

The Harmony Trust PSHE Subject Overview Summer 2 (June 2026)

Key Themes

Health and Well-being	Relationships Education	Living in the Wider World
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Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Taught across all areas of provision</p>	<p>Communities</p> <ul style="list-style-type: none"> - Belonging in the community - Belonging in the family - Local Citizenship - Y2 Transition - Hopes & Fears 	<p>Change & Loss</p> <p>Zippy Module 5</p> <ul style="list-style-type: none"> - Change & Loss - Death & Loss - Hopes & Fears 	<p>Emotions</p> <ul style="list-style-type: none"> - Loss & Separation - Coping Strategies - Empathy - Emotions - Feelings - Help & Advice 	<p>First Aid</p> <ul style="list-style-type: none"> - First Aid - Head Injuries - Common Injuries - Asthma Attack - How to Help - Emergency Calls 	<p>Physical & Emotional Health</p> <ul style="list-style-type: none"> - Health - Physical Illness - Sleep - Health Support - Puberty 	<p>Moving Forward</p> <ul style="list-style-type: none"> - Puberty - Transition <p>Apple Module 6</p> <ul style="list-style-type: none"> - Disappointment - Worries

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Non- Negotiables in teaching PSHE

Our PSHE Teaching ensures positive safeguarding for all. To keep us all safe, we must ensure we adhere to these non-negotiables when teaching PSHE especially around areas that are more sensitive than others.

We provide positive safeguarding for all by:

- providing pupils with examples of what a loving family and respectful relationships (including online), permission seeking and giving, and the concept of personal privacy look like, children are taught to **identify risks** and **when boundaries have been crossed**.
- overcoming hurdles to reporting by ensuring there are clear systems for **getting help and support** at the right time. (e.g Ask it baskets/worry boxes in all classrooms, getting help online, help with mental health, how to make a clear and efficient 999 call
- ensuring teachers are **aware** when certain lessons may be upsetting to some children e.g. if discussing loss when a child has recently experienced the death of a family member. Take advice from DSLs and talk to children/parents in advance of the lessons to decide the best way forward.
- following lessons on sensitive subjects, teachers may need to deal with disclosures and concerns (e.g. of abuse or offending behaviour) in a way that safeguards pupils in line with your Academy safeguarding policy.
- Ensuring **trusted adults** are available to help pupils feel comfortable when they need to turn for help. Pupils should be aware of who their trusted adults are within the academy and their wider family circles.

Provide a safe learning space, with de-personalised learning

Make it safe to talk by de-personising the learning.

- Scenarios
- Puppets

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- The unhealthy rabbit
- Cartoon characters

When using a photo never ask children, “How would you feel if you were X?”

It’s more appropriate to say, “How do you think X is feeling?”

Provide a safe learning space, with consistent ground rules

Establish ground rules that are consistent across year groups:

- ✓ Must include not asking personal questions or sharing personal information
- ✓ Use correct terminology – this avoids derogatory use of language
- ✓ Confidentiality (unless safeguarding)
- ✓ Right to pass (as long as actively listening)
- ✓

Example Ground Rules to explain no personal questions or information.

- ✓ I won’t ask you any personal questions about the topic
- ✓ Don’t ask me
- ✓ Don’t ask each other
- ✓ I won’t tell you
- ✓ Don’t tell me
- ✓ Don’t tell each other

Provide a safe learning space, with consistent ground rules



Post personal information in a question box if they feel they can’t share due to the ground rules

Provide a range of resources that promote diversity

Do the resources you use promote diversity?

- ✓ Range of body images?
- ✓ Range of 'family' images?
- ✓ Do your books represent your children?

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Challenge stereotypes

- ✓ ask the girls to move furniture
- ✓ ask boys to tidy

The Harmony Pledge

The Harmony Trust Pledge is our commitment to giving all our pupils the best education. Our pupils deserve an education that involves many and different opportunities to develop their skills and learning. Meeting each of the 10 points of The Harmony Pledge will not only broaden their experiences and aspirations, but will enable them to become a lifelong learner where they can always BELIEVE, ACHIEVE and SUCCEED no matter what they choose to do later in life.

The Harmony Trust will:

- develop pupils character, resilience, and range of social and emotional competencies
- provide pupils with academic excellence
- celebrate pupils academic and creative talents
- support pupils spiritual, moral, cultural and physical development to ensure everyone achieves their very best
- build pupils confidence enabling them to achieve things that may not usually be possible
- enable pupils to be prepared for lifelong learning after they leave the Harmony Trust

The Harmony Pledge is a 10 point pledge to all its pupils.

By the time they reach the age of 11, they will have completed each of the 10 pledges:

1. To take responsibility for my own safety, health and well being
2. To engage in fundraising and charitable events
3. To take part in a presentation, sporting event, perform to an audience or in a public place
4. To contribute to environmental sustainability

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5. To understand and learn from and about other cultures and faiths in our diverse community
6. To help others through volunteering activities
7. To be involved in a democratic process
8. To experience an educational visit/overnight residential trip
9. To take an active role as a learner
10. To understand the world of work and have high aspirations for the future

We refer to the harmony Pledge in child speak for all its pupils. The 10 points of the Harmony Pledge are:

1. Be safe, healthy and happy
2. Be a fundraiser
3. Be a performer
4. Be an eco-warrior
5. Be respectful
6. Be a volunteer
7. Be democratic
8. Be an adventurer
9. Be an expert learner
10. Be workwise



Each child will have their own pledge booklet where they will record how they have met each of the 10 point pledges and also to take time to reflect and evaluate on their experience. This pledge booklet will travel with them through their time at Harmony. The booklets are monitored regularly, at least termly, within classes. Opportunities are given throughout the year within the PSHE Curriculum, and outside where necessary, for pupils to write their own reflections and evaluations of the experiences in their own pledge booklet. Pupils will be given the opportunity to reflect on the experience as well as which of the character competencies they have also achieved.

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Each academy has a staff Pledge Champion who is pro-active and promotes the Harmony Pledge and its 10 character competencies. They monitor the use of the pledge booklets, ensuring all pupils are engaging and participating in reflecting upon their experiences.

The Harmony Pledge Character Competencies

Developing pupil's character allows them to achieve positive health, education and employment. It encourages pupils to understand, value and demonstrate positive behavioural traits that makes them well-rounded citizens, to better understand themselves and work on their weaknesses along with instilling a moral compass in understanding and interacting with other people.

As our pupils engage in the Harmony Pledge they will gain the opportunity to develop 10 character competencies. These 10 character competencies allows them the opportunity to be aspirational, confident, resilient, tolerant, creative, communicative, motivational, co-operative, a problem solver and honest which will help our pupils to be an outstanding character.

The Harmony Pledge gives our pupils the building blocks to build and grow their own strong, moral principles and core values which they can turn to later on in life as a guide to success. Thus enabling them to tackle any problem or situation that arises in their education and life. These behaviours, attitudes and beliefs gives each individual child a unique personality underpinned by their deeply-held values and morals.

Through a whole-trust approach, the character competencies will be delivered and modelled explicitly by all staff through tailored and appropriate activities and experiences. The continuum of competencies below outline a set of expectations that develop in maturity as each pupil progresses through school. They are a guidance for staff as to what to expect within each competence and supports in developing a recognition and clear vision of required skills and understanding required by our pupils.

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The Harmony Pledge Character Competencies

Aspirational

<p>EYFS</p> <p>I try hard to be the best that I can be.</p> <p>I can 'DREAM BIG'.</p>	<p>KS1</p> <p>I aim for my targets.</p> <p>I believe in myself.</p>	<p>LKS2</p> <p>I have a positive 'can do' attitude.</p> <p>I know what I need to do to improve - <i>I am a life-long learner.</i></p>	<p>UKS2</p> <p>I am inspired by others – <i>their passion and their drive.</i></p> <p>I try to be the best version of ME by setting myself targets.</p> <p>I can take risks, adapt, challenge myself and overcome barriers.</p>
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Confident

<p>EYFS</p> <p>I can speak to others.</p> <p>I can ask for help.</p>	<p>KS1</p> <p>I can talk about myself.</p> <p>I can talk about my work.</p>	<p>LKS2</p> <p>I can confidently speak in a group.</p> <p>I can work as part of a team.</p> <p>I can speak clearly and focus on my audience.</p>	<p>UKS2</p> <p>I can perform in front of larger or unfamiliar audiences.</p> <p>I can give my opinion without feeling insecure.</p> <p>I can argue my point giving my reasons without fear.</p>
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Resilient

<p>EYFS</p> <p>I keep trying even when something is not easy.</p> <p>I bounce back when things don't go my way.</p>	<p>KS1</p> <p>I am determined to not to give up easily.</p> <p>I can take feedback and change my actions.</p>	<p>LKS2</p> <p>I have an optimistic view of my ability.</p> <p>I can cope with criticism and learn from it.</p> <p>I can rise to the challenge and keep going.</p>	<p>UKS2</p> <p>I can dig deep to overcome a problem.</p> <p>I will not give in readily.</p> <p>I am prepared to adjust my attitude and behaviour if need be.</p>
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Tolerant

<p>EYFS</p> <p>I can be a friend to others.</p> <p>I can show kindness to others.</p>	<p>KS1</p> <p>I can be helpful.</p> <p>I am respectful of differences.</p>	<p>LKS2</p> <p>I am respectful to people of different religions.</p> <p>I can understand the feelings of others.</p>	<p>UKS2</p> <p>I can understand equality and respect our similarities and commonalities.</p> <p>I understand the beliefs and the practices of others and respect them.</p>
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Creative

<p>EYFS</p> <p>I can ask questions. I can try new ideas.</p>	<p>KS1</p> <p>I can let my mind wander and think of different ideas. I can express my individuality.</p>	<p>LKS2</p> <p>I can use my curiosity and imagination to explore new possibilities. I can take risks I can think outside the box.</p>	<p>UKS2</p> <p>I can devise new ways to carry out tasks, solve problems, and meet challenges. I am self-motivated. I treat all ideas as if they may contain the seeds of something potentially useful.</p>
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Communicator

<p>EYFS</p> <p>I can talk in a voice that my friends and family can hear. I can take part in imaginative play.</p>	<p>KS1</p> <p>I make helpful contributions when speaking in turn. I can talk about my feelings and experiences and start to connect ideas.</p>	<p>LKS2</p> <p>I can develop my ideas and feelings through discussion. I can adapt my language and expressions to suit my audience.</p>	<p>UKS2</p> <p>I can demonstrate empathy and understanding through flexible choices of speech, gesture and movement. I can structure talk with clarity and effect to engage the listener.</p>
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Motivational

<p>EYFS</p> <p>I want to learn. I try because it feels good.</p>	<p>KS1</p> <p>I am motivated to learn. I try because others motivate me.</p>	<p>LKS2</p> <p>I have high expectations of myself to improve regardless of barriers. I am inspired by others and this motivates me to improve.</p>	<p>UKS2</p> <p>I believe in my ability to achieve as others have. I can set goals that motivate me. I can use a Growth Mindset to work towards my goals.</p>
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Co-operative

<p>EYFS</p> <p>I can share when I have something that others would like to have. I can take turns when there is more than one person wanting to do the same thing.</p>	<p>KS1</p> <p>I listen carefully to others and build on their ideas. I can help people to do their best.</p>	<p>LKS2</p> <p>I can show appreciation to people for what they contribute. I can show self-control, loyalty and kindness.</p>	<p>UKS2</p> <p>I will not isolate or exclude anyone. Everybody has something valuable to offer, and nobody likes being left out. I understand to compromise on some issues.</p>
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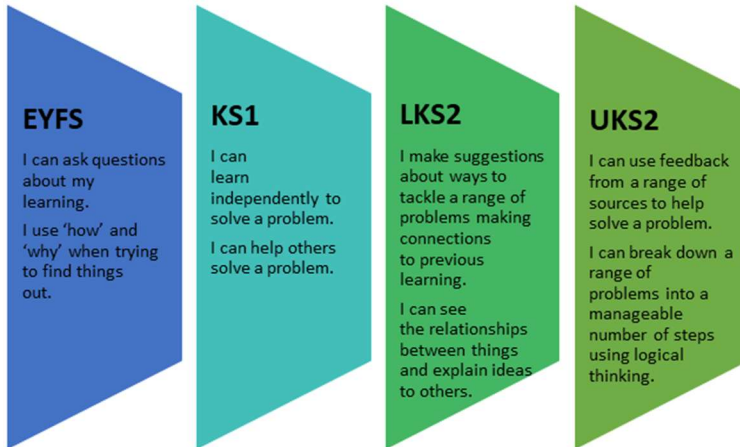
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Honest



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