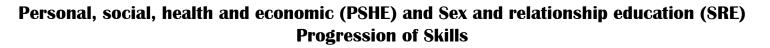


PSHE/SRE Curriculum Intent	At South Avenue Primary School, we have designed our personal, social, health and economic (PSHE) curriculum is an embedded part of our broad and balanced curriculum. With the intent that each child becomes a caring, confident and curious young person who has a passion for learning and achieving. The curriculum is designed to: recognise children's prior learning, provide meaningful real-life experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers. The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. At South Avenue Primary School, personal, social, health and economic (PSHE) education enables our children to become healthy, independent and responsible members of a society. 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.								
Leadership	(EYFS skills are thread throughout allNot covered during this year.Pupils recognise the responsibility of being a roleNot covered during this year.Not covered 								
	areas of the EYFS Curriculum including both teacher directed circle times and child initiated play)		model.				help when they need it. Pupils recognise how to create aspirations		



and keep they enco difficulties proud of t achievem children tu into self-r lifelong le are requir ownership	earning: d - Children e and e things, a go'. who urticipate mig ing - Children e and e things, a go'. who urticipate mig: - Children e and positive and open to changes. Pupils understand what is meant by kindness. Pupils can reflect on their organisation, how it helped them achieve goals and how success feels. - They are heir own ents. For o develop egulating, arners they ed to take , accept	Pupils learn how to plan and set goals.	Organisational techniques that work for them and how it contributes to success.	Pupils develop strategies to help them meet the higher expectations that others will have of them. Pupils begin to appreciate that it helps to get along with those around them. Pupils develop greater understanding of how to make their interactions mere effective	Not covered during this year.	Pupils have a clear idea of what they are aiming for.
Resilience Creating a thinking c Children c their own make link	e. nd Pupils develop an itically: - evelop ideas and being part of a	Pupils embrace challenge as a means to achieving goals.	Not covered during this year.	more effective. Not covered during this year.	Not covered during this year.	Pupils develop the resilience to carry them through.





Initiative	think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.	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	Not covered during this year.
Communication	ELG: Listening, Attention and Understanding Children at the expected level of development will: - 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	Pupils can learn how to be effective communicators.	Pupils recognise various ways to engage with different groups to promote clear communication and understanding of feelings.	Pupils discover more about themselves and can establish how they fit in different groups/scenarios. Pupils are able to present their feelings and views with sensitivity to the	Pupils begin to develop ways of interacting that can help both themselves and those around them.	ready for next year. Pupils build on their growing self- awareness to assess how they can prepare to meet the increasing expectations on them. Pupils consider others in their communication style.	Not covered during this year.



have developed		
heard and ask	feelings and	
questions to clarify	views of others.	
their understanding;		
- Hold conversation		
when engaged in		
back-and-forth		
exchanges with their		
teacher and peers.		
ELG: Speaking		
Children at the		
expected level of		
development will: -		
Participate in small		
group, class and		
one-to-one		
discussions, offering		
their own ideas,		
using recently		
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		



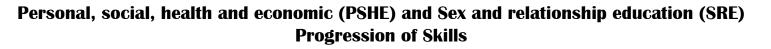
	support from their						
	teacher.						
Mind to be kind	ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.	Pupils understand what is meant by kindness. Pupils can learn how to be effective communicators.	Pupils learn how to appreciate and handle differences effectively without causing harm. Pupils understand the power of kindness and organise acts of kindness. Pupils recognise various ways to engage with different groups to promote clear communication	Pupils extend their boundaries with more independence, including online. Pupils extend their boundaries with more independence. Pupils are able to present their feelings and views with sensitivity to the feelings and views of others.	Pupils begin to appreciate that it helps to get along with those around them. Pupils develop greater understanding of how to make their interactions more effective.	Pupils start to become aware of changes in themselves and how that might affect their sense of self. Pupils can identify characteristics that will help them achieve their goals next year.	Pupils are aware of their feelings and how they might be affected by them. Pupils are aware how to work as a team in order to achieve a goal.
			and understanding of feelings.				
Wellbeing	ELG: Self-Regulation Children at the expected level of development will: -	Pupils learn about personal organisation and how to remain	Pupils embrace challenge as a means to achieving	Pupils discover more about themselves and	Pupils use greater sense of self to build	Pupils build on their growing self- awareness to assess	Pupils have a clear idea of what they are
		positive and open to changes.	goals.	can establish how they fit in	confidence.	how they can prepare	aiming for.



t 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	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	Pupils begin to see positive impact of resilience/determination. Pupils can reflect on their organisation, how it helped them achieve goals and how success feels.	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.	different groups/scenarios. Pupils extend their boundaries with more independence. Pupils reflect on what they have learnt about themselves.	Pupils begin to develop ways of interacting that can help both themselves and those around them.	to meet the increasing expectations on them. Pupils start demonstrating their developing maturity through independence and initiative. Pupils can identify aspects of their character that would be useful to improve ready for next year.	Pupils have a good idea of where to get help when they need it. Pupils are aware of their feelings and how they might be affected by them. Reflecting on
a i i i i i i i i i i i i i i i i i i i	activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Children at the expected level of development will: - 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						how far they've come to show them how far they can now go.



	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						
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. Pupils consider others in their communication style.	Pupils have a good idea of where to get help when they need it. Pupils develop the resilience to carry them through E- Safety.
SRE		<ul> <li>-To understand that we are all different but can still be friends</li> <li>-Know that we can be friends with people who are different to us.</li> <li>-To discuss how children grow and change</li> </ul>	-To introduce the concept of gender stereotypes -To identify differences between males and females	-Relationships Education Respectful relationships -To identify that people are unique and to respect those differences To	<ul> <li>To explore the human lifecycle</li> <li>To identify some basic facts about puberty</li> <li>To explore how puberty is</li> </ul>	<ul> <li>Explain the main physical and emotional changes that happen during puberty</li> <li>Ask questions about puberty with confidence</li> </ul>	- Puberty and reproduction. Describe how and why the body changes during puberty in preparation for reproduction





	-Understand that babies	-To explore some	explore the	linked to	- Understand how	-Talk about
	need care and support	of the differences	differences	reproduction	puberty affects the	puberty and
	- Know that older	between males and	between male	reproduction	reproductive organs	reproduction
	children can do more by	females and to	and female	- To explore	-Describe what	with confidence
	themselves	understand how	bodies	•		with connuence
	themselves		bodies	respect in a	happens during	
		this is part of the	Delette elitere	range of	menstruation and	-
	-To explore different	lifecycle	-Relationships	relationships	sperm production	Communication
	types of families and		Education Caring	-To discuss the		in relationships.
	who to ask for help	-To focus on sexual	friendships (2e)	characteristics	- Explain how to keep	-Explain
	-To identify who can help	difference and	Respectful	of healthy	clean during puberty	differences
	when families make us	name body parts	relationships	relationships	- Explain how	between
	feel unhappy or unsafe		-To consider		emotions/relationships	healthy and
	-Know there are diff-		appropriate and		change during puberty	unhealthy
	erent types of families		inappropriate		-Know how to get help	relationships.
	-Know which people we		physical contact		and support during	-Know that
	can ask for help		and consent		puberty	communication
						and permission
			- Relationships			seeking are
			Education			important.
			Families and			
			people who care			- Families,
			for me Being safe			conception and
			-To explore			pregnancy.
			different types of			-Describe the
			families and who			decisions that
			to go to for help			have to be made
			and support			before having
						children.
						-Know some
						basic facts about
			1	1	1	susie ruces about



· · · · · · · · · · · · · · · · · · ·				
				conception and
				pregnancy.
				Lesson 4- Online
				relationships. To
				have considered
				when it is
				appropriate to
				share
				personal/private
				information in a
				relationship.
				-To know how
				and where to
				get support if an
				online
				relationship
				goes wrong.