

South Avenue Primary School



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

PSHE/SRE Curriculum Intent	<p>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.</p> <p>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.</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. These themes are central to our vision: We discover, we learn, we grow.</p>						
Leadership	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<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.	Pupils have a good idea of where to get help when they need it. Pupils recognise how to create aspirations

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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 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.</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>	<p>Pupils learn how to plan and set goals.</p>	<p>Organisational techniques that work for them and how it contributes to success.</p>	<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> <p>Pupils develop greater understanding of how to make their interactions more effective.</p>	<p>Not covered during this year.</p>	<p>Pupils have a clear idea of what they are aiming for.</p>
Resilience	<p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They</p>	<p>Pupils develop an awareness of themselves and being part of a group.</p>	<p>Pupils embrace challenge as a means to achieving goals.</p>	<p>Not covered during this year.</p>	<p>Not covered during this year.</p>	<p>Not covered during this year.</p>	<p>Pupils develop the resilience to carry them through.</p>

South Avenue Primary School



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Initiative	<p>think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>	<p>Pupils learn about what it means to take the initiative to take the next step.</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>Not covered during this year.</p>	<p>Pupils use greater sense of self to build confidence</p> <p>Pupils begin to develop safer and more cooperative ways of interacting with others.</p>	<p>Pupils start demonstrating their developing maturity through independence and initiative</p> <p>Pupils can identify characteristics that will help them achieve their goals next year.</p> <p>Pupils can identify aspects of their character that would be useful to improve ready for next year.</p>	<p>Not covered during this year.</p>
Communication	<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</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</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>

South Avenue Primary School



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	<p>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 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</p>			feelings and views of others.			
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South Avenue Primary School



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	support from their teacher.						
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 recognise various ways to engage with different groups to promote clear communication and understanding of feelings.</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 feelings and views with sensitivity to the feelings and views of others.</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 interactions more effective.</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>
Wellbeing	<p>ELG: Self-Regulation Children at the expected level of development will: -</p>	<p>Pupils learn about personal organisation and how to remain positive and open to changes.</p>	<p>Pupils embrace challenge as a means to achieving goals.</p>	<p>Pupils discover more about themselves and can establish how they fit in</p>	<p>Pupils use greater sense of self to build confidence.</p>	<p>Pupils build on their growing self-awareness to assess how they can prepare</p>	<p>Pupils have a clear idea of what they are aiming for.</p>

South Avenue Primary School



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<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 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</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 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>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 begin to develop ways of interacting that can help both themselves and those around them.</p>	<p>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 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> <p>Reflecting on how far they've come to show them how far they can now go.</p>
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South Avenue Primary School



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	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		-To understand that we are all different but can still be friends -Knowing that we can be friends with people who are different to us. -To discuss how children grow and change	-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	- To explore the human lifecycle -To identify some basic facts about puberty -To explore how puberty is	- Explain the main physical and emotional changes that happen during puberty -Ask questions about puberty with confidence	- Puberty and reproduction. Describe how and why the body changes during puberty in preparation for reproduction

South Avenue Primary School



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	<ul style="list-style-type: none"> -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 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"> explore the differences between male and female bodies -Relationships Education Caring friendships (2e) Respectful relationships -To consider appropriate and inappropriate physical contact and consent - Relationships Education Families and people who care for me Being safe -To explore different types of families and who to go to for help and support 	<ul style="list-style-type: none"> linked to reproduction - To explore respect in a range of relationships -To discuss the characteristics of healthy relationships 	<ul style="list-style-type: none"> - 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"> -Talk about puberty and reproduction with confidence - Communication in relationships. -Explain differences between healthy and unhealthy relationships. -Know that communication and permission seeking are important. - Families, conception and pregnancy. -Describe the decisions that have to be made before having children. -Know some basic facts about
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								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.
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