



## PSHE policy

### **School vision and values Creating Future Stars!**

Queensbridge Primary School is a safe, welcoming and nurturing school that offers a sense of belonging. We work with families to ensure that all achieve their potential across our diverse community having relentless high expectations of ourselves and others.

We are innovative, creative and consistent in our approach, constantly reflecting on our practice. We try to make learning creative, stimulating, inclusive and fun with lots of challenge setting ambitious goals for the future.

We try to provide a vast range of opportunities to light the spark of their learning giving them the skills and tools they need to take off and fly!

### **Queensbridge ensures that children are ready for the world ahead of them as:**

- Independent thinkers, enterprising and creative
- Problem solvers, negotiators, reflective and thoughtful
- Excellent communicators
- Happy, confident and curious learners, inspired and well-motivated
- Hard workers
- Responsible members of the community
- Good citizens- children who are respectful, responsible, kind and caring

**Happy children make good learners**



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### **Rationale**

Our school vision and ethos is strongly supported through, and embedded in, the delivery of our PSHE whole-school approach to the curriculum. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence.

As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children. We support our children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We want our children to be able to make informed decisions and manage risk in our growing technological world. We recognise that our school vision and values of Respect, Collaboration, Perseverance and Possibilities are crucial to this learning and should be at the heart of whole-school development.

### **Aims**

This policy outlines our practice and procedures for delivering the PSHE curriculum from a whole school approach. We aim to cover three themes throughout the year: **Health and Wellbeing, Relationships** and **Living in the Wider World** (RSE, DAE).

### **Planning, Teaching and Learning**

Our curriculum is designed to be flexible so that PSHE lessons can meet the needs of the children. We feel it is our responsibility the children can learn about issues that affect them now and in the future. As a staff team we decided to put together a 'toolbox' of lessons and activities under key areas that link to the themes above. Below is the curriculum framework for KS1 and KS2.



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### Curriculum Framework – Whole School Overview

Term	Autumn			Spring			Summer	
Core theme	Health and Wellbeing, Relationships, Living in the Wider World							
Year 1	How do we feel?	How do we behave in a friendship?	How do we keep safe?	How can we be healthy?	What makes us special?	Drugs and Alcohol Education	Relationship and Sex Education	
Year 2	How do we show our feelings?	What is bullying?	What makes a good friendship?	What do we think about gender?	What is the same and different about us?	Drugs and Alcohol Education	Relationship and Sex Education	
Year 3	How do we recognise feelings?	How does our behaviour affect others?		How do we keep healthy?	How do we keep safe?	What is diversity?	Drugs and Alcohol Education	Relationship and Sex Education
Year 4	What affects our physical and mental health?	How can we keep safe out and about?		How do we take responsibility for ourselves?	What is diversity?		Drugs and Alcohol Education	Relationship and Sex Education
Year 5	<i>Free to be me project</i>	How can we help ourselves and others?		How can we manage our money?	How can we be safe online?	How do we understand and celebrate diversity?	Drugs and Alcohol Education	Relationship and Sex Education
Year 6	How can we be safe online?	What is the impact of stereotyping?	What are the attitudes around body image?	Drugs and Alcohol Education		How can we manage risk?	How can we manage moving to secondary school? How do our friendships change?	Relationship and Sex Education

We used the framework to guide our lesson planning. See below for the curriculum map for each year group



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Term	Autumn			Spring		Summer	
	Autumn			Spring		Summer	
Core themes	Health and Wellbeing, Relationships, Living in the Wider World						
Year 1	<p><b>How do we feel?</b> LESSON 1: Recognising feelings: identifying feelings words <b>PSHE association</b></p>	<p><b>How do we behave in a friendship?</b> Friends, Secrets and People who can help us <b>Expect Respect Education toolkit</b></p>	<p><b>How do we keep safe?</b> The Underwear Rule (PANTS) <b>NSPCC</b></p>	<p><b>How can we be healthy?</b> Food detectives (5 a day and sugar) <b>Change4life</b>  Oral Health <b>Colgate Bright Smiles Bright Future</b></p>	<p><b>What makes us special?</b> <b>Diversity week</b></p>	<p>Drugs and Alcohol Education <b>Christopher Winter Project</b></p>	<p>Relationship and Sex Education <b>Christopher Winter Project</b></p>

Term	Autumn		Spring		Summer		
	Autumn			Spring		Summer	
Core themes	Health and Wellbeing, Relationships, Living in the Wider World						
Year 2	<p><b>How do we show our feelings?</b> LESSON 2: Recognising feelings words, 'big feelings' and expressions  LESSON 3: Recognising</p>	<p><b>What is bullying?</b> Ten Questions about Bullying <b>PSHE association</b></p>	<p><b>What do we think about gender?</b> Gender, Careers and Assumptions <b>Expect Respect Education toolkit</b></p>	<p><b>What is the same and different about us?</b> <b>Diversity week</b></p>	<p>Drugs and Alcohol Education <b>Christopher Winter Project</b></p>	<p>Relationship and Sex Education <b>Christopher Winter Project</b></p>	



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	feelings: hearing, drawing and being <b>PSHE association</b>	<b>What makes a good friendship?</b> Lesson 1: I am proud to be me  Lesson 2: I am proud to be friends <b>Unique Voice CIC</b>				
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Term	Autumn		Spring		Summer		
<b>Core theme</b>	<b>Health and Wellbeing, Relationships, Living in the Wider World</b>						
<b>Year 3</b>	<p><b>How do we recognise our own and others' feelings?</b></p> <p>LESSON 4: Recognising feelings: Facial Bingo</p> <p>LESSON 5: Understanding feelings: body feelings <b>PSHE association</b></p>	<p><b>How does our behaviour affect others?</b></p> <p>Resolving Conflict and Where to Get Help <b>Expect Respect Education toolkit</b></p>	<p><b>How do we keep healthy?</b></p> <p>Food detectives (5 a day and sugar) <b>Change4life</b></p>	<p><b>How do we keep safe?</b></p> <p>Lesson 1: Personal safety – Risks</p> <p>Lesson 2: People, Places and things <b>NI curriculum (Living Learning Together)</b></p>	<p><b>What is diversity?</b> <b>Diversity week</b></p>	<p><b>Drugs and Alcohol Education</b> <b>Christopher Winter Project</b></p>	<p><b>Relationship and Sex Education</b> <b>Christopher Winter Project</b></p>



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Term	Autumn		Spring		Summer	
<b>Core theme</b>	<b>Health and Wellbeing, Relationships, Living in the Wider World</b>					
<b>Year 4</b>	<p><b>What affects our physical, mental and emotional health?</b>            LESSON 6: Gauging our feelings             LESSON 7: Developing positive coping strategies (1)             LESSON 8: Developing positive coping strategies (2)  <b>PSHE association</b></p>	<p><b>How can we keep safe out and about?</b>            Lesson 1: Feelings about more freedom, stereotyping, identifying risk             Lesson 2: Identifying risks and risky behaviour             Lesson 3: Anti – social behaviour            Peer Pressure  <b>Islington Healthy Schools Team</b></p>	<p><b>How do we take responsibility for ourselves?</b>            Examining Violence, Excuses and Responsibility  <b>Expect Respect Education toolkit</b></p>	<p><b>What is diversity?</b>  <b>Diversity week</b></p>	<p>Drugs and Alcohol Education  <b>Christopher Winter Project</b></p>	<p>Relationship and Sex Education  <b>Christopher Winter Project</b></p>

Term	Autumn		Spring		Summer	
<b>Core theme</b>	<b>Health and Wellbeing, Relationships, Living in the Wider World</b>					
<b>Year 5</b>	<p><b>Free to be me project</b>            Stereotyping, gender/sexual discrimination, homophobia*  <b>Cardiff Against Bullying</b></p>		<p><b>How can we manage our money?</b>            Money words  <b>Young Money</b>             Recognising your money personality  <b>Barclays Lifeskills</b></p>	<p><b>How do we understand and celebrate diversity?</b>  <b>Diversity week</b></p>	<p>Drugs and Alcohol Education  <b>Christopher Winter Project</b></p>	<p>Relationship and Sex Education  <b>Christopher Winter Project</b></p>



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	<p><b>How can we help ourselves and others?</b> Secrets and Stories <b>Expect Respect Education toolkit</b></p>	<p><b>How can we be safe online?</b> Healthy online friendships <b>NSPCC</b></p>			
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Term	Autumn		Spring		Summer	
Core theme	Health and Wellbeing, Relationships, Living in the Wider World					
Year 6	<p><b>How can we be safe online?</b> Safer online relationships* <b>NSPCC</b></p>	<p><b>What are the attitudes and mindsets around body image?</b> Lesson 1: Examining the impact of social media  Lesson 2: Celebrating Difference  Lesson 3: Building body confidence and Self – Esteem <b>#Mysenseofself</b></p>	<p>Drugs and Alcohol Education <b>Christopher Winter Project</b></p>	<p><b>How do we understand and celebrate diversity?</b> <b>Diversity week</b></p>	<p><b>How can we manage moving to secondary school?</b> Being empowered to handle the challenge <b>NSPCC</b></p>	<p><b>Relationship and Sex Education</b> <b>Christopher Winter Project</b></p>
	<p><b>What is the impact of stereotyping?</b> Court Room Game <b>Expect Respect Education toolkit</b></p>				<p><b>How do our friendships change?</b> Nature of friendship and ways to manage them <b>NSPCC</b></p>	



## **PSHE policy**

### **Promoting Fundamental British Values**

We ensure that the fundamental British values are embedded and promoted through our school vision statement, our development of SMSC, our PSHE whole-school approach and through everyday aspects of school life such as our assemblies and Restorative Justice. See SMSC policy

### **Promoting a healthy lifestyle**

We aim to promote and support children in developing a healthy lifestyle by:

- Providing a wide range of P.E and sports during lessons
- Using our Active Movement programme to promote a non – sedentary lifestyle
- Following the Daily Mile programme in Upper KS2
- Providing healthy, freshly cooked school meals everyday
- Offering a range of after-school clubs, such as football, multi-skills, cricket and dance
- Providing fresh fruit daily and free milk for children under five
- Providing parents with a packed lunch policy

### **Assessment, recording and reporting**

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives to make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements through daily and evaluations, or photographs/videos.

Across KS1 and KS2 class teachers make use of ongoing observations to assess children's progress in PSHE. Class teachers complete a formal PSHE assessment tool at the end of each term.

### **Monitoring and evaluation**

The headteacher, assistant headteacher /inclusion leader and PSHE co-ordinator are responsible for monitoring the standards of children's progress and achievement, and quality of teaching.



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