



## 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. The PSHE curriculum is supported by the curriculum in RE, Science and across other subjects where topics are similar. 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	Friendships Personal safety Enterprise	Mental Health Online safety Emotions Families	Rights and responsibilities Achievements Bullying Resilience
4	Friendships Online safety Diversity Democracy	Keeping safe Online safety Managing risk Trust	Growing & changing Staying healthy Emotions Relationships
5	Resilience Stereotypes Equality Discrimination	Healthy choices First Aid Democracy Online safety	Growing & changing Online safety Jobs and the future
6	Friendships Relationships	Mental health Online safety Belonging	Relationships and sex education Drugs

	Human rights and Laws	Money	Transition
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### Progression of skills

Area	Year 3	Year 4	Year 5	Year 6
Safety	Knowledge of school rules and LKS2 expectations What appropriate touch is Name who can help us	Knowledge of school rules and good understanding of LKS2 expectations How to manage risk, dares and negative pressure in familiar situations How to stay safe on the road, rail and water How to make an emergency call Know how others can help keep us safe	Knowledge of school rules and an understanding of UKS2 expectations How to keep safe in our community Basic first aid	Knowledge of school rules and good understanding and application of UKS2 expectations How to keep our bodies safe from harm including FGM Managing risk in unfamiliar situations including pressure from others in person and online
Online safety	Who you can trust online How to get help Sharing information Rationing time online	Privacy and security online Screen time Searching safely online Critically considering information online	Sharing photos online Online nudges Online bullying How to get help Online reputation	Spotting fake news Age restrictions Online stereotypes Online bullying Online pressures Online payments and scams
Health	How to keep our bodies clean Know what choices we can make about our health An understanding that our mental health is as important as our physical health	Importance of sleep Looking after our teeth Begin to understand who is responsible for our health Be able to know who to ask for advice regarding health Understand that our mental health and emotions are linked	Know what a balanced lifestyle looks like and begin to make independent choices Understand that habits can be good or bad for our health Know how legal drugs, medicines, smoking and vaping can affect our health Begin to have a range of strategies to improve our mental health	How to keep our bodies safe from harm What illegal drugs are and how they can harm our health Understand how relationships can affect our mental health How and when to get help for our or others mental health
Relationships	How to tell a good friendship from a bad one Know what bullying is Knowing how families should make us feel	Have strategies to solve disputes and resolve differences Understand the concepts of negotiation and compromise	Understand how their actions affect themselves and others Know the terms discrimination and teasing and be able to	What positive & healthy and negative & unhealthy relationships look like How to improve relationships

	Recognise different types of families Know who to ask for help and how Recognise and challenge simple stereotypes	Know that violence is never the answer Know how to maintain a positive relationship What marriage is Understand what makes families happy How stereotypes can be unfair	Identify different types of bullying Understand what malicious communication is What equality means and might look like How stereotypes can be negative and damaging	Know what peer pressure is and what it looks like Know why people get married When to keep a secret
Personal relationships and health	Know the correct names for the parts of our bodies What appropriate touch is How to keep good personal hygiene	Know facts about the physical and emotional changes that come with puberty	Understand the physical and emotional changes that come with puberty Know key facts about the menstrual cycle Understand menstrual wellbeing	Understand the physical and emotional changes that prepare the body for reproduction Know the key facts of human reproduction
Feelings and emotions	How to recognise and report bad feelings How to recognise their emotions Increase their emotions vocabulary Know there are a range of normal emotions Begin to recognise of their reactions are appropriate to their emotions	Have a varied vocabulary in regards to emotions Link their vocabulary to a scale of emotions How to judge how they are feeling and if they are reacting appropriately	How discrimination, bullying and stereotyping can make people When and how to seek help if they are worried about how they or others react to their feelings and emotions Have an understanding of resilience and how to build upon this	Have a wide and varied vocabulary in regards to feelings and emotions and be able to recognise these in themselves and others
Living in the wider world	Democracy within school context What rights and responsibilities are at school and at home Simple understanding of community and responsibility within it What enterprise is How to work in a team How to recognise their achievements and set goals	Understanding of democracy Understanding of democracy in the UK and at school Know something about the diversity of the UK Know about different values and customs around the world	Understanding of local democracy An understanding of what community is Understanding of the values and customs in their community Have high aspirations Celebrate reaching goals Consider future plans and careers	Understanding of human rights and the laws surrounding this in the UK and across the world Debating respectfully Money and wellbeing Being a critical consumer Transition to secondary school

### 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. For the Year 2024-25 the curriculum has been fully assessed and redesigned to include more online safety and other priorities that have emerged for the needs of the children. These changes will be evaluated as the curriculum is taught this year and changed as necessary for the next academic year.