Acres Hill

Curriculum Progression Document

PSHE

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Acres Hill

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

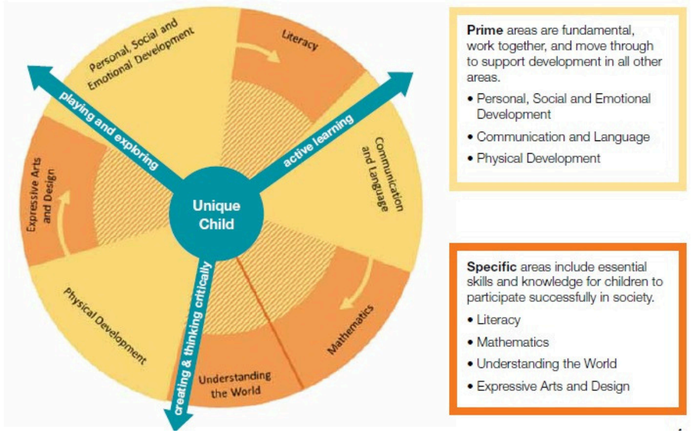
Developing Early PSHE Skills

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



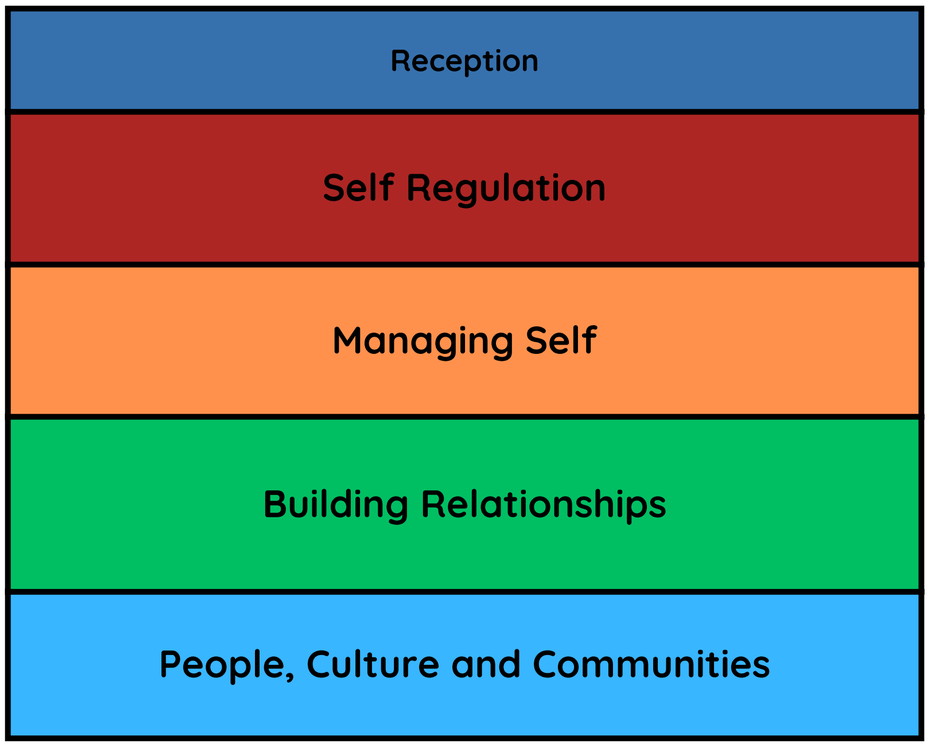
Implementation of Whole School PSHE

Programme of Study

Acres Hill's PSHE Programme of Study- Foundation Stage

At Acres Hill, we use the 'Developing Healthy Attitudes' Toolkit to help incorporate Personal, Social and Emotional Development (PSED) into our setting and provide a solid foundation for RSHE and PSHE at Key Stage 1.

It provides a structured and age-appropriate framework for learning. To ensure our curriculum meets the specific needs of our pupils and community, we also supplement this programme with additional sessions and "in the moment" learning opportunities that respond to the context of the school, current issues, pupil voice and emerging needs. This responsive approach enables us to provide meaningful, relevant learning that supports children's personal development, wellbeing and understanding of the world around them.



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 keep my teeth healthy?	P3) How do we stop getting ill? P4) How can I stay stafe at home?
Autumn 2	Fr1) Who is my friend? Os1) What I do online?	Fr4) How do we stop bullying? Os5) British Board of Film Classification Watch Out!
Spring 1	M1) What are feelings and emotions? P6) Water and Sun safety	Fa2) Do families always stay the same? Fa3) How should families treat each other?
Spring 2	Fa1) Who's in my family? Os2) Digiduck- Childnet	Fa4) When should I say no? Fa6) Are all families the same?
Summer 1	Fr2) What makes a good friend? Os3) Project Evolve	M2) How do we recognise feelings in ourselves and others? P5) How can i stay safe at home?
Summer 2	Fr3) Should friends tell us what to do? Os4) Jessie and Friends CEOP	Fa5) Are boys and girls the same? GP1) Will I always be a child (link with science- life cycles) C2) Can we name all the parts of our body?

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) NCA CEOP Play Like Share	Fr2) Are all friends the same? Fr3) Are friendships always fun?
Autumn 2	Fa1) Do families always stay the same? Fa2) Are all families like mine?	M3) Managing worries and moods Os4) PSHE Association accredited Guardian Foundation NewsWise
Spring 1	M1) How do I manage my feelings? P1) Keeping Healthy P2) How do I eat a healthy diet?	M4) Self Esteem P4) Keeping safe at home and emergencies
Spring 2	Os2) BBFC 'Let's Watch a Film'	P5) Water Safety Os5) National Cyber Security Centre NCSC: Cyber Sprinters
Summer 1	M2) Are we happy all the time? P3) How do I stop getting ill?	P6) Sun Safety Os6) Gogge and Parentzone: Be internet legends
Summer 2	Os3) PSHE Association Paying to Play	Fa3) Are boys and girls the same? G1) How will my body change as I get older?

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) NCA CEOP Connect (lessons 1,2 and 3)	Fa3) Is there such a things as a 'normal' family? Os5) PSHE Association Pick your pics Fr5) What are steroptypes?
Autumn 2	Fr1) What makes a close friend? Fr2) Can we be different and still be friends? M1) Responding to feelings?	M2) Anxiety M3) Navigating change and loss Os6) PSHE Association Understanding AI: Rights, safety and wellbeing
Spring 1	Fr3) Should friends tell us what to do? Os2) Guardian Foundation Newswise (lessons 3,5 & 6)	Fr4) Why are some people unkind? Os7) PSHE Association with the Home Office: Digital Deception understanding deepfakes and manipulated images
Spring 2	Os3) PSHE Accredited London Police Cyber Detectives	Fr6) How do I accept my friends for who they are? Os8) Google and Parentzone: Be internet legends (lessons 7-12)
Summer 1	P1) Preparing and planning a healthy meal Os4) National Cyber Security Centre NCSC: Cyber Sprinters (lesson 3)	P2) Understanding drugs Knife crime lessons
Summer 2	G1) How does my body change during puberty? G2) Puberty males G3) Puberty females	GHR1) Human Reproduction GHR2) Conception to birth

Acres Hill

Implementation of Whole School PSHE

Progression of skills

Progression of Skills and Knowledge: Relationships (Family)

Key Stage 1 (Y1 & Y2)	Lower Key Stage 2 (Y3 & Y4)	Upper Key Stage 2 (Y5 & Y6)
• Children learn about different family structures, the importance of love, care and support, how families can change over time, and how family members should treat one another with kindness and respect. • They begin to understand privacy, consent, trusted adults and body ownership.	• Pupils explore family diversity in greater depth and understand that families can experience change through separation, bereavement and new relationships. • They develop respect for differences and learn about equality, stereotypes and the importance of belonging.	• Pupils learn about committed relationships, marriage and civil partnerships, consent, personal boundaries, secrets and safety. • They explore the diversity of modern families and understand how to seek support when family relationships become difficult or unsafe.

Progression of Skills and Knowledge: Relationships (Friendships)

Key Stage 1 (Y1 & Y2)	Lower Key Stage 2 (Y3 & Y4)	Upper Key Stage 2 (Y5 & Y6)
• Children learn what makes a good friend, how to include others, resolve disagreements, cooperate and recognise bullying. • They develop skills in kindness, listening, sharing and respect.	• Pupils learn how to build and maintain healthy friendships through trust, empathy and effective communication. • They explore conflict resolution, discrimination, inclusion and how to respond positively when friendships change	• Pupils develop a deeper understanding of healthy and unhealthy relationships, peer pressure, manipulation, prejudice and discrimination. • They learn strategies for maintaining positive friendships, challenging stereotypes and promoting equality and inclusion.

Progression of Skills and Knowledge: Relationships (Online Safety)

Key Stage 1 (Y1 & Y2)	Lower Key Stage 2 (Y3 & Y4)	Upper Key Stage 2 (Y5 & Y6)
• Children learn how to stay safe online, identify trusted adults, recognise age-appropriate content, protect personal information and know what to do if something online worries them.	• Pupils build knowledge of online gaming, age restrictions, media literacy, passwords, online purchasing, fake news and cyber security. • They develop safe habits when using technology.	• Pupils develop advanced digital literacy skills, including online fraud prevention, cyber security, misinformation, targeted media, artificial intelligence, deepfakes and online influence. • They learn how to critically evaluate digital content and protect themselves online.

Progression of Skills and Knowledge: Health and Wellbeing (Mental Wellbeing)

Key Stage 1 (Y1 & Y2)	Lower Key Stage 2 (Y3 & Y4)	Upper Key Stage 2 (Y5 & Y6)
• Children learn to identify and name emotions, recognise feelings in themselves and others, develop empathy and begin to understand strategies for managing emotions positively.	• Pupils learn about self-esteem, emotional regulation, managing worries, recognising mental health needs and developing resilience. • They explore strategies that help maintain positive wellbeing.	• Pupils deepen their understanding of emotional wellbeing through learning about anxiety, emotional triggers, change, loss and bereavement. • They develop coping strategies and learn when and how to seek support.

Progression of Skills and Knowledge: Health and Wellbeing (Physical Health and Safety)

Key Stage 1 (Y1 & Y2)	Lower Key Stage 2 (Y3 & Y4)	Upper Key Stage 2 (Y5 & Y6)
• Children learn about healthy eating, exercise, sleep, dental hygiene and preventing illness. • They also learn how to stay safe at home, near roads, railways, water and in the sun, and how to seek help during emergencies.	• Pupils develop their knowledge of nutrition, physical activity, sleep, hygiene and personal safety. • They learn about infection prevention, emergency responses, water safety, sun safety and assessing risks in everyday situations.	• Pupils explore healthy lifestyle choices, meal planning, substance education, drugs, alcohol, smoking and vaping. • They develop an understanding of risk, first aid, emergency procedures and keeping themselves safe in a range of situations.

Progression of Skills and Knowledge: Health and Wellbeing (Growing Up)

Key Stage 1 (Y1 & Y2)	Lower Key Stage 2 (Y3 & Y4)	Upper Key Stage 2 (Y5 & Y6)
• Children learn about the human life cycle, growing up and naming body parts correctly. • They begin to understand privacy, personal boundaries, body ownership and trusted adults who can help keep them safe.	• Pupils are introduced to puberty and the physical and emotional changes that occur as they grow older. • They develop an understanding of body changes, self-care and menstruation as part of growing up.	• Pupils develop a detailed understanding of puberty, including physical, emotional and social changes for males and females. • They learn about menstruation, reproductive health, human reproduction, conception, pregnancy and birth in an age-appropriate and scientific way.