



PSHE

INTENT

At The Queenswell Federation, PSHE education aims to develop skills and attributes to ensure our pupils lead confident, healthy and responsible lives as individual pupils of the school and member of the society. Through the positive work we do in PSHE, our children are taught the importance of resilience, self-esteem, risk-management, team-working and critical thinking skills, in the context of the three themes of health and well-being, relationships and living in the wider world. The relationships and health aspects of PSHE education have been compulsory since September 2020.

PSHE is embedded within all that we do at Queenswell and is closely linked with our commitment to Building Learning Power, promoting British Values and our focus as a Rights Respecting school. Through our approach we aim to help our children develop by increasing their confidence, helping them to keep safe, building on their sense of identity, developing their self-understanding as well as empathy for others, and by helping them to develop positive and productive relationships throughout their lives.

IMPLEMENTATION

We deliver PSHE using a combination of discrete teaching, cross-curricular learning, circle time, themed days and assemblies. The content of our PSHE is based on the Barnet Schools HEP and is outlined in the curriculum map below.

Many of the PSHE objectives are also covered through other areas of the school's curriculum e.g. RE, Assemblies, Online safety lessons, Science and Maths and reiterated through the attitudes and expectations of behaviour promoted by adults in the school.

We also develop PSHE through whole-school events e.g. themed days and School Council. In addition, we encourage all children to take part in a range of activities that promote active citizenship such as charity fundraising. Value based and themed assemblies also encourage children to consider their rights, values and choices.

Sex and Relationships Education

Sex and Relationships Education (SRE) is taught explicitly according to the policy which has been agreed by the Governors (please refer to the SRE policy for details). Parents are given the opportunity to meet with the class teacher delivering a Sex Education programme in order to have a clearer understanding of the content and resources used. Parents are informed that they have the right to withdraw their children from Sex Education in consultation with the head teacher but not Relationship Education.

LINKS TO EYFS

Personal, Social and Emotional Development

Intent

Children's PSED is crucial for children to lead healthy and happy lives and is fundamental to their *cognitive development*. By involving children in a co-constructed curriculum, we aim to build strong, warm and supportive relationships with children. The Characteristics of Effective Learning are intrinsically linked to PSED and these are reflected strongly in this area of learning as well as across all curriculum areas. Following the pandemic, we recognise that PSED has been affected for many children in our setting due to limited opportunities for social interaction, in particular for our youngest children in the pre-school.

Implementation

We provide a *safe and nurturing* environment. This includes:

- Strong, warm and supportive attachments with adults
- Supporting children to manage emotions through talk and finding calm resolutions
- Supporting children to form a positive sense of sense by celebrating achievements and recognising significant steps in development.
- Helping children to set themselves simple goals; demonstrating perseverance and resilience on the road to achieving what they set out to do.



PSHE Overview and Learning Questions

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	<ul style="list-style-type: none"> • Self-Regulation: 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 focussed attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas and actions. • Managing-self: Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain 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 choice. • Building relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitively to their own and to others needs. 					
Year 1	<p>Awareness of feelings - Can I recognise and describe different feelings?</p> <p>Looking after myself - Do I understand road safety and can I identify who helps keep us safe?</p>	<p>Keeping well and clean - Can I understand why hygiene is important?</p> <p>The environment - Can I identify what can harm the local and global environment?</p>	<p>All about me - Can I say what I like/dislike and am good at? What makes me special and can I understand that everyone has different strengths?</p> <p>My family - Can I understand that there are different types of families?</p>	<p>Losing and finding - Can I understand what happens when things get lost or change?</p>	<p>Being different - Can I respect other people's opinions and views? Can I identify the different groups I belong to?</p>	<p>Money - Do I understand the cost of everyday items? Do I understand that money can be kept in different places and that some places are safer than others?</p> <p style="text-align: center;">RSE</p> <p>Different friends - Can I understand that we are all different but can still be friends?</p> <p>Growing and changing - Can I discuss how children grow and change?</p> <p>Families and care - Can I explore different types of families and identify who I can go to for help?</p>
Year 2	<p>Healthy people - Can I recognise that a healthy person has good physical and mental health and wellbeing?</p> <p>Money, shopping and saving - Can I talk about spending money and understand the importance of waiting for and checking change? Can I understand that I have choices about spending and saving money?</p>	<p>Keeping safe - Can I identify risky and potentially unsafe situations?</p> <p>Special days - Am I aware of a range of festivals?</p>	<p>All about my feelings - Can I recognise that not all people feel the same way about the same things? Do I know ways that I can manage my 'big' feelings?</p>	<p>Making and breaking friendships - Do I understand what happens when friendships break up or people move away?</p>	<p>Coping with conflict - Do I understand that there are different types of teasing and bullying and that these are wrong and unacceptable?</p> <p>Global food - Can I talk about where food comes from?</p>	<p>Exploring our families - Can I identify my 'special people', what makes them special and how special people should care for one another?</p> <p style="text-align: center;">RSE</p> <p>Differences - Do I know what a gender stereotype is? Can I identify differences between males and females?</p> <p>Male and female animals - Can I explore some of the differences between males and females and understand how this is part of the life cycle?</p> <p>Naming body parts - Can I name different body parts?</p>
Year 3	<p>Emotions and feelings - Looking at pressure - Can I explain how to deal with feelings and cope with pressure? Can I explain what positively and negatively affects my physical, mental and emotional health (including the media)?</p> <p>Looking after others - Can I explain the importance of behaving responsibly and respecting another people's privacy?</p> <p>Where do things come from? - Can I explain about sources of products and fair trade?</p>	<p>Feeling sad and making choices - Do I understand that people's bodies and feelings can be hurt?</p> <p>Me and my community - Do I understand what being part of a community means?</p> <p>Our ideal community - Do I understand how community facilities work?</p>	<p>Keeping safe - Do I understand what risk is? Do I understand that bacteria and viruses can affect health and that following simple routines can reduce their spread?</p> <p>Healthy relationships - Can I understand what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships?</p> <p>Families who live far away - Do I understand about</p>	<p>Accidents and prevention - Do I understand how to behave responsibly in outdoor places?</p> <p>Special people in school - Do I understand about different roles in school?</p>	<p>Drug education - Do I understand about medicines and everyday drugs and how to deal with unhelpful pressure?</p> <p>Peer influence/pressure - Do I understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people I know and the media?</p>	<p style="text-align: center;">RSE</p> <p>Body differences - Can I identify that people are unique and to respect those differences?</p> <p>Personal space - Can I consider appropriate and inappropriate physical contact and consent?</p> <p>Help and support - Can I explore different types of families and say who to go to for help and support?</p> <p>Councillors - What do they do? Do I understand how rules and laws protect us? Do I understand how to take part in making and changing rules?</p>

			extended families and can I discuss issues for families living overseas?			
Year 4	<p>Strong feelings - Can I understand strong feelings and mood swings and can I express these feelings in writing?</p> <p>Loss and separation - Can I talk about how it feels to lose someone?</p> <p>Me in the wider world - Do I understand the importance of protecting personal information, including passwords, addresses and images?</p>	<p>Drug education - Am I aware of the effects of smoking and how to make safe decisions?</p> <p>Persuasion and pressure - Do I understand the idea of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'?</p> <p>Fundraising activities - Do I know what voluntary agencies do? Can I plan and undertake a simple fundraising project?</p>	<p>Decision making - Do I understand how to make informed choices?</p> <p>Exclusion/Inclusion - Do I understand equal opportunities and their importance?</p>	<p>Healthy eating - Can I recognise what food is healthy and why?</p> <p>Media and the community - Can I talk about how the media influences decisions?</p>	<p>Rights and responsibilities - Can I discuss types of behaviour and their consequences?</p> <p>Recycling project - Can I explain what can be recycled in my local recycling bins?</p>	<p>RSE</p> <p>Changes - Can I explore the human life cycle and identify some basic facts about puberty?</p> <p>What is puberty? - Do I know how puberty is linked to reproduction?</p> <p>Healthy relationships - Can I discuss the characteristics of healthy relationships?</p> <p>Types of relationship - Can I explore and discuss different types of relationship?</p>
Year 5	<p>Healthy lifestyles - Do I understand how lifestyle contributes to health?</p> <p>Drug education - Do I understand which, why and how commonly available substances and drugs (including alcohol and tobacco) could damage my immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others?</p> <p>Diversity - Can I talk about and value the lives of people living in other places, and people with different values and customs?</p>	<p>Setting personal goals - Do I understand how to set goals and targets for myself?</p> <p>Being left out - Do I understand how it feels to be excluded or discriminated against?</p> <p>Working together - Do I understand how we can work together to bring about change?</p>	<p>Personal safety - Do I understand that some situations could cause me personal risk?</p> <p>Stereotypes and changing - Do I understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability?</p>	<p>Relationships - Can I talk about change, including transitions, loss, separation, divorce and bereavement?</p> <p>Do I know how to manage requests for images of myself or others; what is and is not appropriate to ask for or share?</p> <p>Money and saving - Do I understand the relationship between saving and spending?</p>	<p>Coping with bullying - Do I know how to deal with bullies?</p> <p>Democracy simulation - Do I know about how local democracy works?</p>	<p>RSE/Science</p> <p>Talking about puberty - Do I understand the emotional and physical changes occurring in puberty?</p> <p>The reproductive system - Can I understand male and female puberty changes?</p> <p>Puberty help and support - Can I identify ways to get support during puberty?</p> <p>Refugees - Can I identify issues facing refugees, particularly in my local community?</p>
Year 6	<p>Self-confidence - valuing others - Can I discuss taking on more personal responsibility?</p> <p>Strong emotions - Can I identify what is appropriate and inappropriate?</p> <p>Celebration/Supporting each other - Do I know about the people who are responsible for helping me stay healthy and safe and ways that I can help these people?</p>	<p>Drug education - Do I know about the effects and risks of drugs and the consequences of using them?</p> <p>Racism and its consequences - Can I identify aggressive behaviour?</p>	<p>Conflict resolution - Do I know how to deal with conflicts as they arise?</p> <p>Citizenship challenge/Our neighbours - Can I explain what local facilities exist in my community?</p>	<p>Secrets and dilemmas - Do I know how to handle moral dilemmas and when to tell?</p> <p>Money and me - Can I explain about the role money plays in my own and others' lives, including how to manage my money and be a critical consumer?</p>	<p>Arguments and families - Can I talk about how families behave?</p> <p>Democracy and decisions - Do I understand the role of government and parliament?</p>	<p>Moving on - Can I talk about change, including transitions (between Key stages and schools), loss separation, divorce and bereavement?</p> <p>RSE</p> <p>Puberty and reproduction - Can I describe how and why the body changes during puberty in preparation for reproduction?</p> <p>Communication in relationships - Can I explore the importance of communication and respect in relationships?</p> <p>Families, conception and pregnancy - Can I consider different ways people might start a family?</p> <p>Online relationships - Can I explore positive and negative ways of communicating in a relationship?</p>