PSHE

THE FOXTON CURRICULUM

Foxton Primary School

2026-2027

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Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has. – Margaret Mead

At Foxton Primary School, we are global citizens.

Personal, Social, Health and Economic (PSHE) education is a vital part of the curriculum at Foxton and underpins our commitment to developing global citizens. We follow The Story Project curriculum, which provides a comprehensive and progressive framework that aligns closely with the United Nations Sustainable Development Goals (SDGs). Our curriculum also incorporates statutory Relationships, Health, and Sex Education (RHSE).

The overview and progression maps in this document outline the key themes that pupils explore and revisit over time, enabling them to deepen their knowledge, reflect on their values, and build essential life skills through connection with key, high quality texts.

The Story Project features a range of texts identified as 'windows and mirrors' to help our children become reflective learners and compassionate global citizens.

Our PSHE curriculum is designed to:

- Support pupils' spiritual, moral, cultural, mental, and physical development
- Prepare pupils for the opportunities, responsibilities, and experiences of later life
- Teach pupils about safeguarding, including online safety and risk awareness
- Help pupils explore, clarify, and reflect on their own and others' values, beliefs, rights, and responsibilities
- Equip pupils with the skills, language, and strategies needed to lead safe, healthy, fulfilling, and responsible lives
- Foster positive personal attributes, aligned with both our school values and British values

Safeguarding and SMSC

Our PSHE curriculum provides a comprehensive and well-sequenced approach to safeguarding education. Topics such as *becoming a global citizen*, *keeping safe*, and *looking after ourselves* help pupils develop the awareness, vocabulary, and strategies needed to keep themselves and others safe. Teaching is age-appropriate and builds year on year based around a range of high quality texts.

We also explicitly address:

- **Online Safety** – including recognising unsafe content, managing screen time, reporting concerns, and navigating social media responsibly.
- **Consent and Boundaries** – starting in EYFS, pupils learn about their personal space, how to say no, and what to do if they feel uncomfortable or unsafe.
- **Trusted Networks** – children are taught who to go to for help and how to persist in asking if they are not listened to.
- **Mental Health and Wellbeing** – woven throughout the curriculum, with emphasis on self-care, emotional regulation, and building resilience.

The curriculum also makes a clear contribution to Spiritual, Moral, Social and Cultural (SMSC) development and Protected Characteristics. Pupils explore identity, emotions, relationships, rights, and responsibilities - learning how to live with integrity, compassion, and respect for others.

British Values and the Prevent Duty

British Values are embedded across the PSHE curriculum. Pupils learn about:

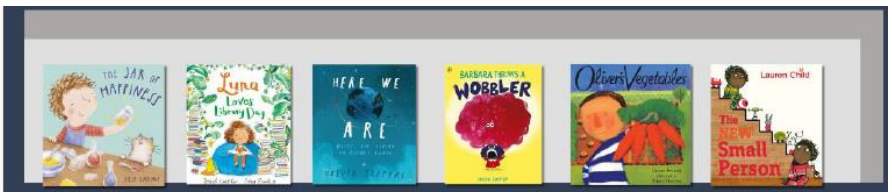
- **Democracy** – through School Council elections, classroom decisionmaking, and debates.
- **Rule of Law** – explored in units on rights and responsibilities, both in school and society.
- **Individual Liberty** – children develop a strong sense of self, understand their rights, and learn how to make safe, informed choices.
- **Mutual Respect and Tolerance** – units on diversity and communities promote understanding of different faiths, beliefs, and lifestyles.

The curriculum also supports the Prevent Duty by equipping children with critical thinking skills, digital literacy, and respectful debate, so they are less vulnerable to radicalisation and extremism.

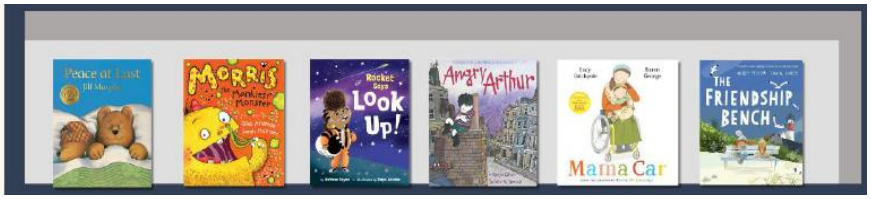
Curriculum Overview

Year A

EYFS

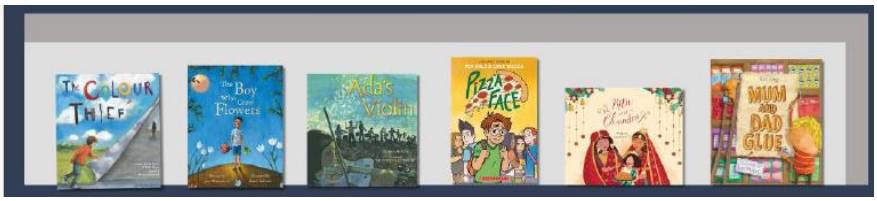


Key Stage 1



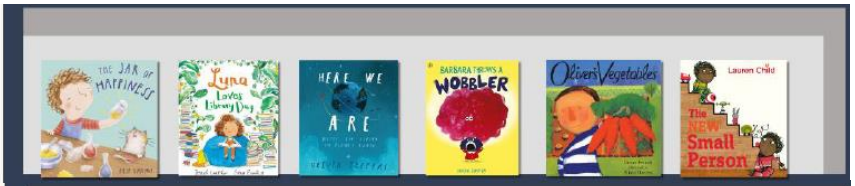
Lower Key Stage 2

Upper Key Stage 2

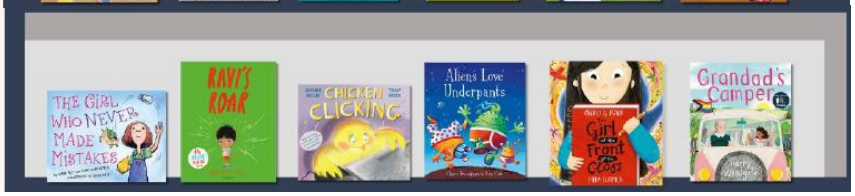


Year B

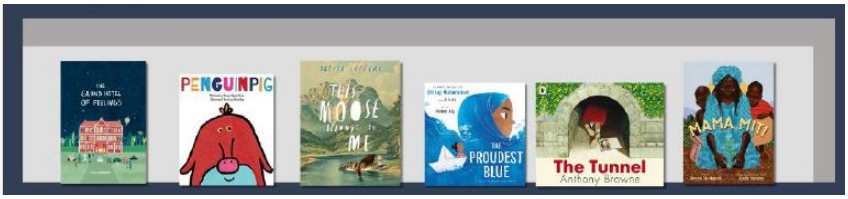
EYFS



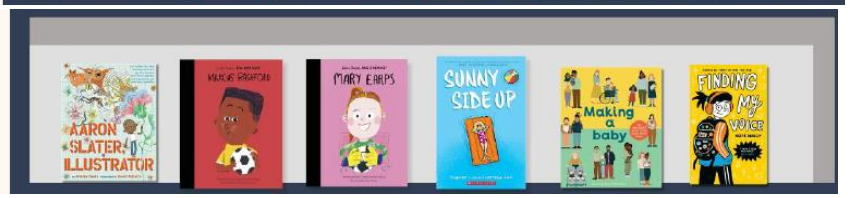
Key Stage 1



Lower Key Stage 2



Upper Key Stage 2



Knowledge Progression

Being a Good Friend

Being a Good Friend

- Meeting new people
- Tolerance and racism
- Bullying
- Peer pressure
- Respect
- Balancing our own needs with others
- Who to talk to when children are worried about a friend

In the theme **'Being a Good Friend'**, children learn the importance of respecting themselves and those around them. This includes how to deal with conflict, loneliness, emotions related to relationships so that they can effectively deal with conflict and foster healthy, happy friendships as they grow up.

Progression

In Reception, children begin to explore what makes themselves and others happy; thinking about how their actions affect others. They learn about family relationships and what different families might look like.

This progresses in Key Stage One, where children dig into concepts such as bullying, tolerance and loneliness. KS1 children take a more detailed look at the impact of characters' actions, needs and emotions on other people.

By Key Stage Two, topics such as peer pressure, respect and a further look at bullying give children the opportunity to discuss how and why this might happen. Family relationships are explored more deeply here, particularly how people's needs can be different and how that can be complicated.

Children learn about what to do if they are concerned about a friend or how a friend is making them feel throughout the theme.

'Being a Good Friend' covers skills from the statutory and non-statutory guidance:

Statutory RSHE	Non-Statutory PSHE
Caring Friendships Respectful Kind Relationships	Managing Hurtful Behaviour and Bullying Respecting Self and Others

Skills from the 'Being a Good Friend' theme are found in these units:

EYFS	KS1	KS1	LKS2	LKS2	UKS2	UKS2
• Jar of Happiness • The New Small Person • Barbara Throws a Wobbler • Luna Loves Library Day • Here We Are	• The Friendship Bench • Angry Arthur • Morris the Mankiest Monster • Peace at Last • Look Up	• The Girl at the Front of the Class • Ravi's Roar • The Girl Who Never Made Mistakes	• Speak Out, Leonard Ossiri and the Bala Mengro • Ruby's Worry	• This Moose Belongs to Me • The Tunnel • Mama Miti	• The Colour Thief • The Boy Who Grew Flowers • Ritu Weds Chandni • Ada's Violin • Mum and Dad Glue	• Marcus Rashford • Mary Earps • Sunny Side Up

Celebrating Families

Celebrating Families

- Siblings and babies
- Family heritage and culture
- Different types of families
- Weddings and divorce
- Loss and grief
- Times of change
- What to do if a family member is making children feel uncomfortable

In the theme **'Celebrating Families'**, children read about all different kinds of families. The theme looks at love and tolerance, celebrating what makes families so special and what to do if they are worried about their family. This theme has some cross over with 'Being a Good Friend'

Progression

Children start this theme by learning about the fun things they do with their families. In Reception there is also a gentle nod to different types of families and an opportunity to discuss what having a new baby sibling is like.

As children move into Key Stage One, they begin to look at changes within families as well as how families show love to each other. Children think about grief in an age-appropriate way.

In Key Stage Two, children are invited to think in more depth about heritage, bullying and varied family situations. UKS2 gives children the chance to talk about the concept of marriage, with the opportunity to discuss different opinions about marriage around the world. And by UKS2, children can talk confident about consent and pressure within a family dynamic.

Children learn about what to do if they are concerned about a family member of how a family member is making them feel throughout the theme.

'Celebrating Families' covers skills from the statutory and non-statutory guidance:

Statutory RSHE	Non-Statutory PSHE
Families and People Who Care for Me	Safe Relationships

Skills from the 'Celebrating Families' theme are found in these units:

EYFS	KS1	KS1	LKS2	LKS2	UKS2	UKS2
• Luna Loves Library Day • The New Small Person	• Mama Car	• Grandad's Camper	• On a Magical Do Nothing Day • Ossiri and the Bala Mengro • Ruby's Worry	• The Proudest Blue	• The Colour Thief • Ritu Weds Chandni • Mum and Dad Glue	• Sunny Side Up

Looking After My Body and Mind

The theme **'Looking After My Body and Mind'** is the biggest part of The Story Project curriculum. This is because the theme looks at self-care, emotions and wellbeing. The theme incorporates both physical and mental health, ensuring children learn a range of skills to help them develop as happy and healthy human beings. This theme can be found in the Settle and Training activities of every lesson in our curriculum, as well as in a variety of units.

Progression
In Reception children begin by looking at what makes them happy and unhappy, thinking about key strategies to help with this. Reception also learn about foods and healthy lifestyles; forming a strong foundation of how to look after our bodies.

In Key Stage One, these ideas are developed with stories that explore what happens when children don't look after themselves. The books look at how children deal with negative emotions and what to do during difficult times, such as loss and change.

By the end of Key Stage Two, children learn about the effect of harmful substances on the body and more complex mental health issues such as depression. Coping with change is further developed in KS2, as well as a deeper look at active lifestyles.

What to do if children need support with their mental or physical health is covered throughout this theme.

'Looking After My Body and Mind' covers skills from the statutory and non-statutory guidance:

Statutory RSHE	Non-Statutory PSHE
General Welbeing Physical Health and Fitness Healthy Eating	Healthy Eating Healthy Lifestyles Mental Health

Skills from the 'Looking After My Body and Mind' theme are found in these units:

EYFS	KS1	KS1	LKS2	LKS2	UKS2	UKS2
• The Jar of Happiness • Barbara Throws a Wobbler • Oliver's Vegetables • Here We Are	• Peace at Last • Angry Arthur • The Friendship Bench • Morris the Mankiest Monster • Mama Car	• Ravi's Roar • Grandad's Camper • The Girl at the Front of the Class	• On A Magical Do Nothing Day • Ruby's Worry • No Money Day • Speak Out, Leonard • Ossiri and the Bala Mengro • Faruq and the Wiri Wiri	• The Grand Hotel of Feelings • The Proudest Blue	• The Colour Thief • The Boy Who Grew Flowers • Ada's Violin • Mum and Dad Glue	• Mary Earps • Marcus Rashford • Sunny Side Up

Keeping Safe

In the theme **'Keeping Safe'**, children learn about how to look after themselves in a variety of situations. The topics covered ensure children know what to do and who to speak to if they are worried or feel unsafe.

Progression
Children begin this theme by learning about feelings and actions. Caring for others, how to get help and introductory conversations about calling 999 also start here.

As children move into Key Stage One, they begin to look more closely at privacy and consent. They also look at ways to keep their bodies safe, what to do if they are worried and how to decide if somebody is trustworthy. Road, fire and some elements of online safety are covered in this key stage.

By the end of Key Stage Two, children can talk about how their mental health also impacts their safety and how to stay safe in a variety of contexts such as railways and water with further conversations about emergencies. Children delve deeper into topics around peer pressure, dares and consent, as well as looking at drugs, alcohol and vaping in an age-appropriate way.

'Keeping Safe' covers skills from the statutory and non-statutory guidance:

Statutory RSHE	Non-Statutory PSHE
Being Safe Drugs, Alcohol, Tobacco and Vaping Health Protection and Prevention Personal Safety Basic First Aid	Drugs, Alcohol, Tobacco and Vaping Keeping Safe

Skills from the 'Keeping Safe' theme are found in these units:

EYFS	KS1	KS1	LKS2	LKS2	UKS2	UKS2
• Barbara Throws a Wobbler • The New Small Person • Here We Are	• Peace at Last • Morris the Mankiest Monster • Look Up!	• Aliens Love Underpants • Grandad's Camper • Chicken Clicking • Girl at the Front of the Class	• On A Magical Do Nothing Day • Ruby's Worry • Faruq and the Wiri Wiri	• Penguin Pig • This Moose Belongs to Me • The Tunnel • Mama Miti	• The Colour Thief • Mum and Dad Glue • Pizza Face	• Sunny Side Up

Becoming a Global Citizen

In the theme **'Becoming a Global Citizen'**, children learn how to navigate the modern world. This includes understanding the impact of our lives online, the economic world and our responsibilities as humans.

Progression

To start the theme, Reception children start to think about their surroundings, both in their classrooms and more widely. They also learn about respect for different people.

Key Stage One learn the basics of online safety and start to look more closely at people different from themselves. In KS1, children learn about human rights and their self-identity. Children are also given the opportunity to think about value and money.

As children move into Key Stage Two, they delve deeper in to recognising some of the dangers of the internet. Children are encouraged to consider the ways we can act for good and how this supports our own wellbeing too. They also look at stereotypes and discrimination, with a focus on how these might impact career choices and life.

'Becoming a Global Citizen' covers skills from the statutory and non-statutory guidance:

Statutory RSHE	Non-Statutory PSHE
Respectful, Kind Relationships General Wellbeing Online Safety and Awareness Wellbeing Online	Respecting Self and Others Economic Wellbeing Communities Shared Responsibilities

Skills from the 'Becoming a Global Citizen' theme are found in these units:

EYFS	KS1	KS1	LKS2	LKS2	UKS2	UKS2
• Here We Are	• Angry Arthur • Look Up!	• Ravi's Roar • The Girl Who Never Made Mistakes • Chicken Clicking • Girl at the Front of the Class	• Mama Car • Ossiri and the Bala Mengro • No Money Day • Faruq and the Wiri Wiri • On a Magical Do Nothing Day	• Penguin Pig • This Moose Belongs to Me • The Proudest Blue • Mama Miti • The Tunnel	• The Colour Thief • Mum and Dad Glue • Pizza Face • The Boy Who Grew Flowers • Ritu Weds Chandni • Ada's Violin	• Mary Earps • Marcus Rashford • Aaron Slater Illustrator • Finding My Voice

Growing Up

In the theme **'Growing Up'**, children learn about how their bodies and emotions change over time, as well as how they can develop resilience and aspirations for their futures.

Progression

In Reception, children learn about the main parts of the body. They also discuss the arrival of a new baby and how they might help to care for a baby. This begins a thread of conversations about the human lifecycle, including death, which spans the whole curriculum. Furthering this learning, Key Stage One and Two children learn about bodies, puberty, emotions and then reproduction in UKS2. All the learning in this area is done in an age-appropriate way.

Concepts such as resilience are covered in many places across The Story Project curriculum, but the idea is given a specific focus in this theme. This helps children to recognise their own strengths and weaknesses, celebrating themselves, what they are good at and giving opportunity to discuss career options by the end of Key Stage Two. Transition to high school finishes the theme, paving the way for children to think about their next step.

'Growing Up' covers skills from the statutory and non-statutory guidance:

Statutory RSHE	Non-Statutory PSHE
Developing Bodies	Resilience Ourselves Growing and Changing

Skills from the 'Growing Up' theme are found in these units:

EYFS	KS1	KS1	LKS2	LKS2	UKS2	UKS2
• The New Small Person • Here We Are	• Mama Car	• The Girl Who Never Made Mistakes • Grandad's Camper • Aliens Love Underpants	• Ossiri and the Bala Mengro	• The Grand Hotel of Feelings • The Proudest Blue	• Pizza Face • Ada's Violin	• Making a Baby • Aaron Slater, Illustrator • Finding My Voice

Knowing more and remembering more

Every PSHE lesson begins with a settle activity to promote calm, active listening and positive engagement. This draws on both recent and previous learning to help pupils make connections across themes. Through responsive teaching, staff continuously assess pupils' progress against age-related expectations, offering in-lesson feedback to move learning forward. Targeted support and challenge are provided as needed.

Evidence of work is collected in a whole-class floorbook, including written responses, photographs, and pupil voice. This scrapbook approach allows for meaningful documentation of learning, while also supporting discussion and reflection. At the end of each unit, teachers record summative assessment data, which then informs planning and ensures subsequent units are tailored to pupil needs.

A Global Curriculum

At Foxton, PSHE forms the foundation of global citizenship and sits at the heart of our global curriculum. The values and UN Sustainable Development Goals introduced in Monday assemblies are embedded throughout PSHE lessons, particularly aligning with:

- **Goal 3: Good Health and Wellbeing** – through units on *Looking After My Body and Mind* children are equipped with strategies to care for both physical and mental wellbeing.
- **Goal 4: Quality Education** – pupils develop self-awareness, resilience, and emotional literacy, creating strong foundations for lifelong learning.
- **Goal 10: Reduced Inequalities** – through focus areas such as *Becoming a Global Citizen,* children learn to value difference, show empathy, and actively promote inclusion.
- **Goal 16: Peace, Justice, and Strong Institutions** – units like *Growing Up, Being a Good Friend* and *Celebrating Families s* promote democratic participation, fairness, and community engagement.
- **Goal 17: Partnerships for the Goals** – through initiatives like Eco Club and School Council, children develop their sense of agency and responsibility, linking classroom learning to real-world impact.

In essence, our primary PSHE curriculum is a bridge to global citizenship, embodying the principles of the SDGs and empowering students to become informed, compassionate, and proactive contributors to a more harmonious and equitable world.