



KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

SUBJECT - PSHE

CURRICULUM INTENT: - PSHE education in the Koinonia Federation is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain and equip them to make a positive contribution to society.

Spirituality Intent

Spirituality is promoted through Personal, Social, Health, and Economic (PSHE) studies by fostering self-awareness, empathy, ethical understanding, and a sense of purpose among children. Personal development activities encourage self-reflection and the exploration of values and beliefs, deepening their spiritual self-awareness. Children are encouraged to develop their relational and social skills through building friendships. We promote an inclusive and diverse environment where everyone belongs, feels safe and cared for and relating well with others. Spirituality means we find purpose in life, finding something bigger and a sense of peace in ourselves. We encourage reflection in our learning, and the children can experience connection and a sense of belonging, awe and wonder in PSHE. Children have the safe space and the freedom to open up and ask the big questions in order to enhance their curiosity journey.

We also embed our ethos of 'Do unto others as you would have done unto you' by serving others in and outside of our school community through a conscious act of civil duty and responsibility. We emphasise community, relationships, and cultural awareness, helping children flourish, appreciate connection and diversity, which are fundamental aspects of spirituality. Health education supports emotional well-being and body awareness through practices like mindfulness, contributing to inner peace and holistic health. The use of our Zones of Regulation complements our PSHE programme where we can support, manage and regulate children's emotions.

Economic studies highlight ethical consumerism, social responsibility, and the moral implications of economic decisions, encouraging children to align their future aspirations with their values and contribute positively to society. PSHE has a cross-curricular link with other subjects such as geography, maths, computing, science and RE. By integrating these elements, PSHE studies create a supportive environment for children to explore and develop their spirituality, cultivating a balanced and meaningful approach to life. Feeling confident, equipped and motivated to positively contribute to society.



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Please identify what the key themes / concepts are, that all students at all key stages will study in your subject.

These will obviously get progressively more challenging in terms of content / expectations as the years progress and different language might be used to describe them however, they should still be able to fit under a blanket heading.

Please allocate a colour to each of these themes so that it is clear how they are revisited and built upon throughout the curriculum.
Please add or remove as appropriate

Families and Relationships	Health and Wellbeing (including SRE)	Living in the Wider World
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Nursery – KEY THEMES / CONCEPTS	Respecting self and others Families and Friendships	Respecting self and others Families and Friendships Belonging to a community	Living in the wider world	Health and Wellbeing Keeping Safe	Respecting self and others Families and Friendships Belonging to a community	Growing and Changing
Nursery – KEY CONTENT	Likes & dislikes Taking turns Golden rules Identifying feelings	Skills & talents Making friendships Celebrating different communities	Resilience & determination Setting goals Encouraging others When I grow up, I want to be...	Staying active Eating well Personal hygiene Personal safety – stranger danger	My family Being a good friend Kind words & sharing Celebrating communities	How I have changed Moving to Reception Celebrating Nursery
RECEPTION - KEY THEMES / CONCEPTS	Respecting self and others Families and Friendships	Respecting self and others Families and Friendships Belonging to a community	Living in the wider world Physical Health and Mental Wellbeing	Health and Wellbeing Keeping Safe	Respecting self and others Families and Friendships Belonging to a community	Growing and Changing
RECEPTION - KEY CONTENT	Likes & dislikes Taking turns Golden rules Emotions	Skills & talents Managing friendships Different communities	Resilience & determination Setting goals When I grow up, I want to be... Positive attitudes Managing feelings	Staying active Eating well Personal hygiene Personal safety – stranger danger	My Family Being a good friend Kind words & sharing Celebrating different communities	Our amazing bodies Life at different ages Change & transition Celebrating Reception
YEAR 1 - KEY THEMES / CONCEPT	Families and friendships Respecting ourselves and others	Safe relationships	Belonging to a community Money and work	Media literacy and digital resilience Using the internet and digital devices; communicating online Keeping safe	Physical health and mental wellbeing	Growing and changing



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				How rules and age restrictions help us; keeping safe online		
YEAR 1 - KEY CONTENT	<p>Roles of different people; families; feeling cared for</p> <p>How behaviour affects others; being polite and respectful</p> <p><i>Spirituality links; Tolerance, acceptance identity, belonging</i></p>	<p>Recognising privacy; staying safe; seeking permission</p> <p><i>Spirituality links; Wellbeing, resilience, belonging, questioning</i></p>	<p>What rules are; caring for others' needs; looking after the environment</p> <p>Spirituality – Civil duty and responsibility. Belonging to a community- What rules are; caring for others' needs; looking after the environment</p> <p>Money and work- Strengths and interests; jobs in the community</p> <p><i>Spirituality links; Values, identity, community, support</i></p>	<p>Media literacy and digital resilience- Using the internet and digital devices; communicating online</p> <p>Keeping safe - How rules and age restrictions help us; keeping safe online</p> <p><i>Spirituality links; Values, identity, community, support</i></p>	<p>Keeping healthy; food and exercise, hygiene routines; sun safety</p> <p><i>Spirituality links; understanding, questioning, wellbeing, reflecting</i></p>	<p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>Growing and changing – Recognising what makes us unique and special, our feelings and managing when things go wrong</p> <p><i>Spirituality links; understanding, growth, empathy, identity</i></p>
YEAR 2 - KEY THEMES / CONCEPTS	<p>Families and friendships</p> <p>Respecting ourselves and others</p>	<p>Safe relationships</p>	<p>Belonging to a community</p>	<p>Media literacy and digital resilience</p> <p>Money and work</p>	<p>physical health and mental wellbeing</p> <p>Spirituality – Inner peace</p>	<p>Growing and changing</p> <p>Keeping safe</p>



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	Spirituality – Self awareness	Spirituality – Belonging	Spirituality – Belonging	Spirituality – Resilience and understanding		Spirituality – Self awareness
YEAR 2 - KEY CONTENT	<p>Making friends; feeling lonely and getting help</p> <p>Recognising things in common and differences; playing and working cooperatively; sharing of opinions</p> <p>Respecting ourselves and others</p> <p><i>Spirituality links; understanding, growth, empathy, identity,</i></p>	<p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p><i>Spirituality links; understanding, wellbeing empathy, identity</i></p>	<p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p><i>Spirituality links; understanding, growth, empathy, identity</i></p>	<p>The internet in everyday life; online content and information</p> <p>What money is; needs and wants; looking after money</p> <p><i>Spirituality links; understanding, resilience, empathy</i></p>	<p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p><i>Spirituality links; understanding, empathy, support, reflecting, wellbeing</i></p>	<p>Growing older; naming body parts; moving class or year</p> <p>Safety in different environments; risk and safety at home; emergencies</p> <p><i>Spirituality links; understanding, growth, empathy, identity</i></p>
YEAR 3 - KEY THEMES / CONCEPTS	<p>Families and friendships</p> <p>Spirituality –Empathy, identity, tolerance</p>	<p>Safe relationships</p> <p>Respecting ourselves and others</p> <p>Spirituality –Empathy, acceptance, identity</p>	<p>Belonging to a community</p> <p>Spirituality – values, support, reflecting, tolerance</p>	<p>Media literacy and digital resilience</p> <p>Money and work</p> <p>Spirituality –reflecting, questioning</p>	<p>Physical health and mental wellbeing</p> <p>Spirituality –Empathy, understanding</p>	<p>Growing and changing</p> <p>Keeping safe</p> <p>Spirituality –Empathy, growth</p>
YEAR 3 - KEY CONTENT	<p>What makes a family; features of family life</p> <p>What makes a family?</p> <p><i>Spirituality links; support, identity, empathy, tolerance</i></p>	<p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>Recognising respectful behaviour; the importance</p>	<p>The value of rules and laws; rights, freedoms and responsibilities</p> <p><i>Spirituality links;</i></p>	<p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>How the internet is used; Assessing information online</p> <p><i>Spirituality links;</i></p>	<p>Health choices and habits; what affects feelings; expressing feelings oral hygiene and dental care</p> <p>Physical Health and Mental Wellbeing –</p>	<p>Personal strengths and achievements; managing and re-framing setbacks</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p>



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		<p>of self-respect; courtesy and being polite</p> <p>Spirituality links; Empathy, acceptance, tolerance, understanding, support</p>	<p>Values, tolerance, belonging, community</p>	<p>Understanding, resilience, values</p>	<p>Health choices and Habits</p> <p>Spirituality links; understanding, resilience empathy, identity</p>	<p>Spirituality links; understanding, growth, empathy, identity, community, values</p>
<p>YEAR 4 - KEY THEMES / CONCEPTS</p>	<p>Families and friendships</p> <p>Spirituality –Empathy, understanding, community</p>	<p>Belonging to a Community</p> <p>Spirituality – values, support</p>	<p>Safe relationships</p> <p>Respecting ourselves and others</p> <p>Spirituality –Empathy, acceptance</p>	<p>Media literacy and digital resilience</p> <p>Money and work</p> <p>Spirituality - Reflection, questioning</p>	<p>Physical health and mental wellbeing</p> <p>Keeping safe</p> <p>Spirituality – wellbeing, understanding</p>	<p>Growing and changing</p> <p>Spirituality – growth, reflection</p>
<p>YEAR 4 - KEY CONTENT</p>	<p>Positive friendships, including online</p> <p>Spirituality links; understanding, resilience empathy, identity, belonging</p>	<p>What makes a community; shared responsibilities</p> <p>Spirituality links; Belonging, values, community, identity</p>	<p>Responding to hurtful behaviour; managing confidentiality;</p> <p>Recognising risks online</p> <p>Respecting differences and similarities; discussing difference sensitively</p> <p>Spirituality links; Empathy, acceptance, tolerance, understanding, support</p>	<p>How data is shared and used</p> <p>Making decisions about money; using and keeping money safe</p> <p>Spirituality links; Values, identity, community, support, reflecting</p>	<p>Maintaining a balanced lifestyle; how tobacco / vaping can effect health</p> <p>Medicines and household products; drugs common to everyday life</p> <p>Spirituality links; understanding, resilience empathy, identity, wellbeing</p>	<p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>Spirituality links; understanding, growth, empathy, identity, questioning, support, acceptance</p>



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YEAR 5 - KEY THEMES / CONCEPTS	Media literacy and digital resilience Money and work Spirituality - understanding, reflecting	Families and friendships Respecting ourselves and others Spirituality –Empathy, support	Safe relationships Spirituality – questioning, reflecting	Belonging to a community Spirituality – values, understanding, tolerance	Physical health and mental wellbeing Spirituality - resilience	Growing and changing Keeping safe Spirituality –Empathy, growth
YEAR 5 - KEY CONTENT	<p>How information online is targeted; different media types, their role and impact</p> <p style="color: blue;">Spirituality links; Understanding, questioning, values, resilience</p> <p>identifying job interests and aspirations; what influences career choices; workplace stereotypes</p>	<p>Managing friendships and peer influence</p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p style="color: blue;">Spirituality links; Empathy, acceptance, tolerance, understanding, support, reflecting</p>	<p>Physical contact and feeling safe</p> <p style="color: blue;">Spirituality links; Empathy, acceptance, tolerance, understanding, support, reflecting, wellbeing</p>	<p>Protecting the environment; compassion towards others</p> <p style="color: blue;">Spirituality links; Values, identity, community, support, tolerance</p>	<p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies; alcohol</p> <p style="color: blue;">Spirituality links; understanding, resilience empathy, identity, reflecting</p>	<p>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>Keeping safe in different situations, including responding in emergencies; first aid</p> <p style="color: blue;">Spirituality links; understanding, growth, empathy, identity, wellbeing, resilience, reflecting</p>
YEAR 6 - KEY THEMES / CONCEPTS	Belonging to a community Spirituality – Belonging	Safe relationships Respecting ourselves and others Spirituality –Empathy	Media literacy and digital resilience Money and work Spirituality - Understanding	Families and friendships Spirituality – Acceptance and belonging	Physical health and mental wellbeing Spirituality – Inner peace, holistic health, support, wellbeing	Growing and changing Keeping Safe Spirituality – Growth



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<p>YEAR 6 - KEY CONTENT</p>	<p>Valuing diversity; challenging discrimination and stereotypes</p> <p>Money and work History of money</p> <p>Spirituality links; Empathy, acceptance, tolerance, belonging, understanding, support</p>	<p>Recognising and managing pressure; consent in different situations</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>Spirituality – Empathy, safe space, curiosity</p> <p>Spirituality links; Empathy, acceptance, tolerance, understanding, support, reflecting, questioning</p>	<p>Evaluating media sources; sharing things online</p> <p>Influences and attitudes to money; money and financial risks</p> <p>Finances; needs and wants</p> <p>Spirituality links; Resilience, understanding, reflecting, questioning</p>	<p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>Spirituality links; Belonging, identity, values, wellbeing, community</p>	<p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>Spirituality links; understanding, resilience empathy, identity, reflecting, questioning, wellbeing</p>	<p>Human reproduction and birth; increasing independence; managing transition</p> <p>Keeping Personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p>Money and work A visit to Bank of England; exploring the practical world of finances</p> <p>Spirituality links; understanding, growth, empathy, identity, questioning, acceptance, resilience</p>
<p>YEAR 7 - KEY THEMES / CONCEPTS</p>	<p>Relationships</p>	<p>Living in the Wider World</p>	<p>Health and Wellbeing</p>	<p>Health and Wellbeing / SRE</p>	<p>Living in the Wider World</p>	<p>Health and wellbeing</p> <p>Living in the Wider World</p>
<p>YEAR 7 - KEY CONTENT</p>	<p>Positive Relationships</p>	<p>Citizenship</p>	<p>Mental Health awareness EDI- exploring disability Not all disabilities can be seen</p>	<p>Sex and consent</p>	<p>Economic Wellbeing</p>	<p>Safe behaviour</p>



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YEAR 8 - KEY THEMES / CONCEPTS	Relationships / Health and wellbeing	Living in the Wider World	Health and wellbeing / SRE	Health and wellbeing / SRE	Living in the Wider World	Health and Wellbeing
YEAR 8 - KEY CONTENT	Gender and Sexuality	Citizenship	Social Media EDI- keeping safe online	Contraception and safe sex. Accessing Health services EDI- issues of race and health	Careers and Prospects	Mental Health
YEAR 9 - KEY THEMES / CONCEPTS	Living in the Wider World	Living in the Wider World	Health and wellbeing	Health and Wellbeing/ SRE	Health and Wellbeing	Living in the Wider World
YEAR 9 - KEY CONTENT	Careers	Careers – GCSE options focus	Good mental health and wellbeing EDI what does good mental health look like?	Sex and Hygiene	Drugs, vaping, smoking	Justice and Diversity
YEAR 10 - KEY THEMES / CONCEPTS	Health and Wellbeing	Living in the Wider World Relationships	Health and Wellbeing	Living in the Wider World	Relationships	Relationships Health and Wellbeing Living in the Wider World
YEAR 10 - KEY CONTENT	Managing mental health and wellbeing	Online and media – positive relationships	Getting help with physical health	Careers / pathways EDI- aspire to be what you want	Appropriate behaviour	Violence and extremism
YEAR 11 - KEY THEMES / CONCEPTS	Living in the Wider World	Health and Wellbeing / Relationships	Living in the Wider World	Living in the Wider World		
YEAR 11 - KEY CONTENT	Choices and pathways – post 16	Families – including sexual health and fertility	Financial education EDI Gender/ethnic pay gap	Careers and enterprise education EDI- representation in industry		



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YEAR 12 - KEY THEMES / CONCEPTS	Healthy Lifestyles	Mental Health & Wellbeing	Drugs, Alcohol & Tobacco	Financial Awareness	Professional Writing	UCAS
YEAR 12 - KEY CONTENT	Body health and nutrition	Emotional intelligence	Health risks for; alcohol, drugs, smoking and vaping	Savings and saving accounts. Borrowing and repayments. Payslips and Student Finance.		Exploring UCAS choices
YEAR 13 - KEY THEMES / CONCEPTS	UCAS	UCAS	Financial Awareness	Professional Writing	Exam Prep	N/A
YEAR 13 - KEY CONTENT	Preparing personal statement	Completing personal statement/UCAS application	Savings and saving accounts. Borrowing and repayments. Payslips and Student Finance.		Revision for upcoming exams	N/A