

PSHE Pathway



Purple objectives are from RSE policy 2026 Green objectives are from Drugs and Alcohol policy 2025	Nursery	Reception	Year 1	Year 2	Expectation
Values	See EYFS PSED below		Achievement: • Show the value of achievement at school and at home by staying positive and patient when working on personal goals • Understand that achievement means reaching a goal	Achievement: • Learn the value of positivity when working on personal goals • Understand that goals worth achieving take time and patience	
	Focus on 5 values: • Friendship • Honesty • Kindness • Resilience • Responsibility	Introduce children to these terms and help them to begin to understand their meaning: • Achievement • Courage • Empathy • Friendship • Honesty • Kindness • Resilience • Respect • Responsibility • Thoughtfulness • Tolerance	Courage: • Understand that courage means doing something difficult even when you feel afraid • Show the value of courage at school and at home	Courage: • Understand that courage means choosing to act despite feelings of fear • Know that courage means doing the right thing even if others are not	
			Empathy: • Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition • Know how to recognise feelings, including having a varied vocabulary of words to use when talking about their own and others’ feelings • That isolation and loneliness can affect children, and the benefits of seeking support.		
			• Show the value of empathy at school and at home by	• Learn to be empathetic by reading others’ faces and actions	

PSHE Pathway



			understanding what it is like to be someone else and feeling what they are feeling • Be introduced to the phrase 'treat others the way you want to be treated'	• Understand the meaning of the phrase 'treat others the way you want to be treated'	
			Friendship: • Know how important friendships are in making us feel happy and secure and how people choose and make friends • Know the characteristics of friendships, including mutual respect, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • Know that most friendships have ups and downs, and that these can often be worked through so that friendship is repaired and that resorting to violence is never right • Know how to judge when a friendship is making them feel unhappy or uncomfortable and how to find help		
			Honesty: • Understand the importance of honesty and the consequences of dishonesty • Show the value of honesty at school and at home by speaking the truth and acting truthfully	Honesty: • Understand the importance of honesty and the consequences of dishonesty • Begin to understand that there are times when honesty is not necessary or kind	
			Kindness: • Understand that kindness is about being caring and helpful, and looking after others • Know the different ways to show kindness at school and at home	Kindness: • Know different ways to show kindness and how they make others feel • Understand the ripple effect of acts of kindness	

PSHE Pathway



			and understand how they make others feel		
			Resilience:		
			• Talk about how the children have developed physically and educationally		
			• Show the value of resilience at school and at home by always trying your hardest and not giving up, even when something is challenging • Begin to understand that we all learn differently and find different learning easy or difficult • Begin to learn that we make mistakes and that they are an important part of learning	• Understand that we all learn differently and find different learning easy or difficult • Accept that we make mistakes and that they are an important part of learning	
			Respect:		
			• Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices or have different preferences or beliefs • Demonstrate the conventions of courtesy and manners • Know the importance of self-respect and how this links to their own happiness • Know that in school and in wider society they can be expected to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • Learn about different types of bullying (including cyber-bullying), the impact of bullying, the responsibilities of bystanders (primarily reporting the bullying to an adult) and how to get help		
			• Show respect at school and at home by thinking and acting in a way that shows you care about yourself, others and the world	• Know our school rules and understand that following them is a sign of respect for our school community	

PSHE Pathway



			• Know our school rules and understand that following them is a sign of respect for our school community	• Understand that caring for the world shows respect to the plants and animals who share it with us	
			Responsibility: • Understand that responsibility means being trusted by others to make good choices • Show the value of responsibility at school and at home by being in control of your own behaviour and apologising when you make a mistake	Responsibility: • Understand what it means to be dependable and make the right choices • Know that responsibility means being in control of your own behaviour and apologising when you make a mistake	
			Thoughtfulness: • Show the value of thoughtfulness at school and at home by doing good without being asked • Understand that thoughtfulness is thinking carefully before acting, and thinking of others before yourself	Thoughtfulness: • Understand the link between thoughtfulness and empathy • Know that doing good without being asked shows thoughtfulness	
			Tolerance: • Know that others’ families either in school or the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care		
			• Showing the value of tolerance at school and at home by treating everyone the same because it is OK to be different	• Know and respect all the ways that we are different including appearance, values, beliefs and abilities	

PSHE Pathway



Relationship, Mental Wellbeing and self- esteem	See EYFS PSED below	Family life and relationships: • Talk about their own families • Understand the responsibilities of raising and caring for children • Know that families are important for children growing up because they can give love, security and stability • Know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to get help from other people • Demonstrate strategies to deal with jealousy and anger toward siblings Bereavement: • To begin to understand and talk about bereavement • To learn the importance of memories Mental wellbeing: • Know that mental wellbeing is a normal part of daily life, in the same way as physical health • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	
Keeping Ourselves Safe	See EYFS PSED below	Clever never goes: • Learn to recognise when someone outside of their family is trying to get them to go with them and how to keep themselves safe • Understand and explain the 'Clever never goes' rule – clever never goes with someone when it hasn't been arranged Personal safety: • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. Sun safety: • Know about safe and unsafe exposure to the sun and how to keep themselves safe in the sun	

PSHE Pathway



		Emergency services: - Know how to make a call to emergency services if necessary Drugs and alcohol: - All medicines are drugs, but not all drugs are medicines - There are school procedures relating to medicines - The role of medicines (both prescribed and over-the counter) in promoting health and the reasons people use them - All drugs can be harmful if not used properly - Simple safety rules about medicines and other substances used in the home - To consider the general effects of alcohol and tobacco on health and behaviour - About people who are involved with medicines (health professionals, pharmacists) - Who can help them if they have questions or concerns (parents, teachers, school nurse) NSPCC underwear rule: - Name body parts and know which parts should be private - Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. - Understand that they have the right to say 'no' to unwanted touch - The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - Know who to talk to if they are worried or if someone has done something or spoken to them in a way that makes them feel uncomfortable or unsafe	
Living in the Wider World		Empower children to be the change our sustainable world needs by engaging them in fun, action-orientated and socially responsible learning related to the following eco topics: school grounds, transport, energy, litter, waste, marine, water, global citizenship, biodiversity, healthy living	
Vocabulary	The names for the 11 values: Achievement, Courage, Empathy, Friendship, Honesty, Kindness, Resilience, Respect, Responsibility, Thoughtfulness, Tolerance Safety: safe/unsafe, 'clever never goes', emergency, medicines, drugs, private		

PSHE Pathway



EYFS PSED Pathway

Children in Nursery will learn 5 of the schools' values: *friendship, honesty, kindness, resilience & responsibility*. These will be explicitly taught continuously on a two-week cycle throughout school the year. See above for detail.

	Nursery	Reception
AUTUMN 1	• Cooperate with boundaries and routines • Explain needs and wants, likes and dislikes • Approach familiar adults when upset, excited, or wanting to play • Begin to recognise and name emotions (happy, sad, anger, fear, surprise and nervousness) • Show awareness of others' feelings and needs • Play alongside others contentedly • Name and seek friends • Tolerate when needs aren't met immediately (e.g. sharing toys) • Turn taking • Say please and thank you • Follow tidiness routines	• Explain boundaries and routines • Recognise and name emotions (happy, sad, anger, fear, surprise and nervousness) • Respond to others' feelings • Tolerate delay and begin to articulate own feelings (e.g. know when excited/feeling impatient etc) • Invite others to play • Follow tidiness routines • Healthy eating • Regular physical activity
AUTUMN 2	• Cooperate with boundaries and routines • Ask for help • Show awareness of others' feelings and needs and signal them to others/sympathise • Invite friends to play • Tolerate when needs aren't met immediately and to understand that wishes may not always be met	• Explain/talk about boundaries and routines to others • Respond to others' feelings using language to articulate feelings • Organise games and make plans to play with others/independently • Follow tidiness routines

PSHE Pathway



	• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. • Say please and thank you • Follow tidiness routines • Begin to know how to keep safe on the roads	• Being a safe pedestrian • To know how to keep safe on the roads
SPRING 1	• Explain boundaries and routines (e.g. how to use equipment safely) • Ask for help • Talk about others' feelings and needs • Invite friends to play • Tolerate when needs aren't met immediately (e.g. sharing toys) and begins to accept that wishes may not always be met • Follow tidiness routines • Begin to learn to recognise when someone outside of their family is trying to get them to go with them and how to keep themselves safe • Begin to understand the 'Clever never goes' rule – clever never goes with someone when it hasn't been arranged	• Respond to others' feelings using language to articulate feelings • Talk about and understand turn taking (especially in games with rules) and sharing • Begin to negotiate to solve problems • Begin to use words when experiencing big feelings (e.g. to solve problems, express upset or excitement) • Follow tidiness routines • Sensible amounts of screen time. • Learn to recognise when someone outside of their family is trying to get them to go with them and how to keep themselves safe • Understand and explain the 'Clever never goes' rule – clever never goes with someone when it hasn't been arranged
SPRING 2	• Cope with expected changes in routine • Make requests for tools/ask for help when working on own project • Talk about how it felt when... • Feel comfortable approaching friends and joining in • Begin to solve problems and gain more independence (e.g. get a different toy/tool if preferred tool is in use; use a sand timer to regulate)	• Notice and say when routines change • Be able to adapt behaviour when familiar routines change. • Make plans and often see them to fruition • Be able to modulate emotions and change behaviour to move forward • Suggest solutions / be able to use peace pathway efficiently • Know how to give socially appropriate response when new events take place • Be affectionate and helpful to younger children.

PSHE Pathway



		• Having a good sleep routine. • Tooth brushing.
SUMMER 1	• Help a friend. • Play with friends. • Show awareness of what other people need and how others feel. • Make healthy choices about food and drink. • Know the names of the body parts and begin to know which parts should be private • Begin to know the difference between appropriate and inappropriate touch • Begin to know who to talk to if they are worried or if someone has done something or spoken to them in a way that makes them feel unsafe	• Notice and say when routines change • Be able to adapt behaviour when familiar routines change. • Make plans and often see them to fruition • Be able to modulate emotions and change behaviour to move forward • Suggest solutions / be able to use peace pathway efficiently • Know how to give socially appropriate response when new events take place • Be affectionate and helpful to younger children • Know the names of the body parts and know which parts should be private • Know the difference between appropriate and inappropriate touch • Know who to talk to if they are worried or if someone has done something or spoken to them in a way that makes them feel uncomfortable or unsafe
SUMMER 2	• Follow rules and boundaries • Dress and undress independently (not laces or back buttons) • Brush teeth • Wash and dry hands independently • Show concern for others • Use toilet independently	• Understand and explain rules and boundaries • Respond to restorative justice discussions with adult support • Dress and undress independently • Talk about healthy living and choices they make • Talk about how they approach tasks and recognise when they have done things well e.g. referring to the school values