

Pear Tree Mead Academy PSHE scheme 2025-26



	Autumn 1 – Safe at School	Autumn 2 – Safe behaviours	Spring 1 – Safe mind	Spring 2 – Safe relationships	Summer 1 – Safer Me!	Summer 2 – Safe in the community
	All about me week	Kindness week	Mental health awareness week, Online safety day	RSE week	Road safety week	Community week
Reception	<p>Behaviour expectation:</p> <ul style="list-style-type: none"> To listen, co-operate, share and take turns. To agree and follow rules in groups /classroom To be able to initiate friendships. zones of regulation <p>Metal health and wellbeing:</p> <ul style="list-style-type: none"> express positive things about themselves and others To know where to get help in school To understand that it is ok to be different 	<p>Anti-bullying</p> <ul style="list-style-type: none"> positive and negative classroom behaviours. positive and healthy friendships how behaviour affects other people <p>Consent</p> <ul style="list-style-type: none"> To know who and when you can give permission for touch 	<p>Mental Health and Wellbeing</p> <ul style="list-style-type: none"> How feelings affect people’s bodies Zones of regulation recognise what others might be feeling 	<p>CWP planning – Family and friendships:</p> <ul style="list-style-type: none"> importance of friendship and saying sorry and forgiveness. violence is never right all families are different. 	<p>Road safety</p> <ul style="list-style-type: none"> rules for, and ways of keeping safe, including basic road safety and about people who can help me stay safe <p>Personal health and hygiene:</p> <ul style="list-style-type: none"> wash hands and use the toilet independently how and why to brush your teeth 	<p>My world, my responsibility:</p> <ul style="list-style-type: none"> dangers in my home and stay safe around them. dangers that can occur near water and how to stay safe. the dangers of being alone in the community and know who to ask for help
Y1	<p>Behaviour expectation:</p> <ul style="list-style-type: none"> people are different and that is ok restorative conversation and solve small problems class expectations and rules recognise right and wrong. <p>Metal health and wellbeing:</p> <ul style="list-style-type: none"> zones of regulation using tools set a goal express positive things about myself / others. <p>Online safety</p> <ul style="list-style-type: none"> Privacy and Security 	<p>Anti-bullying</p> <ul style="list-style-type: none"> positive and negative classroom behaviours. healthy friendships What is bullying how behaviour affects others difference and togetherness <p>Consent</p> <ul style="list-style-type: none"> give permission for touch <p>Online safety</p> <ul style="list-style-type: none"> Online bullying 	<p>Mental Health and Wellbeing</p> <ul style="list-style-type: none"> feelings can affect people’s bodies / behaviour. manage big feelings, regulation tools zones of regulation <p>Online safety</p> <ul style="list-style-type: none"> Health, Well-being and lifestyle 	<p>Online safety</p> <p>Online relationships</p> <p>CWP planning – Growing and caring for ourselves:</p> <ul style="list-style-type: none"> be friends with people who are different to us how children grow and change Understand that babies need care and support different types of families and who to ask for help we share the world with lots of people 	<p>Road safety</p> <ul style="list-style-type: none"> Stop, Look, Listen, Think sequence Rules of the road walk safely with a grown up bike/scooter safety child car seat when travelling <p>Online safety</p> <ul style="list-style-type: none"> Self-image and Identity <p>Personal health and hygiene:</p> <ul style="list-style-type: none"> understand personal hygiene diseases spread and can be controlled by you how to be proud to be me 	<p>My world, my responsibility:</p> <ul style="list-style-type: none"> their likes and dislikes unsafe in the home house hold products. What are their uses and possible dangers. keep safe in the home. To work together <p>Online safety</p> <ul style="list-style-type: none"> Online reputation
Y2	<p>Behaviour expectation:</p> <ul style="list-style-type: none"> what is fair / unfair and what is right / wrong consequences for actions school behaviour approach inc boundaries that keep us safe and ready to learn 	<p>Anti-bullying</p> <ul style="list-style-type: none"> positive/healthy friendship What is bullying and the effects on people 	<p>Mental Health and Wellbeing</p> <ul style="list-style-type: none"> manage big feelings, regulation and mood different feelings 	<p>Online safety</p> <ul style="list-style-type: none"> Online relationships <p>CWP planning – Differences:</p> <ul style="list-style-type: none"> gender stereotype 	<p>Road safety</p> <ul style="list-style-type: none"> keeping safe, including basic road safety to be bright and seen cycle/scoot safely 	<p>My world, my responsibility:</p> <ul style="list-style-type: none"> their likes and dislikes record the growth throughout the school to stay safe around people that I don't know.

	<ul style="list-style-type: none"> people who are a positive influence in the community positive things about themselves and others being a friend and working with everyone <p>Metal health and wellbeing:</p> <ul style="list-style-type: none"> zones of regulation inc tools learn from my experiences set simple goals inc what they are good at likes / dislikes and how they shape decisions. positive influence in the community <p>Online safety</p> <ul style="list-style-type: none"> Privacy and Security 	<ul style="list-style-type: none"> bullying is over a period of time and repeated how to be a good friend. <p>Consent</p> <ul style="list-style-type: none"> rules for respecting people's bodies What to do if rules are broken what 'no' / 'stop' mean people's bodies and feelings can be hurt. Trusted adults <p>Online safety</p> <ul style="list-style-type: none"> Online bullying 	<ul style="list-style-type: none"> self confidence welcome different people <p>Online safety</p> <ul style="list-style-type: none"> Health, Well-being and lifestyle 	<ul style="list-style-type: none"> differences between males and females. the lifecycle and understand that making a new life needs a male and female. sexual difference/name body parts understand what diversity is 	<p>Online safety</p> <ul style="list-style-type: none"> Self image and Identity <p>Personal health and hygiene:</p> <ul style="list-style-type: none"> personal hygiene when toileting and eating diseases spread and can be controlled celebrate St George's day communicate in different ways. 	<ul style="list-style-type: none"> keep safe if I feel unsafe. <p>Online safety</p> <ul style="list-style-type: none"> Online reputation what makes someone feel proud
Y3	<p>Behaviour expectation:</p> <ul style="list-style-type: none"> school and class expectations PTM behaviour approach inc restorative conversations how behaviour affects other people actions have consequences be welcoming towards others To stand up to people using my pupil voice what a good friend looks like and why <p>Metal health and wellbeing:</p> <ul style="list-style-type: none"> growth mindset zones of regulation inc tools contribute to the life of the class and school have realistic aspirations / target setting <p>Online safety</p> <ul style="list-style-type: none"> Privacy and Security 	<p>Anti-bullying</p> <ul style="list-style-type: none"> support others that are being treated unfairly different bullying 'bystander' and 'participant' dealing with bullying find solutions to problems <p>Consent</p> <ul style="list-style-type: none"> what sort of touch I am happy/unhappy with difference between a little deal/serious problem I how to get help <p>Online safety</p> <ul style="list-style-type: none"> Online bullying 	<p>Mental Health and Wellbeing</p> <ul style="list-style-type: none"> importance of taking care of mental health strategies and behaviours that can support change over time / range in intensity. intense or conflicting feelings what discrimination means <p>Online safety</p> <ul style="list-style-type: none"> Health, Well-being and lifestyle 	<p>Online safety</p> <ul style="list-style-type: none"> Online relationships <p>CWP planning – Valuing differences and Keeping safe:</p> <ul style="list-style-type: none"> people are unique and to respect those differences. Name male and female body parts using agreed words appropriate and inappropriate physical contact and consent. different types of families and who to go to for help and support. find common ground 	<p>Road safety</p> <ul style="list-style-type: none"> safe pedestrian when alone. responsibilities as a pedestrian, a cyclist, a passenger in a car or on public transport. effect of risky behaviour and strategies to cope with dangerous situations needed skills to travel without an adult how to plan a safer journey <p>Online safety</p> <ul style="list-style-type: none"> Self image and Identity <p>Personal health and hygiene:</p> <ul style="list-style-type: none"> St Geroge and why we celebrate this day recognise and help an outsider 	<p>My world, my responsibility:</p> <ul style="list-style-type: none"> tell someone your likes, dislikes and goals. things that help us to fall asleep and get a good sleep. how we share the world <p>Online safety</p> <ul style="list-style-type: none"> Online reputation
Y4	<p>Behaviour expectation:</p> <ul style="list-style-type: none"> school behaviour approach and restorative conversations restore justice in a range of situations follow rules for my group and classroom read and express non-verbal messages 	<p>Anti bullying:</p> <ul style="list-style-type: none"> 'bystander' and 'participant' judge when a friendship is making you unhappy 	<p>Mental Health and Wellbeing</p> <ul style="list-style-type: none"> taking care of mental health strategies / behaviours that can support 	<p>Online safety</p> <p>Online relationships</p> <p>CWP planning – Growing up:</p> <ul style="list-style-type: none"> the human lifecycle. basic facts about puberty how puberty is linked to reproduction 	<p>Road safety</p> <ul style="list-style-type: none"> Cycle safety and how to keep safe How to get to school safely plan a safer journey to school. 	<p>My world, my responsibility:</p> <ul style="list-style-type: none"> tell someone your likes, dislikes and goals. administer basic first aid. to get help if there has been an accident.

	<ul style="list-style-type: none"> • how my behaviour affects other people • actions have consequences • negotiate and resolve conflict peacefully • people who are a positive influence in the community <p>Mental health and wellbeing:</p> <ul style="list-style-type: none"> • apply a Growth mindset to challenges • zones of regulation inc tools • brain break to gain attention and focus • set personal goals • the impact of feelings on others. • remembrance day and it's importance. <p>Online safety</p> <ul style="list-style-type: none"> • Privacy and Security 	<p>/uncomfortable and how to manage</p> <ul style="list-style-type: none"> • dealing with bullying • reasoned opinions and resolutions. • responses to racist behaviour <p>Consent</p> <ul style="list-style-type: none"> • decide what happens to my body. • rights & other people's. • serious problems and how to get help. <p>Online safety</p> <ul style="list-style-type: none"> • Online bullying 	<ul style="list-style-type: none"> • change over time / range in intensity. • intense or conflicting feelings • importance of expressing feelings. <p>Online safety</p> <ul style="list-style-type: none"> • Health, Well-being and lifestyle 	<ul style="list-style-type: none"> • physical and emotional change • respect in a range of relationships. • characteristics of healthy relationships. • why people choose to get married. • be proud of who I am 	<ul style="list-style-type: none"> • responsibilities as a pedestrian, a cyclist, or a passenger in a car or on public transport. <p>Online safety</p> <ul style="list-style-type: none"> • Self image and Identity <p>Personal health and hygiene:</p> <ul style="list-style-type: none"> • identify food / drink with different sugar content • how to clean teeth properly • who can help with keeping teeth healthy • To overcome language as a barrier 	<ul style="list-style-type: none"> • how to support if there has been an accident. • To ask questions <p>Online safety</p> <ul style="list-style-type: none"> • Online reputation
Y5	<p>Behaviour expectation:</p> <ul style="list-style-type: none"> • school behaviour approach and restorative conversations • restore justice in a range of situations • follow rules for my group and classroom • resolving differences inc strategies • how behaviour affects other people • resolving problems / conflicts democratically using discussion • recognise when someone needs help • celebrate people who are a positive influence in the community <p>Online safety</p> <ul style="list-style-type: none"> • Privacy and Security <p>Mental health and wellbeing:</p> <ul style="list-style-type: none"> • what is special about themselves and their abilities / interests • zones of regulation inc tools • develop simple vocabulary for personal effectiveness /setting personal goals • what affects positive mental health • make simple choices that improve my health and wellbeing 	<p>Anti bullying:</p> <ul style="list-style-type: none"> • importance of respecting others, that are different • improve or support respectful relationships. • 'bystander', 'upstanders' and 'participant' • that there are different patterns of friendship • it is wrong for children to be bullied or abused by other children or adults. • bullying is an unacceptable response to difference. <p>Consent</p> <ul style="list-style-type: none"> • choices about what happens to my body. • difference between wanted and unwanted contact. 	<p>Mental Health and Wellbeing</p> <ul style="list-style-type: none"> • importance of taking care of mental health. • strategies / behaviours that support mental health. • change over time and range in intensity. • Pupils learn about everyday things that affect feelings and the importance of expressing feelings. • strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in 	<p>Online safety</p> <ul style="list-style-type: none"> • Online relationships <p>CWP planning – Puberty:</p> <ul style="list-style-type: none"> • emotional and physical changes occurring in puberty. • Ask questions about puberty with confidence • how puberty affects the reproductive organs. • Describe what happens during menstruation and sperm production. • the impact of puberty on the body and the importance of physical hygiene. • ways to get support during puberty • Explain how emotions/relationships change during puberty • practical steps that could be taken in a range of contexts to 	<p>Road safety</p> <ul style="list-style-type: none"> • how to travel independently as a pedestrian, cyclist or on public or school transport. • effect of risky behaviour – on the road • develop strategies to cope with dangerous situations <p>Online safety</p> <ul style="list-style-type: none"> • Self image and Identity <p>Personal health and hygiene:</p> <ul style="list-style-type: none"> • what is meant by 'vaccination' • infectious diseases can be prevented by vaccinations • everyday hygiene routines can limit the spread of infection. • To justify my actions • To exchange dialogue 	<p>My world, my responsibility:</p> <ul style="list-style-type: none"> • your likes, dislikes and goals. • reasons why people use drugs; managing situations and peer influence. • some of the risks and effects of legal and illegal drug use. • the correct use of medicines, and how vaccinations and immunisation, can help to maintain health and wellbeing. • reflect on their experiences and identify their own achievements and hardships. • challenge the causes of racism <p>Online safety</p> <ul style="list-style-type: none"> • Online reputation

	<ul style="list-style-type: none"> where to get help in school inc helplines <p>British legal system</p> <ul style="list-style-type: none"> how citizens can influence decision-making through the democratic process what democracy is and how to take part What are laws and why do we have them the British legal system, voting and what democracy mean rights are balanced against responsibilities that we all have human rights set out in the Universal Declaration of Human Rights. examine individual human rights and discuss why they are important what is meant by rights being in conflict; find resolution when rights are in conflict. remembrance day and its importance. 	<ul style="list-style-type: none"> what to do if I am worried about myself or a friend. <p>Online safety</p> <ul style="list-style-type: none"> Online bullying 	<p>different situations.</p> <ul style="list-style-type: none"> To consider consequences <p>Online safety</p> <ul style="list-style-type: none"> Health, Well-being and lifestyle 	<p>support respectful relationships</p> <ul style="list-style-type: none"> Know that we can all take positive steps to support equality To exchange dialogue and express an opinion. 		
Y6	<p>Behaviour expectation:</p> <ul style="list-style-type: none"> school behaviour approach and restorative conversations restore justice in a range of situations follow rules for my group and classroom how behaviour affects other people resolving problems and conflicts democratically using discussion behaviour can shape future and life choices celebrate people who are a positive influence in the community <p>British legal system</p> <ul style="list-style-type: none"> democracy and the Britain's legal system is how citizens can influence decision-making through the democratic process who rules in Britain and why who the main political parties are and what do they stand for <p>Metal health and wellbeing:</p> <ul style="list-style-type: none"> zones of regulation inc tools how to make simple choices that improve my health and wellbeing 	<p>Anti bullying:</p> <ul style="list-style-type: none"> different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders and how to get help. bullying is classed as being over a period of time and repeated 'bystander', 'upstanders' and 'participant' strategies to avoid conflict in situations, including bullying stand up to discrimination <p>Consent</p> <ul style="list-style-type: none"> make choices about what happens to my body. 	<p>Mental Health and Wellbeing</p> <ul style="list-style-type: none"> importance of taking care of mental health. strategies / behaviours that support mental health. change over time and range in intensity. Pupils learn about everyday things that affect feelings and the importance of expressing feelings. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in 	<p>Online safety</p> <ul style="list-style-type: none"> Online relationships <p>CWP planning – Puberty, Relationships and Reproduction:</p> <ul style="list-style-type: none"> how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence importance of communication and respect in relationships. healthy and unhealthy relationships. different ways people might start a family. decisions that have to be made before having children. basic facts about conception and pregnancy. 	<p>Road safety</p> <ul style="list-style-type: none"> risk and the effects of risky behaviour. strategies to cope with dangerous situations caused by others. bikeability scheme <p>Online safety</p> <ul style="list-style-type: none"> Self-image and Identity <p>Personal health and hygiene:</p> <ul style="list-style-type: none"> meaning of Anti-Social behaviour. our words and actions can hurt people. all people need to be respected. consider language and freedom of speech 	<p>Online safety</p> <ul style="list-style-type: none"> Online reputation <p>My world, my responsibility:</p> <p>Transition</p> <ul style="list-style-type: none"> To look forward to new situations cope with the transition to secondary school understand about the nature of <i>change</i> <p>Crucial crew</p> <ul style="list-style-type: none"> harmful or illegal substances may come from people they know basic techniques for resisting pressure from friends, particularly in relation to smoking and vaping some substances are illegal and have some understanding of their effects and the associated risks

	<ul style="list-style-type: none"> • what affects mental health, e.g. the balance between work and leisure, positive relationships. • what they are good at and how it can help a group perform a task. • to put themselves in someone else's shoes. • To know where to get help in school and through helplines when facing problems. • To recognise freedom • To overcome fears about difference <p>Online safety</p> <ul style="list-style-type: none"> • Privacy and Security 	<ul style="list-style-type: none"> • difference between wanted /unwanted contact. • what to do if I am worried about myself or a friend. <p>Online safety</p> <ul style="list-style-type: none"> • Online bullying 	<p>different situations.</p> <ul style="list-style-type: none"> • To consider democracy <p>Online safety</p> <ul style="list-style-type: none"> • Health, Well-being and lifestyle 			<ul style="list-style-type: none"> • To explore attitudes about different drugs and the people who use or misuse them.
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