

South Avenue Primary School



Personal, social, health and economic (PSHE) and Sex and relationship education (SRE)

End Points

PSHE/SRE Curriculum Intent	<p>At South Avenue Primary School our PSHE curriculum ensures our children are provided with the components they need to LEARN through understanding our values of: listen, encourage, ambitious, resilience, respectful and nurture. Our intent is to ensure that our school is a community that is inclusive where all children are able to:</p> <ul style="list-style-type: none">• Achieve their best• Have ambitions and determination• Be confident in themselves• Have positive values and beliefs• Understanding the importance of community• Having caring and kind attitude towards others.• Develop fundamental skills such as organisation and leadership. <p>PSHE is a fundamental part of the curriculum that helps to equip children with the knowledge, skills and strategies to help them to live a safe and responsible life.</p> <p>At South Avenue Primary School, we have an embedded Primary PSHE scheme of Work called PiXL QuickStart. The scheme of work includes Leadership, Organisation, Resilience, Initiative, Communication, Respect, Kindness, Living without Harming Others, Wellbeing and E-Safety. British Values are promoted through the overarching aims and objectives of PSHE by supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain. We believe this gives children the building blocks to become successful adults in terms of being able to gain employment, live healthy lifestyles, be moral citizens and to take opportunities to extend their horizons.</p> <p>These themes are central to our vision: We discover, we learn, we grow.</p>						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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Leadership	<i>(EYFS skills are thread throughout all areas of the EYFS Curriculum including both teacher directed circle times and child initiated play)</i>	Not covered during this year.	Pupils recognise the responsibility of being a role model.	Not covered during this year.	Not covered during this year.	Not covered during this year.	<p>Pupils have a good idea of where to get help when they need it.</p> <p>Pupils recognise how to create aspirations</p>
Organisation	<p>Characteristics of effective learning: Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if</p>	<p>Pupils learn about personal organisation and how to remain positive and open to changes.</p> <p>Pupils understand what is meant by kindness.</p> <p>Pupils can reflect on their organisation, how it helped them achieve goals and how success feels.</p>	Pupils learn how to plan and set goals.	Organisational techniques that work for them and how it contributes to success.	<p>Pupils develop strategies to help them meet the higher expectations that others will have of them.</p> <p>Pupils begin to appreciate that it helps to get along with those around them.</p>	Not covered during this year.	Pupils have a clear idea of what they are aiming for.

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	they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.				Pupils develop greater understanding of how to make their interactions more effective.		
Resilience	Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.	Pupils develop an awareness of themselves and being part of a group.	Pupils embrace challenge as a means to achieving goals.	Not covered during this year.	Not covered during this year.	Not covered during this year.	Pupils develop the resilience to carry them through.
Initiative		Pupils learn about what it means to take the initiative to take the next step.	Pupils recognise importance of stepping up for personal development. Pupils use strategies to build on their foundations more independently, whilst recognising when support is needed.	Not covered during this year.	Pupils use greater sense of self to build confidence Pupils begin to develop safer and more cooperative ways of interacting with others.	Pupils start demonstrating their developing maturity through independence and initiative Pupils can identify characteristics that will help them achieve their goals next year. Pupils can identify aspects of their character that would be useful to improve ready for next year.	Not covered during this year.

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<p>Communication</p>	<p>ELG: Listening, Attention and Understanding Children at the expected level of development will: -</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: Speaking Children at the expected level of development will: -</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently</p>	<p>Pupils can learn how to be effective communicators.</p>	<p>Pupils recognise various ways to engage with different groups to promote clear communication and understanding of feelings.</p>	<p>Pupils discover more about themselves and can establish how they fit in different groups/scenarios.</p> <p>Pupils are able to present their feelings and views with sensitivity to the feelings and views of others.</p>	<p>Pupils begin to develop ways of interacting that can help both themselves and those around them.</p>	<p>Pupils build on their growing self-awareness to assess how they can prepare to meet the increasing expectations on them.</p> <p>Pupils consider others in their communication style.</p>	<p>Not covered during this year.</p>
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	<p>introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>						
Mind to be kind	<p>ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>	<p>Pupils understand what is meant by kindness.</p> <p>Pupils can learn how to be effective communicators.</p>	<p>Pupils learn how to appreciate and handle differences effectively without causing harm.</p> <p>Pupils understand the power of kindness and organise acts of kindness.</p>	<p>Pupils extend their boundaries with more independence, including online.</p> <p>Pupils extend their boundaries with more independence.</p> <p>Pupils are able to present their</p>	<p>Pupils begin to appreciate that it helps to get along with those around them.</p> <p>Pupils develop greater understanding of how to make their</p>	<p>Pupils start to become aware of changes in themselves and how that might affect their sense of self.</p> <p>Pupils can identify characteristics that will help them achieve their goals next year.</p>	<p>Pupils are aware of their feelings and how they might be affected by them.</p> <p>Pupils are aware how to work as a team in order to achieve a goal.</p>

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			Pupils recognise various ways to engage with different groups to promote clear communication and understanding of feelings.	feelings and views with sensitivity to the feelings and views of others.	interactions more effective.		
Wellbeing	<p>ELG: Self-Regulation Children at the expected level of development will: -</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow</p>	<p>Pupils learn about personal organisation and how to remain positive and open to changes.</p> <p>Pupils begin to see positive impact of resilience/determination.</p> <p>Pupils can reflect on their organisation, how it helped them achieve goals and how success feels.</p>	<p>Pupils embrace challenge as a means to achieving goals.</p> <p>Pupils recognise importance of stepping up for personal development.</p> <p>Pupils use strategies to build on their foundations more independently, whilst recognising when support is needed.</p>	<p>Pupils discover more about themselves and can establish how they fit in different groups/scenarios.</p> <p>Pupils extend their boundaries with more independence.</p> <p>Pupils reflect on what they have learnt about themselves.</p>	<p>Pupils use greater sense of self to build confidence.</p> <p>Pupils begin to develop ways of interacting that can help both themselves and those around them.</p>	<p>Pupils build on their growing self-awareness to assess how they can prepare to meet the increasing expectations on them.</p> <p>Pupils start demonstrating their developing maturity through independence and initiative.</p> <p>Pupils can identify aspects of their character that would be useful to improve ready for next year.</p>	<p>Pupils have a clear idea of what they are aiming for.</p> <p>Pupils have a good idea of where to get help when they need it.</p> <p>Pupils are aware of their feelings and how they might be affected by them.</p>

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	<p>instructions involving several ideas or actions.</p> <p>ELG: Managing Self Children at the expected level of development will: -</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>						<p>Reflecting on how far they've come to show them how far they can now go.</p>
E-Safety		Being prepared for keeping safe online.	Pupils learn how to communicate safely online.	Pupils extend their boundaries with more independence, including online.	Pupils begin to develop safer and more cooperative ways of interacting with others.	Pupils start to become aware of changes in themselves and how that might affect their sense of self.	<p>Pupils have a good idea of where to get help when they need it.</p> <p>Pupils develop the resilience to</p>

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						Pupils consider others in their communication style.	carry them through E-Safety.
SRE		<ul style="list-style-type: none"> -To understand that we are all different but can still be friends -Know that we can be friends with people who are different to us. -To discuss how children grow and change -Understand that babies need care and support - Know that older children can do more by themselves -To explore different types of families and who to ask for help -To identify who can help when families make us feel unhappy or unsafe -Know there are different types of families -Know which people we can ask for help 	<ul style="list-style-type: none"> -To introduce the concept of gender stereotypes -To identify differences between males and females -To explore some of the differences between males and females and to understand how this is part of the lifecycle -To focus on sexual difference and name body parts 	<ul style="list-style-type: none"> -Relationships Education Respectful relationships -To identify that people are unique and to respect those differences To explore the differences between male and female bodies -Relationships Education Caring friendships (2e) Respectful relationships -To consider appropriate and inappropriate physical contact and consent 	<ul style="list-style-type: none"> - To explore the human lifecycle -To identify some basic facts about puberty -To explore how puberty is linked to reproduction - To explore respect in a range of relationships -To discuss the characteristics of healthy relationships 	<ul style="list-style-type: none"> - Explain the main physical and emotional changes that happen during puberty -Ask questions about puberty with confidence - Understand how puberty affects the reproductive organs -Describe what happens during menstruation and sperm production - Explain how to keep clean during puberty - Explain how emotions/relationships change during puberty -Know how to get help and support during puberty 	<ul style="list-style-type: none"> - Puberty and reproduction. Describe how and why the body changes during puberty in preparation for reproduction -Talk about puberty and reproduction with confidence - Communication in relationships. -Explain differences between healthy and unhealthy relationships. -Know that communication

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				<ul style="list-style-type: none">- Relationships EducationFamilies and people who care for meBeing safe-To explore different types of families and who to go to for help and support			<p>and permission seeking are important.</p> <ul style="list-style-type: none">- Families, conception and pregnancy.-Describe the decisions that have to be made before having children.-Know some basic facts about conception and pregnancy. <p>Lesson 4- Online relationships. To have considered when it is appropriate to share personal/private information in a relationship.</p> <ul style="list-style-type: none">-To know how and where to get support if an online
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