



Lotus
Academy

Personal Development (PSHE) Curriculum



PSHE Overview

Intent

At Lotus Academy, our Personal, Social, Health and Economic (PSHE) curriculum is designed to equip pupils with the knowledge, skills and confidence they need to live safe, healthy, successful and fulfilling lives. We recognise that many of our pupils have experienced barriers, adversity, trauma, disrupted relationships or social and emotional challenges, and therefore place personal development at the heart of our curriculum.

Through a carefully sequenced programme, pupils develop self-awareness, emotional literacy, resilience, independence and positive relationships. The curriculum promotes physical and mental wellbeing, online and community safety, respect for diversity, equality and British Values, and prepares pupils for adulthood, employment and active citizenship. We aim to empower pupils to make informed decisions, manage risks, advocate for themselves and others, and become responsible members of society.

Our PSHE curriculum supports pupils to develop the communication skills, self-regulation, confidence and resilience needed to thrive both within school and beyond, regardless of their starting points.

Implementation

PSHE is delivered through a structured and progressive curriculum from Year 3 to Year 11, organised around six key strands:

- Self-Awareness
- Self-Care, Support and Safety
- Managing Feelings
- Changing and Growing
- The World I Live In
- Healthy Lifestyles

From Key Stage 2, learning is carefully sequenced to revisit and build upon prior knowledge, enabling pupils to deepen their understanding as they mature. Lessons are adapted to meet the needs of pupils at Lotus Academy and use discussion, modelling, role play, real-life scenarios, visual supports and practical activities to develop both knowledge and life skills.

The curriculum incorporates statutory Relationships Education, Relationships and Sex Education (RSE), Health Education and safeguarding content, including:

- Mental health and emotional wellbeing
- Online safety, AI and digital literacy
- Healthy relationships and consent
- Diversity, equality and inclusion
- Personal safety and risk management
- Knife crime awareness
- Careers and preparation for adulthood
- Financial education

- Drugs, alcohol, tobacco and gambling awareness

Key curriculum drivers of communication, healthy relationships, independence and resilience are embedded throughout all units to enable children to build wider skills as identified as part of the curriculum offer. Opportunities to develop SMSC, British Values and employability skills are woven across the programme to ensure pupils are fully prepared for life in modern Britain and successful transition into adulthood.

Through regular revisiting of key concepts and age-appropriate progression, pupils develop the knowledge, understanding and confidence required to make informed choices, maintain their wellbeing and contribute positively to their communities.



	Autumn		Spring		Summer	
Year 3/4	Self - awareness - Things we are good at - Kind and unkind behaviours - Playing and working together - People who are special to us - Getting on with others	Self-care, support and safety - Taking care of ourselves - Keeping safe - Trust - Keeping safe online - Public and private	Managing feelings - Identifying and expressing feelings - Managing strong feelings	Changing and growing - Baby to adult - Changes at puberty - Dealing with touch - Different types of relationships	The world I live in (Careers link) - Respecting difference between people - Jobs people do - Rules and law - Taking care of the environment - Belonging to a community - Money	Healthy lifestyles - Healthy eating - Taking care of physical health - Keeping well
Year 5/6	Self – awareness - Things we are good at - Kind and unkind behaviours - Playing and working together - People who are special to us - Getting on with others	Self-care, support and safety - Taking care of ourselves - Keeping safe - Trust - Keeping safe online - Public and private	Managing feelings (and knife crime) - Identifying and expressing feelings - Managing strong feelings	Changing and growing - Baby to adult - Changes at puberty - Dealing with touch - Different types of relationships	The world I live in (Careers link) - Respecting difference between people - Jobs people do - Rules and law - Taking care of the environment - Belonging to a community - Money	Healthy lifestyles - Healthy eating - Taking care of physical health - Keeping well
Year 7/8	Self – awareness - Personal strengths - Skills for learning - Prejudice and discrimination - Managing pressure	Self-care, support and safety - Feeling unwell - Feeling frightened/worried - Accidents and risks - Keeping safe online - Emergency situations - Private and public - Gambling	Managing feelings and knife crime - Self-esteem and unkind comments - Strong feelings - Romantic feelings and sexual attraction	Changing and growing - Puberty - Friendship - Healthy/unhealthy relationship behaviours - Enthusiastic consent – Intimate relationships, consent and contraception - Long term relationships and parenthood	The world I live in (Careers link) - Diversity, rights and responsibilities - Managing online information - Taking care of the environment - Preparing for adulthood - Managing finances	Healthy lifestyles - Elements of a healthy lifestyle - Mental wellbeing - Physical activity - Healthy eating - Body image - Medicinal drugs - Drugs, alcohol and tobacco
Year 9	Self – awareness - Personal strengths - Skills for learning - Prejudice and discrimination	Self-care, support and safety Feeling unwell	Managing feelings and knife crime Self-esteem and unkind comments	Changing and growing - Puberty - Friendship	The world I live in (Careers link) Diversity, rights and responsibilities	Healthy lifestyles - Elements of a healthy lifestyle - Mental wellbeing - Physical activity

	Autumn		Spring		Summer	
	Managing pressure	- Feeling frightened/worried - Accidents and risks - Keeping safe online - Emergency situations - Private and public - Gambling	- Strong feelings - Romantic feelings and sexual attraction	- Healthy/unhealthy relationship behaviours - Enthusiastic consent – Intimate relationships, consent and contraception - Long term relationships and parenthood	- Managing online information - Taking care of the environment - Preparing for adulthood - Managing finances	- Healthy eating - Body image - Medicinal drugs - Drugs, alcohol and tobacco
Year 10/11	Self – awareness - Personal strengths - Skills for learning - Prejudice and discrimination - Managing pressure	Self-care, support and safety - Feeling unwell - Feeling frightened/worried - Accidents and risks - Keeping safe online - Emergency situations - Private and public - Gambling	Managing feelings and knife crime - Self-esteem and unkind comments - Strong feelings - Romantic feelings and sexual attraction	Changing and growing - Puberty - Friendship - Healthy/unhealthy relationship behaviours - Enthusiastic consent – Intimate relationships, consent and contraception - Long term relationships and parenthood	The world I live in (Careers link) - Diversity, rights and responsibilities - Managing online information - Taking care of the environment - Preparing for adulthood Managing finances	Healthy lifestyles - Elements of a healthy lifestyle - Mental wellbeing - Physical activity - Healthy eating - Body image - Medicinal drugs - Drugs, alcohol and tobacco

Key – Statutory Content