

PSHE at Alexandra Park

Curriculum offer



Alexandra Park Junior School

PSHE/RSE Curriculum Offer

Stage 1 - Quality First Teaching: Every child receives at least

- *Weekly RSHE lessons that cover the entire statutory curriculum as stated by the DFE taught by their class teacher.
- *Additional RSHE units that address issues in their own community (financial literacy)
- *Lessons that are inclusive and accessible to all through barriers being removed and scaffolding provided to ALL pupils
- *Curriculum enrichment through visits, visitors, assemblies, themed days.



Stage 2 - Additional Support

- *In class focus group with adult giving additional feedback on learning.
- *Cooperative learning groups with good language models.
- *~~In print~~ resources used to support vocabulary.
- *Pre assessment tasks identifying misconceptions to address and children with gaps in learning.



Stage 3 - Intervention

During pupil progress reviews children who are still struggling to progress are identified and appropriate targeted intervention is put into place including:

- RRI
- Pre teach of key vocabulary
- Pastoral support referral for emotional literacy intervention



Stage 4 - Further Support

If summative assessment does not show sufficient progress being made despite intervention, liaise with SENDCO and pastoral team.

Intent



At Alexandra Park Junior School, our PSHE and RSE curriculum equips pupils with the knowledge, skills and values they need to stay safe, healthy and happy, both now and in the future. Through an inclusive and age-appropriate curriculum, pupils develop positive relationships, emotional wellbeing, resilience, respect for others and an understanding of their role within a diverse society. We strive to prepare every child for life beyond school and empower them to make a positive contribution to their community while achieving their personal best.

Intent



Alexandra Park Junior School

Our school's approach and attitude towards PSHE and RSHE is available on our school website and in printed form on request.

Under the umbrella of PSHE, we cover RSHE (Relationships, Sex and Health Education), SMSC (Social, Moral, Spiritual, Cultural), British Values, and the protected characteristics.

Long term plan



Alexandra Park Junior School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Me, my friends and belonging L1: Personal identity L2: What makes a good friend L3: Falling out with friends L4: Belonging to a community L5: Ground rules, rule! Keeping safe out and about L1: Managing risk in the sun L2: Road and rail safety	Keeping safe out and about L3: Canals and rivers L4: Flood alert L5: Firework safety Making choices online L1: Creating and managing passwords L2: Protecting your devices	Making choices online and news literacy L3: Films, what can we watch? L4: Can we choose what to watch? L5: Paying to play L6: How news affects feelings L7: Fake or real news? L8: Questioning images in the news	Building healthy habits L1: Healthier eating and drinking habits L2: Healthier eating - choices and influences L3: Ready, set, cook! L4: Exploring dental health L5: Physical activity	Looking out for each other L1: Allergies L2: Bites and stings L3: Calling for help L4: Bleeding L5: Burns and scalds L6: Asthma PSHE Day	Mental health and wellbeing L1: Exploring emotions L2: Understanding distraction L3: Managing thoughts and emotions L4: Managing worries L5: Managing responses L6: Squashing the worry monster
Year 4	Forming respectful relationships L1: Valuing friendships L2: Friendship challenges L3: What is bullying? L4: Kindness L5: Friendships change L6: When should you keep a secret? L7: Making new friends	Exploring ways to manage risk L1: Cycle safety L2: Keeping safe at home L3: Road safety (walk around local area) L4: Rail safety L5: Exploring risks in gambling L6: Medicines and household products L7: Smoking, vaping and alcohol	Families and growing together L1: Family relationships L2: Diverse families L3: Family changes L4: Marriage and partnership L5: What happens if families change? Pt1 L6: What happens if families change? Pt2	Money matters L1: What is money? L2: Money choices L3: How money is used L4: Making decisions about money L5: (Barclays lesson plan)	Mental health and wellbeing L1: Describing emotions L2: Understanding internal or external distractions L3: Exploring different thinking habits L4: Different ways to manage worries L5: Strategies for calm L6: How do people manage change and loss PSHE Day	Me, my body and growing up L1: Time to change L2: Menstruation and wet dreams L3: Personal hygiene L4: Emotions and feelings L5: Building confidence L6: Foundations for wellbeing

Long term plan



Alexandra Park Junior School

Year 5	Friendships, stereotypes and bullying L1: Including others L2: Positive and respectful friendships L3: Bullying and its impact L4: Challenging stereotypes L5: Addressing extremism L6: A world of difference L7: Assistance dogs	Safe connections L1: Block him right good, Alfie! L2: Who's Magnus L3: They have fans, we have friends L4: Respectful relationships online L5: Socialising online L6: Making the right cyber choices L7: Cyber detectives	Positively engaging with our world L1: Managing feelings about the news L2: Spotting fake news L3: Understanding that news is targeted L4: Connecting with nature L5: Everyday actions (climate change) L6: Doing it together (climate change)	Mental health and wellbeing L1: Noticing and naming emotions L2: Directing attention and managing distractions L3: Changing thinking habits L4: Rumination and worry L5: Managing reactivity	Embedding healthy habits and learning first aid L1: Sunguarding L2: Confident mover L3: Team player L4: Head injuries L5: Choking L6: Basic life support PSHE Day	Respecting boundaries L1: Giving and seeking permission L2: Personal boundaries L3: Appropriate and inappropriate touch L4: How can the PANTS rule help us L5: Understanding consent
Year 6	Mental health and wellbeing L1: Regulating emotions L2: Managing distraction L3: Developing positive thinking habits L4: Managing rumination and worry L5: Managing stress L6: Jealousy L7: How do people manage loss and support each other?	Managing money and online spending L1: Money and emotional wellbeing L2: Being a critical consumer L3: Chancing it! L4: Spending influences L5: Wellbeing and support L6: Enterprise L7: Stealing	Developing our AI literacy L1: What is AI? L2: How does AI affect our rights? L3: What is an AI chatbot? L4: The impact of generation AI L5: The ethics of AI images L6: Pick your pics	Drug education L1: Medicines L2: Legal and illegal drugs L3: Influences and pressure L4: Tobacco, vaping and alcohol in the media L5: Alcohol poisoning	Changes in puberty L1: Puberty recap L2: Puberty - change and becoming independent L3: Positive, healthy relationships L4: How a baby is made L5: Getting a good night's sleep L6: Healthier sleep habits (KS3) PSHE Day	Looking to the future L1: Job skills L2: Choosing a career L3: Career routes L4: Moving to secondary school



Alexandra Park Junior School

Progression of Knowledge and Skills

At Alexandra Park Jr school we use and adapt the PSHE association thematic model to fit the needs of our school.

Substantive knowledge
Disciplinary knowledge
Both

	A1	A2	SPI	SP2	SUI	SU2
Y3	Me, my friends and belonging I know why friendships are important and how positive friendships support my wellbeing. I understand why everyone should be treated with respect and appreciate the benefits of living in a diverse community. I can show respect through good manners and understand that people from different cultures may show courtesy in different ways. I can listen carefully and respond respectfully to people whose beliefs, traditions or lifestyles are different from my own. I understand what makes me unique and how my identity is shaped by my culture, family, faith, interests and experiences.	Keeping safe out and about I know how to stay safe in the sun and understand the risks of too much sun exposure. I can keep myself safe in familiar and unfamiliar places and when travelling with or without an adult.	Making choices online and News literacy I know my rights and responsibilities online, including how to protect my personal information and respect the privacy of others. I know why age restrictions are in place for apps, games, films and online content, and how they help to keep me safe. I can stay safe when gaming online by recognising risks such as scams, fraud and pressure to spend money. I can use privacy and location settings to help keep my personal information safe online.	Building healthy habits I know how to look after my teeth and why good oral hygiene is important. I understand what it means to be physically healthy and how healthy choices support my wellbeing. I know why regular physical activity is important for both my physical and mental health. I understand how healthy food choices and regular exercise help me to live a healthy lifestyle. I know what makes a balanced diet and why eating a variety of healthy foods is important. I understand how different foods and drinks affect my body, including the impact of eating too many unhealthy or ultra-processed foods. I can make healthy choices about what I eat and drink even when others influence my decisions. I know some of the benefits of preparing healthy meals at home.	Looking out for each other I know what first aid is and can use basic first aid skills to help with common injuries. I know when and how to call the emergency services and understand that reporting an emergency is more important than filming it. I know who my trusted adults are and when to ask them for help if I am worried about my health.	Mental health and wellbeing I can use strategies to help me focus and manage distractions to support my wellbeing. I know when and how to ask for help if I am worried about my own or someone else's mental health or wellbeing.



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Progression of Knowledge and Skills

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Substantive knowledge
Disciplinary knowledge
Both

Y4	Forming respectful relationships	Exploring ways to manage risk	Families and growing together	Money matters and news literacy	Mental health and wellbeing	Me, my body and growing up
	I know that healthy friendships help people feel included, safe and happy. I can recognise when I or others may feel lonely or left out and know how to include others. I know that friendships can change over time and that working through disagreements can make friendships stronger. I can resolve disagreements calmly, safely and respectfully by listening, compromising and avoiding physical aggression. I can manage disappointment and frustration when things do not go my way. I know the different types of bullying, how bullying affects everyone involved and what I should do if I see or experience bullying.	I can predict, assess and manage risks in different situations. I know how rules and laws help to keep people safe. I can recognise hazards at home and know how to keep myself safe, including around electrical appliances and fire risks. I can respond safely and appropriately to adults I know and adults I do not know.	I know how families can be different and that every family should be respected and valued. I understand that families should provide love, care, protection and safety as children grow up. I know that there are different types of relationships, including friendships, families and romantic relationships. I understand that committed, stable relationships, including marriage and civil partnerships, are important for many people. I understand that families experience changes and challenges and can support one another through these. I know who to speak to if I am worried about my family or if I ever feel unsafe at home.	This is a non-compulsory unit to meet the needs of our context; no relevant assessment from the DfE guidance.	I know that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing. I know the benefits of talking to someone I trust when I feel worried, lonely or sad. I can identify, name and describe a wide range of emotions. I understand why looking after my mental health is just as important as looking after my physical health.	I know why good personal hygiene is important and how it helps prevent the spread of illness. I understand the physical and emotional changes that happen during puberty for both boys and girls. I know the facts about the menstrual cycle and how to manage periods confidently and safely. I know where to find advice and support about periods and menstrual wellbeing. I understand the difference between public and private and know why privacy is important.



Progression of Knowledge and Skills

At Alexandra Park Jr school we use and adapt the PSHE thematic model to fit the needs of our school.

Substantive knowledge
Disciplinary knowledge
Both

Y5	Friendships, stereotypes and bullying I know how to build and maintain caring, respectful friendships by showing kindness, listening and respecting boundaries I understand that healthy friendships are based on trust and respect and are never controlling or possessive I understand that having different friendships can bring different positive experiences I can balance my own needs with being kind and considerate to others I can recognise when a friendship is making me feel unsafe or unhappy and know how to ask for help I understand that stereotypes can be unfair and can lead to discrimination or bullying I know what prejudice and discrimination are and can respond appropriately by seeking help when needed	Mental Health and wellbeing I know the everyday habits that help me stay physically and mentally healthy I can use strategies to manage my feelings, thoughts and reactions in different situations I can manage my emotions when things happen that are outside my control I recognise when strong or long-lasting feelings may affect my wellbeing and know that support is available	Positively engaging with our world I understand that we all have a responsibility to care for other people and living things	Safe connections I understand how information is shared, used and targeted online, including for commercial purposes I know the minimum age requirements for social media and understand why they are there to protect children I understand the benefits of limiting my screen time and choosing online activities carefully I can make safe choices online and resist pressure to share personal information or images	Embedding healthy habits and learning first aid I know the role of adults and healthcare professionals in helping people stay healthy I can recognise the early signs of illness and know who to ask for help if I am worried about my health I know what first aid is and can use basic first aid skills to deal with common injuries I know how to manage common health conditions, including allergies and asthma, with support from trusted adults	Respecting boundaries I know what personal boundaries are and how to set and respect them in friendships and other relationships I know how to respect other people's boundaries as well as my own I can respond safely if someone makes me feel uncomfortable, worried or unsafe through physical contact I understand when it is important to share a secret with a trusted adult and know who I can talk to if I am worried I know who my trusted adults are and how to report concerns about inappropriate or unwanted contact I know who to talk to if I feel worried or unsafe around an adult
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Progression of Knowledge and Skills

At Alexandra Park Jr school we use and adapt the PSHE association thematic model to fit the needs of our school.

Substantive knowledge
Disciplinary knowledge
Both

Y6	Mental health and wellbeing	Managing money and online spending	Developing our AI literacy	Drug education; assessing risk and managing influences	Changes in puberty	Looking to the future
	I can use self-regulation strategies to manage my thoughts, feelings and behaviour in different situations I understand that change, loss and bereavement affect people differently and know healthy ways to manage these experiences I know who my trusted adults are and how to ask for help if I am worried about my own safety or someone else's I know that I should keep asking for help until I am listened to and feel safe	This is a non-compulsory unit to meet the needs of our context; no relevant assessment from the DfE guidance.	I understand how AI chatbots work and know the difference between information from AI and information from people	I know the facts about common legal drugs, including alcohol, caffeine, tobacco, vapes, nicotine pouches and medicines I understand that there are laws about legal and illegal drugs and why these laws help to keep people safe I recognise the different influences that may encourage or discourage people from using drugs I know that support is available for people who need help with alcohol, nicotine or other drugs I can recognise pressure from others to do something unsafe and use strategies to resist it I can recognise and manage peer influence and understand that I do not have to follow the crowd I know how medicines can help keep people healthy when they are used safely and responsibly	I recognise the signs of healthy, unhealthy and abusive relationships and know how to get help I know how to report concerns if I am worried that a relationship is harmful, dangerous or abusive I know how good quality sleep supports my physical health, mental wellbeing and ability to learn I know the names and functions of the external genitalia and internal reproductive organs in males and females I understand that people may develop romantic feelings or be attracted to people of the same sex or a different sex I know how human reproduction happens; how babies are conceived and born, and that there are ways to prevent pregnancy	I understand how to prepare for the opportunities and challenges of moving to secondary school



Alexandra Park Junior School

Progression of Knowledge and Skills

To supplement the PSHE thematic model we use '1 decision.'
website and resources



Keeping/Staying
Safe

Keeping/Staying
Healthy

Growing
and Changing

Being
Responsible

Feelings
and Emotions

Computer
Safety

The Working
World

A World Without
Judgement



Alexandra Park Junior School

Long term plans with cross curricular opportunities

PSHE is delivered with a whole school approach which includes:

Dedicated curriculum time / weekly lessons guided by our school scheme and other appropriate resources

Teaching RSHE through other curriculum areas e.g. RE, Computing

Assembly program

RSHE themed weeks & school events

Pastoral care team

Visiting speakers (both in class and assemblies)

Access to intervention where appropriate

Enrichment

Our Shared British Values **I Really Do Matter**

What do I do if I don't think something is right or fair?
How can I make a difference?
Can I be friends with someone who doesn't believe the same things that I do?
How can my voice be heard?
What matters to me?

Individual Liberty

- I make the right choices
- I take responsibility for my actions
- I understand the consequences of my actions
- I manage risks
- I know how to exercise my rights and freedoms in an appropriate way

Rule of Law

- I value and understand the importance of rules and laws
- I follow school rules and understand why there is a consequence if I do not
- I understand that everybody is responsible for rules and laws
- I know rules are there to protect me

Democracy

- I know I have a voice and my opinions will be heard
- I can listen carefully to others
- I know how to discuss an issue in a calm way and can show respect for others even if I disagree
- My vote counts

Mutual Respect and Tolerance

- I know my behaviour, actions and words can affect others
- I understand and respect that not everyone is the same as me and everyone needs to be treated as an individual
- I know that life is not the same for everyone
- I understand that people's faiths and beliefs are different and I respect that.

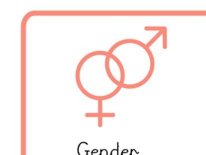
Protected Characteristics



Pregnancy and Maternity



Religion or belief



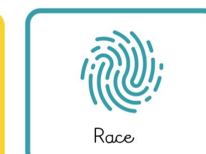
Gender



Age



Disability



Race



Marriage and Civil Partnership

Parental Consultation

At Alexandra Park, we encourage parental engagement in a variety of ways. Linked to PSHE & RSHE, parents are invited into assemblies so they can share in the celebrations we have in school and expand their own knowledge so they can answer questions asked by their children at home.

We also regularly invite parents to join in workshops within school, to enable them to have a full picture of our broad, balanced and cohesive curriculum.

Parents are kept informed of the curriculum in each year group with a half termly newsletter. Our curriculum is also published on our school website. This includes the children's PSHE learning for that half term. If parents have any concerns, they can request to meet with the class teacher to answer any questions or queries they have.

There is also a parent workshop held each term to keep parents informed and involved in all major curriculum and policy changes. Parents are also kept informed of changes to the curriculum as they arise via letter, newsletter and parent feedback groups.



Alexandra Park Junior School

RSHE within PSHE

Alexandra Park recognises that, as a school, we have a legal responsibility under the Relationships and Sex Education and Health Education (England) Regulations 2019 to provide comprehensive and inclusive relationships, sex, and health education to our pupils.

Relationships education helps pupils learn the essential building blocks and characteristics of positive relationships, including friendships, family relationships, and relationships with other peers and adults. This education covers emotional, social, and physical aspects of growing up, helping pupils become well-rounded individuals.

It's important that children know the correct names for parts of their bodies, understand how their bodies function, and feel reassured that it's natural to be curious about their bodies. This knowledge will support their wellbeing and academic success in the future and prepare them for the RSHE curriculum in secondary school.

The goal of RSHE is to prepare children for the wider world, enabling them to live safely and discuss various sensitive topics, such as puberty, attraction, bereavement, illness, personal safety, and life changes. For primary school children, the curriculum focuses on relationships and health education, rather than sex education.

Intent – TLC/S2S



Alexandra Park Junior School

Every lesson has a TLC (Today's Learning Challenge, which is our targeted outcome for that lesson) and a S2S (Steps To Success which is a criteria the children have to meet progressing from pre requisites that ALL pupils must be able to do, moving to criteria MOST children should meet ending in a final challenge that SOME children could meet by the end of the lesson) This approach allows teachers and TAs to be able to assess the pupils on the pre-requisites should a gap in knowledge be identified and then addressed, thus securing the knowledge.

TLC: - Can I explore **personal identity** and how people express their identity?

Steps to Success

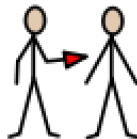
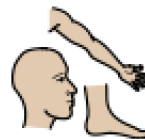
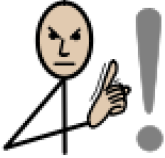
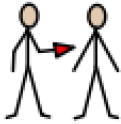
- I can identify factors that can contribute to a **person's identity**
- I can describe ways people may express their identity and **individuality**
- I can identify some of our **personal qualities** and interests and how they develop a sense of self-worth

Intent - retrieval



Each thematic unit starts with three retrieval questions. The reasons for this practice of recalling facts, concepts and thinking from memory is to enhance learning to strengthens the connections.

This practice also support addressing misconception.

 Can	 you	 list	 3	 body parts?	
 Why		 is sleep	 important?		
 How	 can	 you	 manage a	 setback?	

Intent – Word Aware



As part of our whole school approach using Word Aware to develop and deepen our children's use of vocabulary, vocabulary is chosen appropriate to the genre and context for writing to promote in every writing lesson. This vocabulary is shared with the class and modelled, added to their vocabulary books and encourage its use in writing using our reward system. We use an 'ALL, MOST, SOME' approach so that our SEND/INA learners will use the red word and the challenge for our high attaining pupils is set through the green word.



Identity

Refers to the qualities, beliefs, personality traits, appearance, and/or expressions that characterise a person or group.



qualities

Qualities are the personal attributes or characteristics that make a person unique.



individuality

Individuality refers to the unique qualities and characteristics that make each person distinct from others.

Intent – Vocabulary progression



Alexandra Park Junior School

The vocabulary chosen for word aware is carefully sequenced across the key stage to promote progression in language in this subject area. When planning, teachers refer to the vocabulary progression document.

▲ Year 5 vocabulary map

37 sequenced lessons / one new key word or term per lesson

Autumn 1

Friendships, stereotypes and bullying			
Lesson	Lesson focus	New key word or term	Pupil-friendly meaning
L1	Including others	<i>inclusion</i>	Making sure people are welcomed, involved and able to take part.
L2	Positive and respectful friendships	<i>reciprocity</i>	A two-way relationship in which both people give and receive care, trust and respect.
L3	Bullying and its impact	<i>impact</i>	The effect that an action or experience has on a person or situation.
L4	Challenging stereotypes	<i>stereotype</i>	A fixed and oversimplified idea about a group of people.
L5	Addressing extremism	<i>extremism</i>	Very extreme beliefs or actions that may reject other people's rights or encourage harm.
L6	A world of difference	<i>prejudice</i>	An unfair opinion or judgement about someone before knowing the facts.
L7	Assistance dogs	<i>accessibility</i>	Making places, activities or information easier for disabled people to use.

Implementation



At Alexandra Park, children's wellbeing, happiness and safety are our priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum, central to our approach and at the core of our ethos. In accordance with government guidance, the PSHE & RSHE curriculum focus on developing personal attributes including kindness, integrity, generosity and honesty.

As part of our PSHE curriculum, we include RSHE, making sure all our children are prepared for the changes which will happen to their bodies, along with how to deal with transitions in their lives. According to government guidance, many schools are choosing to deliver RSHE as part of timetabled PSHE programme, with good outcomes. The RSHE programme is the final piece of our curriculum, intended to create fully rounded human beings.

Our curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children.

- Prepares our children for the opportunities, responsibilities, and experience they will face in life.

- Provides information about being healthy and safe: both emotionally and physically (See Safeguarding policy for details of how disclosures would be dealt with)

- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

Implementation – Pre assessment



Alexandra Park Junior School

We use pre-assessment at the start of each unit to understand what pupils already know and what they need to learn. This allows teachers to tailor learning to the needs of the cohort, address misconceptions and ensure the curriculum remains responsive to both our pupils and the wider community.

Alexandra Park Junior School
To Learn, Be Happy and Achieve Our Best

Pre Assessment Grid

Subject: PSHE Unit: Relationships
Term: Autumn 2 Date: 12.12.25

Wave 1	Wave 2	Wave 3
h	* - deep understanding + vocal in class to support.	• Understood the different types of relationships but not what the word meant.

Misconceptions to address:

- > That you must be married to have children.
- > Difference between discrimination and prejudice.
- > That relationships are just between married people → explained any one can have a relationship, they all mean different things.
- > What a civil partnership is and what "committed" means.

Pre Assessment Grid

Subject: PSHE Unit: Health and Wellbeing
Term: Summer 1 Date: 12/5/26

Wave 1	Wave 2	Wave 3
	knowledge but need support listen and building on ideas.	

*concern raised. Misconceptions to address:

Drug – something that changes your body – can be use everyday / rules on drinks – why this is. Links to faith and choice –

Coping with change how. Listening skills

Implementation



Alexandra Park Junior School

In each planning sequence there must be:

- Speaking and listening/shared experience//hook so that no pupils are disadvantaged by their lack of experience of the world. *This can sit at different points within the sequence to best build on children's knowledge and experiences of their own community and the world.*
- *Vocabulary development so that children have an opportunity to share their vocabulary ideas and collect words/phrases from others to apply in their own language development.. *This allows the teacher to address where vocabulary is used inappropriately e.g to understand when to use language appropriately to prevent discrimination to others. This can be moved around the beginning of the sequence. Vocabulary development is ongoing and continuous.*
- * There will be opportunities to develop pupils' vocabulary and knowledge of the key features of topics through modelling opportunities. It is expected that teachers use inclusive teaching strategies that increase pupil participation especially ensuring that the most vulnerable pupils are actively participating in the sessions), that these sessions are adapted to ensure that the modelling is closely linked to ensure that children are using vocabulary appropriately and in the correct context.. *The children are given the opportunity to practice and use the taught vocabulary to ensure new vocabulary is embedded.*
- * Opportunities to share learning in order to create purposeful own experiences. *This can be in any form that encourages a celebration of success, an opportunity to perform, opportunity to present their work in different ways and opportunities to verbalise newly acquired subject specific/technical vocabulary. For example, art work, models, group presentations, presenting artefacts and peer group discussions.*

Inclusive practice

‘Writing it down’, is low on the priority list in PSHE. Progression of both knowledge and skills across the Key Stage is secured through verbal activities and role play. When written work is appropriate, it is accessible to all.

PSHE is a reflective subject, encouraging children to develop their understanding through games, discussions, practical activities and songs. The aim of the curriculum is that children leave us as fully functioning, well rounded young adults.

PSHE – Protected characteristics

Protected Characteristics.



Protected characteristics are aspects of a person's identity that are protected under the Equality Act 2010.

This law makes it illegal to discriminate against someone based on these characteristics, helping to promote a fairer and more equal society.

Through parent consultation and child discussion the protected characteristics were adapted to meet the children's needs.

PSHE – British Values

Our Shared British Values
I Really Do Matter

What do I do if I don't think something is right or fair?
How can I make a difference?
Can I be friends with someone who doesn't believe the same things that I do?
How can my voice be heard?
What matters to me?

Individual Liberty

- I make the right choices
- I take responsibility for my actions
- I understand the consequences of my actions
- I manage risks
- I know how to exercise my rights and freedoms in an appropriate way

Rule of Law

- I value and understand the importance of rules and laws
- I follow school rules and understand why there is a consequence if I do not
- I understand that everybody is responsible for rules and laws
- I know rules are there to protect me

Democracy

- I know I have a voice and my opinions will be heard
- I can listen carefully to others
- I know how to discuss an issue in a calm way and can show respect for others even if I disagree
- My vote counts

Mutual Respect and Tolerance

- I know my behaviour, actions and words can affect others
- I understand and respect that not everyone is the same as me and everyone needs to be treated as an individual
- I know that life is not the same for everyone
- I understand that people's faiths and beliefs are different and I respect that.

We follow The Department for Education (27 November 2014) published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain.

We have a clear strategy for embedding these values.

Our purpose is to improve standards on pupil welfare, to improve safeguarding, and the standards on spiritual, moral, social and cultural development of pupils.

PSHE – British Values

- Through promoting British values:
Pupils are expected to learn include:
- an understanding of how citizens can influence decision-making through the democratic process
 - an understanding that the freedom to hold other faiths and beliefs is protected in law
 - an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
 - an understanding of the importance of identifying and combatting discrimination.



Our Shared British Values
I Really Do Matter

What do I do if I don't think something is right or fair?
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- I make the right choices
- I take responsibility for my actions
- I understand the consequences of my actions
- I manage risks
- I know how to exercise my rights and freedoms in an appropriate way

Rule of Law

- I value and understand the importance of rules and laws
- I follow school rules and understand why there is a consequence if I do not
- I understand that everybody is responsible for rules and laws
- I know rules are there to protect me

Democracy

- I know I have a voice and my opinions will be heard
- I can listen carefully to others
- I know how to discuss an issue in a calm way and can show respect for others even if I disagree
- My vote counts

Mutual Respect and Tolerance

- I know my behaviour, actions and words can affect others
- I understand and respect that not everyone is the same as me and everyone needs to be treated as an individual
- I know that life is not the same for everyone
- I understand that people's faiths and beliefs are different and I respect that.

PSHE – British Values

Promoting -British values are to:

- include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes - school council whose members are voted for by the pupils
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values

Our Shared British Values
I Really Do Matter

What do I do if I don't think something is right or fair? How can I make a difference? Can I be friends with someone who doesn't believe the same things that I do? How can my voice be heard? What matters to me?

Individual Liberty

- I make the right choices
- I take responsibility for my actions
- I understand the consequences of my actions
- I manage risks
- I know how to exercise my rights and freedoms in an appropriate way

Rule of Law

- I value and understand the importance of rules and laws
- I follow school rules and understand why there is a consequence if I do not
- I understand that everybody is responsible for rules and laws
- I know rules are there to protect me

Democracy

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PSHE – Non-negotiables – shared and followed by teachers.



Alexandra Park Junior School
To Learn, Be Happy and Achieve Our Best

PSHE (Personal, social, health and economic) education is an important and necessary part of all children's education. PSHE encompasses many areas of study. Where the class Teachers are best placed to understand the needs of their children and do not need additional central prescription.

To equip both staff and children Alexandra Park follows PSHE association with 1 decisions for support, using a thematic approach across the year groups. All lesson must ensure children have a sound understanding of risk, along with the knowledge and skills necessary to make safe and informed decisions.

Lesson must build on statutory content already outlined in the national curriculum, the basic school curriculum and statutory guidance [on](#) drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. Children must have opportunities to discuss and understand these areas of the PSHE curriculum.

*At the start of all PSHE units, is a retrieval sheet which has three questions two taken from previous year groups and a final question to encourage and build on thinking.

*The first session is books based using a knowledge mat. Followed by: Vocabulary sheet using the word aware format. Include on this is the key enquiry questions for the unit. The children will answer what they already know about the unit.

The enquiry question for the unit **MUST** be revisited at the end, using a different colour. This will give a clear, identifiable idea of knowledge gain from the unit and inform end of year assessment.

*All lessons follow PSHE association with 1 [decisions](#), for support.

*All lesson must be evidenced either in topic books or class active learn book.

*All lesson must have sentence stems to aid discussion to support spoken language.

*PSHE lessons in topic books must have a clear TLC, taken from the medium term planning. Expectation of standards are set the same as other lessons (English and Maths). All writing must follow the handwriting policy. All work marked and misconceptions addressed through either verbal feedback or RRI, which is stated on marking policy.



*PHE lessons in class active learn book must have a clear enquiry question along with how the children interacted with the session.

PSHE active lessons to have a TLC and Date.

*End of unit assessment must be evident in topic books, this follows the sequence of progress.

 Alexandria Park Junior Center

What have I personally learned?

- Describe the values of rules and laws, rights, freedoms and responsibilities.
- Understand how the internet is used, necessary information online.
- Determine different jobs and skills, job stereotypes, and set personal goals.

Vocabulary - Goldilocks word

Word	Definition
Shared responsibility	Working together, and supporting each other, for shared outcomes
community	The people living in one particular area
data	Information, especially facts or numbers collected, measured
Money	Coin, or note that are used to buy something
Safe	Not in danger
discuss	A chance that you make about something

Useful links



Sticky Knowledge

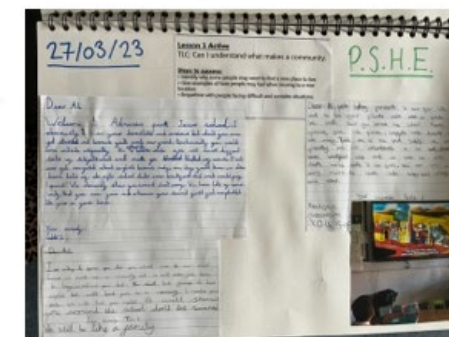
- Describe what makes a community
- Understand what is meant by shared responsibility
- Understand how skills is shared and used
- Understand how decisions about money are made
- Start to understand how to look after money

100

Prompt to help me in my learning

Method/Phase	
1. Initial	
2. Review	
3. Analysis	
4. Synthesis	
5. Evaluation	

SUBJECT: PSHE		Year: 6
TOPIC: Health and Wellbeing		
I can discuss maintaining a balanced lifestyle, and hygiene and dental care. I can understand the physical and emotional changes including personal hygiene routines. I can discuss what are medicines and household products including drugs common to everyday life.		
Anchor Words	Goldilocks Words	Step-on Words
		
Foundation Healthy Rules Follow Products Gills Oceans Uplights Reflected light Carbohydrates Colors Household product Medicine Allergy vaccine	Free Product Anxiety Consensus Evanesce Blazing green Vilely signs Inexpensive Nervous Inevitable Backfire Vow	Abolishes American Asbestos Tolerable job Dues Cigars Liquid soap Alcohol Health-care
What is a healthy lifestyle (physical and mental)?		



Impact



‘There is a clear expectation that all classes are making progress towards achieving age related expectations. All objectives used in TLC and S2S must be taken from Target Tracker to support accurate assessment and develop children’s understanding of grammatical terminology.

Progression of both knowledge and skills across the Key Stage secures pupils’ understanding of the key objectives, as well as promoting independence. We believe that our writing curriculum lays solid foundations for our pupils to build on as they move in to Key Stage 3.

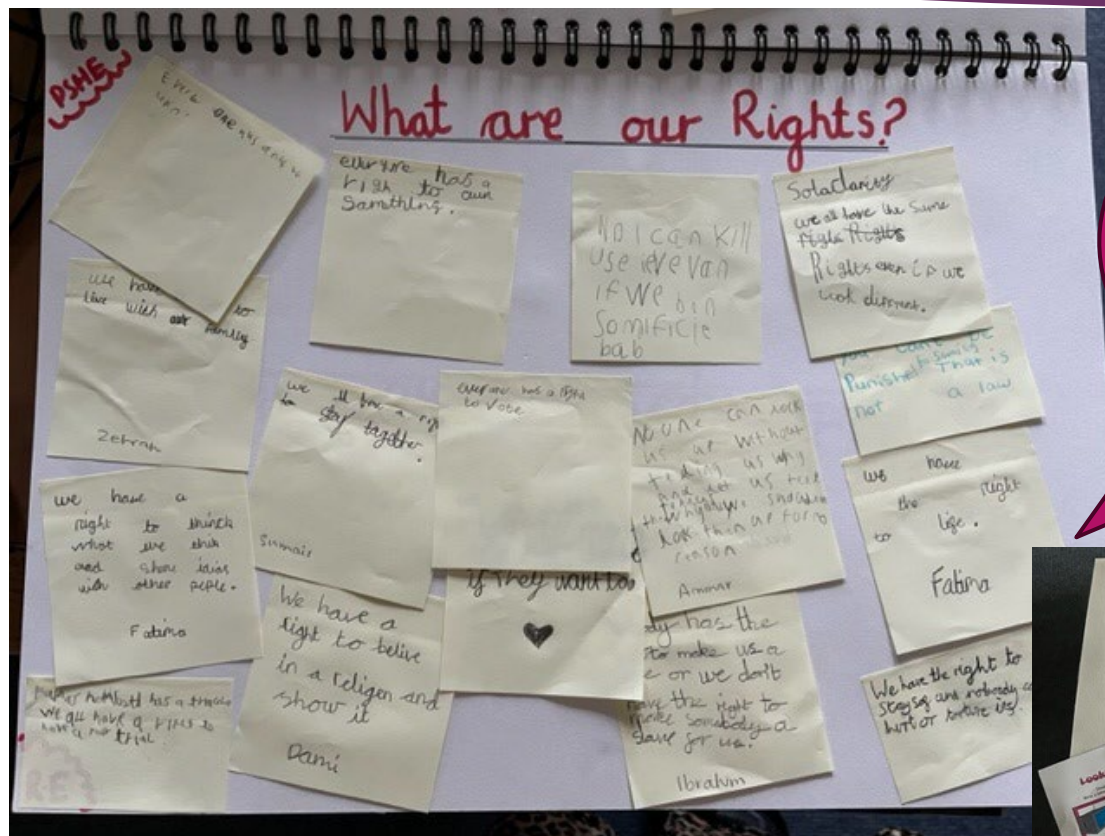
Impact will be measured through ‘spotlights’ three times a year which will include :-

- book scrutinies
- planning scrutinies
- learning walks
- lesson observations and pop-ins
 - staff and pupil voice
- data analysis (4 times a year)

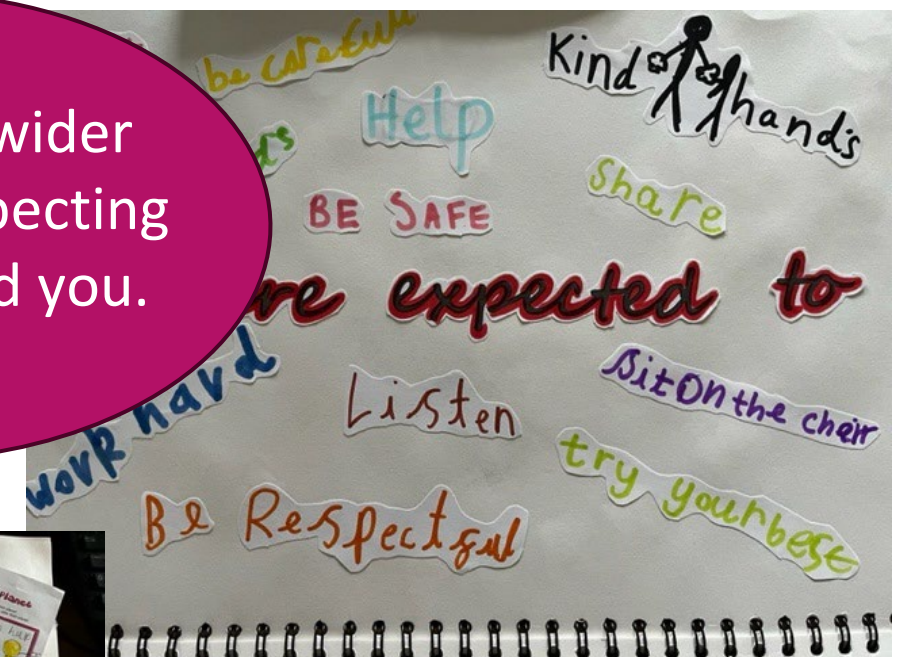


Alexandra Park Junior School

Impact – Year 3



Living in the wider world is ... respecting people around you.



Relationships are ... family, mum, dad and brothers and sisters.

Impact - Year 4

Alexandra Park Junior School

[illegible]

08.09.22

PSHE

Cleaner 	Job Description • They make sure everything everywhere is clean! • They have a mop to clean the floor. • They clean the chairs so they often are sat on. How does this person help me learn? Visually, soundly and get us to	I have heard good things in PHE, and I have loved single parents, and we have learnt job in schools.	TLCCan I be a good school citizen? <u>Steps to Success</u> • I understand who is in my school community the roles they play and how I fit. • I can take on a role in a group and contribute to the overall outcome.  TER Why do we work on a team? 
Teachers 	Job Description • Teach kids • Help people learn • Takes care of children. How do these people help me learn?	but I want to be the coolest and all	Lunchtime Supervisors  Job Description • Supervise children. • Clean the dirty dishes • Supervises the canteen How do these people help me learn?
	Teaching Assistants 	Job Description • Help children learn. • Help with their own work. • Nice and Kind How do these people help me learn?	

27/03/23

Lesson 1 Active
TLC: Can I understand what makes a community.

Steps to success:

- Identify why some people may need to find a new place to live.
- Give examples of how people may feel when moving to a new location.
- Empathise with people facing difficult and complex situations.

Dear Ak

Welcome to Abnorsim park Junior school. I obviously I am your favourite and someone that don't you want get stressed and because you'll come our group. Personally you would love it and especially. We thought when you will have different kind of subjects that will make you. I thought that you would not ever get confused about English because when you go you'll know as the I have told you the right school that you can find and that's all you need to go. I said! We obviously show you around that way. We have lots of games and you can see your interests and your school just got completed. We are in your hands.

Your secretary,
Tables.

Dad

I am writing to inform you that you should come to our school. We are not at a community and we will make you happy. We thought that you had. You should be proud to have English like with that you are a community. I would show you around the school and you will be so happy. We will be like a family.

Writing a letter

P.S.H.E.

Dear Ak, welcome to our school. We are very happy to have you. We will show you around the school. There are many things to see. We have a library, a sports field, and a canteen. We also have a school council. We will be happy to have you. We will be like a family.

Madison
Hoskinson
XOXO

Your teacher, Table 1

The school of the future

Writing a letter

Site Manager

Today we learned about different people have different roles.

Hafsah

I have learnt about people who work in the school.

Zakariyya B

Governors

I have learnt about the school governors and what they do about each other and what we like.

Alia

Parent/Carers

I learnt about the school and what we like.

Jobs

Job Description

- Takes care of the school
- Organises the school
- Plans and looks after the school

Will they be the same as the school?

Job Description

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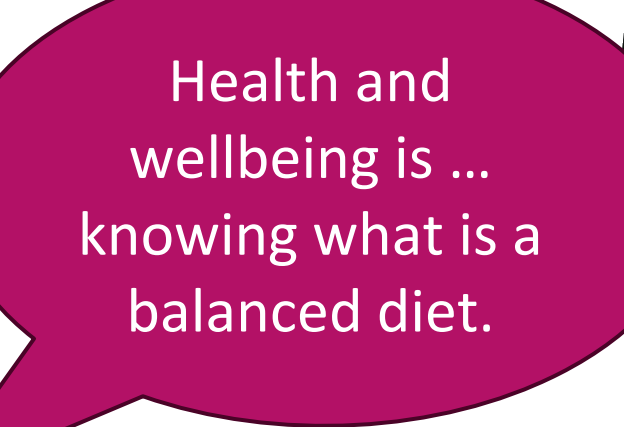
Will they be the same as the school?

Democracy

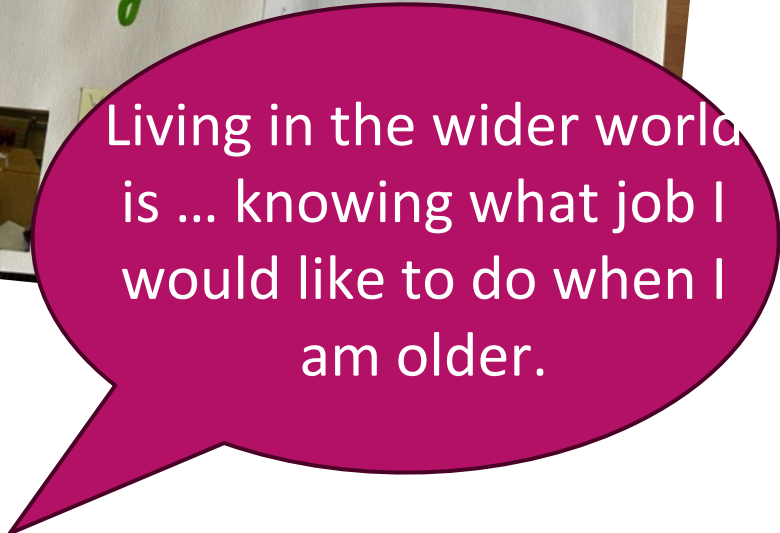
Class rules are important because it makes children try their best and follow them.

Our class rules

1. Speak positively and politely.
2. Be respectful.
3. Responsible with equipment.



Health and wellbeing is ...
knowing what is a
balanced diet.



Living in the wider world
is ... knowing what job I
would like to do when I
am older.

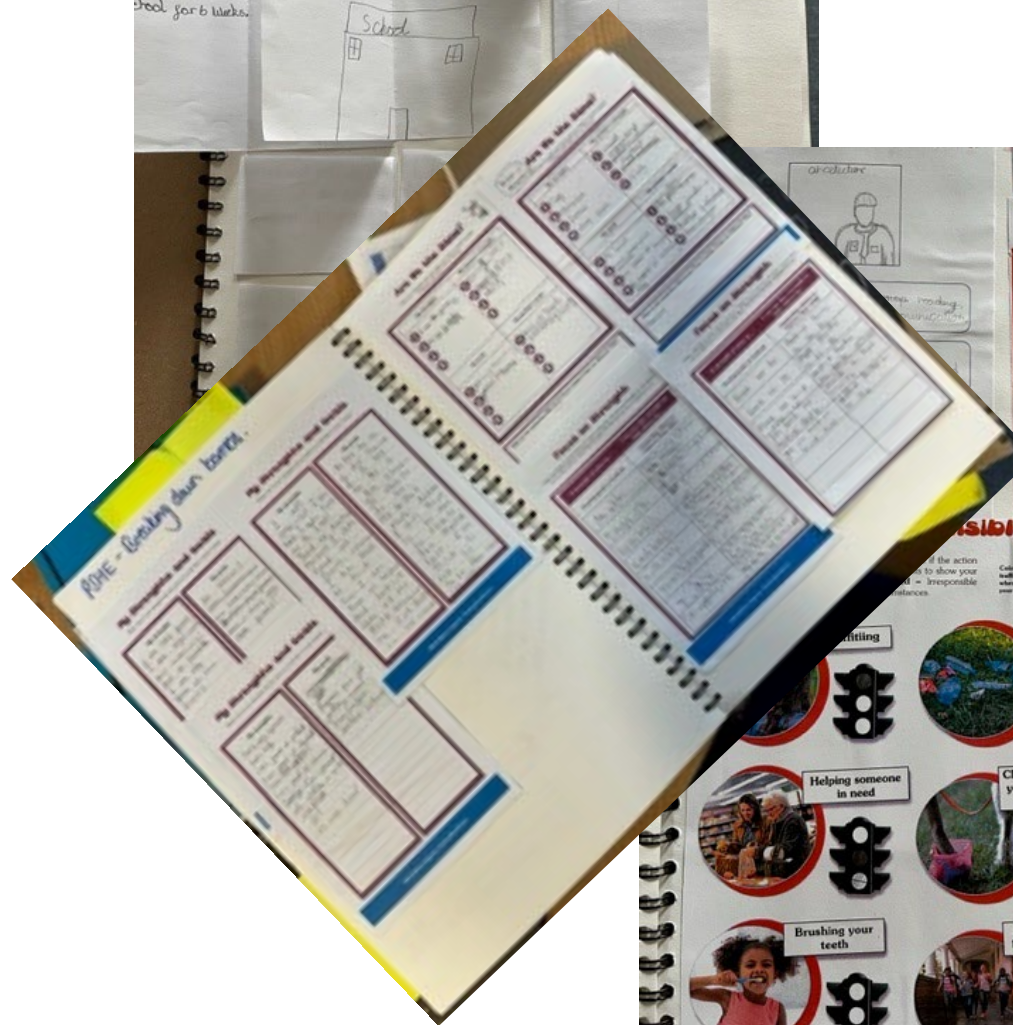
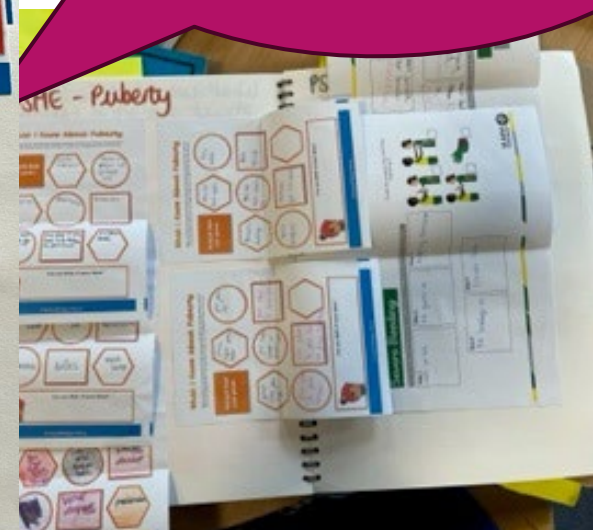
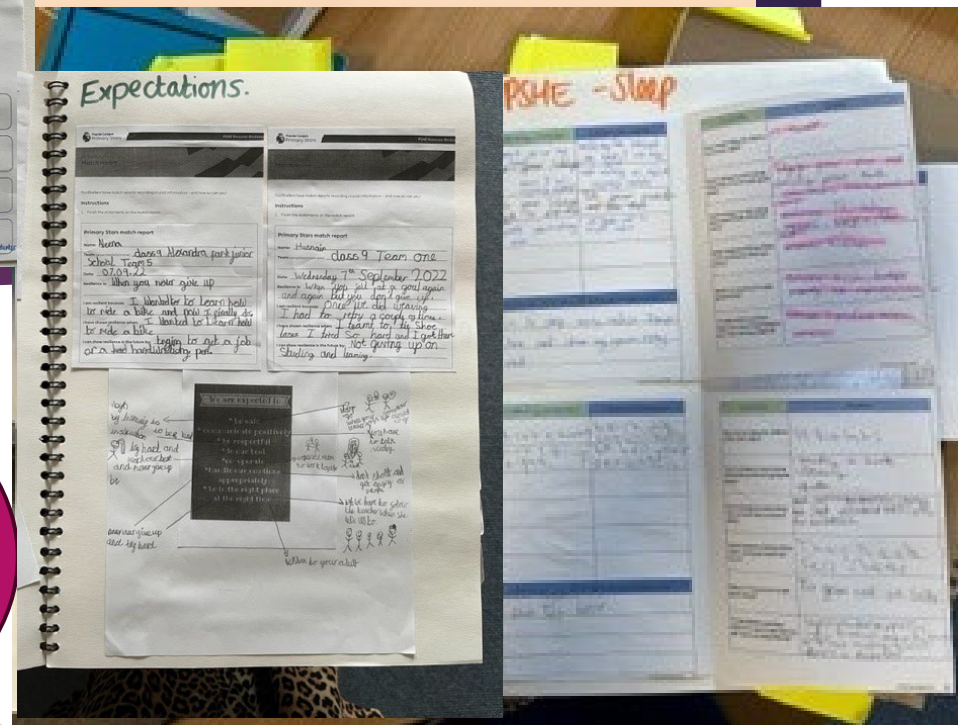
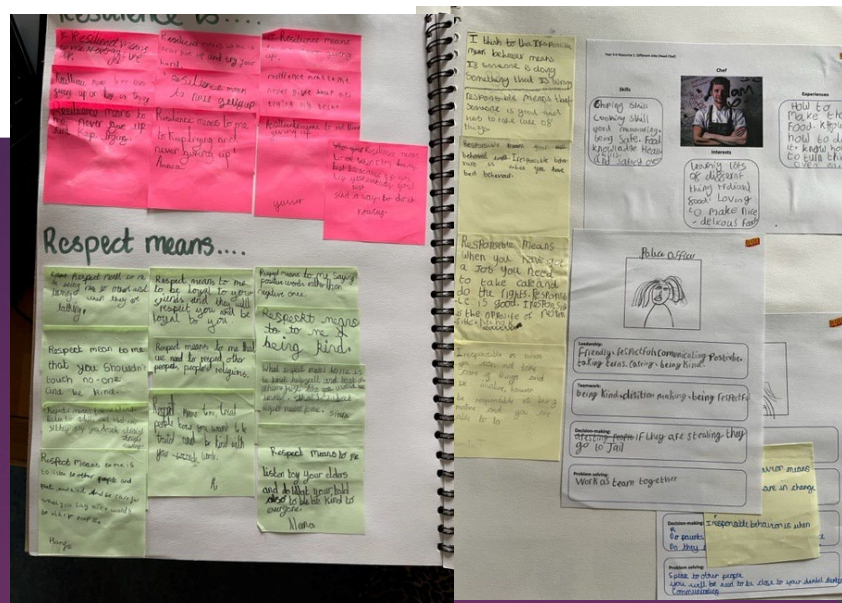
Impact - Year 5

andra Park Junior School

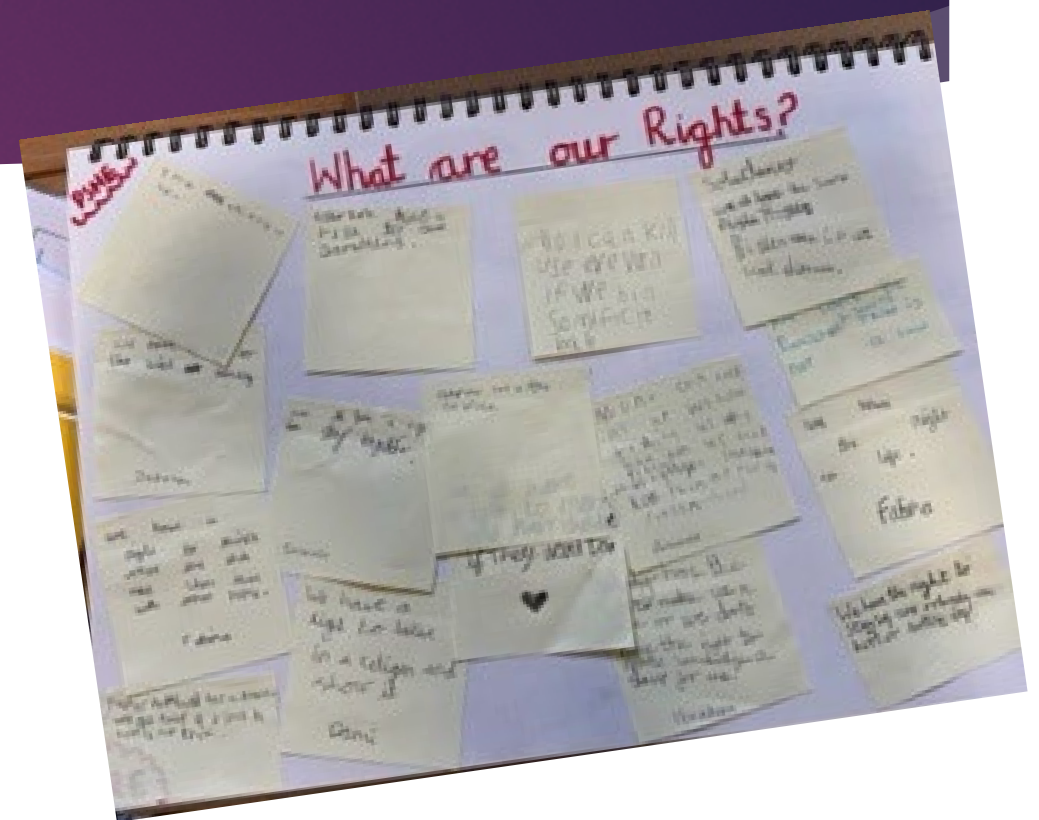
Health and wellbeing is
... knowing what to do
when someone falls
over.

Living in the wider
world is
...understanding how
to keep safe online.

Caring means
...respecting
personal space.



Impact - Year 6



My wider world is ...
understanding what are
our rights and how can we
show belonging.

A relationship is
...respecting
others.

Impact - Displays



Alexandra Park Junior School



Every year group has an RE/PSHE display which displays the British values which is embedded through both these topics.

Each class has an PSHE/ RE display. Prompts, word mats, vocabulary boards and shared writing is added throughout the teaching of a unit.

Children can then use this wall as reference to further develop their understanding. Expectations and standards are set to the same high expectations throughout Alexandra Park.





Alexandra Park Junior School

PSHE – Building relationship across the community and British Values



Miss Booth
Alexandra Park Junior School

May 5



1/7



Miss Booth
Alexandra Park Junior School

May 5



1/3

Year 3, Mrs Seabright and our midday supervisors enjoying the picnic

I hope you all agree our hall looks amazing for the Coronation picnic



Class 11 did exceptionally well performing the choral speaking poems at Queen Elizabeth Hall! We are all proud of you!!



1/2

Good evening everyone.

After such an amazing time at Greengate the lovely and welcoming community.



Miss Booth
Alexandra Park Junior School

Apr 25

Just a reminder that at 2pm today Miss Powers has invited parents in to discuss PSHE

[Translation viewed by 1 parent](#)

13 likes 1 comment 202 views



Like



Comment

Celebrating and leaning about British values across our community. This is shared across our school Dojo site.



We are blown away by the generosity of the Greengate Mosque who raised £550.00. Thank you so much you made us feel so welcome, we loved meeting you all and had a lovely time x

Good afternoon, Keep up to date with Alexandra park PSHE and RSE curriculum. We are having a 'come and chat' afternoon. Join us at 2pm on 25th April.

[Translation viewed by 1 parent](#)

14 likes 3 comments 214 views

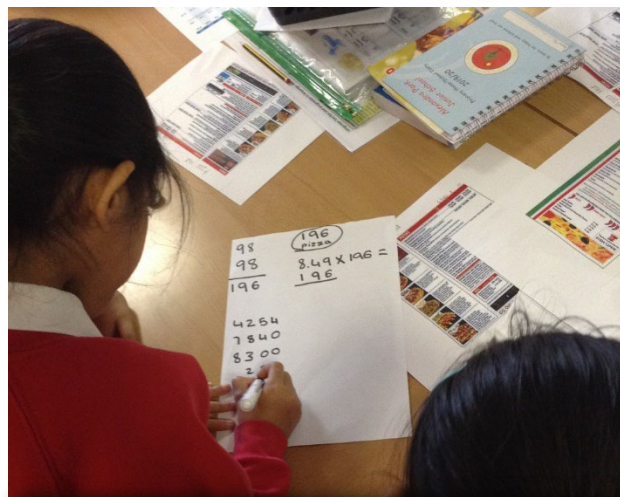
Our Aspirations Day event is a chance to support all children in thinking about their goals.
our amazing range of inspiring visitors , who aim to inspire our children.



1. All photos from Aspirations Day.

Cross Curricular Learning

PSHE is not solely taught in PSHE lessons. There are opportunities to cover this material across the curriculum.



Maths Day –
Money Matters

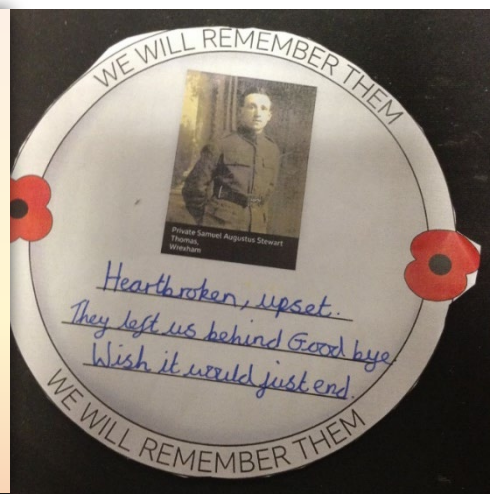


European Languages Day –
MFL & Geography



Show Racism The Red
Card Football
Tournament - PE

Armistice
Day –
History &
English



Holocaust Memorial Day -
History



Assembly Provision

Our assembly provision compliments our curriculum, supporting the development of pupils outside the classroom. We have been very fortunate to have a wide range of visitors as well.



Local MPs



Local Mayor



Local charities



Inspirational speakers



Sporting legends



Stacey Copeland visit

Wider Community

Our children's learning is visible in the good they do in the local community



Taking the knee against racism.

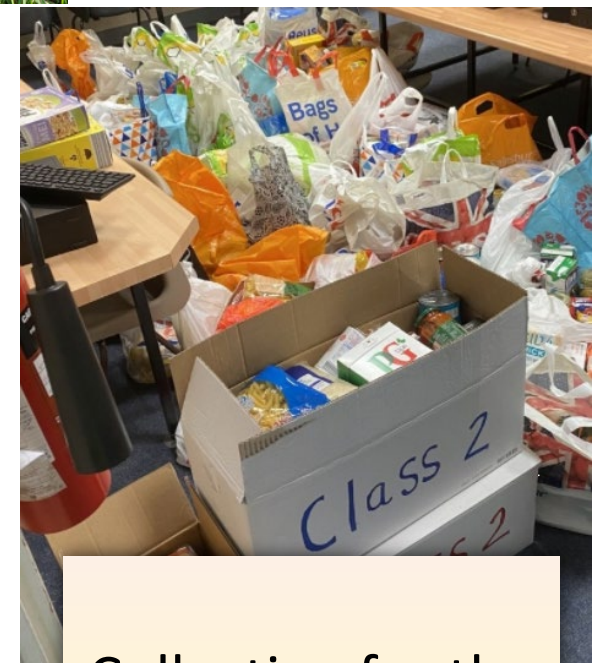


Pebbles in the park for the pebble trail.

NHS Thank You Posters



Banners for the local care home.



Collecting for the food bank

Our range of assemblies have developed knowledge and inspired our children.

Our Topics:

Number day – Maths
Safer Internet Day
World Book Week
Science week
Comic week
Mental Health
Earth day
French day
Neurodiverse
Vocabulary Parade
Diary of a disciple
Spelling bee
Protected Characteristics



Resilience
Anti hate
Foodbank
Remembrance Day
Children in Need
Human rights
Dragons Den
Hanukah (Judaism)
Year 3 – Production
Hogmanay – Scotland
Water Safety
Fasting all faith
Choral Speaking
Year 6 production

Whole School Events

The profile of PSHE is raised in school on a regular basis through a variety of whole school events.



Armistice Day



Anti-Hate Week /
Peace Week



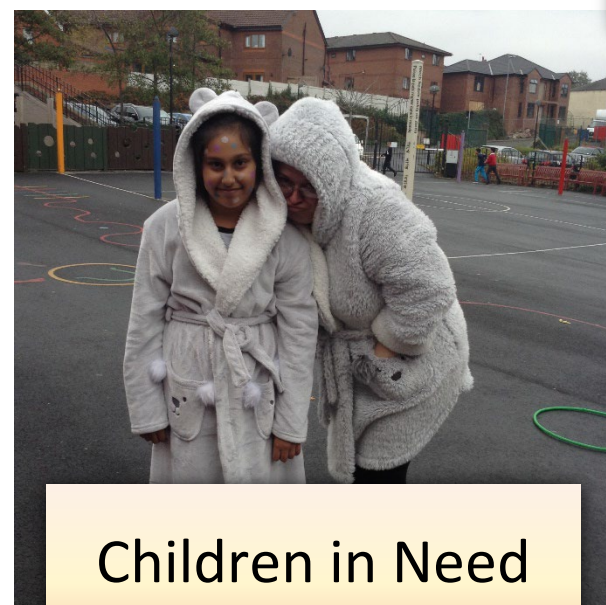
We love Manchester



Bikeability



Red Nose
Day



Children in Need



Dragons Den



Odd Socks Day
(Antibullying Week)