



## Subject Intent Statement

At Almond Hill we aim to prepare and well inform children for living in the world both inside and outside of school. Children who leave Almond Hill will have a range of vocabulary that they can use to express themselves, understanding of their physical and mental wellbeing and a range of tools and strategies that they can use to help them make decisions about their well being and safety. We link in and teach our learning behaviours in our PSHE lessons so that children are able to show these behaviours in all of their learning at Almond Hill and beyond.

## Implementation

PSHE is taught weekly at Almond Hill. All children learn about healthy living, relationships and living in the wider world through a range of lessons and activities. Each topic is part of a spiral curriculum so skills are revisited and built upon, including the skills and knowledge that is taught at KS1. The curriculum covers the statutory relationships and health education as well as additional personal, social and citizenship objectives. We use a range of teaching techniques and activities that may not result in a written outcome, including discussion, debate and drama. Children complete a baseline assessment before each unit to inform planning and ensure this is tailored to the year group needs. The baseline is completed again at the end of the unit to show whether the children have made progress or not.

## Topics/Units Across the Key Stage

|   | Autumn                                   | Spring  | Summer                               |
|---|--|---|--------------------------------------|
| 3 | Rules & safety<br>Friendships            | Healthy lifestyles<br>Feelings                                      | Responsibilities<br>The future       |
| 4 | Good friends<br>Diversity                | Safety and our local<br>area  | Growing & changing<br>Relationships  |
| 5 | Resilience<br>Safety                     | Community<br>Discrimination   | Healthy Choices<br>Enterprise/ Money |
| 6 | Human rights<br>Money and its<br>effects | Personal<br>relationships and<br>health<br>Healthy<br>relationships | How do we stay<br>healthy?<br>Change |

## Progression of skills

| Area                              | Year 3  | Year 4   | Year 5   | Year 6   |
|-----------------------------------|---|--|--|--|
| Safety                            | <p>Knowledge of school rules and LKS2 expectations</p> <p>What appropriate touch is</p> <p>Name who can help us</p>   | <p>Knowledge of school rules and good understanding of LKS2 expectations</p> <p>How to manage risk, dares and negative pressure in familiar situations</p> <p>How to stay safe on the road</p> <p>How to make an emergency call</p> <p>Know how others can help keep us safe</p>   | <p>Knowledge of school rules and an understanding of UKS2 expectations</p> <p>How to keep safe in our community</p> <p>Basic first aid</p> <p>Know who keeps us safe in our community and how and why they do this</p>   | <p>Knowledge of school rules and good understanding and application of UKS2 expectations</p> <p>How to keep our bodies safe from harm including FGM</p> <p>Managing risk in unfamiliar situations including pressure from others</p>                 |
| Health                            | <p>How to keep our bodies clean</p> <p>Know some aspects of a balanced diet</p> <p>Know what choices we can make about our health</p> <p>An understanding that our mental health is as important as our physical health</p>   | <p>Know why we need to keep our bodies clean</p> <p>Begin to understand who is responsible for our health</p> <p>Be able to know who to ask for advice regarding health</p> <p>Understand that our mental health and emotions are linked</p>   | <p>Know what a balanced lifestyle looks like and begin to make independent choices</p> <p>Understand that habits can be good or bad for our health</p> <p>Know how legal drugs, smoking and vaping can affect our health</p> <p>Begin to have a range of strategies to improve our mental health</p>                       | <p>How to keep our bodies safe from harm</p> <p>What illegal drugs are and how they can harm our health</p> <p>Understand how relationships can affect our mental health</p> <p>How and when to get help for our or others mental health</p>         |
| Relationships                     | <p>How to tell a good friendship from a bad one</p> <p>Know what bullying is</p> <p>Knowing how families should make us feel</p> <p>Recognise different types of families</p> <p>Know who to ask for help and how</p> <p>Recognise and challenge simple stereotypes</p> | <p>Have strategies to solve disputes and resolve differences</p> <p>Understand the concepts of negotiation and compromise</p> <p>Know that violence is never the answer</p> <p>Know how to maintain a positive relationship</p> <p>What marriage is</p> <p>Understand what makes families happy</p> <p>How stereotypes can be unfair</p> | <p>Understand how their actions affect themselves and others</p> <p>Know the terms discrimination and teasing and be able to identify different types of bullying</p> <p>Understand what malicious communication is</p> <p>What equality means and might look like</p> <p>How stereotypes can be negative and damaging</p> | <p>What positive &amp; healthy and negative &amp; unhealthy relationships look like</p> <p>How to improve relationships</p> <p>Know what peer pressure is and what it looks like</p> <p>Know why people get married</p> <p>When to keep a secret</p> |
| Personal relationships and health | <p>Know the correct names for the parts of our bodies</p> <p>What appropriate touch is</p> <p>How to keep good personal hygiene</p>   | <p>Know facts about the physical and emotional changes that come with puberty</p>  | <p>Understand the physical and emotional changes that come with puberty</p> <p>Know key facts about the menstrual cycle</p> <p>Understand menstrual wellbeing</p>  | <p>Understand the physical and emotional changes that prepare the body for reproduction</p> <p>Know the key facts of human reproduction</p>  |
| Feelings and emotions             | <p>How to recognise and report bad feelings</p> <p>How to recognise their emotions</p>  | <p>Have a varied vocabulary in regards to emotions</p>   | <p>How discrimination, bullying and stereotyping can make people</p>   | <p>Have a wide and varied vocabulary in regards to feelings and emotions and be able</p>   |

|                           |   |  |   |   |
|---------------------------|---|--|---|---|
|                           | Increase their emotions vocabulary<br>Know there are a range of normal emotions<br>Begin to recognise of their reactions are appropriate to their emotions  | Link their vocabulary to a scale of emotions<br>How to judge how they are feeling and if they are reacting appropriately   | When and how to seek help if they are worried about how they or others react to their feelings and emotions   | to recognise these in themselves and others |
| Living in the wider world | Democracy within school context<br>What rights and responsibilities are at school and at home<br>Simple understanding of community and responsibility within it<br>What enterprise is<br>How to work in a team<br>How to recognise their achievements and set goals | Understanding of democracy<br>Understanding of democracy in the UK and at school<br>Know something about the diversity of the UK<br>Know about different values and customs around the world | Understanding of local democracy<br>How to plan and carry out an action project<br>An understanding of what community is<br>Understanding of the values and customs in their community<br>Know the role of money<br>Basic understanding of how to budget<br>Understanding of how to be a critical consumer<br>Basic understanding of the relationship between adverts, money and the media<br>Have high aspirations<br>Celebrate reaching goals<br>Know what enterprise means in work and society |   |

### Developments in PSHE at Almond Hill

We often reassess and develop the PSHE curriculum at Almond Hill depending on changes in our local and school community and in reaction to national and local priorities. Below are some changes that have been made in the past year.

- Adding vaping to our lessons on legal drugs and smoking in Y5
- Adding FGM as an addition non statutory lesson to our SRE lessons in Y6