



PSHE: Primary Phase Long-Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Zones of Regulation, behaviour curriculum and PSED Objectives taught and modelled throughout continuous provision					
Year 1	Zones of Regulation Making friends: playing and learning together	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others	Changing me
Year 2	Zones of Regulation Mental health and wellbeing	Keeping safe online	Anti-racism	Money and work	Safety outside the home	Changing me
Year 3	Zones of Regulation Me, my friends and belonging	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other	Changing me
Year 4	Zones of Regulation Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Families and growing together	Changing me
Year 5	Zones of Regulation Friendships, stereotypes and bullying	Positively engaging with our world	Respecting boundaries	Safe connections online	Embedding healthy habits and learning first aid	Changing me
Year 6	Zones of Regulation Mental health and wellbeing	Managing money and online spending	Anti-racism	Drug education: assessing risk and managing influences	Developing our AI literacy	Changing me

Behaviour Curriculum

Overview of Content



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups From Reception to Y6	Explicit teaching of the full behaviour curriculum content	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content

Teaching the curriculum

It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach. The process for teaching behaviour explicitly is as follows:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting, for example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime.
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

The curriculum is taught explicitly during the first week in Autumn term alongside the national curriculum. Children should learn the content of the curriculum so that they can recall the information and act upon it.

At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using the Charvil pedagogy, including regular quizzing to check and strengthen retention.

It is expected that all pupils will know this content.

Adaptations

High behaviour expectations are for all; however adaptations will be made depending on pupils' ages and individual pupils' SEND needs.

Curriculum Content



Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year

Know that there are **three behaviour expectations** in school. These are to

- **be ready**
- **be safe**
- **be respectful**

Be ready	Be safe	Be respectful
Sitting still. Active listening to adult teaching. Giving the adult talking 100% of your attention. Staying at your desk. Working hard on tasks given. Being in the right place at the right time	Sitting sensibly in the classroom Walking through corridors Playing games that do not become too physical Using calm and respectful tones when we communicate	Being always tidy Follow adult instructions Say please and thank you Hold doors open for people Talk kindly to other pupils Say good morning/ afternoon to adults Respect others right to learn Respect school property by looking after it Use a calm and polite tone of voice Value differences

Moving Around School

Know that we always walk around school responsibly – Wonderful Walking

This means

- Walking steadily
- Facing forwards
- In a straight line



- Without talking
- On the left of the corridor

Know that we walk responsibly to keep everyone safe in school and to make sure the learning of other children is not disrupted.

Classroom routines

Know that we all listen respectfully to ensure everybody can learn without distractions.

Active listening means that we:

- Face forwards
- Sit up
- Don't interrupt

Know that everyone in class is expected to contribute, there is no 'opting out' option

Know the routine for entering the classroom and getting ready to work.

Know where you sit in class during lessons (including 'carpet places')

Know the routine for handing out and collecting resources and exercise books in the classroom.

Know that you need to get equipment out ready for the lesson and to look after it.

Know that there should not be any objects on the table that distract from learning.

Know that I have a responsibility to ensure that the classroom is kept tidy.

Know that any school equipment damaged deliberately will need to be replaced.

Know that teacher cupboards, corridor cupboards and P.E sheds are for adults only.

Know the order that you always line up in.



Know that you should line up without leaning against the walls while moving around school.

General Conduct

Know that you should let anyone waiting through a doorway before walking through yourself.

Know that you should say 'Good morning/afternoon', to adults if spoken to.

Know that it is important to show gratitude to others by thanking people for what they have done for you.

Know that it is important to have good manners so that people act politely back to you.

Know that lanyards for staff only.

Playtime Behaviour

Know what to take outside e.g. snacks, coats, water bottles.

Know that you must walk from your classroom to the playground responsibly.

Know that you must play safely without hurting anyone.

Know that we do not 'play fight' because we may hurt someone by accident.

Know that you must be kind, by including people in your games and sharing equipment.

Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.

Know that you must not be inside during playtimes unless you are with an adult.

Know that playground equipment must be cared for, respected and tidy away.

Lunchtime Behaviour

Know where you line up for lunchtime when you are called.

Know that you walk responsibly to your lunch place.



Know where you sit in the dinner hall during lunchtime.

Know that you should use a quiet voice in the dinner hall.

Know that you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1).

Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to lunchtime supervisors.

Know that 'good manners' means saying 'please' when you ask for something and 'thank you' when you receive it.

Know that you leave the hall quietly and walk responsibly.

Preventing Bullying

Know that bullying is:

- Hurting someone else on purpose
- Repetitive – it happens again and again · Can be physical, verbal, and emotional

Know that bullying can be indirect. This means:

- Leaving people out of groups or games
- Talking about someone behind their back
- Standing by and watching someone get bullied without letting an adult know
- Know that if this happens online, it is called cyberbullying.

Know that if you think you are being bullied you should tell an adult. Know that if you think someone is being bullied you should tell an adult.

Know that bullying is unacceptable and that it will be dealt with seriously by all adults at Charvil Primary School.

Values Days

Values Days are whole-school enrichment days which are designed to unite the entire school community under a single, meaningful theme. The days are structured around a three-year rolling programme, ensuring that pupils encounter fresh, age-appropriate perspectives and cumulative learning as they progress



through the two Key Stages. Every Values Day is built upon clear, explicit personal development targets, giving students concrete goals to develop their understanding of our school values, understanding of charity, knowledge of careers and appreciation of other cultures. While activities are tailored to different age groups, the shared theme provides a termly opportunity for the entire school to come together, reflect, and celebrate their collective community values. One Values Day each academic year is designed and run by secondary pupils, creating an impactful peer-to-peer learning experience that inspires younger pupils. By dedicating specific days to, we are able to personal development, we are able to make our PSHE curriculum highly bespoke to our school, tailoring the content to directly reflect the unique needs, background, and identity of our community.

	Autumn	Spring	Summer
Cycle 1 2026-2027	Respect	Honesty	Equality
Cycle 2 2027-2028	Courage	Dedication	Love
Cycle 3 2028-2029	Culture	Charity	Careers