

At Green Ridge, we understand that the world is constantly changing and that children are becoming a wider part of this. We encourage children to become inquisitive with how they should interact with the news and have high aspirations for working in the 21<sup>st</sup> Century.



### Intent – what we aim to do



To teach children their feelings and how these affect their everyday life.



Develop children's skills and characteristics to thrive in the 21<sup>st</sup> Century.



Children to aspire to high value goals and understand the steps to begin that journey.



To build the language and vocabulary that children use when describing conflict and relationships.



Inspire children to reflect on their own behaviour and actions.



Inform children of the ways that their bodies will change.



Recognise healthy relationships, both online and face to face.



### Implementation – how do we achieve our aims?

Our own scheme of learning teaches practical approaches to language in a fun and logical way. At the same time, it provides teachers with all the guidance and supporting materials they need to plan and deliver a high-quality PSHE education. The schemes of learning provides full coverage of the national curriculum for PSHE and enables children to develop an empathy for their own and other's feelings, Children have a dedicated PSHE lesson as a minimum one afternoon a week, lasting an hour. Throughout the year, we will deliver a wide range of activities based on the current world climate such as Black History Month and Anti-Bullying week. For each class, a floor book is completed for each lesson with evidence such as photos, quotes and pieces of work.



#### Planning/Sequencing

Lessons are sequenced using our own Green Ridge Scheme of work. This scheme has been personalised to our own school and what affects our children. We sequenced the progression throughout the school, where each unit builds on the previous year group. For example: Year 1's unit: "My family and me." builds on the world around them and the feelings involved with family members. This leads into Year 2's unit: "How am I feeling?" Where children can start recognising feelings that they experience and understand strategies to deal with them. Further onwards, Year 3 study, "The pressures I face." building on strategies and allowing children to build further strategies and understand how everyday life can affect them. Each unit will have a knowledge organiser provided with key knowledge, vocabulary and diagrams to support retrieval practise, vocabulary support and support for further learning at home.

#### RSE

At Green Ridge we have chosen to use the Christopher Winters Project Relationship and Sex Education scheme of work which has been quality assured by the PHSE association. We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils.



# Implementation – (continued)

## Structure of a lesson



Lessons are timetabled weekly. This is made up of one hour of PSHE ensuring that the correct knowledge is being delivered effectively. Each class will record their learning within a separate PSHE book, which will be progressed throughout the school. The inclusiveness of a class book allows teachers to create tasks to allow children to contribute and progress in the lessons.

## PSHE in EYFS

### Enrichment



We offer a wide range of worldwide initiatives that bring many different issues to the children's lives. We take part in initiatives such as Anti-bullying week, Spina-Bifida day and Black History Month.

The Early Learning Goals that link directly to building substantive knowledge are:

#### Self-Regulation:

- o Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- o Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- o Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### Managing Self:

- o Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- o Explain the reasons for rules, know right from wrong and try to behave accordingly.
- o Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### Building Relationships:

- o Work and play cooperatively and take turns with others.
- o Form positive attachments to adults and friendships with peers.
- o Show sensitivity to their own and to others' needs.



Created by Adam Cooper  
from Nuffield Project



5 min – Daily Affirmation /review



5 min – Hook



10 min – Teaching input inc vocabulary



10 min – Guided practice



15 min – Independent application



5 min – Review of learning/Life Skills



## Assessment



In each unit studied, teachers will use assessment for learning throughout the unit to ensure retrieval practise allows knowledge to move to the long-term memory. Next steps and review of learning each lesson will allow teachers to assess the children's subject knowledge during a unit. The gaps identified will then inform the need for the re-teaching of these elements throughout the next unit.

## SMSC + British Values

We aim to promote British Values and SMSC through our PSHE curriculum:

- An understanding of how citizens can influence decision-making through the democratic process;
- Pupils explore issues such as the tolerance of those with different faiths and beliefs, including the
- By looking at the achievements of famous British people, of all faiths and backgrounds, pupils develop an awareness of how they have influenced and shaped the country in which we live.
- We teach pupils to respect and value diversity through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.
- Encourage children to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.





# Implementation – (continued)

## Skills for Life

To support our children’s readiness and independence for the 21<sup>st</sup> Century, each year group has 3 skills for life. These include actions such as tying your shoes laces and learning to cross the road safely. They are taught at the end of PSHE lessons to help support and develop the children’s cross-curricular knowledge. After each term, they will change; where the children will then learn another skill for life.

## Retrieval Practice



Through both the starters to each lesson and the progression design of our chosen PSHE curriculum, children will encounter the vocabulary and essential knowledge repeatedly throughout their time at primary school. Each time a unit is revisited teachers will employ retrieval practice strategies to support children in moving knowledge to the long-term.

## Adaptive Teaching



Weekly affirmations  
 As per our teaching and learning framework, adaptive teaching is used to ensure all learners can apply their knowledge, make progress and apply their knowledge to independent application. Adaptations in PSHE might include :

- Adapted resources
- Adapted expectation for recording
- Vocabulary prompts
- Breaking down knowledge further



# Impact – how will we know we achieved our aims?



Children become confident exploring and explaining their feelings.



Children have a strong foundation for being employed in the 21<sup>st</sup> Century.



Children’s aspirations become achievable for them.



Children’s vocabulary and language about feelings and conflicts become clearer.



Behaviour incidents and reflections become focused and can be resolved effectively.



Children’s knowledge about their changing bodies



Children are curious and ask questions about their World and the Wider World.

Curriculum Overview  
2025 - 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Safe me	Being the Healthiest Me	Citizenship	Caring for the Wider World	Dreams and Goals	Changing Me
Year 2	How am I feeling?	My Friends and Me	Healthy Me	Jobs in our Community	Dreams and Goals	Changing Me
Year 3	Pressures I may Face	Great Friends Think Alike	Looking After Me	People in our Community	Relationships	Changing Me
Year 4	My Feelings and Me	Responsible Me	Respecting the Individual	Managing Myself and My Behaviour	Relationships	Changing Me
Year 5	Similarities, Differences and Stereotypes	Careers Week	Online Safety	First Aid and Head Injuries	Healthy Me	Changing Me
Year 6	My Mental Health & Me	Choices, Choices, Choices	Living in an Online World	Changing Relationships	Dreams and Goals	Changing Me