



MAPLE HAVEN SCHOOL

PATHWAY 2-4

PSHE & RSE

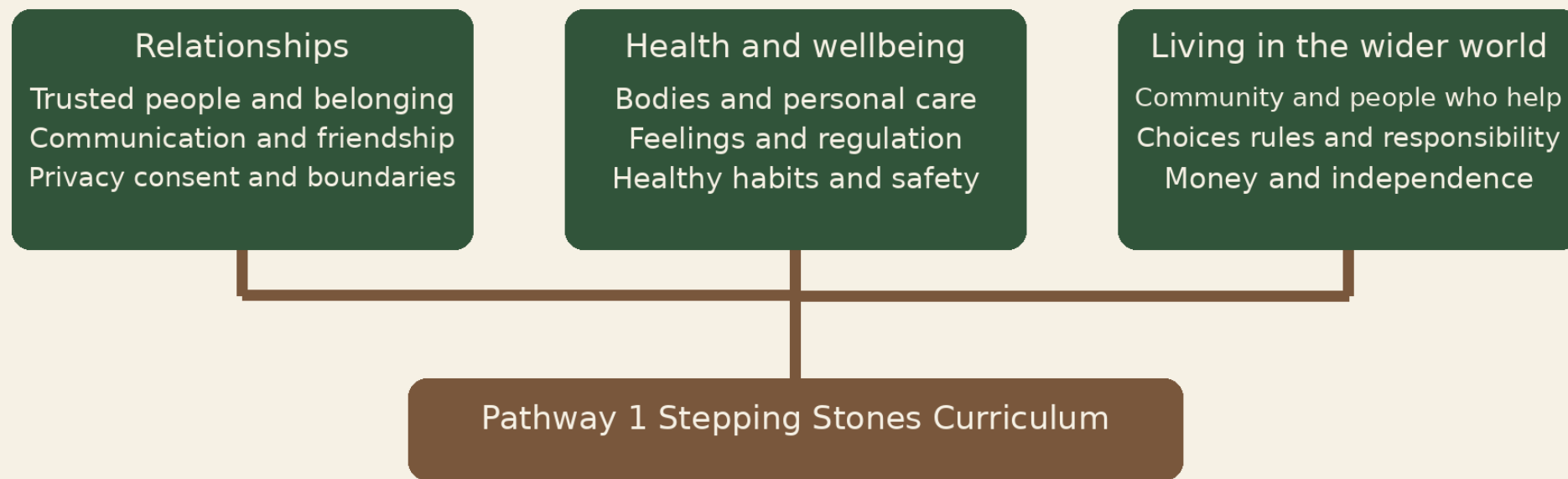


Maple Haven School

PSHE and RSE Curriculum Tree Map

Pathway 1 Stepping-Stones Curriculum

'Our Stepping-Stones curriculum embeds PSHE and RSE within Understanding Our World, Personal Emotional Development, communication, sensory learning, play and everyday routines. Pupils develop safe relationships, wellbeing and independence through meaningful experiences matched to their individual needs.'



Relationships, health and wellbeing

Learning branch	What pupils learn	How learning is supported
Trusted people and belonging	Recognise familiar adults; anticipate contact and support; develop a sense of belonging.	Intensive interaction, family photographs, familiar greetings and consistent routines.
Communication and relationships	Show preferences; communicate yes, no, stop, more, finished and help; take part in shared attention and turn taking.	Objects of reference, symbols, signs, communication aids, play and supported interaction.
Privacy and boundaries	Experience respectful personal space; express acceptance, refusal or discomfort; recognise familiar privacy cues.	Predictable personal care, adult modelling and an accessible way to request help or a pause.
Feelings and regulation	Notice and communicate feelings; experience comfort and calming support; begin to use a familiar regulation routine.	Emotion objects or symbols, co-regulation, sensory support and repeated supported practice.
Bodies and personal care	Develop body awareness; recognise accurate names including penis, vulva, vagina, testicles, scrotum and nipples at an accessible level; participate in hygiene and toileting routines.	Care plans, respectful explanations, visual sequences and personalised assistance in the care suite.
Growing and changing	Experience accessible preparation for body changes, including puberty, matched to age and developmental needs.	Concrete resources, social stories, familiar routines and consistent messages from adults.
Healthy routines	Participate in eating, drinking, movement, rest and hygiene; communicate needs and discomfort.	Mealtimes, movement and sensory activities, handwashing and familiar health routines.
Change loss and comfort	Experience reassurance during change or loss; recognise familiar sources of comfort; communicate a need for support.	Predictable transitions, familiar objects, sensitive stories and trusted adults.

Safety community and independence

Learning branch	What pupils learn	How learning is supported
Safety and help seeking	Respond to a familiar stop or safety cue; move towards a trusted adult; communicate help.	Repeated rehearsal through visuals, objects, actions and Attention Autism activities.
Fire safety	Recognise familiar warning cues and participate in a supported evacuation or safety routine.	Prepared practice, consistent safety cues and support appropriate to sensory and mobility needs.
Road rail and water safety	Participate in safe travel and outdoor routines; wait, stop and follow familiar instructions near hazards.	Supported community experiences, preparation and suitable safety equipment.
Community and people who help	Notice familiar people and places; recognise people who provide care, health or safety support.	Professional visits, photographs, community access and preparation and follow-up activities.
Choices rules and responsibility	Make meaningful choices; practise waiting, sharing and familiar shared rules.	Play, classroom routines and choices presented through the pupil's communication system.
Money and resources	Experience choosing and exchanging items; participate in practical routines involving money and shared resources.	Supported shopping or classroom exchange activities appropriate to the pupil's starting point.
Digital life and online safety	Experience supported and safe use of technology; communicate discomfort and seek adult support.	Adult-guided technology, familiar help cues and accessible boundaries.
Increasing independence	Initiate or participate in routines and transfer familiar skills with gradually reduced support.	Repeated opportunities across people, places and routines, linked to individual EHCP outcomes.

Progress can include anticipation, preference, initiation, communicating discomfort or help, and participating with less prompting. The Engagement Model can support observation where appropriate.

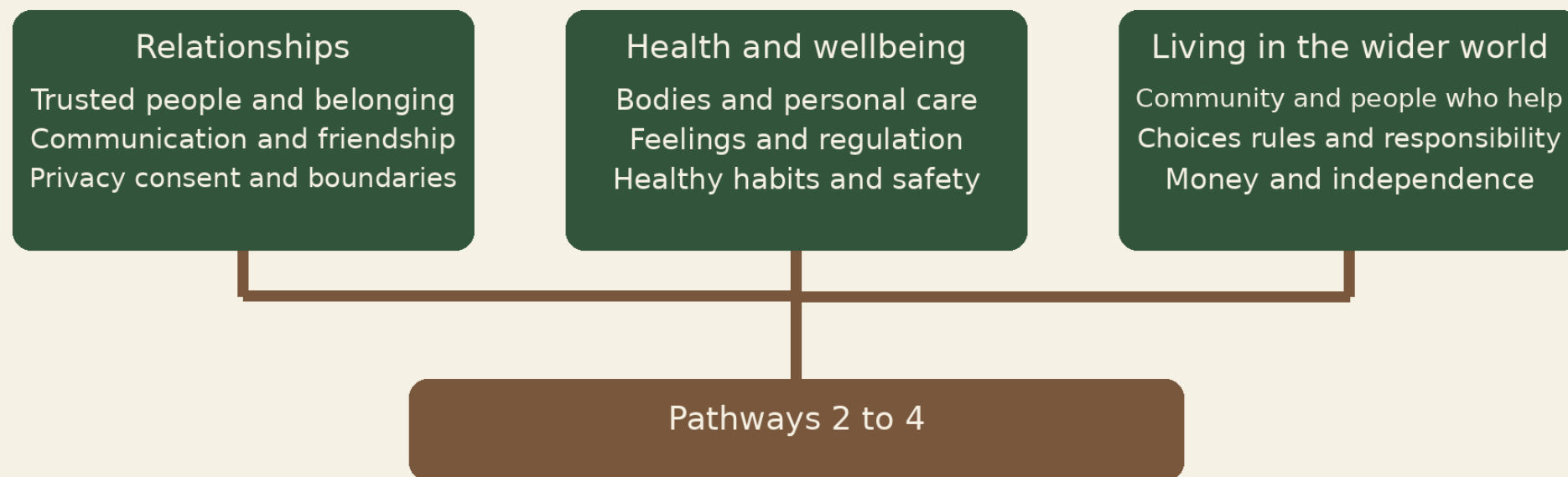


Maple Haven School

PSHE and RSE Curriculum Tree Map

Pathways 2 to 4

Our PSHE and RSE curriculum for Pathways 2 to 4 develops relationships, health and wellbeing, citizenship and independence through structured, sequenced and personalised learning. Planning is informed by the PSHE Association, supported by Kapow resources where appropriate. Shared themes are adapted to each pupil's developmental stage, communication, lived experience and EHCP outcomes.



Relationships health and wellbeing

Learning branch	What pupils learn	How learning is supported
Families friendships and belonging	Understand trusted relationships, different families, friendship, kindness, respect and personal space.	Stories, photographs, discussion, role play and practice within everyday relationships.
Respectful communication	Express preferences, feelings and concerns; listen or attend to others; practise turn taking and resolving difficulties.	Speech, signing, symbols, visuals or aided communication, with supported rehearsal.
Consent privacy and boundaries	Communicate yes, no and stop; understand personal boundaries and privacy; identify trusted adults and ask for help.	Concrete examples, accessible scenarios, role play and consistent adult responses.
Feelings and emotional regulation	Recognise emotions in self and others; understand that feelings vary in strength; use safe regulation and help-seeking strategies.	Emotion vocabulary, visual scales, modelling and personalised regulation strategies.
Health hygiene and medicines	Understand and practise healthy routines for food, sleep, movement, hygiene and personal care; seek adult help with medicines.	Practical tasks, visual sequences and application in daily routines.
Bodies growing and puberty	Use accurate names including penis, vulva, vagina, testicles, scrotum and nipples; learn about physical and emotional changes; prepare for puberty before likely onset.	Age-appropriate and developmentally accessible resources, concrete explanations and individual preparation.
Change bereavement and loss	Recognise that change and loss can lead to different feelings; understand that grief varies; identify comfort and support.	Sensitive stories, discussion or symbols and access to trusted adults.
Safety in relationships	Recognise safe and unsafe situations; communicate a worry or boundary; rehearse reporting concerns and seeking support.	Accessible scenarios, explicit modelling and practice using the pupil's communication method.

Safety community and independence

Learning branch	What pupils learn	How learning is supported
Personal online and offline safety	Recognise risks, use safety strategies and seek help from a trusted adult.	Practical examples, supported technology use, role play and repeated application.
Fire safety	Recognise hazards and warnings; follow evacuation routines; understand simple ways to reduce risk.	Explicit teaching, accessible cues, practice and professional input where appropriate.
Road rail and water safety	Learn safe behaviour near roads, railways, level crossings and water; follow instructions and seek emergency help.	Prepared community learning, water-safety messages and appropriate safety equipment.
Community and citizenship	Explore belonging, community roles, people who help us, shared rules and responsibilities.	Visits, stories, discussion, community experiences and practical tasks.
Choices and consequences	Make informed choices; explain or show what may happen next; recognise how actions affect others.	Sorting, scenarios, supported reflection and real-life decisions.
Money and resources	Explore value, spending, saving and responsible use of money and shared resources at an appropriate level.	Shopping activities, classroom budgets or exchanges and accessible decision-making tasks.
Increasing independence	Apply learning in self-care, relationships, travel and community routines with appropriate support.	Practice across settings, gradually adjusted prompts and links to EHCP outcomes.
Application across the school day	Use knowledge, safety language and communication in lessons, play, personal care and community experiences.	Consistent staff modelling and shared approaches with families and relevant professionals.

A shared intention may lead to different outcomes: recognising or choosing, explaining and practising, or applying learning with greater independence. These are adaptable responses rather than fixed pathway labels.



Maple Haven School

PSHE, RSE and Citizenship Learning Objectives

Pathways 2-4

A proposed progression overview informed by PSHE Association and Kapow Primary

Our curriculum helps pupils understand themselves, build positive relationships, stay safe and participate in their communities. Kapow Primary provides a structured sequence of themes, while PSHE Association guidance and lesson resources broaden learning about wellbeing, relationships, citizenship, money and change.

At Maple Haven, pupils can demonstrate learning through speech, signs, symbols, communication aids, practical activity and supported choices. Teaching should respond to developmental readiness, revisit important ideas and provide meaningful challenge. The year groups describe a planning sequence rather than fixed expectations for every pupil.

How to read this overview

Each objective describes something a pupil should learn or demonstrate. These are original, adapted planning statements drawn from publicly available unit outcomes and lesson summaries; they are not copied lesson plans. "Foundation" is used throughout for the early years group.

Kapow references indicate the relevant curriculum area. PA1-PA9 identify PSHE Association resources in the reference guide. Where a resource covers a key stage rather than one year, the suggested year placement is marked "Maple Haven allocation". Detailed teaching materials are available through each provider's own resources and subscriptions.

Foundation • Learning objectives

Learning focus	Pupils learn to...	Provider reference
Feelings and self-regulation	• Recognise and communicate familiar feelings. • Notice facial expressions and body clues in others. • Use a familiar calming strategy with adult support.	Kapow: My feelings; PA1
Special relationships	• Identify family members and people who care for us. • Share an interest or preference through an accessible communication method. • Notice similarities and differences and value each person.	Kapow: Special relationships; PA1
Challenges and shared rules	• Show an understanding of familiar classroom rules. • Keep trying a manageable challenge with support. • Work alongside another pupil and ask for help.	Kapow: Taking on challenges; PA1
Listening and instructions	• Attend to an adult or peer using the pupil's communication system. • Follow a short instruction during a familiar activity. • Take turns in a shared listening or communication game.	Kapow: Listening and following instructions
Family friendship and belonging	• Practise sharing and turn taking. • Show kindness and include another pupil in play. • Recognise that families may celebrate different events.	Kapow: My family and friends; PA1
Wellbeing and everyday safety	• Participate in healthy food, movement and self-care routines. • Practise a familiar safe-pedestrian routine with an adult. • Recognise when help is needed and communicate this.	Kapow: My wellbeing; PA1

PA references are explained in the reference guide. Objectives can be revisited through accessible communication and practical experiences.

Year 1 • Learning objectives

Learning focus	Pupils learn to...	Provider reference
Emotions and wellbeing	• Name or identify a range of feelings. • Recognise that feelings can change during the day. • Choose a calming activity and seek support for difficult feelings.	Kapow: My healthy self; PA1
Families friendship and kindness	• Describe how trusted people show care. • Identify behaviours that help a class feel friendly and safe. • Recognise that everyone has qualities and interests to value.	Kapow: Connecting with others; PA2 / PA3
Time online	• Identify ways people use devices. • Practise kind behaviour when using technology. • Recognise when to stop and ask a trusted adult for help.	Kapow: The online world; PA8
Citizenship and the environment	• Explain or show why shared rules help people. • Identify ways to care for other people and living things. • Take part in a simple action to care for the school environment.	Kapow: Citizenship; PA3
Health protection	• Practise handwashing and other hygiene routines. • Identify people who help when someone is ill or hurt. • Explain or show how to get adult help in an emergency.	Kapow: Health protection; PA1 / PA7
Keeping safe	• Recognise familiar hazards and safety signs. • Understand that medicines and household products need adult supervision. • Follow a safe routine and tell an adult about a worry.	Kapow: Staying safe; PA6 / PA7
Money and choices	• Recognise that money can be used to buy things. • Identify a simple need and a want. • Explain that money can be spent or saved.	PA4: KS1 lessons; Maple Haven allocation
Change and support	• Recognise changes in familiar routines or relationships. • Identify feelings that may accompany change. • Name or indicate a trusted person who can help.	PA5: KS1; Maple Haven allocation

PA references are explained in the reference guide. Objectives can be revisited through accessible communication and practical experiences.

Year 2 • Learning objectives

Learning focus	Pupils learn to...	Provider reference
Healthy daily choices	• Explain how movement and sleep help the body. • Choose examples of healthy food and drink habits. • Demonstrate a routine for looking after teeth.	Kapow: My healthy self; PA1
Safe and caring relationships	• Recognise similarities and differences between people and families. • Communicate feelings and personal boundaries calmly. • Identify how to get support when a relationship feels unsafe.	Kapow: Connecting with others; PA2 / PA3
Online safety	• Recognise that personal information should be protected. • Ask permission before sharing information or images. • Tell a trusted adult about unkind or worrying online behaviour.	Kapow: The online world; PA8
Community work and money	• Identify groups to which people belong. • Describe ways people help their community through work. • Explain that people can earn money and use it for needs and wants.	Kapow: Citizenship; PA3 / PA4
Growing and body boundaries	• Describe ways bodies change as children grow. • Use accurate names for body parts and understand privacy. • Communicate what is acceptable and seek help if feeling unsafe.	Kapow: Growing up; PA2
Safety in different places	• Identify safe choices at home and in public places. • Explain what to do if separated from a trusted adult. • Describe a safe choice around water and seek adult help.	Kapow: Staying safe; PA6 / PA7
Saving and spending	• Distinguish a need from a want in a simple scenario. • Explain a reason someone might save money. • Compare two simple spending choices.	PA4: KS1 lessons; Maple Haven allocation
Managing change	• Recognise that the same change can lead to different feelings. • Choose a helpful way to manage an unfamiliar situation. • Practise asking for reassurance or support.	PA5: KS1; Maple Haven allocation

PA references are explained in the reference guide. Objectives can be revisited through accessible communication and practical experiences.

Year 3 • Learning objectives

Learning focus	Pupils learn to...	Provider reference
Mind body and emotions	• Describe how emotions can affect the body. • Explain how sleep supports wellbeing. • Use a strategy for strong feelings and know when to ask for help.	Kapow: My healthy self; PA1
Self-respect friendship and inclusion	• Identify strengths and communicate personal boundaries. • Practise resolving a disagreement through apology or compromise. • Recognise bullying and report concerns to a trusted adult.	Kapow: Connecting with others; PA2 / PA3
Online communication	• Compare online and face-to-face communication. • Explain how messages can be misunderstood. • Use safe and respectful responses to online bullying.	Kapow: The online world; PA8
Rights responsibilities and environment	• Give an example of a right that protects people. • Describe how adults help children access their rights. • Choose ways to reduce waste and explain a local council role.	Kapow: Citizenship rights and responsibilities; PA3
Preventing illness and getting help	• Explain how hygiene and sun protection support health. • Recognise when a health worry needs adult help. • Demonstrate how to seek assistance in a medical emergency.	Kapow: Health protection; PA7
Careers and aspirations	• Identify a range of jobs and how they support communities. • Connect interests and strengths with possible future roles. • Recognise that stereotypes should not limit someone's ambitions.	Kapow: Citizenship careers; PA9
Community participation	• Identify groups and communities to which people belong. • Suggest a way to help another person feel included. • Take part in a shared action that benefits the class or community.	PA3: Lower KS2; Maple Haven allocation
Loss and support	• Recognise that loss can lead to a range of feelings. • Identify a helpful coping strategy in a fictional scenario. • Explain how to seek comfort from a trusted person.	PA5: Lower KS2; Maple Haven allocation

PA references are explained in the reference guide. Objectives can be revisited through accessible communication and practical experiences.

Year 4 • Learning objectives

Learning focus	Pupils learn to...	Provider reference
Healthy choices and resilience	• Explain how food, hydration and activity support wellbeing. • Identify a strategy for managing setbacks. • Recognise when someone needs support and how to seek it.	Kapow: My healthy self; PA1
Respect trust and bullying	• Describe respectful behaviour in different settings. • Explain how trust can be strengthened or repaired. • Recognise unfair stereotypes and practise a safe response to bullying.	Kapow: Connecting with others; PA3
Trusting online information	• Distinguish a fact, an opinion and a misleading claim. • Explain why an online source should be checked. • Identify who can help with upsetting or confusing online material.	Kapow: The online world; PA8
Responsible spending	• Compare spending and saving choices. • Identify how advertising or other people may influence spending. • Explain a way to make a considered money decision.	Kapow: Citizenship money; PA4 Year 4
Puberty and growing up	• Describe physical and emotional changes during puberty. • Explain menstruation using accurate and respectful language. • Identify trusted sources of information and support about body changes.	Kapow: Growing up; PA2
Recognising risk	• Interpret safety signs and warnings in everyday settings. • Explain why keeping a worrying secret can be unsafe. • Recognise that substances such as tobacco can harm health.	Kapow: Staying safe; PA6 / PA7
Citizenship and inclusion	• Explain why everyone should be treated fairly. • Describe how shared responsibilities help a community. • Suggest a practical way to include people with different needs.	PA3: Lower KS2; Maple Haven allocation
Grief and changing circumstances	• Recognise that people experience loss differently. • Choose supportive words or actions in a fictional scenario. • Identify appropriate help when feelings are difficult to manage.	PA5: Lower KS2; Maple Haven allocation

PA references are explained in the reference guide. Objectives can be revisited through accessible communication and practical experiences.

Year 5 • Learning objectives

Learning focus	Pupils learn to...	Provider reference
Physical and emotional wellbeing	• Explain how everyday habits support the mind and body. • Choose and justify a strategy for regulating strong feelings. • Identify when persistent worries require trusted adult support.	Kapow: My healthy self; PA1
Healthy relationships	• Explain how values and experiences can influence relationships. • Recognise respectful boundaries and manage friendship challenges. • Identify signs of an unhealthy relationship and seek support.	Kapow: Connecting with others; PA2 / PA3
Online influence	• Identify advertising and persuasive techniques online. • Explain how influencers or trends can affect decisions. • Use questions to challenge a misleading claim or unsafe suggestion.	Kapow: The online world; PA8
Active citizenship	• Explain how people can contribute to community change. • Connect rights with responsibilities in an everyday example. • Plan a small action that benefits others or the environment.	Kapow: Citizenship community action; PA3
Puberty and personal care	• Describe physical and emotional changes during puberty. • Explain how hygiene and menstrual care can support wellbeing. • Communicate boundaries and seek reliable advice about growing up.	Kapow: Growing up; PA2
Money and financial decisions	• Distinguish needs and wants when preparing a simple budget. • Explain borrowing and lending using an accessible example. • Consider how money choices can affect wellbeing.	Kapow: Citizenship money; PA4
Belonging and challenging prejudice	• Recognise stereotypes and why they can be harmful. • Explain how prejudiced messages can influence attitudes. • Choose a safe way to challenge unfair treatment and seek help.	PA3: Upper KS2; Maple Haven allocation
Loss and bereavement	• Recognise that grief is a natural response and varies between people. • Identify strategies for coping with loss in a fictional scenario. • Describe how trusted adults and services can provide support.	PA5: Upper KS2; Maple Haven allocation

PA references are explained in the reference guide. Objectives can be revisited through accessible communication and practical experiences.

Year 6 • Learning objectives

Learning focus	Pupils learn to...	Provider reference
Future health and wellbeing	• Explain how habits today can affect future health. • Recognise complex feelings and choose a regulation strategy. • Identify reliable support for their own or another person's wellbeing.	Kapow: My healthy self; PA1
Standing up for self and others	• Practise assertive communication and respect personal boundaries. • Recognise discrimination and the impact of bullying. • Describe safe ways to support someone and report unfair treatment.	Kapow: Connecting with others; PA3
Online choices and emotional wellbeing	• Recognise how platforms encourage continued engagement. • Evaluate unrealistic content, harmful behaviour and online spending pressure. • Explain how to protect wellbeing and report an online concern.	Kapow: The online world; PA8
Rights and citizenship	• Explain why rights belong to everyone. • Identify how people and organisations can help protect rights. • Use evidence to express a view and propose responsible action.	Kapow: Citizenship rights; PA3
Safety and increasing independence	• Evaluate risks in travel and near roads, railways and water. • Practise a safe response to peer pressure. • Explain how to seek help with concerns about substances or unsafe situations.	Kapow: Staying safe; PA6 / PA7
Critical financial choices	• Explain how money decisions can affect emotions and other people. • Compare a purchase using need, value and influence. • Recognise a risky financial message and seek advice before acting.	PA4: Year 6 lessons; Maple Haven allocation
Managing loss and supporting others	• Recognise that there is no single pattern or timetable for grief. • Suggest respectful support without pressuring someone to share. • Identify appropriate help for a person struggling with loss.	PA5: Upper KS2; Maple Haven allocation
Transition and responsible choices	• Identify opportunities and worries about a new setting. • Plan practical ways to manage change and ask for help. • Apply communication and safety skills with increasing independence.	PA1 transition content; Maple Haven allocation

PA references are explained in the reference guide. Objectives can be revisited through accessible communication and practical experiences.

Year 6 • Optional sex education

Kapow identifies this as an optional primary unit. The following proposed objectives should be selected through the school's agreed curriculum and relationships and sex education policy. This section sits alongside the relationships, health and puberty learning in the main overview.

Learning focus	Pupils learn to...	Provider reference
Conception and pregnancy	• Use accurate, respectful vocabulary for reproductive body parts. • Describe in simple scientific terms how conception can occur. • Describe key stages of pregnancy and birth.	Kapow: Year 6 optional sex education
Families and parenthood	• Recognise that families can be formed in different ways. • Identify needs of a baby and responsibilities of caring adults. • Describe how the arrival of a baby can change family life.	Kapow: Year 6 optional sex education
Consent and support	• Explain that consent must be freely given and can be withdrawn. • Respect another person's boundaries and communicate their own. • Identify a trusted source of help with questions or worries.	Kapow: Year 6 optional sex education

PSHE Association • Reference guide

- PA1** • Foundations for Wellbeing
- PA2** • Changing and growing up
- PA3** • Belonging and community
- PA4** • Money and wellbeing
- PA5** • Change, loss and grief
- PA6** • Drug education
- PA7** • Personal safety: related guidance and resources
- PA8** • Media and digital literacy
- PA9** • Money and work

PA7 is a thematic cross-reference to safety resources, not the title of a single lesson pack. Kapow supplies the principal year-specific safety sequence in this overview.

PSHE Association Programme of Study (2026)

The Programme of Study supports planning across key stages. The school's suggested allocations do not imply that the Association prescribes these exact objectives for each year.

Kapow Primary • Reference guide

The main overview follows the current public PSHE unit sequence. Use the provider pages below to access the unit and lesson information for each phase.

Foundation: early years unit information

Years 1 and 2: Key Stage 1 units

Years 3–6: Key Stage 2 units

Curriculum information and progression

2026–2027 long-term plan

Parent information

Year 6 optional sex education: public lesson sequence

The proposed objectives bring together PSHE, relationships and health learning, and citizenship within one school overview. They do not reproduce all provider lessons or replace the full teaching resources. Provider content and school allocations should be reviewed when the curriculum is updated.



Maple Haven School

PSHE RSE and Citizenship Vocabulary Tree Map

Pathways 2-4

Foundation to Year 6

This vocabulary tree map provides a suggested progression of language for personal, social, health and economic education, relationships and sex education, and citizenship. Each year has six branches so staff can see the vocabulary associated with related areas of learning.

The words are selected for Maple Haven using the themes and public unit information from Kapow Primary PSHE and RSE and PSHE Association guidance and resource summaries. This is a school planning adaptation, not a verbatim vocabulary list published jointly by the providers. Year placements are suggestions; familiar words should be revisited as pupils develop deeper understanding.

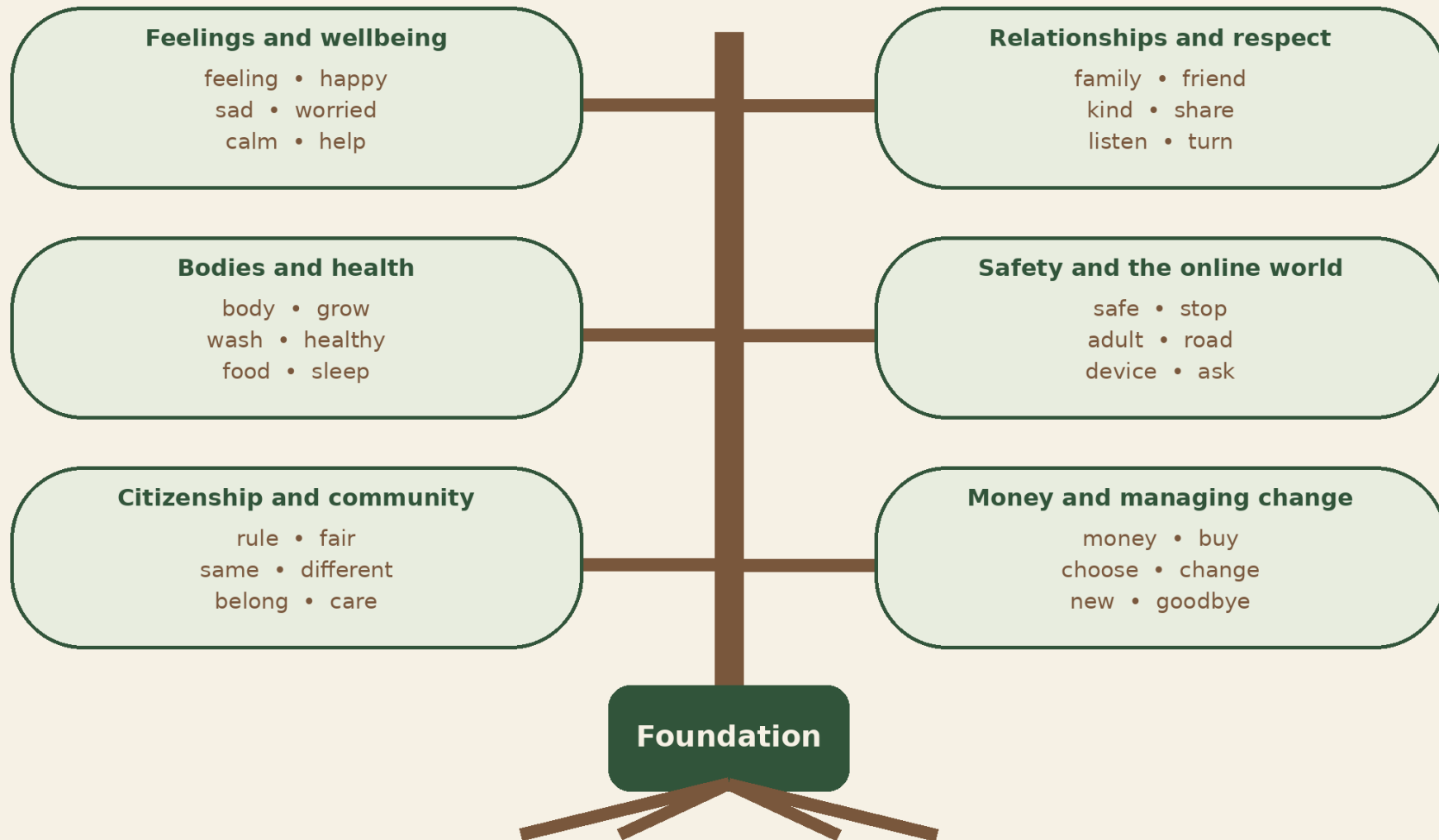
Using the vocabulary

Introduce words through meaningful experiences, stories, role play and discussion. Use signs, symbols and communication aids where helpful. Teach the meaning alongside the word and revisit it in different contexts. Choose the level of language and support that suits each pupil while retaining accurate terminology.

Body vocabulary and optional sex education

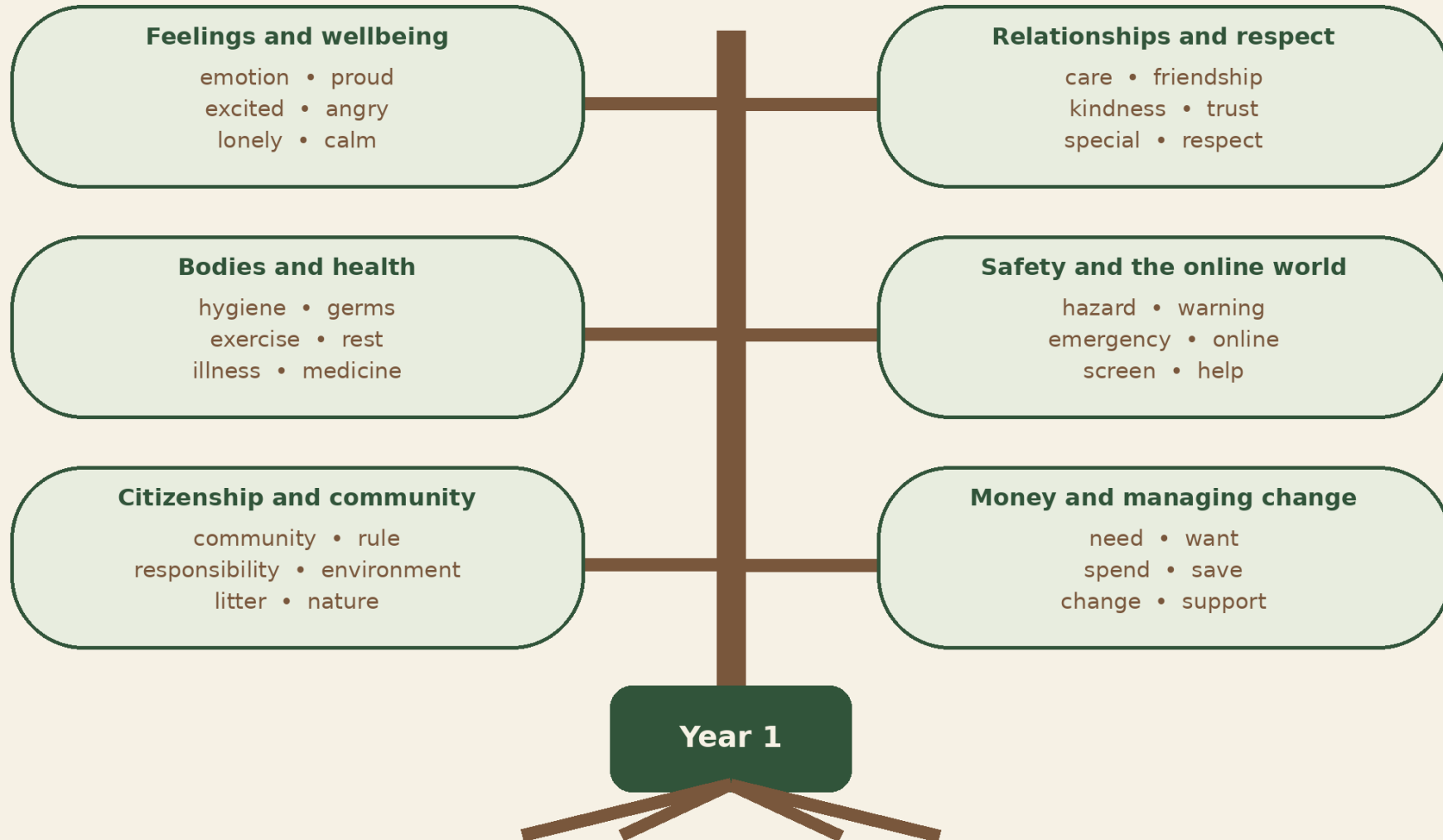
Accurate body names support understanding of privacy, boundaries and help seeking. The Year 2 and puberty branches include relevant vocabulary. A dedicated Year 6 sex education tree now includes reproductive anatomy, conception, pregnancy, birth, parenthood and consent vocabulary. Kapow identifies this as an optional primary unit. The language should be introduced through the school's agreed curriculum and RSE policy.

Foundation Vocabulary Tree



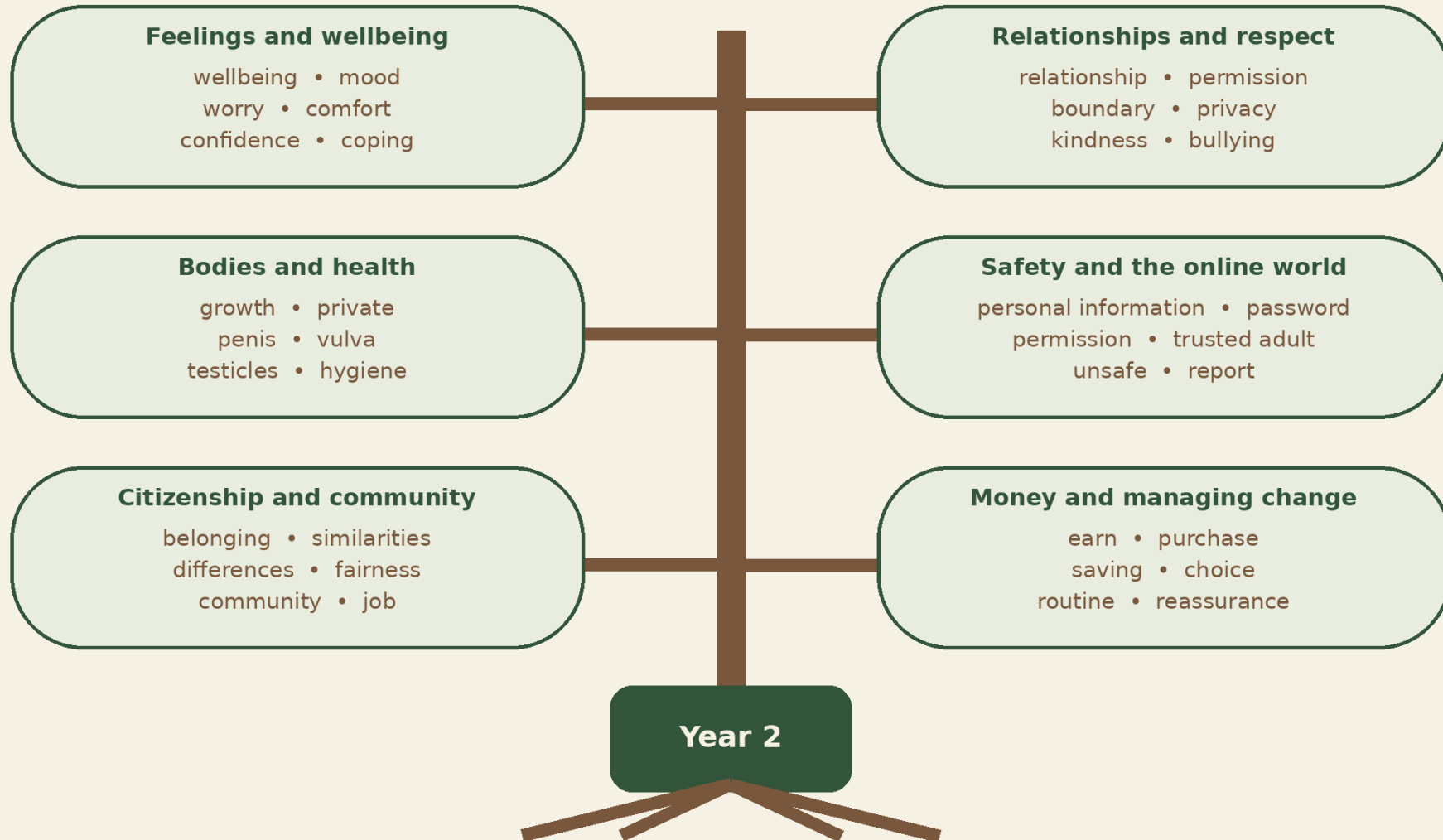
Revisit earlier vocabulary and use these words in meaningful, accessible learning activities.

Year 1 Vocabulary Tree



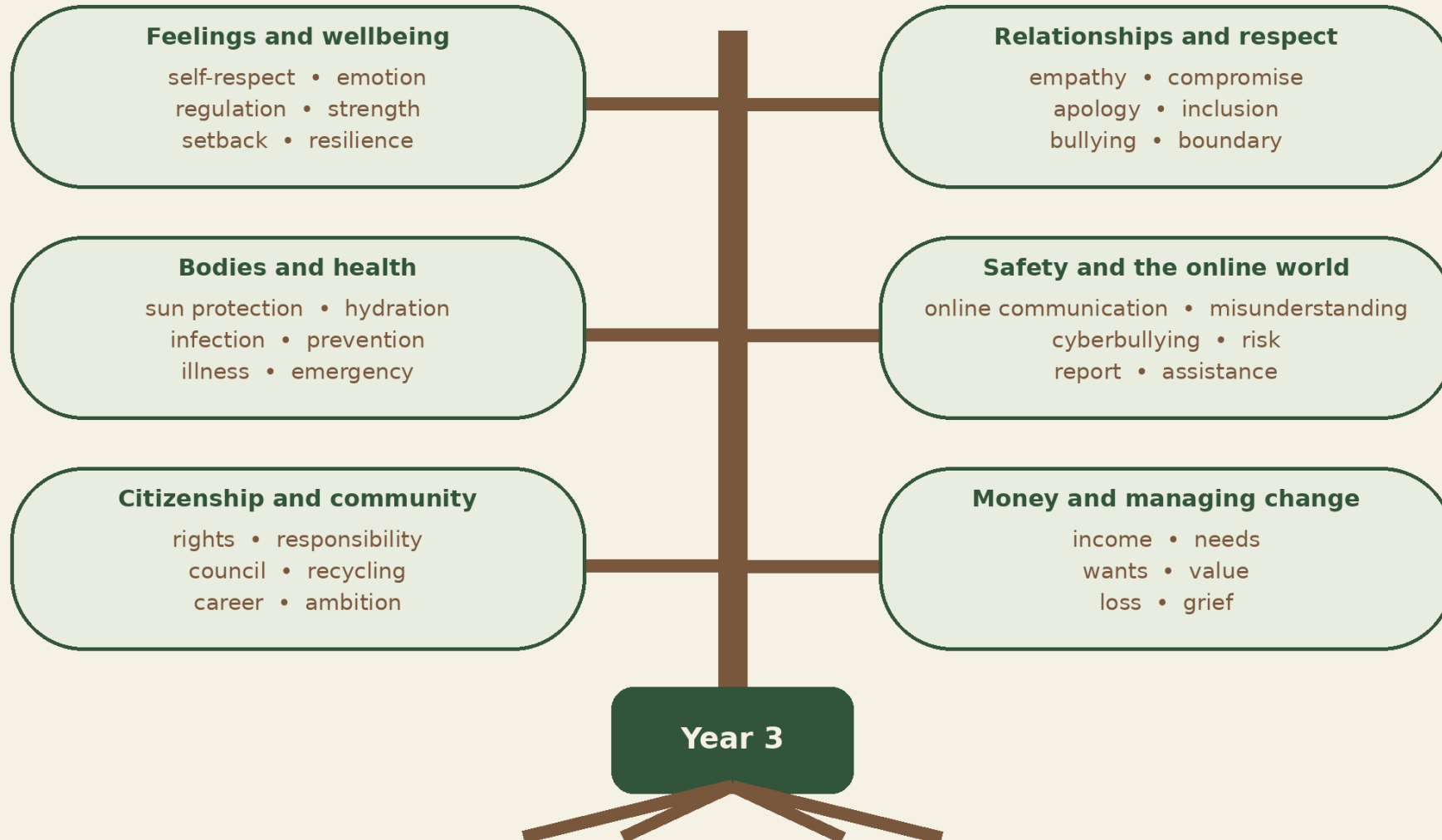
Revisit earlier vocabulary and use these words in meaningful, accessible learning activities.

Year 2 Vocabulary Tree



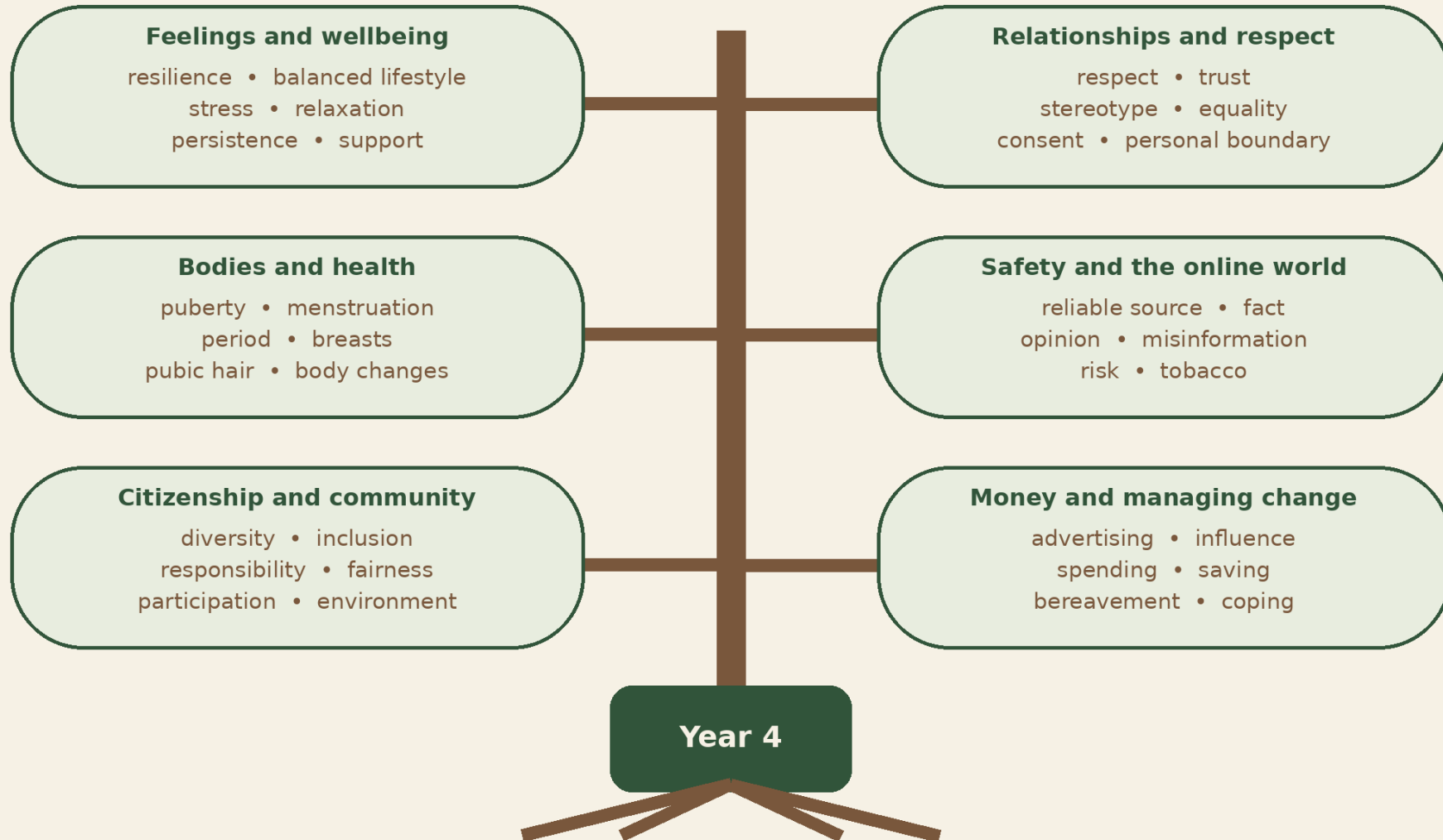
Revisit earlier vocabulary and use these words in meaningful, accessible learning activities.

Year 3 Vocabulary Tree



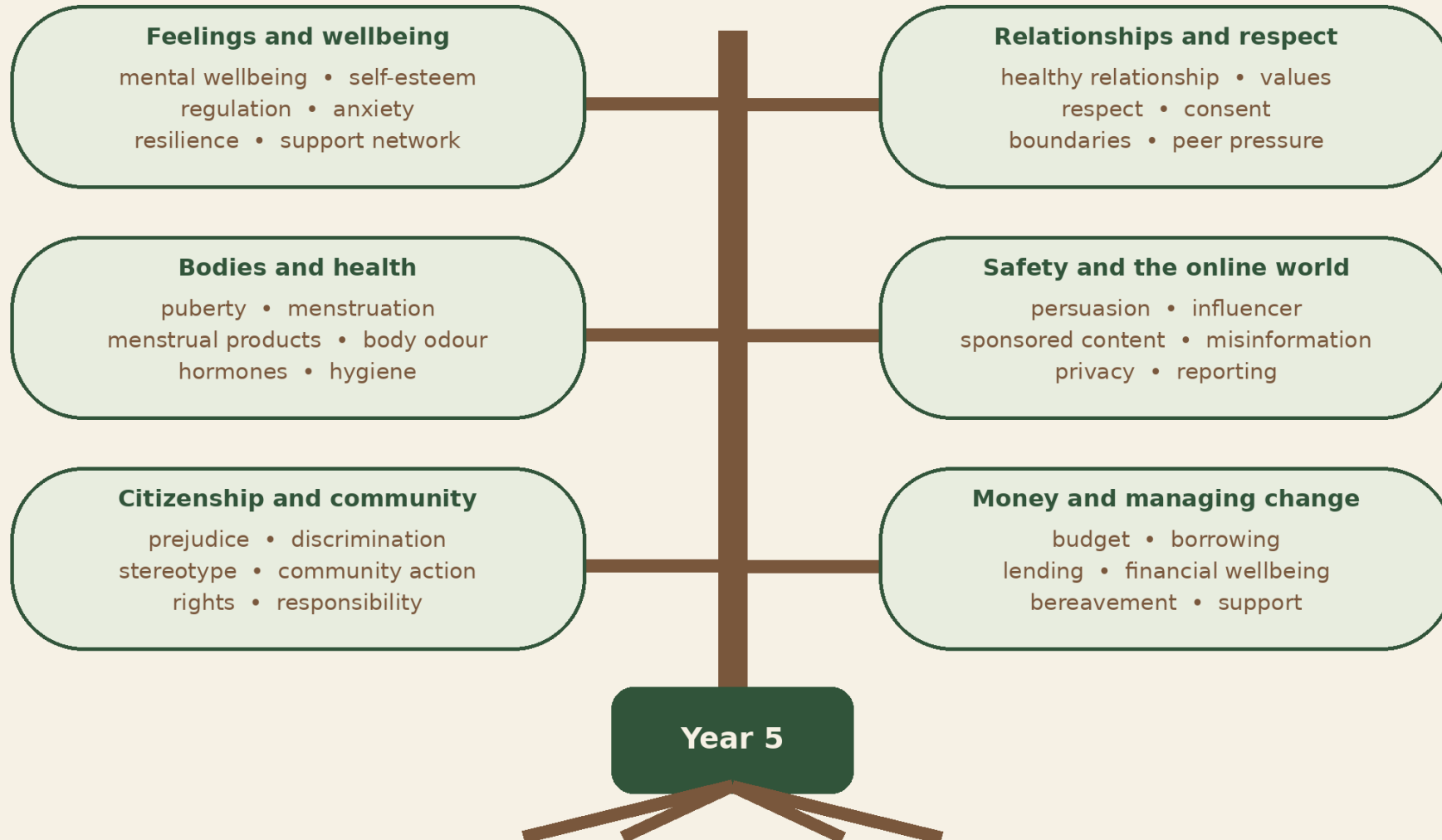
Revisit earlier vocabulary and use these words in meaningful, accessible learning activities.

Year 4 Vocabulary Tree



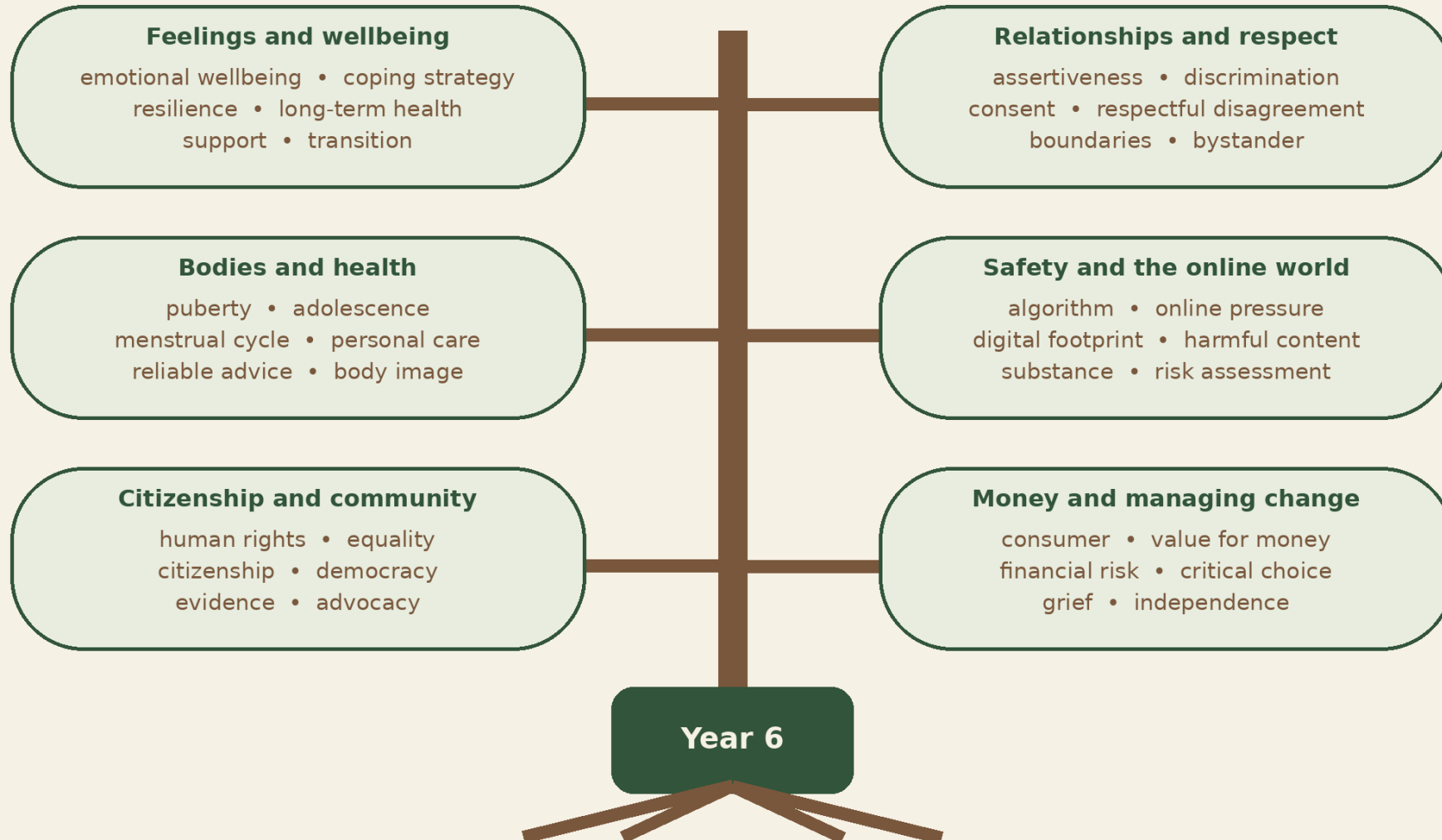
Revisit earlier vocabulary and use these words in meaningful, accessible learning activities.

Year 5 Vocabulary Tree



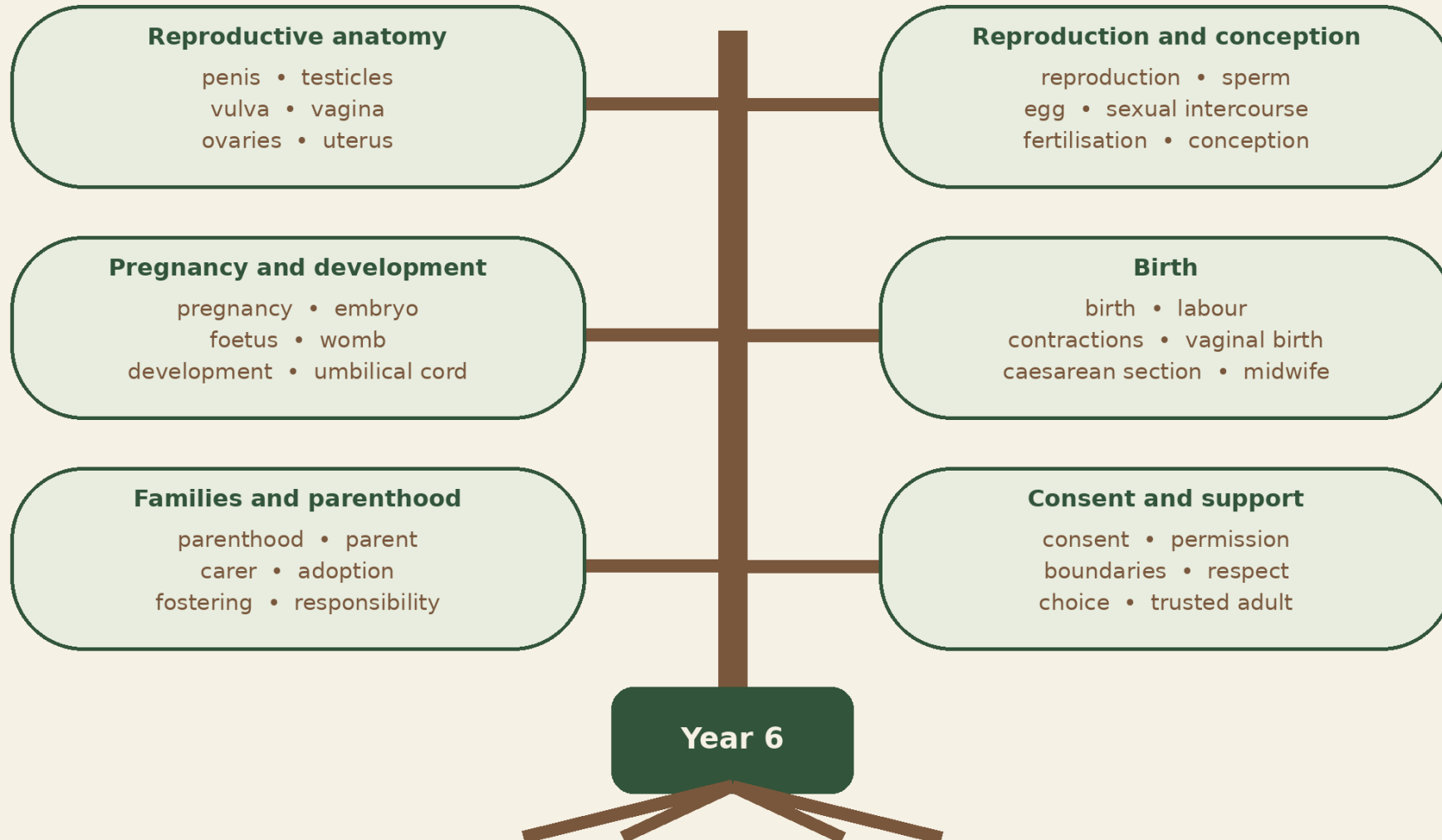
Revisit earlier vocabulary and use these words in meaningful, accessible learning activities.

Year 6 Vocabulary Tree



Revisit earlier vocabulary and use these words in meaningful, accessible learning activities.

Year 6 Optional Sex Education Vocabulary Tree



Revisit earlier vocabulary and use these words in meaningful, accessible learning activities.

Provider References

Kapow references guide the phase and theme sequence, including early years feelings and relationships, healthy choices, online learning, citizenship and puberty. PSHE Association references inform the broader language of wellbeing, belonging, relationships, financial choices and change. Detailed lesson vocabulary should be checked against the school's selected provider resources.

Kapow PSHE and RSE curriculum and progression

Kapow Foundation units

Kapow Years 1 and 2 units

Kapow Years 3 to 6 units

Kapow Year 6 sex education knowledge organiser

Kapow body and puberty terminology for families

PSHE Association Programme of Study

PSHE Association Belonging and community

PSHE Association Money and wellbeing

PSHE Association Change loss and grief

Prepared October 2026. Foundation replaces the provider's early years year-group label throughout the school-facing content.