



Alexandra Park Primary School



Care, Aspire, Achieve

PSHE

Personal, social, health, and economic (PSHE) education is an essential part of all pupils' education. Learning about healthy relationships, online harms, mental health, and healthy lifestyles equips children with the tools needed to develop resilience and become well-rounded, healthy adults. It helps children and young people stay healthy, safe, and prepared for life—and work—in modern Britain.

At Alexandra Park Primary School, our curriculum design reflects our core values of Care, Aspire, and Achieve. Our PSHE curriculum ensures that we cover these core values alongside the key skills and knowledge set out in the National Curriculum. PSHE supports children in forming and maintaining healthy friendships and relationships and enables them to develop the necessary life skills to be successful members of the community both now and in their future. It is particularly important for children and young people's wellbeing and, in turn, their academic achievement.

Our PSHE curriculum is challenging, inspiring and fun. It supports our children in developing their emotional literacy and teaches them how to articulate their ideas and understanding about key themes with confidence. The Jigsaw PSHE framework supports our planning and delivery of engaging and relevant PSHE lessons within a whole-school approach. This is a spiral curriculum whereby children follow the same themes across each year group, allowing them to revisit and deepen their understanding.

The puzzle piece units we cover in PSHE are:

- **Being Me in My World:** Including feelings, emotions, relationships, rights and responsibilities, choices, and consequences.
- **Celebrating Difference:** Including respecting and celebrating differences, similarities, assumptions, stereotypes, and bullying.
- **Dreams and Goals:** Including goal-setting, ambitions, challenges, perseverance, resilience, and collaboration.
- **Healthy Me:** Including healthy eating and lifestyles, drugs and alcohol, online safety, and emergency aid.
- **Relationships:** Including families, friendships, self-acknowledgment, and online relationships.
- **Changing Me:** Including life cycles (plants, animals, humans), body changes, puberty, body image, and Sex Education Objectives (Y6).

A typical PSHE lesson follows this structure:

1. **Charter Review:** Reminder of the working together agreement.
2. **Connect Us:** Game or activity to foster positive relationships, enhance collaboration, and develop social skills.
3. **Calm Me:** Mindfulness opportunity to relax and calm their bodies and minds in preparation for learning.
4. **Open My Mind:** Helping the brain focus on specific learning intentions.
5. **Tell Me or Show Me:** Introduction of new knowledge, concepts, or skills.
6. **Let Me Learn:** Activity to manipulate, use, and reinforce the new learning and accommodate it into their existing knowledge.
7. **Help Me Reflect:** Opportunity to process, evaluate, and consolidate what they have learned.
8. **Closure:** Summarise key learning points and signpost where to get more help.

PSHE involves all of our staff at all times. It is interwoven throughout our entire curriculum and is touched on every day in every lesson, whether through being a positive role model, developing teamwork skills, or showing respect and care towards others and themselves.

PSHE promotes social and ethnic harmony and awareness of British values. Our Jigsaw scheme ensures that British values are mapped out throughout the year, visited and revisited throughout the programme so that they are embedded within a whole-school approach, rather than being taught as singular lessons. Through the exploration of multiple identities, cultures, and local communities, our aim is for children to come to an informed and empathetic

understanding of different groups, which will help promote cohesion and integration. The knowledge and skills developed by PSHE contribute to pupils' readiness to participate in life in modern, diverse Britain and in a plural world.

Children have the opportunity to present their learning in a variety of ways during PSHE lessons, such as drama, presentations, PowerPoint, posters, debates, or assemblies. This, alongside the introduction of floor books this year, has enabled pupils to access learning collaboratively and enables pupils to express their understanding and creativity in unique ways.

Protected Characteristics

The Equality Act 2010 aims to prevent discrimination. It is illegal to discriminate against people based on nine protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race (can refer to colour, nationality, ethnic or national origins)
- Religion or belief (can refer to religious or philosophical beliefs, including a lack of belief)
- Sex (refers to a person's gender)
- Sexual orientation

No form of discrimination is tolerated at Alexandra Park Primary School, but it is particularly important that children are taught about these protected characteristic groups and the importance of showing respect to individuals within these groups.

We address this in several ways, such as through our carefully timetabled assemblies that address respect and tolerance and through the class texts we use across the curriculum. We also ensure that our curriculum is planned and delivered so that children learn about these protected characteristics in an age-appropriate manner.

Our PSHE units include teaching these protected characteristics across the school. In every lesson, the ground rules are re-established to promote a safe, open, and inclusive learning environment based on trust and mutual respect. All children have the right to pass and are encouraged to respect the privacy of others. The puzzle piece 'Celebrating Difference' incorporates learning objectives with explicit reference to the protected characteristics. Some of these objectives are as follows:

- **Reception:** Families, standing up for yourself.
- **Year 1:** Similarities and differences, understanding bullying, knowing how to deal with it, celebrating the differences in everyone.
- **Year 2:** Assumptions and stereotypes about gender, understanding bullying, standing up for self and others, gender diversity, celebrating difference and remaining friends.
- **Year 3:** Families and their differences, witnessing bullying and how to solve it, recognising how words can be hurtful.
- **Year 4:** Challenging assumptions, judging by appearance, accepting self and others, understanding bullying, identifying how special and unique everyone is, first impressions.
- **Year 5:** Cultural differences and how they can cause conflict, racism, rumours and name-calling, types of bullying, material wealth and happiness, enjoying and respecting other cultures.
- **Year 6:** Perceptions of normality, understanding disability, understanding bullying, inclusion/exclusion, differences as conflict, differences as celebration.

Spiritual, Moral, Social, and Cultural Development

Spiritual Development: Spiritual development refers to the aspects of a child's spirit that are enhanced by school life and learning and may describe the 'spirit' of determination, sharing, or open-mindedness. PSHE can support this by promoting:

- **Self-awareness:** Offering opportunities for pupils to reflect on their own views and how they have been formed, as well as the views of others.
- **Curiosity:** Encouraging pupils' capacity for critical questioning and allowing time and space for these questions to be addressed, showing they are important.
- **Collaboration:** Utilising lesson techniques that promote group collaboration and communication, such as circle time, debates, group investigations, and Kagan techniques.
- **Reflection:** Providing a space for pupils to reflect on their own values and views, as well as those of others, and consider the impact of these values.
- **Response:** Exploring ways in which pupils can express their responses to demanding or controversial issues.
- **Values:** Promoting an ethos of fairness and mutual respect in the classroom and compassion and generosity in pupils through exploring inspiring examples of these qualities in others.

Moral Development: Moral development is about exploring and developing pupils' own moral outlook and understanding of right and wrong. PSHE is extremely well-suited to exploring social and personal morality in significant ways:

- **Valuing Others:** In exploring the views of others, young people are well-prepared to appreciate the uniqueness of all humans and their value, acting in the world and towards others accordingly.
- **Moral Character Development:** PSHE offers a safe space where pupils can learn from their mistakes, appreciate ideas of right and wrong, continue to strive after setbacks, take the initiative, act responsibly, and demonstrate resilience.

Social Development: Developing children socially means giving them the opportunities to explore and understand social situations and contexts they may encounter in school or outside. In the PSHE classroom, such social situations include exploring:

- **Shared Values:** Opportunities to consider values that are or should be part of society, such as those associated with right and wrong, treatment of others, or diversity.
- **Idealised Concepts:** Topics that require reflection on the abstract concepts our society is built on, such as justice, fairness, honesty, and truth, and specific examples of how they affect our common life.
- **Influences:** Opportunities to explore and reflect on the significant influence of family, friends, the media, and wider society on individuals.

Fundamental British Values

At Alexandra Park Primary School, we understand clearly our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities, and experiences of later life, laying the foundations for them to take their place successfully in modern British society. We promote respect for and understanding of different faiths, cultures, and lifestyles. The spiritual, moral, social, and cultural development of each child is central to everything we do as a school and central to our vision of "Care, Aspire, Achieve." This is evidenced through our teaching and learning, our inclusive environment, and the many opportunities provided for our children to understand democracy, law, liberty, mutual respect, and tolerance.

Our PSHE curriculum supports the following British values:

- **Tolerance of Different Faiths and Beliefs:** We encourage children and young people to cultivate respect and celebrate diversity.
- **Democracy:** Understanding how decisions are made in a fair and democratic manner, with opportunities to express opinions and engage in dialogue.
- **Individual Liberty:** Understanding freedom, being able to make choices, and feeling safe and supported in doing so.
- **The Rule of Law:** Exploring the laws that govern us, including classroom rules and expectations, and understanding the importance of following rules in order to maintain a safe environment.
- **Mutual Respect:** We focus on fostering mutual respect among individuals of different faiths and beliefs, promoting an understanding of the valuable contributions that diversity brings to society.

In conclusion, PSHE at Alexandra Park Primary School is designed to ensure that children learn not only essential life skills but also how to be compassionate, respectful, and active members of a diverse society.

Assessment

At Alexandra Park Primary School, assessment is an integral part of the teaching process. All teachers have access to assessment tracking for children from previous years, which allows them to identify their spotlight children in advance. Ongoing assessment of children's work ensures that understanding is being achieved and progress is being made. Each class uses a floor book to capture the voice of the children in various ways, such as reflections, lesson photos, QR codes linking to online recordings, or physical work displayed. Teachers monitor progress and adjust their teaching accordingly through weekly planning. Medium-term plans are adapted based on assessments, and each half term includes a COLA (Consolidation of Learning Activities) in the last lesson of the unit. Subject Leaders monitor this data and track key groups of children, such as boys, girls, and those eligible for Pupil Premium.

Collecting Evidence

At Alexandra Park Primary School, we believe that all pupils should have opportunities to share their voices. The curriculum provides avenues for students to develop the skills, knowledge, and understanding necessary to express their opinions. The subject leader gathers pupils' feedback on the teaching of PSHE and the content covered through interviews conducted during lesson observations. Where possible, the subject leader acts upon the comments and suggestions made by the pupils.

Aspire Opportunities

We offer a variety of enrichment activities to engage children and support their PSHE learning. These include visits from emergency services and the school nurse. Throughout the year, children participate in themed days/weeks, such as Diversity Day, E-safety Day, Children's Mental Health Week, Anti-Bullying Week, and Road Safety Workshops. A "Bang a Drum" company also visits to broaden the children's experiences of different cultures and beliefs. Additionally, we have a Green Week each year, which enhances the children's understanding of environmental issues and fosters a sense of responsibility for caring for and improving our school environment, led by our Eco Team.

SEND Provision Statement for PSHE

At Alexandra Park Primary School, we believe that every Subject or Department Leader is a Leader of SEND. When designing the curriculum, Subject Leaders consider the needs of all pupils and strive to ensure access for everyone.

Class teachers are supported by the SENCo in identifying individual students with SEND, working in collaboration with parents and carers. Subject Leaders and the SENCo collaborate to ensure that the curriculum provision for SEND learners raises aspirations and facilitates access for all.

We recognise that our PSHE curriculum plays a crucial role for learners with SEND, imparting the practical skills, understanding, and knowledge they need to lead creative and fulfilling lives while enjoying safe and healthy relationships. According to the PSHE Association, "pupils with SEND are at greater risk of abuse and exploitation," and "young people with SEND face greater barriers to personal and sexual relationships, with social isolation being common." Therefore, we believe that developing communication skills, vocabulary, strategies, and confidence is essential for identifying and managing these challenges. With this in mind, our PSHE lessons are taught by the class teacher and are not conducted during PPA (Planning, Preparation, and Assessment) time. We do not schedule interventions during PSHE lessons, allowing for uninterrupted focus on personal, social, health, and economic education.

Our PSHE lessons create an inclusive environment where all pupils feel comfortable and safe. We employ a spiral curriculum where topics are revisited multiple times. Our lessons incorporate opportunities for discussion, group work, role play, circle time, and real-life examples. Differentiation is based on delivery methods rather than content, allowing us to support learners rather than protecting them from challenges. We ensure that resources reflect the diversity of our students, including the representation of people with disabilities and additional needs.

Targets for 2024-25

- Continue to support staff with the Jigsaw PSHE Scheme and develop units of work.

- Assist staff in further developing assessment tools for each unit of work, including COLAs (Consolidation of Learning Activities).
- Ensure our own Continuing Professional Development (CPD) is up to date, specifically concerning the statutory requirements of Relationships, Sex, and Health Education (RSHE) and any upcoming changes from the government.

Longer-term Targets

- Plan a variety of Aspire experiences based on the units of work for each year group.
- Develop our own PSHE curriculum.