



Curriculum
Progression
Document

PSHE



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PSHE
Curriculum
Intent

Acres Hill Community Primary School- Intent

Acres Hill Community Primary Curriculum Intent

At Acres Hill we know that education is fundamental to improving the life chances of our pupils and their families. For all our children, the goal is that they will leave Acres Hill Community Primary School as proficient and confident readers, writers and mathematicians who have a love for learning and an interest in the world in which we live.

For this to occur children also need to be confident, independent and resilient. Our curriculum therefore aims to support the whole child, in order to equip them with academic and interpersonal skills required to be successful, whilst also building aspirations and confidence to dream big and aim high.

In order to accomplish this aim we deliver a broad and balanced curriculum across school. The curriculum is sequenced and rigorous in order to develop and support children's core academic knowledge and skills, whilst also broadening children's understanding of the wider world (and their place in it) so that they are fully equipped to explore and succeed as part of it.

We deliver a curriculum that:

- Gives children the knowledge to flourish in the next stages of their education
- Utilises highly skilled teaching which builds on children's prior learning
- Ensures that learning for children is precise and focused
- Is well sequenced so that knowledge and skills are built upon progressively throughout a child's time in school
- Uses planned opportunities for repetition of learning and the threading of key concepts and ideas
- Supports children to experience their learning in creative and stimulating ways, supporting children to be curious, independent and motivated in their own learning
- Embraces the local area and community, in order to recognise its heritage, local history and geography; as well as its place within the wider world.
- Promotes the supporting of the whole child, to ensure that children are empowered to be physically and emotionally well and able to lead positive and productive lives
- Is aspirational; all staff work to inspire and support children in order to ensure they are aware of the world to be explored and that they are suitably equipped and challenged to do so.

PSHE Subject Intent

We aim to promote children's knowledge, self esteem, emotional wellbeing and resilience, and to help them to form and maintain worthwhile and positive relationships. Children will be taught to have respect for themselves, and for others, within our local, national and global communities.



PSHE in the Early Years Foundation Stage

Developing PSHE Skills

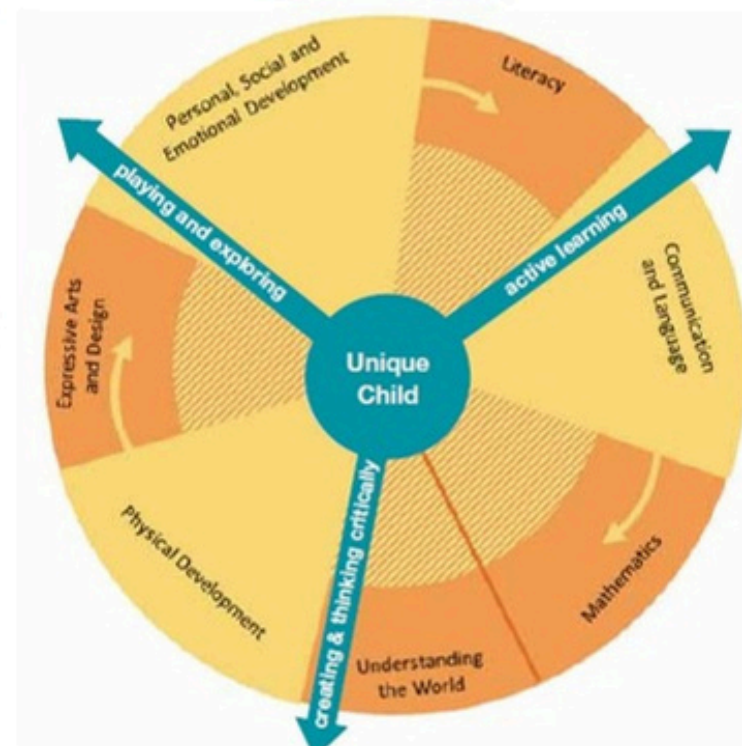
Developing Early PSHE Skills

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of the EYFS curriculum has an Early Learning Goal, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The following link to the teaching and learning of PSHE in our EYFS:

ELG 3. 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 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

ELG 3. Self-Regulation

Children at the expected level of development will:

- 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.

ELG 3. 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



Implementation of Whole School PSHE

Programme of Study

Acres Hill's PSHE Programme of Study- Key Stage One

Term	Year 1	Year 2
Autumn 1	P1) How do I help my body to stay healthy? P2) How do I decide what to eat?	C1) How do we make a happy school? C2) Who lives in my neighbourhood? Os3) Online strangers (P1)
Autumn 2	Fr1) Who is my friend?	Fr4) How do we stop bullying? Os2) Personal information (S1)
Spring 1	M1) Where do feelings come from?	Fa2) Do families always stay the same? Fa3) How should families treat each other? p3) How do we stop getting ill?
Spring 2	Fa1) Who's in my family? Os1) Screen time (L1)	Fa4) When should I say no? Fa5) Who owns my body? I do! Fa6) Are all families the same?
Summer 1	Fr2) What makes a good friend? Fr3) Should friends tell us what to do?	Os4) Fake News [N1] M2) Who am I? P4) How can I stay safe?
Summer 2	M3) What helps me to be happy?	G1) How bodies change as we get older (link with science) C3) What makes a boy or a girl?

Acres Hill's PSHE Programme of Study- Lower Key Stage Two

Term	Year 3	Year 4
Autumn 1	Fr1) What makes a good friend? Os1) Online strangers (P1) Os2) Sharing Online (P2)	Fr2) Are all friends the same? Fr3) Are friendships always fun? M2) Are we happy all the time?
Autumn 2	Fa1) Do families always stay the same? Fa2) Are all families like mine?	C1) How do we make the world fair? C2) Where do you feel like you belong? C3) How can we help the people around us?
Spring 1	M1) How do I manage my feelings? P1) How do I keep my body healthy? P2) How do I get a healthy diet?	Os5) Digital Media [N1] Os6) Verifying content and echo chambers [N3]
Spring 2	Os3) Friendship Online [S1]	Fa3) How should we treat people who are different?
Summer 1	Os4) Personal Information [C2] P3) How do I stop getting ill?	P4) How do I save a life?
Summer 2		G1) What is a period?

Acres Hill's PSHE Programme of Study- Upper Key Stage Two

Term	Year 5	Year 6
Autumn 1	Fa1) Why do some people get married? Fa2) Are families ever perfect? Os1) Control and consent [S1] Os2) Protecting our identity [P1]	Os6) Bias [N2] Os7) Echo Chambers [N5] Fr5) What are stereotypes? FR6) How do I accept my friends for who they are?
Autumn 2	Fr1) What makes a close friend? M1) Does everybody have the same feelings?	C1) What is prejudice? C2) What is the history of prejudice? C3) What should I do if I encounter prejudice?
Spring 1	Fr2) Should I try and fit in with my friends? Fr3) Should friends tell us what to do?	P1) Is there such a thing as the perfect body? C4) How can I be a great citizen? C5) Why is money important?
Spring 2	Os3) Meeting stranger online [P4] Os4) Personal Information, terms and conditions [C2] M2) Should we be happy all the time?	P4) Why do some people take drugs? P5) Where should I get my health information? P6) How do I save a life?
Summer 1	P2) How can I stay fit and healthy? P3) Can I avoid getting ill? M4) Who am I? Fa3) Is there such a things as a normal family?	Os8) Does the internet make us happy? [L1] C6) Who belongs in our country? C7) What does it mean to be British?
Summer 2	Fr4) Why are some people unkind? Os5) Analysing Digital Media [N1]	G1) How will my body change as I get older? G2) How will my feelings change as I get older? G3) How will I stay clean during puberty? G4) What is Menstruation?



Implementation of Whole School PSHE

Progression of skills

Progression of Skills and Knowledge: Relationships (Family)

By the end of each unit pupils can...

Year 1	Year 2	Year 3	Year 4
• Understand that families are made up of a special group of people, which changes gradually over time. • To identify the people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • To recognise different feelings and emotions. • Understand that we should feel loved, cared for and safe in our homes. • To know what to do if our needs are not being met. • Understand that other people need permission before they can touch us. • To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • Understand that some parts of our bodies are more private than others and how to protect ourselves. • Recognise that other people often want different things than ourselves. • Understand that secrets and surprises are different. • Know how to report concerns.	• Understand that families are made up of a special group of people, which changes gradually over time. (recap) • Understand that these people are all connected in different ways, and that these connections are important. Understand how changes and events can influence our feelings. • Understand that children and adults both have responsibilities to each other. • To know what to do if our needs are not being met. (recap) • To understand the meaning of consent. • To recognise the wants and needs of others. • Understand that certain parts of our bodies are very private, and only we get to decide what happens to them. To understand when secrets are appropriate. • Know how to report concerns. (recap) Understand that families are highly varied; no family is the same.	• Understand that families can change. Understand that parents can split up and people can die and that these things are not our fault. • Appreciate that there are many differences between families and all families are unique. • Understand that there are far more similarities than there are differences. Understand there is no one set family structure. • Appreciate that any type of family can provide love and support. • Understand that all people deserve respect, even if they are different to other people. • Appreciate that we all have different abilities and find different things challenging. • Discuss what to do and whom to tell if family relationships are making them feel unhappy or unsafe.	• Understand that families can change and to recognise and respect that there are different types of families, including single • parents, same-sex parents, step-parents, blended families, foster and adoptive parents. • Understand that parents can split up and people can die. • Know that these events are not the fault of the child. • Recognise how to manage pressures associated with dares. • Discuss when it is right to keep or break a confidence or share a secret. • Learn how to recognise risks. • Understand that all people deserve respect, even if they are different to other people and to appreciate that we all have different • abilities and find different things challenging.

Progression of Skills and Knowledge: Relationships (Family)

By the end of each unit pupils can...

Year 5	Year 6
• Understand that families can change and to recognise and respect that there are different types of families, including single • parents, same-sex parents, step-parents, blended families, foster and adoptive parents. (recap) • Understand why some people get married. • Appreciate that not everyone wants to get married. • Know that forced marriage is illegal. • Identify the positive features that should be present in a family. • Learn how to disagree with respect. • Know the difference between secrets and surprises (when to break confidentiality) • Understand the concept of consent. • Understand how to ask for, give and not give permission for physical contact. • Understand the diversity of home lives. • Appreciate that many people have heritage from other countries and may have dual heritage. • Understand that the cultural differences between families do not make people better or worse and often present an opportunity for learning and fun.	• Understand why some people get married and to appreciate that not everyone wants to get married. • Understand that my body belongs to me. • Discuss privacy in terms of private parts and the exceptions (doctors) • To understand FGM and how to prevent and protect ourselves. • Explain what it means to be attracted to someone and different kinds of loving relationships. • Understand that people who love each other can be of any gender, ethnicity or faith. • Identify the difference between gender identity and sexual orientation and everyone's right to be loved. • Explain what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults. • Know that people have the right to choose whom they marry or whether to get married. • Know that to force anyone into marriage is illegal. • Explain how and where to report forced marriage or ask for help if they are worried. • Understand that the cultural differences between families do not make people better or worse and often present an opportunity for learning and fun. (recap)

Progression of Skills and Knowledge: Relationships (Friends)

By the end of each unit pupils can...

Year 1	Year 2	Year 3	Year 4
• Understand that there is a difference between close friends, friends, acquaintances and strangers. • Understand that friends do not always agree with each other, but we can resolve our differences kindly, and with mutual respect. • Understand that difference can be a positive thing in our relationships. • Understand that friends should treat each other well and be fair. • Understand that there is not an ideal number of friends and you can have as many as you like. • Understand that being controlling of other people is bad and that excluding other children is hurtful. • Understand that friends should not tell us what to do, although we should listen politely. • Empathise with other people and understand why bullying is so hurtful. • Order types of bullying to understand which ones are the worst.	• Understand that there is a difference between close friends, friends, acquaintances and strangers. (recap) • Understand that friends should treat each other well and be fair. • Understand how to deal with disagreement and conflict with friends. • Empathise with other people and understand why bullying is so hurtful. (recap) • Identify how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else. • Understand how to recognise hurtful behaviour, including online. • Understand what to do and whom to tell if they see or experience hurtful behaviour, including online. • Identify what bullying is and the different types of bullying.	• Appreciate that we have responsibilities to our friends. • Acknowledge that other people's emotions are important. • Understand that our actions can affect other people's feelings. • Learn what we can do to maintain healthy relationships. • Understand that differences in gender, race, religion, culture, sexuality and (dis)ability should not inhibit friendship or cause negative treatment. • Discuss the similarities and differences between boys and girls, including basic ideas about gender vs. designated sex (male or female) and non-binary. • Understand that relationships come with a mixture of positive and negative emotions. • Appreciate that friendships are not always perfect. • Understand that it is normal to disagree with your friends. • Develop techniques to deal with conflict within friendships. • Understand when a relationship is unhealthy when support is required. • Identify what is appropriate to share with friends, classmates, family and wider social groups including online. • Explore what privacy and personal boundaries are in friendships, including online. • Develop basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision. • Understand that bullying and hurtful behaviour is unacceptable in any situation. • Identify the effects and consequences of bullying for the people involved. • Explain what to do and whom to tell if they see or experience bullying or hurtful behaviour.	• Acknowledge that other people's emotions are important and how to empathise. • Understand that our actions can affect other people's feelings and the possible consequences of our actions. • Learn what we can do to maintain healthy relationships and the triggers of an unhealthy relationship. • Understand that differences in gender, race, religion, culture, sexuality and (dis)ability should not inhibit friendship or cause negative treatment. (recap) • Discuss the similarities and differences between boys and girls, including basic ideas about gender vs. designated sex (male or female) and non-binary. (recap) • Differentiate between playful teasing, hurtful behaviour and bullying, including online. • Explain how to respond if they witness or experience hurtful behaviour or bullying, including online. • Recognise how to manage pressures associated with dares. • Discuss when it is right to keep or break a confidence or share a secret and explore examples. • Learn how to recognise risks online such as harmful content or contact. • Explain how people may behave differently online including pretending to be someone they are not.

Progression of Skills and Knowledge: Relationships (Friends)

By the end of each unit pupils can...

Year 5	Year 6
• Understand what it takes to be a good friend. • Empathise with people who are excluded. • Appreciate that we should respect other people, irrespective of their unique characteristics. • Understand that friendships change over me, and our friends often have different opinions, feelings and motivations to ours. • Understand that friendship is not just about doing what someone says and that boundaries are healthy and an essential part of any relationship. • Appreciate that friends should make us feel good and safe. Identify behaviour that is controlling or manipulative. • Identify the reasons why some children bully. • Understand that violence is always wrong, our body belongs to us. • Develop skills to avoid conflict and reconcile differences. • Understand what stereotypes are. • Learn how to challenge stereotypes when they see them. Accurately use language relating to gender, sexuality and identity • Appreciate that we should treat everyone with respect, regardless of their physical appearance.	• Understand that we don't have to be the same as everyone else to have friends link to transition. • Understand that friendships change over me, and our friends often have different opinions, feelings and motivations to ours link • to transition. • Identify issues around consent and coercion and behaviour that is controlling or manipulative. • Develop skills to avoid conflict and reconcile differences. (recap) • Critique media and identify stereotypes in the world around them. • Accurately use language relating to gender, sexuality and identity. (recap) • Understand that trans and non-binary people may face discrimination.

Progression of Skills and Knowledge: Living in the wider world: Community

By the end of each unit pupils can...

Year 1	Year 2	Year 3	Year 4
- Understand what rules are and the rules in school. - Understand how to behave appropriately and how to contribute to school life. - Appreciate how important school is to them. - Identify their special people in school. - Know what range of communities live near school. - Appreciate that they should treat people with respect and kindness, regardless of difference. - Understand what to do if they feel uncomfortable, either with strangers or with people they know. - Name their body parts, including external genitalia. - Discuss the similarities and differences between boys and girls Online safety: - Understand that people need to get the correct balance of time spent online and offline. - Understand why we shouldn't share personal information. - Understand that people online are strangers if we don't know them in real life. - Recognise the difference between truth and fiction. - Understand that things online are often not true.	- Understand why we have rules and how they help us learn and be happy. - Understand how to behave appropriately and how to contribute to school life. (recap) - Identify the wider school community. - Appreciate that they should treat people with respect and kindness, regardless of difference. (recap) - Understand what to do if they feel uncomfortable, either with strangers or with people they know and how to act upon it. - Name their body parts, including external genitalia. (recap) - Discuss the similarities and differences between boys and girls, including ideas that challenge gender stereotypes. Online safety: - Understand how to keep our personal information private and safe when we are online. - Understand that people online are strangers if we don't know them in real life. (recap) - Understand that we shouldn't share private and personal information with strangers. - Understand that anybody can put things online. - Understand that things online are often not true. (recap) - Become more familiar with the term 'Fake News'	- Understand what is meant by 'the rule of law' [link to British Values] - Appreciate the reasons why we need laws and that these are not always the same for everyone (some people need more protection - for example children) - Appreciate that the world is not fair and it is our responsibility to help those less fortunate. - Identify our common values (Link to 'British Values') - Understand that we are all part of a wider community if people, who we rely on. - We have a responsibility to support other people in our community when we are able to. - Know that we should treat the people in our community with respect. - Understand that biological parents ("Tummy mummy" and "birth dad") are not always the people that look after a child. - Understand that we have the power and responsibility to make our communities better places to live. Online safety: - Understand that people on the internet are not always who they say they are. - Understand that we must keep our personal information safe. - Identify how to be kind in online social environments. - Understand how to recognise peer pressure. - Understand how to be a good friend, whether they are online or offline. - Have an understanding of personal information. - Understand that information online must be checked before it is believed.	- Understand the basics of how laws are made and enforced. - Identify our common values (Link to 'British Values') (recap) - Understand that we are all part of a wider community and learn how we contribute to that. - Know that we should treat the people in all areas of our community with respect. - Appreciate that the people you live with are not always part of your 'birth family' (adopted/foster care, carers) - Understand that we have the power and responsibility to make our communities better places to live. (recap) Online safety: - Understand that people on the internet are not always who they say they are, and may have malicious intentions. - Understand that we must keep our personal information safe. (recap) - Understand that peer pressure can make us do inappropriate or unkind things. - Understand that friends should behave in a certain way, whether they are online or offline. - Have a more thorough and sophisticated understanding of personal information. Understand that websites store a lot of our information. - Become more digitally literate by being able to analyse digital content. - Understand that information online must be checked before it is believed. Understand some of the motivations behind putting false things online.

Progression of Skills and Knowledge: Living in the wider world: Community

By the end of each unit pupils can...

Year 5	Year 6
• To understand bias. • Understand why some people discriminate. • Understand that groups and individuals from minority groups are more likely to be victims of prejudice, harassment and bullying. • Identify the most common types of prejudice. • Know what to do if they encounter, experience or witness prejudice. • Understand that we all rely on the people around us. • Identify the ways that we can help people around us without upsetting them. • Understand that changes in our behaviour can allow people to be included. • Identify the ways that money affects their lives. • Understand that not everyone has the same access to money and employment across the world. • Understand that debt results from spending more than you are able to earn. • Understand why some people must leave their countries. • Appreciate why some people choose to come to the U.K. • Know that most refugees stay near their country of origin. • Understand that some countries are affected by war, poverty and oppression, and this contributes to migration into this, and other, countries. • Discuss what it means to belong to a country. • Appreciate that people can have more than one nationality. • Understand that our country's culture is made up of all of the different immigrants that have come here over thousands of years. Online safety: • Understand that social media comes with pressure. • Understand that our personal information is valuable, sensitive and private to us. • Understand that giving away personal information can lead to both physical and emotional damage. • Understand that there are dangers online for younger people. • Recognise some of the signs of online danger. • Understand that not everything they read is true or without bias. • Understand that bias can mislead readers. • Appreciate that everyone is at least a bit biased. • Understand how different groups have their own motivations.	• Know that unconscious bias exists. • Understand why some people discriminate. • Know the protected characteristics. • Explore the history of prejudice. • Understand how that history impacts people alive today. • Understand that groups and individuals from minority groups are more likely to be victims of prejudice, harassment and bullying. • Identify the most common types of prejudice. • Identify the protected characteristics in the equality act. • Know what to do if they encounter, experience or witness prejudice. • Identify the ways that money affects their lives. (recap) • Appreciate that the infrastructure around us is built and maintained by tax payments. • Understand why some people must leave their countries. (recap) • Understand that some countries are affected by war, poverty and oppression, and this contributes to migration into this, and other, countries. (recap) • Appreciate that migrants are often the victims of discrimination and ill-treatment and that very few people are illegal immigrants (as opposed to legal immigrants and asylum seekers). Online safety: • Understand that we have a significant amount of control over our online lives. • Understand that our actions/lack of actions can have an impact on ourselves and those around us. • Understand that giving away personal information can lead to both physical and emotional damage. (recap) • Understand that many small details can be pieced together to gain a much more comprehensive set of information about a person. • Understand that there are dangers online for younger people and to recognise some of the signs of online danger. • Understand that our personal information can be used to make money and target us with advertising. • Become more digitally literate by being able to analyse digital content. • Understand that not everything they read is true and that bias can mislead readers, and that there are multiple perspectives to many stories. • Appreciate that everyone is at least a bit biased, so we have to be careful to balance our views and tolerate disagreement. • Understand how different groups have their own motivations, often based around commercial or ideological reasons. • Understand how social media tends to limit the number of opposing views that we encounter.

Progression of Skills and Knowledge: Health and Wellbeing: Metal Wellbeing

By the end of each unit pupils can...

Year 1	Year 2	Year 3	Year 4
• Understand that we have a range of emotions, depending on our experiences and situations. • Know what to do when we experience strong emotions. • Build language to talk about feelings. • Understand that we are important, unique people who deserve kindness and respect. • Appreciate that other people are important, no matter how good they are at certain things. • Understand the connection between their actions and the feelings of themselves and others. • Discover how our choice of activities can affect our happiness.	• Understand that we have a range of emotions both positive and negative • To know what to do when we experience strong emotions and how to regulate. • To continue to develop a language of how to talk about our feelings and who to share that with. • Understand that each of us has skills and talents that are valuable. • To learn how to see the positive characteristics in people • To learn how to avoid negativity • To continue to develop knowledge of how our choices affect our happiness.	• Understand the range and depth of feelings that we all experience. • Learn strategies to deal with these feelings and know when to seek support. • Understand the range of negative emotions that we can have. • Learn what to do if we experience low moods. • Build self-esteem.	• To continue to develop a range of strategies to deal with these feelings and know when to seek support. • Understand that we have responsibilities for some things but cannot control everything. • To learn how we can avoid negative emotions by taking care of our mental health. • Learn positive mental health strategies. • To learn how to identify and regulate a low mood. • To continue to build self-esteem.

Progression of Skills and Knowledge: Health and Wellbeing: Metal Wellbeing

By the end of each unit pupils can...

Year 5	Year 6
• Develop our ability to communicate our own feelings, listen to other people's feelings and respond appropriately. • Identify positive and negative emotions and the impact these have on our mental wellbeing. • Understanding that some people find it hard to read and express emotions. • Explore ways of coping with big and small life events. • Understand why it is better to demonstrate self-control and restraint in emotional situations, staying calm and making good choices, even when others are not. • Practise strategies for resolving conflict with peers. • Learn to express our sense of identity. • Understand that our brains can get poorly and can be treated (just like our bodies). • Know that mental wellbeing varies and is not constant.	• To continue to develop our ability to communicate our own feelings, listen to other people's feelings and respond appropriately. • Develop our ability to communicate our own feelings, listen to other people's feelings and respond appropriately. (recap) • Understanding that some people find it hard to read and express emotions. (recap) • Explore how big events such as loss, separation, divorce and bereavement can affect our mental and emotional health. • To continue to understand why it is better to demonstrate self-control and restraint in emotional situations, staying calm and making good choices, even when others are not. • Practise and develop further strategies for resolving conflict with peers. • Learn to express our sense of identity in all its forms. • Understand that our brains can get poorly and can be treated (just like our bodies). (recap) • Learn to recognise symptoms of low mood in others and how to help.

Progression of Skills and Knowledge: Health and Wellbeing: Physical Health

By the end of each unit pupils can...

Year 1	Year 2	Year 3	Year 4
- To explore different exercise activities and how to move our bodies. - Appreciate that some people live with disabilities or are differently abled. - Identify the components of a balanced diet. - Understand that germs are spread by coughs, sneezes and physical contact with dirt and other people. - Understand that we can prevent the spread of germs by washing our hands with soap, especially when we go to the toilet, eat or are unwell. - Understand that we can prevent tooth decay by brushing our teeth regularly. - Identify common dangers that they may encounter both at home and in the wider world: 1.Chemicals and medicines 2.Roads and cars 3.Riding bicycles and scooters - Environmental 4.Railways 5.Water 6.Fires - Know how to tell adults about an emergency and how to call the emergency services.	- Understand that active lifestyles including regular exercise can keep our bodies more healthy. - Appreciate that some people live with disabilities or are differently abled. (recap) - Understand that we can't always have healthy bodies, because sometimes we get ill or injured. - Understand that we can prevent the spread of germs by washing our hands with soap, especially when we go to the toilet, eat or are unwell. (recap) - Explore dental hygiene. - Identify common dangers that they may encounter both at home and in the wider world: (recap) 1.Chemicals and medicines 2.Roads and cars 3.Riding bicycles and scooters 4.Environmental 5.Railways 6.Water 7.Fires - Know what to do in an emergency situation including telling adults and calling emergency services	- Understand the reasons why active lifestyles and healthy diets can have a positive effect on our lives. - Appreciate that they need to balance choices that are 'good for them' and choices that bring joy. - Know how to make informed choices about the activities they do and the things they eat. - Getting enough sleep (what might stop you from getting the right amount?) - Understand the importance of hygiene, especially hand washing. - Understand how to keep our teeth healthy. - Understand the dangers of diseases caused by the sun how to stay safe from these. - Understand when and how to make an emergency 999 call.	- Explain the health benefits of an active lifestyle. - Know how to make informed choices about the activities they do and the things they eat. (recap) - Learn how to build a positive sleep routine. - Learn the importance of hygiene and how to keep our bodies clean. - Understand how to keep on top of our dental hygiene and how we can take responsibility of this. - Understand the dangers of skin conditions. - Understand when and how to make an emergency 999 call (recap)

Progression of Skills and Knowledge: Health and Wellbeing: Physical Health

By the end of each unit pupils can...

Year 5	Year 6
• Understand body positivity. • Understand that the images we see in the media affect the way we see and judge ourselves and others. • Appreciate that many of the photos we see are the result of hours of hard work (exercise, dieting, make-up, clothing, hair dressing, photography, editing) and luck (genetics, wealth, fame) • Understand how regular exercise and a balanced diet can improve our lives. • Understand why getting the right amount of sleep is important and how to ensure it. • Identify the ways to avoid damage caused by the sun. • Identify key indicators of poor health. • Understand the importance of getting the correct amount of sleep. • Know strategies to help them to sleep better. • Understand the importance of dental hygiene. - Understand that some drugs help us and some do not. • Understand the risks of taking drugs, alcohol and tobacco. • Understand that not all information is accurate, even if it appears to be. • Know where to find accurate sources of health information. • Identify common hazards. • Know basic first aid techniques. • Understand how to react in emergency situations. • Understand when and how to make an emergency 999 call (recap)	• Analyse representations of beauty in the media. • Appreciate that many of the photos we see are the result of hours of hard work (exercise, dieting, make-up, clothing, hair dressing, photography, editing) and luck (genetics, wealth, fame). (recap) • Understand how regular exercise and a balanced diet can improve our lives. • Identify key indicators of poor health. (recap) • Understand the risks of taking drugs, alcohol and tobacco. (recap) • Understand some of the reasons why people take recreational and addictive drugs. • Learn how to remove barriers that prevent a good night's sleep. • To further understand the importance of dental hygiene. • Identify inaccurate health information. • Identify common hazards. (recap) • Know basic first aid techniques. (recap)

Progression of Skills and Knowledge: Health and Wellbeing: Growing up

By the end of each unit pupils can...

Year 1	Year 2	Year 3	Year 4
• Recognise the 5 key stages of human life. • Understand how their bodies will change as they age. • Appreciate how increasing independence presents new dangers, challenges, benefits and responsibilities	• Recognise the 5 key stages of human life. (recap) • Consider how their lives will change as they get older. • Appreciate how increasing independence presents new dangers, challenges, benefits and responsibilities (recap)	• Know that some people have periods. • Know that both male and female bodies go through changes. • Understand that this is a normal part of life and a sign of health development.	• To understand what a period is and how to take care of yourself. • Know that both male and female bodies go through changes. (recap) • Importance of personal hygiene. • Understand that this is a normal part of life and a sign of health development.

Progression of Skills and Knowledge: Health and Wellbeing: Growing up

By the end of each unit pupils can...

Year 5	Year 6
• Understand the physical changes that people go through during puberty, particularly ages 9 -11. • Understand the emotional and mental changes that people go through when they reach puberty. • Changes in mood and importance of hygiene during puberty. • Understand the process of menstruation and how to manage it effectively.	• To further understand the physical changes that people go through during puberty, particularly ages 9 -11. • Understand the emotional and mental changes that people go through when they reach puberty. (recap) • Changes and importance during puberty. • How to be stay clean and safe as our bodies are changing. • Understand the process of menstruation and how to manage it effectively. (recap)

SMSC in Religious Education

SMSC within the curriculum

SMSC is not a lesson which is taught in isolation, it is interwoven throughout our curriculum. The PSHE curriculum aims to develop fully-rounded pupils who are healthy, sociable and emotionally literate. We aim to prepare all our children for life in modern Britain – we help them to find and develop a voice and articulate an idea, opinion and/or argument. Staff are able to enhance teaching and learning by modelling respectful language and attitudes and making strategic decisions about the content of curriculum lessons that involve the children. Where appropriate, particular articles or areas of SMSC are linked to areas of PSHE to provide children with a broad knowledge and understanding.

What impact does this have?

Due to the fact SMSC development is integrated into our broad and balanced curriculum, children understand the importance of their SMSC key skills and it becomes a fundamental part of our school ethos. We have found that bringing a SMSC perspective to areas of the curriculum can enhance and enrich learning and instil a respectful ethos within our school. By ensuring that children have a rich SMSC understanding, we ensure that they are ready to embrace the challenges of creating a happy and successful adult life in modern Britain.

Implementation

Reading in PSHE

At Acres Hill, reading is at the heart of the curriculum. It is our intent to ensure that every child not only develops the skills of reading but also a love of reading that will last them a lifetime. Our children read at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. Our children not only learn to read, they read to learn. Appropriate opportunities are taken to enhance children's learning in PSHE through reading with the use of high-quality texts across a wide range of genres.

These are matched to each topic in each year group, in order to impact on learning in the following ways:

- Knowledge of an extensive and subject-specific vocabulary.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.
- Excellent phonic knowledge and skills.
- An excellent comprehension of texts.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of religious topics.
- The ability to think, reflect, debate, discuss and evaluate religious concepts, .
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate sources of information.

Implementation