

Welcome to

The Story Project

Curriculum



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Overview

Our Guarantee:

Our curriculum will always include:

- ✓ All statutory primary RSHE skills (July 2025)
- ✓ Additional non-statutory PSHE skills
- ✓ British Values and SMSC aligned content
- ✓ An engaging and diverse collection of stories, covering Protected Characteristics
- ✓ Content that supports Ofsted education inspection framework 2023 for Personal Development

Diversity and Representation

As a key element of The Story Project, our books reflect diverse characters and stories. We choose our books carefully, ensuring they give an authentic account of different experiences. We want all children to see themselves in the pages of The Story Project's books.

We purposefully and intentionally choose stories that inspire discussion and different opinions. The opportunity for open conversation is an important part of children developing empathy and understanding of respectful relationships. This means covering positive representations of diversity as well as how some groups of people are discriminated against. This is covered sensitively and, in an age appropriate way.

Using books to do this means that children are distanced from the topic and can approach the conversation safely without judgement.

Our Principles and Teacher Autonomy

We are passionate about creating a curriculum that reflects the needs of children in your school. Our knowledge and expertise means our curriculum is engaging, progressive, research-based and quality assured. **You** are the experts of your children, so we have also ensured that lessons are easy-to-implement and adaptable where necessary. Autonomy and flexibility are embedded, and we support schools to use our curriculum in a way that suits their needs. Your feedback is so important to us – if something isn't working, let us know. We strive to be responsive to what you need.

Examples of built in flexibility:

- **Settle** - Our programme contains over 200 emotional regulation strategies, so if one doesn't work for your class, you can change it for another. If some children don't like to close their eyes, for example, skip this step.
- **Read** - In the first lesson of a unit, you'll want to read the whole book (or the full extract, if it is a chapter book). However, depending on the age, engagement and needs of your class, you can change how you interact with the story in subsequent lessons. You may wish to simply refer to certain pages or part of the book in lessons 2 to 6. Guided reading questions are provided, but these can be adapted dependent on need.
- **You** - Every lesson includes a choice of two 'You' activities. This is intentional so that teachers have autonomy over how they achieve each objective within our lesson plan structure.
- **Further reading** - We pick out the key themes in our books, but there is so much more to explore! Feel free to extend the learning into topics and themes that are relevant to your class. Further reading and resources are suggested at the end of each unit overview.


How Our Curriculum Works

We have grouped the statutory RSHE and non-statutory PSHE skills into 6 Key Themes. Each key theme progresses through the primary journey, deepening and stretching children's skills and knowledge by fostering empathy and understanding. Our books don't just focus on one topic; they weave the 6 key themes throughout the units so that children learn in a holistic and connected way. By the end of primary school, children will have been exposed to characters and stories that enlighten, challenge, support and empower them. This helps to develop a toolkit of wellbeing skills that will stay with children as they grow.




Key Themes and Progression


Being a Good Friend

<div><div>Being a Good Friend))</div><div><ul style="list-style-type: none">• Meeting new people• Tolerance and racism• Bullying• Peer pressure• Respect• Balancing our own needs with others• Who to talk to when children are worried about a friend</div><div></div></div>	
<p>In the theme ‘Being a Good Friend’, children learn the importance of respecting themselves and those around them. This includes how to deal with conflict, loneliness, emotions related to relationships so that they can effectively deal with conflict and foster healthy, happy friendships as they grow up.</p> <p>Progression</p> <p>In EYFS, children begin to explore what makes themselves and others happy; thinking about how their actions affect others. They learn about family relationships and what different families might look like.</p> <p>This progresses in Key Stage One, where children dig into concepts such as bullying, tolerance and loneliness. KS1 children take a more detailed look at the impact of characters’ actions, needs and emotions on other people.</p> <p>By Key Stage Two, topics such as peer pressure, respect and a further look at bullying give children the opportunity to discuss how and why this might happen. Family relationships are explored more deeply here, particularly how people’s needs can be different and how that can be complicated.</p> <p>Children learn about what to do if they are concerned about a friend or how a friend is making them feel throughout the theme.</p>	
‘Being a Good Friend’ covers skills from the statutory and non-statutory guidance:	
Statutory RSHE Caring Friendships Respectful Kind Relationships	Non-Statutory PSHE Managing Hurtful Behaviour and Bullying Respecting Self and Others


Celebrating Families

<div><div>Celebrating Families</div><div><ul style="list-style-type: none">• Siblings and babies• Family heritage and culture• Different types of families• Weddings and divorce• Loss and grief• Times of change• What to do if a family member is making children feel uncomfortable</div><div></div></div>	
<p>In the theme ‘Celebrating Families’, children read about all different kinds of families. The theme looks at love and tolerance, celebrating what makes families so special and what to do if they are worried about their family. This theme has some cross over with ‘Being a Good Friend’</p> <p>Progression</p> <p>Children start this theme by learning about the fun things they do with their families. In EYFS there is also a gentle nod to different types of families and an opportunity to discuss what having a new baby sibling is like.</p> <p>As children move into Key Stage One, they begin to look at changes within families as well as how families show love to each other. Children think about grief in an age-appropriate way.</p> <p>In Key Stage Two, children are invited to think in more depth about heritage, bullying and varied family situations. Year 5 gives children the chance to talk about the concept of marriage, with the opportunity to discuss different opinions about marriage around the world. And by Year 6, children can talk confident about consent and pressure within a family dynamic.</p> <p>Children learn about what to do if they are concerned about a family member of how a family member is making them feel throughout the theme.</p>	
‘Celebrating Families’ covers skills from the statutory and non-statutory guidance:	
Statutory RSHE Families and People Who Care for Me	Non-Statutory PSHE Safe Relationships


Looking After My Body and Mind

<div><div>Looking After My Body and Mind</div><div><ul style="list-style-type: none">• Understanding and dealing with emotions• Mindfulness techniques• What makes children feel good• Mental health issues• Bullying• Healthy lifestyles• Food and cooking</div><div></div></div>	
<p>The theme ‘Looking After My Body and Mind’ is the biggest part of The Story Project curriculum. This is because the theme looks at self-care, emotions and wellbeing. The theme incorporates both physical and mental health, ensuring children learn a range of skills to help them develop as happy and healthy human beings. This theme can be found in the Settle and Training activities of every lesson in our curriculum, as well as in a variety of units.</p> <p>Progression</p> <p>In EYFS children begin by looking at what makes them happy and unhappy, thinking about key strategies to help with this. EYFS also learn about foods and healthy lifestyles; forming a strong foundation of how to look after our bodies.</p> <p>In Key Stage One, these ideas are developed with stories that explore what happens when children don’t look after themselves. The books look at how children deal with negative emotions and what to do during difficult times, such as loss and change.</p> <p>By the end of Key Stage Two, children learn about the effect of harmful substances on the body and more complex mental health issues such as depression. Coping with change is further developed in KS2, as well as a deeper look at active lifestyles.</p> <p>What to do if children need support with their mental or physical health is covered throughout this theme.</p>	
‘Looking After My Body and Mind’ covers skills from the statutory and non-statutory guidance:	
Statutory RSHE General Wellbeing Physical Health and Fitness Healthy Eating	Non-Statutory PSHE Healthy Eating Healthy Lifestyles Mental Health


Keeping Safe

<div><div>Keeping Safe</div><div><ul style="list-style-type: none">Boundaries and privacyEmergenciesAsking for helpHealthWorries and what to do about themMental health and staying safeDrugs and alcoholConsent</div><div></div></div>	
<p>In the theme ‘Keeping Safe’, children learn about how to look after themselves in a variety of situations. The topics covered ensure children know what to do and who to speak to if they are worried or feel unsafe.</p> <p>Progression Children begin this theme by learning about feelings and actions. Caring for others, how to get help and introductory conversations about calling 999 also start here.</p> <p>As children move into Key Stage One, they begin to look more closely at privacy and consent. They also look at ways to keep their bodies safe, what to do if they are worried and how to decide if somebody is trustworthy. Road, fire and some elements of online safety are covered in this key stage.</p> <p>By the end of Key Stage Two, children can talk about how their mental health also impacts their safety and how to stay safe in a variety of contexts such as railways and water with further conversations about emergencies. Children delve deeper into topics around peer pressure, dares and consent, as well as looking at drugs, alcohol and vaping in an age-appropriate way.</p>	
‘Keeping Safe’ covers skills from the statutory and non-statutory guidance:	
Statutory RSHE Being Safe Drugs, Alcohol, Tobacco and Vaping Health Protection and Prevention Personal Safety Basic First Aid	Non-Statutory PSHE Drugs, Alcohol, Tobacco and Vaping Keeping Safe

Becoming a Global Citizen

<div><div>Becoming a Global Citizen</div><div><ul style="list-style-type: none">Looking after our planetInternet safetyRights of living thingsUnderstanding different viewpointsSpending habits and different financial situationsDiscrimination and stereotypesDiverse cultures</div><div></div></div>	
<p>In the theme ‘Becoming a Global Citizen’, children learn how to navigate the modern world. This includes understanding the impact of our lives online, the economic world and our responsibilities as humans.</p> <p>Progression To start the theme, EYFS children start to think about their surroundings, both in their classrooms and more widely. They also learn about respect for different people.</p> <p>Key Stage One learn the basics of online safety and start to look more closely at people different from themselves. In Year 2, children learn about human rights and their self-identity. Children are also given the opportunity to think about value and money.</p> <p>As children move into Key Stage Two, they delve deeper in to recognising some of the dangers of the internet. Children are encouraged to consider the ways we can act for good and how this supports our own wellbeing too. They also look at stereotypes and discrimination, with a focus on how these might impact career choices and life.</p>	
‘Becoming a Global Citizen’ covers skills from the statutory and non-statutory guidance:	
Statutory RSHE Respectful, Kind Relationships General Wellbeing Online Safety and Awareness Wellbeing Online	Non-Statutory PSHE Respecting Self and Others Economic Wellbeing Communities Shared Responsibilities

Growing Up

<div><div>Growing Up</div><div><ul style="list-style-type: none">ConsentPubertyChanging emotionsBabiesFamiliesCareers and aspirationsTransition to high schoolResilience</div><div></div></div>	
<p>In the theme ‘Growing Up’, children learn about how their bodies and emotions change over time, as well as how they can develop resilience and aspirations for their futures.</p> <p>Progression In EYFS, children learn about the main parts of the body. They also discuss the arrival of a new baby and how they might help to care for a baby. This begins a thread of conversations about the human lifecycle, including death, which spans the whole curriculum. Furthering this learning, Key Stage One and Two children learn about bodies, puberty, emotions and then reproduction in Year 6. All the learning in this area is done in an age-appropriate way.</p> <p>Concepts such as resilience are covered in many places across The Story Project curriculum, but the idea is given a specific focus in this theme. This helps children to recognise their own strengths and weaknesses, celebrating themselves, what they are good at and giving opportunity to discuss career options by the end of Key Stage Two. Transition to high school finishes the theme, paving the way for children to think about their next step.</p>	
‘Growing Up’ covers skills from the statutory and non-statutory guidance:	
Statutory RSHE Developing Bodies	Non-Statutory PSHE Resilience Ourselves Growing and Changing