Subject Overview

PSHE



Limitless Dreams Endless Opportunities

PSHE curriculum intent

At Manor Park, our Personal, Social, Health and Economic Education (PSHE), including Relationships and Health Education (RSHE), is delivered through myHappymind Plus – a complete PSHE curriculum for primary schools that builds on myHappymind, the only NHS-endorsed mental health programme in the UK. We aim for every child to understand how their brain works, to develop preventive habits that look after their mental health and wellbeing, to build positive relationships and to gain the knowledge and skills they need to keep themselves healthy and safe and to prepare for life and work in modern Britain.

Through myHappymind Plus, we aim to ensure that all pupils:

- develop habits that support good mental health and resilience through the core myHappymind programme,
- learn to keep themselves healthy and safe through myHappybody (Health and Wellbeing),
- build and maintain positive, respectful relationships through myHappyrelationships (Relationships),
- understand their place in the wider world, online life, money and careers through myHappyworld (Living in the Wider World).

Implementation

Curriculum structure & sequencing

myHappymind Plus is made up of the core myHappymind programme (Meet Your Brain, Celebrate, Appreciate, Relate and Engage, plus myHappymind Places) and three PSHE content pillars: myHappybody, myHappyrelationships and myHappyworld. Modules are written by key stage and taught from Nursery to Year 6 following the myHappymind Plus Best Fit Long Term Plan, with buffer weeks to consolidate learning.

Content & concepts

myHappymind Plus is mapped to the PSHE Association Programme of Study (2026) and the statutory Relationships and Health Education guidance (effective September 2026), so we meet statutory requirements and also teach non-statutory PSHE objectives. Lessons are interactive and around 30 minutes long, supported by comprehensive lesson plans. Sex education content is taught in an age-appropriate and sensitive way.

Enrichment and personal development

myHappymind supports pupils' spiritual, moral, social and cultural (SMSC) development. A whole-school assembly for each British Value, with follow-up classroom activities, is used with every year group, and themed resources mark events such as Christmas, Diwali and Chinese New Year. Year 6 complete Be Your Best and a Transition Programme to prepare for secondary school.

Assessment and next steps

Worksheet activities accompany lessons, giving pupils the chance to consolidate their learning and providing evidence for assessment alongside discussion and pupil voice.

PSHE in the Early Years Foundation Stage

PSHE in the Early Years Foundation Stage (EYFS) is an integral part of 'Personal, Social and Emotional Development' (PSED), a prime area of learning outlined in the EYFS framework and supported by the non-statutory guidance provided by Development Matters. PSHE strands are set out in the early learning goals 'Self-Regulation', 'Managing Self' and 'Building Relationships'.

At Manor Park, children in Nursery and Reception follow the core myHappymind programme: Meet Your Brain, myHappymind Places and Celebrate in the autumn term, Appreciate and Relate in the spring term and Engage in the summer term. Children learn how their brain works, recognise and manage their feelings, celebrate what makes them special and build positive friendships.

Learning is introduced through storytelling, songs, module characters and play, and staff use the myHappymind language as children follow their interests. Nursery also complete Ready to Shine, the school readiness programme. In the summer term of Reception, children are introduced to myHappybody, myHappyrelationships and myHappyworld (myHappymind Plus).



PSED: Managing Self – Development Matters

Children in Reception will be learning to:

- Show resilience and perseverance in the face of challenge; ***(Engage)***
- Identify and moderate their own feelings socially and emotionally; ***(Meet Your Brain)***
- Manage their own needs; ***(myHappymind Plus)***
- Know and talk about the different factors that support their overall health and wellbeing. ***(myHappymind Plus)***

PSED: Building Relationships – Development Matters

Children in Reception will be learning to:

- See themselves as a valuable individual; ***(Celebrate)***
- Build constructive and respectful relationships; ***(Relate)***
- Express their feelings and consider the feelings of others; ***(Meet Your Brain, Relate)***
- Think about the perspectives of others. ***(Relate)***

PSED: Managing Self – Early Learning Goals

Children at the end of Reception will:

1. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; ***(Engage)***
2. Explain the reasons for rules, know right from wrong and try to behave accordingly; ***(Relate)***
3. Manage their own basic hygiene and personal needs, including understanding the importance of healthy food choices. ***(myHappymind Plus)***

PSED: Building Relationships – Early Learning Goals

Children at the end of Reception will:

1. Work and play cooperatively and take turns with others; ***(Meet Your Brain, Relate)***
2. Form positive attachments to adults and friendships with peers; ***(Relate)***
3. Show sensitivity to their own and to others' needs. ***(Meet Your Brain, Relate)***

Inclusion within PSHE

We are an inclusive school and as such, do not believe in narrowing the curriculum for any learner. Our curriculum is designed with inclusion of all at heart, and our curriculum intent is therefore the same for all children.

However we are mindful that there are an abundance of factors which need to be considered in order for all learners to be able to access learning according to their individual needs; perhaps none more so than for those learners with Special Educational Needs and Disabilities (SEND).

Therefore, whilst our curriculum intent is the same for all learners; our implementation of the curriculum may well look different for different groups of pupils. Teachers will plan, scaffold, challenge and embed learning through activities which are adapted to meet children's needs – we call this adapted implementation. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.

We use guidance set out within the NASEN teacher handbook to assist us in amending our implementation within PSHE. Examples of this, though not an exhaustive list, can be seen to the right. Note, these are suggestions of what may be implemented but all teachers will amend according to learner need.



Same intent, adapted implementation

- Distancing techniques such as stories, scenarios and puppets so that pupils can explore sensitive topics safely.
- A safe, agreed class charter for discussion and an anonymous question box.
- Visual feelings charts and Zones of Regulation to help pupils recognise and name emotions.
- Pre-teaching and social stories for pupils who may find particular topics challenging.
- Small group or 1:1 follow-up with a trusted adult, and close liaison with families where needed.

Manor Park Primary School Curriculum Road Map – PSHE

Year R

Autumn
Meet Your Brain
myHappymind Places
Celebrate

Spring
Appreciate
Relate

Summer
Engage
myHappybody
myHappyrelationships
myHappyworld

Year 1

Autumn
Meet Your Brain
myHappymind Places
Friendships & Showing Respect (Bullying)
Celebrate

Spring
Appreciate
Healthy Choices
Relate
Families & Trusted Relationships

Summer
Engage
Protecting Our Communities
Changing & Growing
Changing & Growing (Transition)

Year 2

Autumn
Meet Your Brain
myHappymind Places
Celebrate

Spring
Appreciate
Safe Choices
Online Safety
Relate
Friendships & Showing Respect
Changing & Growing (My Amazing Body)

Summer
Engage
Safe Relationships
Economic Wellbeing
Changing & Growing (Transition)

Year 3

Autumn
Meet Your Brain
myHappymind Places
Celebrate

Spring
Appreciate
Healthy Choices
Relate
Friendships & Showing Respect
Families & Trusted Relationships

Summer
Engage
Changing & Growing (My Amazing Body)
Protecting Our Communities
Changing & Growing (Grief)
Changing & Growing (Transition)

Year 4

Autumn
Meet Your Brain
myHappymind Places
Friendships & Showing Respect (Bullying)
Celebrate

Spring
Appreciate
First Aid
Online Safety
Relate
Safe Relationships

Summer
Engage
Safe Choices
Changing & Growing (Periods)
Economic Wellbeing
Changing & Growing (Transition)

Year 5

Autumn
Meet Your Brain
myHappymind Places
Celebrate

Spring
Appreciate
Healthy Choices
Relate
Friendships & Showing Respect
Families & Trusted Relationships

Summer
Engage
Changing & Growing (The Big Change)
Safe Relationships (All Kinds of Love)
Economic Wellbeing & Careers
Changing & Growing (Grief)
Changing & Growing (Transition)

Year 6

Autumn
Meet Your Brain
myHappymind Places
Protecting Our Communities
Friendships & Showing Respect (Bullying)
Celebrate

Spring
Appreciate
First Aid
Safe Choices (Drug Education)
Online Safety
Relate
Safe Relationships
Changing & Growing (How Life Begins; Caring for Babies)
Safe Relationships (FGM)

Summer
Engage
Be Your Best
Transition Programme (2 sessions a week)

PSED — Self-Regulation & Managing Self

PSED — Building Relationships

myHappymind Plus – Best Fit Long Term Plan (Autumn, Spring, Summer)

Buffer weeks each term to consolidate learning

PSHE Endpoints – Autumn, Spring and Summer

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						
To know what my brain looks like and its role, and why it is important to look after it; to celebrate what makes me unique.	To learn about key parts of my brain and the benefits of calming strategies; to recognise bullying and know who to tell.	To learn about key parts of my brain and the 5 Character Strengths, identifying my own and celebrating others' strengths.	To know key parts of the brain and how to support it when feeling different emotions; to develop my Character Strengths.	To know how to support my brain and create positive habits; to recognise bullying, show respect and know how to get help.	To understand the science behind my brain and use calming strategies independently; to explain how Character Strengths help in different situations.	To use calming strategies independently, help protect my community, and recognise and challenge bullying.
						
To know what appreciation is and how to show gratitude, and to develop good listening skills.	To explain the benefits of gratitude and active listening, make healthy choices and name the families and trusted adults who care for me.	To make safe choices, including online; to show active listening and respect in friendships; and to name parts of my body.	To give and receive gratitude, look at different perspectives, make healthy choices and describe positive friendships and families.	To give and receive gratitude, carry out basic first aid, keep safe online and recognise safe relationships.	To create daily habits of gratitude, build successful friendships, make healthy choices and describe healthy family relationships.	To carry out first aid, make safe choices about drugs and online, and describe how life begins and how babies are cared for.
						
To know what goal setting is and why goals are important, and begin to learn about my body, relationships and the world.	To set goals, describe how I am growing and changing, and say how I can help to protect my community.	To set goals, recognise safe relationships, understand how money is used and prepare for my next class.	To persevere and reflect on my goals, describe how bodies change, help my community and cope with grief and change.	To persevere and reflect on my goals, make safe choices, understand periods, manage money and prepare for Year 5.	To set individual and team goals, describe puberty and different kinds of love, explore money and careers, and cope with grief and change.	To independently create goals and the steps to achieve them, be my best and prepare for transition to secondary school.

PSHE - Progression through myHappymind Plus

Pillar	EYFS (Nursery & Reception)	Key Stage 1 (Y1–2)	Lower KS2 (Y3–4)	Upper KS2 (Y5–6)
myHappymind Core programme	Meet Your Brain, Celebrate, Appreciate, Relate and Engage; myHappymind Places; Ready to Shine in Nursery. Music, stories and module characters shared in group learning and provision.	Core modules revisited each year with myHappymind music and module characters; journals (with characters) used to record reflections.	Core modules revisited with mini videos and module characters; journals (with characters) used to record reflections.	Core modules revisited with module symbols and journals; Year 6 add Be Your Best and the Transition Programme to prepare for secondary school.
myHappybody Health & Wellbeing	Introduced in the summer term of Reception.	Healthy Choices; Safe Choices; Changing and Growing – My Amazing Body; Changing and Growing (Transition).	Healthy Choices; First Aid; Safe Choices; Changing and Growing – My Amazing Body, Periods, Our Bodies Growing Up, Grief, Transition.	Healthy Choices; First Aid; Safe Choices (Drug Education); Changing and Growing – The Big Change, How Life Begins, Caring for Babies and Making Choices, Grief, Transition.
myHappyrelationships Relationships	Introduced in the summer term of Reception.	Friendships and Showing Respect (Bullying); Families and Trusted Relationships; Safe Relationships.	Friendships and Showing Respect (including Bullying); Families and Trusted Relationships; Safe Relationships.	Friendships and Showing Respect (Bullying); Families and Trusted Relationships; Safe Relationships – All Kinds of Love, Understanding FGM.
myHappyworld Living in the Wider World	Introduced in the summer term of Reception.	Protecting Our Communities; Online Safety; Economic Wellbeing.	Protecting Our Communities; Online Safety; Economic Wellbeing.	Protecting Our Communities; Online Safety; Economic Wellbeing and Careers.

Progression – core myHappymind programme

Module	EYFS	KS1 (Years 1 & 2)	Lower KS2 (Years 3 & 4)	Upper KS2 (Years 5 & 6)
Meet Your Brain	• What the brain looks like • The role of the brain • The importance of looking after our brain	• Learning about key parts of the brain • What happens in their brain when they feel different emotions • The benefits of calming strategies	• Key parts of the brain and how they work • How to support their brain when feeling different emotions • Creating positive habits	• The science behind the brain in more detail and understand how to react positively • Use calming strategies independently
Celebrate	• How Character Strengths make us unique and special • Celebrate differences	• Learn the 5 Character Strengths • Identify their Character Strengths • Celebrate others' Character Strengths	• Identify Character Strengths in different scenarios • Develop their Character Strengths	• The importance of identifying Character Strengths in themselves and others • How Character Strengths help in different situations • How Character Strengths can support them through transition
Appreciate	• What appreciation is • How to show gratitude	• What we should appreciate • The benefits of showing gratitude	• Develop the skill of gratitude • The benefits of giving and receiving gratitude	• The brain's reaction to giving and receiving gratitude at a deeper level • Creating daily habits of gratitude • How gratitude can help them through tough times
Relate	• The importance of listening to others • How to develop good listening skills	• What relate means • Celebrate differences in others • What Active Listening is	• Looking at different perspectives • The importance of friendships • The benefits of Active Listening	• How to build successful friendships • Skills needed to actively listen • How relationships can support them through transition
Engage	• What Goal Setting is • Why goals are important	• What it means to engage • How to set goals	• How to develop the skills of perseverance and resilience • Reflect on goals whether they are achieved or not	• Individual and team goals • How to remain engaged with goals • Independently create goals and know the steps and strategies needed to achieve these

PSHE and RSHE Coverage – Part 1 of 2

Topic	Key Stage 1	Key Stage 2
Families RSHE	What a family is; different types of family; how families show love and care; what to do if family life is upsetting.	How and why families differ and should be respected; love, care and protection; committed relationships including marriage; families going through change; who to talk to if worried.
Friendships RSHE	What makes a good friend; being kind and caring; that friends can argue and make up; resolving arguments positively; asking for help.	Positive, healthy friendships; skills for building friendships; recognising loneliness and exclusion; managing peer influence; friendships that feel unsafe or unhappy.
Respecting self and others RSHE	What makes them unique; likes, dislikes and needs; politeness and respect; sharing and taking turns; kind and unkind behaviour; recognising bullying.	Diversity, identity and self-respect; courtesy across cultures; communicating assertively; resolving conflict; types of bullying online and offline; stereotypes.
Safe relationships: consent, boundaries and trust RSHE	Asking for and giving permission; everyone's body belongs to them (PANTS); naming private parts; trusted adults; not keeping secrets that worry them.	Public and private; consent and boundaries; appropriate and inappropriate contact; recognising and managing pressure; confidentiality and when to tell.
Mental health and wellbeing RSHE	Noticing and naming feelings; how feelings affect behaviour; things that help us feel good; simple strategies for strong feelings; change and loss; who to talk to.	Caring for mental and physical health; a wide range of emotions; everyday wellbeing behaviours; self-regulation strategies; managing worries and loneliness; seeking help.
Keeping healthy and well RSHE	People who help us stay healthy; toothbrushing; sun safety; sleep; hygiene; physical activity; different foods and healthy eating.	Oral hygiene; sun safety; sleep quality; bacteria, viruses and vaccination; recognising illness; balanced, active lifestyles and healthy eating.

PSHE and RSHE Coverage – Part 2 of 2

Topic	Key Stage 1	Key Stage 2
Changing and growing up RSHE	Growing and changing from young to old and how people's needs change.	Reproductive organs; physical and emotional changes in puberty; the menstrual cycle; sex education in Years 5/6 – how babies are conceived, born and cared for.
Personal safety and first aid RSHE	Basic safety rules; hazards at home; keeping safe when out and about, near roads and water; people who keep us safe; dialling 999.	Rules and laws; hazards at home; managing risk; keeping safe when travelling; basic first aid for common injuries; calling the emergency services.
Online life and safety RSHE	How people use the internet; not everything online is true; being kind online; keeping personal details private; age restrictions and screen time; telling a trusted adult.	Positive and negative uses of the internet; AI and chatbots; age restrictions and social media; gaming and online financial harms; privacy settings; sharing and reporting concerns.
Drug education RSHE	Medicines can help people stay healthy; some things can be harmful; risks from medicines and products in the home.	Facts, risks and effects of legal drugs (e.g. alcohol, vapes, caffeine); laws about drugs; influences on drug use; where to get support.
Economic wellbeing Economic Wellbeing & Careers	What money is and how people get it; looking after money; saving and spending; needs and wants.	Attitudes to saving and spending; how money affects emotions; the impact of choices on others and the environment; keeping track of money; ways of paying.
Careers education: aspirations, learning and work Economic Wellbeing & Careers	Everyone has different strengths and interests; people earn money from jobs; jobs in the community.	Personal strengths and goals; skills for future careers; the range of jobs; challenging stereotypes; different routes into careers; paid and voluntary work.

Assessment within PSHE

We place great emphasis on the importance of assessing children's knowledge, understanding and skills within PSHE.

When assessing PSHE, it is first essential to clearly articulate two important areas:

1. The specific endpoint for the unit being delivered,
2. The substantive and disciplinary knowledge to be taught to reach this endpoint.

At Manor Park Primary School, we have clearly mapped out the endpoints for all the PSHE units to be delivered, before specifying what substantive and disciplinary knowledge is to be taught within each unit to reach each endpoint. It is this knowledge and understanding that we assess children upon, believing accurate assessment can only be a reflection of what is taught. Endpoints are made up primarily of the knowledge, understanding and skills that pupils need to keep themselves healthy and safe; with pupils' ability to discuss, explain and apply this learning to real-life situations forming the main focus of assessment.

Making judgements – formative assessment

When delivering lessons, teachers record notes, comments and reflections pertinent to the formative assessment of PSHE to inform future planning. The worksheet activities that accompany myHappymind Plus lessons allow pupils to consolidate their learning and provide evidence of what they know and understand.

Making judgements – summative assessment

With the unit endpoint in mind, teachers form a summative assessment for each child within a particular unit. This will be either working towards / working at / working above the expected standard.

We define the expected standard by listing the essential substantive and disciplinary knowledge children should know, and what would classify a pupil as working below or above this. Teachers record this judgement on a single page at the end of each unit, drawing on their formative assessments and evidence in children's books.