

Curriculum Progression PHSE



Curriculum Intent: PSHE

Whole school curriculum intent:

At Bisley Blue Coat C of E Primary School, all curriculum decisions are driven by our Christian vision: *Love, Learn, Live as One*. This vision shapes the culture of our school, the design of our curriculum and the daily experiences of every child. This integral vision and a set of core values; *community, love, respect and trust*, are at the heart of all learning at our school.

PSHE is a crucial part of a child's education, giving children access to critical information about themselves and the diverse world around them. We provide a specifically tailored curriculum that is both broad and balanced, and that builds on our school values, giving pupils access to big ideas and conversations alongside practical experiences.

Love - We aim to develop an education that enables every child to feel known, valued and loved.

Our curriculum is designed to:

Promote children's knowledge, self-esteem, emotional wellbeing and resilience, within a nurturing environment.
Help children form and maintain worthwhile and positive relationships.
Encourage honesty and respect in all relationships, and nurture sensitivity to the needs and feelings of others.
Teach children to have respect for themselves as individuals.

Learn - We are committed to enabling every child to flourish academically, personally and spiritually.

Love, Learn, Live as One

Our curriculum is designed to:

Develop key character skills, including decision making, informed risk taking, good communication, and self-regulation strategies.

Enable all children, from EYFS onwards, to develop a deepening knowledge of their health and wellbeing, including their mental and physical health.

Equip children with the information, skills and values to understand and cope with the physical and emotional changes that happen as they get older.

Prepare pupils adequately for adult life: its decisions, responsibilities, experiences and opportunities, allowing them to develop as emotionally mature human beings.

Live as One – We recognise our responsibility to help children understand and value the world and people around them.

Our curriculum is designed to:

Teach children to have respect for others within our local, national and global communities.

Encourage the exploration of, and respect for, values held by different cultures and groups within our local community, and promote positive attitudes.

Promote British Values and support children to explore these through strong pastoral care.

Implementation

Some PSHE topics are taught within other subjects, especially Computing, Maths and Science, for example the teaching of e-safety within Computing lessons. The curriculum is based on the frameworks of the National Curriculum and GHLL (Gloucestershire Healthy Living and Learning) with more detailed long and medium-term planning developed by the teaching staff. Our curriculum has also been developed to meet the specific needs of our learners and support the many aspects of their personal development.

The PSHE curriculum is split into the three key themes of Health and Wellbeing, Relationships and Living in the Wider World. These three themes have equal weighting and importance within teaching, and topics are taught on a rolling programme. Topics are revisited across year groups, and understanding is deepened. This allows for progression and retention of key skills and knowledge, and also the introduction of some concepts at an age-appropriate point.

PSHE education will be provided to all children within our school. Children with SEND will be supported to access health, relationships and sex education through high-quality, teacher-led quality first teaching, following the guidance of the SEND code of practice. Teaching will be differentiated and personalised to suit their individual context.

PSHE education will be taught on a discrete basis and some content will be taught through other subject areas, and within other contexts, such as assemblies, circle times etc. A taught session may look very different in one class to the next - class teachers have discretion to plan and deliver teaching

Love, Learn, Live as One

that suits the individual needs of their class, whilst ensuring that all curriculum content is covered effectively. There is no expectation that children complete formal written recording of teaching, although some form of recording is encouraged.

Although PSHE outcomes can be considered very subjective, they can be compared within year-groups, and also across different year groups/classes. Long-term monitoring is also being carried out: sample groups of pupils in each year group will be chosen and their thoughts and ideas recorded. This gives the subject leadership team an insight into pupils' journeys through school, observing progression and development of skills and understanding. Leaders will also hold regular conversations with staff, providing an open forum for sharing ideas, questions or concerns. These conversations are used to inform the subject leaders if statutory curriculum content has been covered, how pupils feel about their own learning, and what areas need to be developed or prioritised in future.

Bisley Blue Coat School work closely with parents and carers, and we believe strongly in the central role of good, positive home-school communication. PSHE education should not be left to chance and is a responsibility shared with parents / carers and families. Parents will be informed/supported through email/website communication from teaching staff, outlining the content of the curriculum. Parents have the right to withdraw their child from sex education, but not from health or relationships education. In the situation where children are withdrawn from sex education, the school will find alternative internal provision for that child. Parents wishing to withdraw their child from all or part of sex education should contact the headteacher at the first instance.

Class 1 — EYFS, Year 1 and Year 2

- EYFS (Reception) follows its own annual programme every year, based on Development Matters and the Early Learning Goals for Personal, Social and Emotional Development, Understanding the World and Physical Development. It is not part of the rolling cycle, because children normally spend only one year in Reception before moving into the cycle.
- Year 1 and Year 2 are taught together on a 2-year rolling cycle: Cycle A and Cycle B. Cycle A carries what was previously the "Year 1" curriculum content; Cycle B carries what was previously the "Year 2" content. The whole class — whoever is actually in Year 1 or Year 2 that year — follows the same cycle together.
- A child who starts in this class in Reception, then spends one year on Cycle A and one year on Cycle B (in either order), will receive both cycles — i.e. full Year 1 and Year 2 coverage — by the time they move into Class 2.

Class 2 — Year 3, 4, 5 and 6

- All four year groups are taught together on a 4-year rolling cycle: Cycle A, B, C and D, carrying what was previously the Year 3, 4, 5 and 6 content respectively.
- A child who moves through this class over four years (normally Year 3 to Year 6) will experience all four cycles once, regardless of which cycle they happened to start on, because the cycle simply moves on by one letter every academic year.

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- The exception is the puberty and reproduction content (see Section 4): this is deliberately taken out of the rotating cycle and taught every year to the real Year 5 and Year 6 cohorts, so that timing always matches physical and emotional development rather than the accident of which cycle a child's year group lands on.

Cycle Planner

Class	2026–27	2027–28	2028–29	2029–30
Class 1 (EYFS/Y1/Y2) — EYFS always annual	Cycle A	Cycle B	Cycle A	Cycle B
Class 2 (Y3–Y6)	Cycle A	Cycle B	Cycle C	Cycle D

Statutory Context and the Growing and Changing Unit

Relationships Education and Health Education are statutory in all primary schools; sex education is not statutory in primary but the Department for Education recommends it is taught, and it is good practice to do so. The Department published updated statutory guidance for Relationships, Sex and Health Education (RSHE) in July 2025, which becomes compulsory for all schools from 1 September 2026. Schools should review their PSHE/RSE policy, curriculum and parent consultation arrangements against this updated guidance, as it makes parental engagement an explicit expectation rather than a recommendation, and it specifically recommends that sex education be taught in Year 5 and/or Year 6.

This has a direct design implication for a rolling programme: if the Year 5/6 puberty and reproduction objectives were simply left inside the rotating Cycle C/D content, a child could reach real Year 6 in a year when the class happens to be following Cycle A, and leave the school without ever receiving that content at the right age — or, conversely, a Year 3 child could receive Year 6-level reproduction content years before puberty, in a year when the class happens to land on Cycle D.

To avoid this, the programme extracts the puberty- and reproduction-specific objectives from the Respect for All + SRE strand and teaches them every year, to whichever children are actually in Year 5 and actually in Year 6, as a fixed "Growing and Changing" unit sitting alongside that year's rotating cycle

(see the Detailed Objectives by Cycle document for the full objective list). Everything else in the Respect for All + SRE strand — the Code of Respect, stereotyping, hygiene/infection, marriage and types of love — is not age/timing-sensitive in the same way and remains in the ordinary rotation.

Curriculum Progression

A condensed view of the key concepts taught in each phase/cycle, across all six strands, showing the spiral of increasing depth and complexity from EYFS through to the end of Class 2's four-year cycle. Full objective wording and NC/PSHE Association reference codes are in the Detailed Objectives by Cycle document.

Phase / Cycle	Mental & Physical Health	Relationships	Keeping Safe / Drugs	Living in the Wider World	E-Safety	Respect for All + SRE
EYFS	- Feelings vocabulary - Healthy routines - What makes us happy	- Special people - Cooperative play - Being a kind friend	- Keeping safe rules - People who help us - Safe/unsafe touch (intro)	- Caring for environment - Similarities/differences - Belonging to groups	- Asking an adult first - Being kind online - Telling a trusted adult	- Uniqueness - Naming body parts - Growing and changing
Cycle A	- What being healthy means - Sleep & sun safety - Naming feelings	- Who loves and cares for us - Family diversity - Healthy friendships	- Safety at home/road - Safe/unsafe substances - Trusted adults	- Uniqueness - Caring for environment - Internet in daily life	- Safe, kind online behaviour - What not to share - Getting help online	- Code of Respect (intro) - Life cycles - Valuing our bodies
Cycle B	- Exercise, rest, diet, dental care - Sharing feelings - Managing big feelings	- What makes a family - Resolving arguments - Consent (intro)	- Rail safety - Medicines & household products - Feeling safe/scared	- Money & needs vs wants - Looking after money - Equality	- Online risks & sharing - Reporting bullying - Using search engines safely	- Showing respect - Naming body parts (reproductive) - How bodies change
Cycle A	- Goals; balanced lifestyle - Expressing feelings - Sleep	- Family diversity - Healthy families - Friendship problem-solving	- Risk at home & locally - Consent - Medicines are drugs	- Social media sharing - British Values - Evaluating online reliability	- Online identity - Who to trust online - Online behaviour & bullying	- Code of Respect - Reproductive organs (naming) - Hygiene & infection
Cycle B	Healthy diet; grief; exercise	Family structures	Road safety	- Money & value - Jobs & careers	Online identity & respect	Respect & responsibility

Phase / Cycle	Mental & Physical Health	Relationships	Keeping Safe / Drugs	Living in the Wider World	E-Safety	Respect for All + SRE
	• Self-esteem • Oral hygiene	• Marriage & civil partnership • Kindness	• Alcohol, caffeine, vaping • Consent & boundaries	• Budgeting	• Online bullying impact • Judging accuracy online	• Physical changes with age • Challenging stereotypes
Cycle C	• Mental health; balanced lifestyle • Preparing healthy meals • Sun safety	• Healthy friendships • Families protecting each other • Bullying & wellbeing	• Rail & everyday risk • Consent can be withdrawn • Legal/illegal drugs	• Reliability of information • Misinformation • Marginalised groups & extremism	• Online identity manipulation • Reporting & blocking • Strong passwords	• Code of Respect • Stereotypes • See Growing & Changing (fixed, Y5)
Cycle D <i>Class 2 (Y6-pitched)</i>	• Brain & emotions • Mental health stigma • Transition to secondary	• Connections & inclusion • Impact of bullying • Friendship change	• UN Rights of the Child • Feeling (un)safe • Drugs & peer influence	• Evaluating adverts • Critical consumer • Conspiracy theories	• Evaluating online content • Reporting bullying evidence • Software/password upkeep	• Code of Respect • Changing emotions • See Growing & Changing (fixed, Y6)