Use a shared language to **talk about feelings, regulation and relationships**
- Apply strategies independently to **manage emotions and make positive choices**
- Know how to keep themselves safe and seek support when needed

Children demonstrate:

- High levels of confidence and self-esteem
- Positive behaviour for learning
- Respectful relationships with peers and adults

This has a direct impact on learning by:

- Reducing barriers linked to social, emotional and mental health
- Increasing engagement, focus and readiness to learn
- Supporting sustained progress across the curriculum

Our inclusive approach ensures that disadvantaged and vulnerable pupils are particularly well supported through:

- Consistent strategies for regulation and emotional support
- Explicit teaching of life skills and coping strategies
- Opportunities to build confidence and resilience

Ultimately, our PSHE provision—enhanced by our wider approaches—enables us to realise our vision:

a **happy, caring and inclusive community** where every child feels safe, valued and confident, and is equipped with the skills needed to succeed and contribute positively to society.



Freegrounds Infant School: PSHE Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 1	Me and my relationships Key themes: Bullying and teasing Our school rules about bullying Being a good friend/self regulation	Valuing difference Key themes: Being kind and helping others Listening skills	Keeping myself safe Key themes: Safe and unsafe secrets Medicine safety	Being my best Key themes: Looking after my body Growth mindset	Rights and respect Key themes: Co-operation and self-regulation	Growing and changing Key themes: Life cycles Dealing with loss Being supportive
	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Growth Mindset Healthy eating Hygiene & health Cooperation	Taking care of things: Myself My money My environment	Getting help Becoming independent My body parts Taking care of self & others

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 2	Me and my relationships Key themes: Bullying and teasing Our school rules about bullying Being a good friend/self regulation	Valuing difference Key themes: Being kind and helping others Listening skills	Keeping myself safe Key themes: Safe and unsafe secrets Medicine safety	Being my best Key themes: Looking after my body Growth mindset	Rights and respect Key themes: Co-operation and self-regulation	Growing and changing Key themes: Life cycles Dealing with loss Being supportive
	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy

NB: See EYFS Curriculum map to see how learning in EYFS feeds into the whole school curriculum map for art & design



Freegrounds Infant School: PSHE assessment points.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Me and my relationships	Valuing difference	Keeping myself safe	Being my best	Rights and responsibilities	Growing and changing
Year 1	I can name different feelings and how they might make me behave. I can suggest ways of dealing with 'not so good' feelings and how to help others. I can recognise when I need help and who to ask. I can listen to others and wait my turn to speak. I can tell you which trusted adults at home and school keep me safe.	I can say ways in which people are similar as well as different. I can say why things sometimes seem unfair, even if they are not to me. I can talk about what bullying is. I can say ways to show kindness towards others.	I can talk about the things my body needs to stay well (exercise, sleep, healthy foods) I can say what I can do if I have strong, but not so good feelings, to help me stay safe. I can say 'no' to unwanted touch and ask for help from a trusted adult. I can say when medicines can be helpful or might be harmful.	I can choose a healthy meal with different food groups. I can be persistent when learning a new skill. I can name a few different ideas of what I can do if I find something difficult. I can help my friends when they fall out. I can explain why praise helps me to keep trying.	I can wash my hands correctly. I can name ways to look after my home and school. I can look after a special person or thing. I can tell you some things that money is spent on. I can get help if someone has hurt themselves.	I can tell you some things that babies need. I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do. I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried. I can name the body parts girls and boys have that are the same and which body parts are different. I can name the adults I can talk to at home and school if I need help.
Year 2	I understand we have different ways to express our feelings. I can collaborate with a team to achieve a goal. I can accept I may not always agree with others. I can say why friends may fall out and how they can make up. I know how to look after my friends and stay friends.	I can be respectful of those who are different to me. I can describe how someone can change someone's feelings. I can tell you why it is important to show good listening to people who think differently to me. I can name and suggest strategies to someone who feels left out. I can be kind and use kind words to my friends.	I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely. I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe. I can say what I do and don't like and who to ask for help. I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.	I can explain what happens when I learn something new. I can explain how setting a goal or goals will help me to achieve what I want to be able to do. I can explain how hand hygiene stops virus' and germs from spreading. I can give examples of what I can do and give to my body to stay healthy. I can name different parts of my body that are inside me and help to turn food into energy.	I can make choices that help me play and work well with others. I can use some strategies when I feel upset or angry. I can ask for help from a trusted adult. I can name some ways I can look after my environment. I can make choices with money.	I can give support to a friend. I can describe feelings of loss and suggest what someone can do if a friend moves away. I can describe the stages of growth I have been through and what I look forward to in my future. I can name the human private parts that are used to make a baby. I can talk about keeping private parts private.



Freegrounds Infant School: PSHE Areas of Study (Substantive knowledge)

YEAR 1	YEAR 2
--------	--------

Me and My Relationships

- Rules help keep people safe, happy and ready to learn.
- Kindness, politeness and respect help build positive relationships.
- People experience a wide range of feelings and emotions.
- Feelings can affect behaviour and can create physical reactions in the body.
- Body language and facial expressions provide clues about how others feel.
- Friendships involve caring, sharing, making up after disagreements and seeking help when needed.
- Safe adults can help with worries, conflicts and difficult feelings.

Valuing Difference

- Everyone is unique but shares similarities with others.
- Differences should be respected and valued.
- Families, communities and friendship groups can look different.
- Kindness, fairness and inclusion help everyone feel valued.
- Bullying is repeated unkind behaviour and is different from teasing.
- Bullying can happen online and offline.
- Special people provide care, support and guidance.

Keeping Safe

- Sleep, healthy routines and balanced screen use support wellbeing.
- Feelings can signal when something feels unsafe.
- Their body belongs to them and they have the right to say no.
- Some body parts are private.
- Safe adults can help when they feel worried, unsafe or uncomfortable.
- Information should be kept private online.
- Medicines can help when used correctly but can be harmful if misused.
- Loss and change can create different emotions.

Me and My Relationships

- Their actions affect others and contribute to a positive classroom community.
- Rules support safety, fairness and cooperation.
- Feelings can be expressed in different ways.
- Strategies can help manage uncomfortable emotions.
- Friendship involves care, trust, kindness and respect.
- Bullying can take different forms, including online bullying.
- Images should not be shared without permission.
- Safe adults can help with friendship problems, worries and bullying.

Valuing Difference

- People have physical and non-physical similarities and differences.
- Families show love and care in different ways.
- Behaviour affects how others feel.
- Emotions can influence behaviour.
- Inclusion helps people feel they belong.
- Kindness strengthens relationships and communities.
- Active listening helps solve problems fairly and respectfully.

Keeping Safe

- Medicines should be used safely and only with trusted adult support.
- Trusted adults help keep children safe.
- Risks can be identified and managed.
- Body language can indicate whether someone feels comfortable or unsafe.
- Everyone has the right to bodily autonomy.
- Children can refuse unwanted touch and seek help.
- Safe secrets (surprises) differ from unsafe secrets.

Rights and Respect

- They can make positive contributions to their school, home and environment.
- People have different needs, opinions, likes and dislikes.
- Rules help keep people safe and support cooperation.
- Money is earned, saved and spent in different ways.
- There is a difference between needs and wants.
- Basic first aid can help in emergencies.
- Looking after belongings, money and the environment is important.

Being My Best

- Different foods help the body in different ways.
- A balanced diet includes a variety of foods.
- Hygiene routines help keep people healthy.
- Germs spread illness and good hygiene reduces risk.
- Practice, resilience and perseverance help people learn new skills.
- Encouragement and teamwork help people succeed.
- Major body organs have specific functions that help keep us alive.

Growing and Changing

- Food, water and oxygen provide energy for the body.
- Exercise, sleep and healthy choices support wellbeing.
- People grow and change through different life stages.
- Babies have needs that adults help meet.
- Bullying can take place online and offline.
- Secrets that make us worried should be shared with a trusted adult.
- Private body parts should be kept private and protected.

- Adults' secrets should never be kept.

Rights and Respect

- People can express opinions and needs respectfully.
- Disagreements should be resolved peacefully.
- Strong emotions can be managed safely.
- Rules and safety measures protect people.
- Emergency services help keep communities safe.
- The internet offers opportunities but also risks.
- Personal information should be protected online.
- Money can be earned, saved, spent and managed.
- People make different financial choices based on needs and wants.
- Everyone shares responsibility for caring for their environment.

Being My Best

- Learning involves challenge, effort and perseverance.
- Choices affect health and wellbeing.
- Germs spread illness and vaccinations help prevent some diseases.
- Good dental hygiene protects teeth and gums.
- Internal body organs have specific roles.
- Food, water and oxygen are needed for life.
- Sleep, exercise and healthy lifestyles support wellbeing.
- Basic first aid can help in emergency situations.

Growing and Changing

Children learn that:

- Feelings can be recognised, named and managed.
- Change and loss can bring different emotions for different people.
- People pass through different stages of growth and development.
- Needs change as people grow older.

- | | |
|--|--|
| | <ul style="list-style-type: none">• Some body parts are private.• Genitals have a role in reproduction when adults choose to have children.• Privacy, consent and personal boundaries are important.• Unwanted touch is never acceptable.• Safe adults can help with worries about bodies, privacy or relationships. |
|--|--|

At Freegrounds Infant School, Personal, Social, Health and Economic (PSHE) education forms an important part of the wider curriculum and is used to support pupils’ personal development, wellbeing and safety. While PSHE itself is non-statutory, it provides the framework through which statutory Relationships Education and Health Education are delivered. Within our infant setting, the curriculum is carefully designed to equip pupils with a sound understanding of risk and the knowledge and skills needed to make safe, informed and positive choices. Relationships Education, which is compulsory in primary schools, is central to this and focuses on teaching the fundamental building blocks of positive relationships, including friendships, family relationships and respectful interactions with others. From the earliest stages, pupils are taught how to keep themselves and others safe, to recognise and report concerns, and to develop the personal, social and emotional skills needed to become kind and respectful individuals. Teaching is practical, closely linked to pupils’ everyday experiences, and reflects their stage of development. The curriculum is carefully sequenced to build knowledge over time and is rooted in a preventative approach, ensuring that pupils develop understanding before they may encounter risks. It is delivered as part of a whole-school approach to safeguarding and behaviour, and is inclusive and accessible to all pupils, including those with SEND. Through this approach, pupils build confidence, resilience and understanding, enabling them to feel safe, supported and well prepared for the next stage of their education.

Relationships and Sex Education Statutory Guidance

The focus at Freegrounds Infant School is on teaching the **fundamental building blocks and characteristics of positive relationships**, with particular emphasis on friendships, family relationships, and relationships with other children and adults. Pupils begin by learning what a relationship is, what friendship means, what family means, and who the trusted people are who can support them.

From the start of school, building on early years provision, pupils are explicitly taught key relationship skills, including how to take turns, treat others with kindness, consideration and respect, and understand the importance of honesty and truthfulness. They are introduced to permission seeking and giving in everyday contexts, alongside the concept of personal privacy.

Teaching focuses on establishing an early understanding of **personal space and boundaries**, including recognising what is appropriate and inappropriate contact. Pupils are supported to understand their own and others’ boundaries in practical situations such as play, sharing resources and negotiating space. This early understanding forms the foundation for later learning about consent in secondary education.

Teachers consistently model and discuss the features of **healthy relationships**, including kindness, respect, trust and cooperation, ensuring that pupils encounter and recognise these in a range of contexts. This helps children develop a secure understanding of the types of relationships that support happiness and wellbeing, as well as the ability to recognise when relationships may be less positive or make them feel uncomfortable.

The principles of positive relationships are also applied in an age-appropriate way to **online behaviour and safety**. As part of this, pupils are introduced to how information can be shared, how to behave respectfully online, and the importance of keeping personal information private. Teaching reflects the realities of pupils’ lives and supports them to understand basic online risks and how to seek help.

Teaching about families is delivered sensitively, reflecting that families may take many forms. This includes, for example, single parent families, families with same-sex parents, families headed by grandparents, adoptive or foster families, and others. Care is taken to ensure that all pupils feel represented and respected, and that no child is stigmatised based on their home circumstances or personal experiences, including those who may be looked after or take on caring responsibilities.

The development of positive relationships is supported through the deliberate cultivation of **character and personal attributes**, including resilience, perseverance and self-belief. Pupils are encouraged to develop a sense of self-worth alongside values such as honesty, kindness, integrity, generosity and fairness. These are reinforced through everyday interactions, as well as planned opportunities to cooperate, contribute and take part in wider school life.

Relationships Education plays a key role in supporting **emotional and mental wellbeing**, helping pupils to understand how positive relationships contribute to feeling safe, valued and supported. Pupils are taught to recognise and talk about their feelings and to understand how friendships can support their wellbeing.

A central element of the curriculum is enabling pupils to understand how to **keep themselves safe and seek help**. Through age-appropriate teaching about boundaries and privacy, pupils learn that their body belongs to them, that they have a right to be safe, and that they should speak to a trusted adult if something does not feel right. This includes recognising and reporting a range of concerns, including emotional, physical or sexual harm, without needing to understand the detail of these concepts.

At all stages, teaching balances empowering pupils with knowledge about staying safe with the clear message that **it is never the fault of a child if they are harmed or abused**. Pupils are supported to understand how to report concerns and to keep seeking help until they are heard.

This work sits within a **whole-school approach to safeguarding and wellbeing**, complementing Health Education and contributing to the wider aim of ensuring that all children feel safe, supported and able to develop positive, respectful relationships.

RELATIONSHIPS EDUCATION – EXPLICIT LEARNING

A. Families and People Who Care for Me

Pupils learn:

- That families provide **love, security and stability**
- The features of **safe and happy family life** (care, protection, time together)
- That families can be **different and should be respected**
- That **stable, caring relationships** are central to wellbeing
- How to recognise when relationships feel **unhappy or unsafe**
- How and where to **seek help**

- Identify trusted adults
- Recognise safe vs unsafe feelings
- Understand different family structures

B. Caring Friendships

Pupils learn:

- That friendships support **happiness and security**
- That healthy friendships are **kind, inclusive and respectful**
- That feelings like loneliness are **normal and can be shared**
- Key characteristics of friendship:
 - kindness

- honesty
- trust
- loyalty
- That friendships have **challenges** and can be repaired
- How to **manage conflict safely** (no violence)
- How to recognise and respond to **unhealthy friendships**

- Turn-taking, sharing, cooperation
- Expressing feelings and seeking support

C. Respectful, Kind Relationships

Pupils learn:

- To recognise and respond to **others' needs and feelings**
- The importance of **boundaries** in relationships
- How to **communicate respectfully** and resolve conflict
- The difference between:
 - being assertive
 - being controlling
- That everyone deserves to be **treated with respect**
- About **bullying**, its impact and how to get help
- What **stereotypes** are and how to challenge them

- Saying and respecting “stop”
- Understanding fairness and inclusion

D. Online Safety and Awareness

Pupils learn:

- That **online behaviour should reflect real-life respect**
- That people online may:
 - behave differently
 - pretend to be someone else
- How to **recognise and report harmful content or contact**
- The importance of:

- **privacy**
- **not sharing personal information**
- That online content:
 - can spread quickly
 - cannot always be removed
- Where to go for help if something online causes concern

- Tell a trusted adult if worried
- Keep personal information private
- Understand basic online safety rules

E. Being Safe (Safeguarding Core)

Pupils learn:

- What **appropriate boundaries** look like in relationships and play
- That **privacy is important**, and unsafe secrets should not be kept
- That **their body belongs to them**
- The difference between:
 - safe contact
 - unsafe or inappropriate contact
- How to respond to **adults safely**, including strangers
- How to recognise when something feels **wrong or unsafe**
- How to:
 - report concerns
 - ask for help
 - keep asking until heard

This is central to:

- safeguarding
- abuse prevention
- early help-seeking

A. Mental and General Wellbeing

Pupils learn:

- A range of emotions (e.g. happy, sad, angry, worried)
- That all feelings are **normal and manageable**
- How to **identify and talk about feelings**
- That loneliness and worry happen to everyone
- The impact of **bullying on wellbeing**
- Where and how to **seek support**

B. Physical Health and Lifestyle

Pupils learn:

- The importance of:
 - **physical activity**
 - **sleep**
 - **healthy routines**
- What a **healthy diet** looks like
- Risks of **unhealthy lifestyle choices**
- About:
 - hygiene
 - germs
 - handwashing
 - dental care

C. Safety and Risk

Pupils learn:

- How to **recognise hazards and risks**
- How to stay safe around:
 - roads
 - water
 - public spaces

- What to do in an **emergency**

D. Growing and Changing

Pupils learn:

- That bodies **grow and change over time**
- The **correct names for body parts**
- That some body parts are **private**
- How to **respect their own and others' boundaries**

Key safeguarding purpose:

- Enables accurate reporting
- Supports understanding of personal safety

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

Sex Education (Primary)

At **Freegrounds Infant School**, Relationships Education is taught in line with statutory requirements and is a compulsory part of the curriculum. Sex education is not compulsory in primary schools and is not part of the taught curriculum within our infant setting. Our approach therefore focuses on delivering high-quality **Relationships Education and Health Education**, ensuring pupils develop the knowledge and skills to grow safely, confidently and positively.

Within our curriculum, pupils learn about **relationships, personal safety, health, and growing and changing** in an age-appropriate way. This includes learning about the human body, using correct vocabulary for body parts, and understanding that bodies grow and change over time. These areas are supported through the National Curriculum for Science.

At Freegrounds Infant School, any teaching related to the body, growth and change is delivered in a **factual, age-appropriate and safeguarding-focused manner**. The emphasis is on developing pupils' understanding of **privacy, personal boundaries and respect for their own and others' bodies**, rather than introducing explicit content relating to sexual activity.

As an infant school, we do not typically teach additional sex education beyond the statutory science curriculum. Should any additional content ever be considered appropriate to meet the identified needs of pupils, this would be:

- Clearly set out in the school's **RSE policy**
- **Consulted on with parents** in advance
- Designed to be **developmentally appropriate and sensitively delivered**
- Delivered with full recognition of parents' **right to withdraw** their child

In all cases, headteachers must grant a parent's request to withdraw their child from any sex education that goes beyond the statutory science curriculum.

Our curriculum at Freegrounds Infant School prioritises building strong foundations for future learning through a focus on relationships, safety and wellbeing. This includes enabling pupils to:

- Understand their bodies and **personal boundaries**
- Use **appropriate vocabulary** to communicate clearly
- Develop the confidence to **seek help and report concerns**

Teaching is carefully planned to reflect pupils' **age, developmental stage and individual needs**, including those with SEND. It is delivered in a way that respects the diverse backgrounds and experiences of our families, while remaining fully aligned with statutory expectations.

A key principle of our approach is that learning about the body, privacy and boundaries underpins **effective safeguarding**. Pupils are supported to recognise when something is not right and to feel confident seeking help from a trusted adult. This is consistently reinforced with the clear message that **children are never to blame if they experience harm**.

Overall, at Freegrounds Infant School, the curriculum focuses on building **early understanding, language and confidence**, ensuring that all pupils feel safe, informed and well prepared for the next stage of their education.

