

B- Bravery

E- Empathy

A- Aspirations

C- Communication

O- Opportunity

N- Nurture

PSHE Overview KS1-KS4

Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Understanding Me (Self-Awareness) Core Knowledge <ul style="list-style-type: none"> I have a body I have feelings Feelings change All feelings are allowed Core Skills <ul style="list-style-type: none"> Naming basic emotions (happy, sad, angry, scared, calm) Identifying feelings in body (tummy, heart, face) Asking for help Progression <ul style="list-style-type: none"> Adult labels emotions → pupil chooses emotion cards → pupil verbalises feelings 	Emotional Literacy & Identity Core Knowledge <ul style="list-style-type: none"> Emotions have triggers Feelings link to thoughts and behaviour Everyone experiences emotions differently Core Skills <ul style="list-style-type: none"> Identifying emotional triggers Describing emotions in more detail Beginning reflection Progression <ul style="list-style-type: none"> Naming feelings → explaining why → recognising patterns 	Identity & Self-Concept Core Knowledge <ul style="list-style-type: none"> Identity is shaped by experiences Strengths and challenges coexist Labels don't define worth Core Skills <ul style="list-style-type: none"> Self-reflection Strength identification Managing shame and self-talk Progression <ul style="list-style-type: none"> Adult-led reflection → guided journaling → independent insight 	Life Skills & Future Readiness Core Knowledge <ul style="list-style-type: none"> Adult responsibilities (money, work, health) Rights and responsibilities Seeking help is strength Core Skills <ul style="list-style-type: none"> Problem-solving Planning Self-advocacy Progression <ul style="list-style-type: none"> Supported practice → real-life application → increasing independence
Managing Feelings (Early Regulation) Core Knowledge <ul style="list-style-type: none"> Big feelings can feel scary Feelings don't last forever Adults help me calm Core Skills <ul style="list-style-type: none"> Using calming strategies with support (breathing, sensory tools) Following a regulation routine Accepting adult co-regulation Progression <ul style="list-style-type: none"> Adult-led calming → choice between 2 strategies → beginning self-initiation 	Regulation & Coping Core Knowledge <ul style="list-style-type: none"> I can learn ways to manage feelings Some strategies work better than others Regulation helps me learn and feel safe Core Skills <ul style="list-style-type: none"> Choosing regulation strategies Using time-out safely Returning to learning after dysregulation Progression <ul style="list-style-type: none"> Adult prompts → shared planning → semi-independent regulation 	Emotional Regulation & Mental Health Core Knowledge <ul style="list-style-type: none"> Stress impacts the body and brain Emotions influence decisions Support improves wellbeing Core Skills <ul style="list-style-type: none"> Identifying stress responses Using planned regulation strategies Asking for support proactively Progression <ul style="list-style-type: none"> Reactive regulation → planned strategies → preventative approaches 	Self-Regulation & Mental Health Core Knowledge <ul style="list-style-type: none"> Mental health fluctuates Support systems matter Coping strategies are personal Core Skills <ul style="list-style-type: none"> Managing emotions independently Recognising warning signs Using support networks Progression <ul style="list-style-type: none"> Supported planning → independent management → self-advocacy
Relationships & Belonging Core Knowledge <ul style="list-style-type: none"> I belong at school Adults keep me safe Friends have feelings too Core Skills <ul style="list-style-type: none"> Turn-taking Using kind words Repairing with adult help Progression <ul style="list-style-type: none"> Parallel play → supported interaction → simple cooperative play 	Relationships & Social Understanding Core Knowledge <ul style="list-style-type: none"> Friendships change Conflict is normal Behaviour impacts others Core Skills <ul style="list-style-type: none"> Perspective-taking Conflict repair Assertive communication Progression <ul style="list-style-type: none"> Adult-mediated repair → guided peer repair → increasing independence 	Relationships, Consent & Respect Core Knowledge <ul style="list-style-type: none"> Healthy vs unhealthy relationships Consent applies to all interactions Power and peer pressure exist Core Skills <ul style="list-style-type: none"> Boundary setting Saying no safely Recognising manipulation Progression <ul style="list-style-type: none"> Adult discussion → scenario analysis → real-life application 	Healthy Relationships & Sexual Health Core Knowledge <ul style="list-style-type: none"> Consent is ongoing and mutual Relationships require respect Abuse is never acceptable Core Skills <ul style="list-style-type: none"> Communicating needs and boundaries Recognising unhealthy patterns Accessing help services Progression <ul style="list-style-type: none"> Knowledge → critical evaluation → protective behaviours
Safety & Care	Safety, Boundaries & Online Awareness	Risk, Safety & Online Behaviour	Risk, Law & Personal Safety

<p>Core Knowledge</p> <ul style="list-style-type: none"> • My body belongs to me • Safe vs unsafe touch • Trusted adults <p>Core Skills</p> <ul style="list-style-type: none"> • Saying no • Telling a trusted adult • Following safety rules <p>Progression</p> <ul style="list-style-type: none"> • Adult models → role play → pupil identifies safe choices 	<p>Core Knowledge</p> <ul style="list-style-type: none"> • Personal boundaries • Secrets vs surprises • Basic online safety <p>Core Skills</p> <ul style="list-style-type: none"> • Recognising unsafe situations • Seeking help • Following online rules <p>Progression</p> <ul style="list-style-type: none"> • Scenario recognition → decision making → justification of choices 	<p>Core Knowledge</p> <ul style="list-style-type: none"> • Risks increase during adolescence • Online actions have consequences • Legal and personal safety matters <p>Core Skills</p> <ul style="list-style-type: none"> • Risk assessment • Decision-making under pressure • Seeking help before crisis <p>Progression</p> <ul style="list-style-type: none"> • Hypothetical scenarios → real examples → personal planning 	<p>Core Knowledge</p> <ul style="list-style-type: none"> • Legal consequences of choices • Substance use risks • Exploitation and grooming <p>Core Skills</p> <ul style="list-style-type: none"> • Risk mitigation • Decision justification • Safety planning <p>Progression</p> <ul style="list-style-type: none"> • Awareness → decision-making → responsibility
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