





Personal, Social, Health, Economic Education including RSE



For with God, everything is possible (Matthew 10:26)

Through our continued service to our community and rooted in our Christian Values, the opportunities we provide, inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who make a positive difference through developing a respect for themselves, each other and the world around them.

> For with God, everything is possible. (Matthew 19:26)

Our PSHE curriculum develops children personally, socially and morally for Christian lives lived now and in the future to embrace the challenges of creating a happy and successful adult life where they flourish. They will gain knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their selfefficacy. They will develop the capacity to make sound decisions when facing risks, challenges and complex contexts. We understand that everyone faces difficult situations in their lives: our PSHE curriculum supports our children to develop resilience, to know how and when to ask for help, and to know to access support.













Challenge

Resilience

Opportunities Wellbeing kNowledge

Our five Crown Principles drive our PSHE curriculum.



Challenge

Through the 'challenge' curriculum driver we want our children to feel empowered to face any challenge within their lives, now and in the future. Our PSHE curriculum is driven by potential and inevitable challenges that they will encounter. As well as challenging them with the statutory guidance, we challenge the children to explore issues that are affecting them personally - using local health data and consultation with staff, parents and children.

Resilience

Through the 'resilience' curriculum driver, we carefully plan difficult discussions and topics to develop children's resilience. Our PSHE curriculum allows children to understand emotions and strength of character to have the confidence to make decisions in life. We aim to prepare children for difficult times in their lives and empower them to make choices, to know how and when to ask for help, and to know where to access support in order to support their wellbeing.

<u>Opportunities</u>

Through 'opportunities', we raise aspirations to broaden our children's horizons. High quality, evidence-based and ageappropriate teaching of PSHE can help prepare pupils for the opportunities, responsibilities and experiences of adult life.

Our PSHE curriculum offers a range of experiences and visitors which are well-embedded at Queen's Park. Working with external organisations enhances our delivery of PSHE, bringing in specialist knowledge and different ways of engaging with our children. Through careful planning, we have chosen key visitors such as Talking Teeth, Debt Aware, Money Matters, Drug & Alcohol team etc. Planned excursions such as Crucial Crew and Junior Road Safety are also well-established at Queen's Park. We want our pupils to have a clear understanding of how to use these learned skills in the future.

Wellbeing

Our children's wellbeing is at the heart of our PSHE curriculum. At Queen's Park, we understand that happiness is linked to personal growth, health and development. We ensure our children are happy, healthy individuals. Skills to promote wellbeing are taught explicitly in our PSHE curriculum. We develop our children holistically by dedicating time to all statutory areas of the PSHE curriculum and the Keeping Children Safe in Education document (2023). All our teachers teach with sensitivity and a strong awareness of our cohorts. Our PSHE curriculum focuses on teaching the characteristics of good physical health and mental wellbeing and we are clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Our PSHE curriculum teaches our children the benefits of hobbies, interests and participation in their own communities. We make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups, are beneficial for their health and wellbeing. At Queen's Park, we support this by offering a range of extra-curricular activities for our children to take part in.

kNowledge

Through the 'kNowledge' curriculum driver, we encourage our children to be resourceful learners. It is uniquely challenging and coherent to our children. PSHE is embedded in every subject so is always built upon. Children are always encouraged to draw upon knowledge and skills learnt in PSHE at any given opportunity during the school day. We aim to provide our children with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions in their lives.

All our teachers teach with the aim to ensure pupils have sufficient knowledge to progress through primary school and beyond.



Being a Queen's Park citizen means that disciplinary and substantive knowledge complement each other harmoniously. Substantive knowledge in PSHE is threaded throughout each strand – the substantive knowledge for each strand is progressive. Disciplinary knowledge in PSHE are the social and emotional skills acquired, and the interpretation of themselves and how to support themselves and others through changes. Reading is the 'beating heart' of our PSHE curriculum. We cover a range of texts to enhance each strand of our curriculum.





PSHE Long Term Plan





<u>PSHE Lang Term Plan</u>

Our PSHE curriculum is delivered through purposeful connections between a PSHE strand and a subject area. In some instances, PSHE is explicitly taught. Visitors, outside agencies and specialists deliver some of our PSHE curriculum sessions. We have whole school focus days to enhance PSHE at Queen's Park.

The expectations of the Relationships, Sex and Health Education (RSHE) guidance are taught throughout our curriculum but are specifically covered in the Relationships and Changing Me topics.

Age Graup	Being Me in My Warld	Celebrating Difference	Dreams and Gaals	Healthy Me	Relatianships, Sex and Health Educatian
	Autumr I	Autumn 2	Spring 1	Spring 2	Summer (1/2)
EYFS	Self-identity Understanding Jasings a Baing in a classraam Baing gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making prends Standing up far yourself	Challenges Perserverance Goal setting Overcoming obstacles Seeting help Jobs Achieving gaals	Exercising badies Physical activity <mark>Healthy Baad</mark> Sleep Kaeping clean Safety Taiking Testh Warkehap	Family life Friendshipe Braching Liendshipe Falling aut Dealing with builying Being a gaad friend
Year I	Feeling special and safe Being part of a class Rights and responsibilities Rewards and Jeeling proud	Similarities and differences Understanding builying and knawing haw to deal with it Making new friends Gelebrating the	Setting gaals identifying successes and achievements Learning styles Warking well and celebrating achievement with a partner Taching new challenges identifying and	Keeping myself healthy Healther Lifesbyle chaines (DT) Keeping clean Linking health and happiness Being safe	Summer I Xaemine and Tom - Differences

	Consequences Owning the Learning Charter	differences in everyone	.avercaning .abstacles Feelings .af .success	Medicine safety/safety with hausehald items Raad safety (Being safe)		
Year 2	Hapes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning arvitanment Valuing contributions Choices Recognising Belings (Myself and others)	Assumptions and streadypes about gender Understanding builying Standing up for self and athers Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning stranghe Learning with athere Group .co- operation Contributing to .and sharing success	Mativation Mailther chaices Relaxition Healthy sating and nutrition Healthier enacks and sharing Jaad (DT)	Summer I Relationships Digterni types af family Physical conducties Foundaries Foundaries Toust and appreciation	Summer 2 Yaemine.and Tam - My Brilliant Bady
Year 3	setting personal gaals Solf-identity and warth partitivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible chalces Seeing things from athers' perspectives	families and their differences family conflict and haw to manage it (<u>child-constant</u>) Witnessing hullying and haw to salve it Recognisering haw wards can be hurfful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Matiwatian and enthusiaem Recognising and brying to average and brying to average abstacles Evaluating learning processes Managing fielings Simple budgeting	Exercise Fitness challenged Fitness challing and healthy swaps Attitudes howards drugs Kasping scips and why its magaratat calms and uty live scanarias Respect for myself and citizes Healthy and safe chalses Healthy lifestyles School mirse - discuse hearing and sight bets and impairmets	Summer 2 – Xaem Me, <u>Musel</u> f and I	
Year 4	being part of a class team Being a school citieen	challenging assumptions Judging by appearance	Hopes and dreams Overcaming disappointment Creating new, realistic dreams	Healthier Iniendehipe. Graup dynamice <mark>Smaking (Smaking</mark> warkehap <mark>)</mark>	Summer 1 Relationships jealausy Lave and lass	Summer 2 Xaemine and Tam - Intraduction
	Rights, reconnectivities, and democracy (school council) (Rights and responsibilities) Rewards, and consequences (Group, decision- making Having a value What mativates behaviour	Accepting self and ahere Understanding influences Understanding builiging Problem- eaking Identifying how special and unique everyone is First Impressions	Achieving gaale Warking in a graup Celebrating contributions Resilience Rasilive attibudes	Alcahal Azartivanaza Par presure Calabraina Uner strangth Iuniar Raad Safaty Talaing Taaki Narkahag (linka to science)	Memories of Loved ares Getting an and Falling Out Girlfriends and bayfriends Shawing appreciation to people and animals	to bady changes
Year 5	Larchovatur Larchovatur Jackhoaming year Being a citizen Rightz and responsibilities Rewards and consequences How behaviour Allects groups Democracy, having a vales, participating	cultural differences and haw they can cause canflict Russian Rumaurs and name- calling Material wealth and happiness Enjaying and respecting ather cultures	future dreame The importance of maney (Maney Matters Warkehap) Jake and coreare Gream jak and how to get there Gaale in different Gaale in different authores Supporting athere (charity) Matiwatian	smaking, Including waping Alcahal Alcahal and anti-sacial behaviour Emergency aid Bady image Relationships with faad Healthy choices Matiwatian and behaviour (Crucial Crew Warkshap)	Summer 2 - Yaamii Changea	ne and Tam
Year 6	identifying goals for the year Glabal citesnship Childearls universal rights Realing walcome and valued Chalos, consequences and sewards Graup dynamics Democracy, having a valce Anti-sacial behaviour Rate-madelling	perceptione of normality Understanding disability Rower struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	persanal learning gaals, in and aut al school Ganera warkehap bij St. Higkens Chamber St. Gegens Chamber Ematians in success Making in difference in the world Mativation Recognising achievements Campliments	taking personal responsibility How substances affect the bady Drug education warkshap Exploitation, Including Sounty Lines' and gang culture (County Lines external programme) Emotional and mental health Managing stress	Summer I - Relationships	Summer 2 - Yaamine and Tam - Living and Grawing

#EverythingIsPassible



Progression documents

Our progression documents have been created by the Curriculum Leader and PSHE Subject Leader to ensure clear progress in taught knowledge and social and emotional skills.

The progression documents show key knowledge (substantive knowledge), key vocabulary and key social and emotional skills (disciplinary knowledge) and assessment outcomes from EYFS – Year 6.

This is an example of progression within one unit of work.

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#EverythingIsPossible



Vocabulary is V.I.T.A.L in PSHE

Valued

We value vocabulary in PSHE and in everything we do.

Identified

Specific vocabulary is identified by the PSHE subject leader and is explicitly planned for.

Taught

Vocabulary is explicitly taught in every lesson. Our Crown Planners are used as a teaching tool for key vocabulary and the PSHE medium term plans include additional vocabulary to be taught. This is also shared with parents/guardians.

Applied

Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment outcomes in PSHE. We want our children to have a varied vocabulary to use when talking about their own and others' feelings.

Learned

Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, children revisit and relearn key vocabulary.



Through an 'explosion of experiences', our youngest learners are exposed to the foundations of their learning in PSHE. Carefully planned knowledge, skills and experiences are provided for our children. High quality books, stories and rhymes are the beating heart of our PSHE curriculum in EYFS. Key vocabulary is planned for. Staff are role models in demonstrating PSHE vocabulary and this is further enhanced in our excellent provision. The foundations of learning in PSHE and SRE EYFS is linked to Year I and beyond.

<u>Year | to Year 6</u>

Year on year, children will build upon their skills enabling them to really know and value who they are and understand how they relate to other people in this ever changing world. The curriculum leader and PSHE subject leader have created a unique, spiral and progressive learning journey through PSHE. Careful curriculum thinking and planning ensures that our children have the subject knowledge and components embedded in their long-term memories.





Pedagogy



Both our staff and children are enthusiastic about PSHE. Through ongoing CPD, we strive to ensure our teachers have expert knowledge of the PSHE they teach. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are able to be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently.

Our 'Queen's Park Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.



The <u>sequence of lessons</u> across PSHE follows the same structure:

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Share PSHE Charter – to reinforce PSHE expectations	Vocabulary – Crown Planner and use QP vocab slide	Connect Us	Calm Us	Thinking time	Tell me / show me	Main activity	Plenary

Each lesson, within the sequence, follows the structure so prior knowledge is constantly revisited and transferred to long term memory.



Our Crown Planners support our children with vocabulary and key knowledge for each unit of work. They enhance children's understanding of key concepts, present information clearly and promote appropriate discussion.

Year group: Year 3			Subject: PSHE			Term: Spring I			
			I	Unit title:	Self Esteem	I			
Crawn Curriculum Principles				Care Christian Va	tlues	British Value Links			
Challer	ige <mark>Resilien</mark>	opportunity	Lave	Forgiveress	Truet	Democracy	Rule of Law	Mutual respect	
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	utions a means of solving a problem or dealing with a difficult situati				14	important to me			



We understand that we may not see the true impact of our PSHE curriculum on our children as our PSHE curriculum is just the beginning of a lifetime of learning.

Our well-constructed and well-taught PSHE curriculum, once embedded, leads to great outcomes and contributes to positive behaviour and attitudes of our children. For example, relationships is a 'golden thread' within our curriculum. The starting point is nurturing a positive relationship with self to grow a sense of identity and self-esteem within individuals. Children learn about rights and responsibilities to themselves and others. They develop a high degree of empathy and social skills. In the 'Being Me in my World' and 'Dreams and Goals' units, students focus on their attitudes towards learning, motivation and resilience. The 'Celebrating Difference' unit explores differences across the spectrum of global society, prejudice and discrimination, acceptance and understanding. Anti-bullying is also a core focus in this particular unit.

Students are also equipped with a range of strategies to safeguard themselves and others, and to know how and when to access support. Critical thinking, in units 'Dreams and Goals', 'Celebrating Difference' and 'Relationships' provides pupils with the skills to assess different situations and scenarios. They can then act and behave appropriately affording respect towards others and upholding theirs and others' rights. The impact of this should be pupils wanting to come to school as they feel safe and valued.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills (through a growth mindset ,approach) to fluently be able to retrieve key facts from their semantic memory and apply the skills to their own lives.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

We ensure all our children read to a stage appropriate level and fluency. Reading is the beating heart of our PSHE curriculum. Through disciplinary

literacy in PSHE lessons, the impact of reading on the children's learning is paramount.

The impact of Queen's Park PSHE curriculum is measured through the following:

- Assessment at the end of each unit of work (formative or summative)
- Vocabulary and knowledge are assessed at the end of each lesson and at the end of each sequence
- Pupil voice
- Progress evident in children's books and record of experiences
- Seeking views of parents where appropriate
- The behaviour and attitude of our pupils
- Students are also equipped with a range of strategies to safeguard themselves and others