Alexandra Park Primary School

Care, Aspire, Achieve

PSHE

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. Learning about healthy relationships, online harms, mental health and healthy lifestyles will equip 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 as well as the key skills and knowledge set out in the National Curriculum. PSHE supports children forming and maintaining healthy friendships and relationships and enables them to develop the necessary life skills to be a successful member of the community both now and in their future. It is particularly important for children and young people's wellbeing and, in turn, academic achievement.

Our PSHE curriculum is challenging, inspiring and fun. It supports our children to develop their levels of emotional literacy and teaches them how to articulate, with confidence, their ideas and understanding about key themes. 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 that 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 difference, 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-acknowledgement, online relationships.
- Changing Me - including life cycles (plants, animals, humans), body changes, puberty, body image and Sex Education Objectives (Y6).

A typical PSHE lesson would follow the following structure:

- Charter Review - working together agreement reminder.
- Connect Us - game or activity to engender positive relationships, enhance collaboration and develop social skills.
- Calm Me - mindfulness opportunity to relax and calm their bodies and minds to prepare for learning.
- Open My Mind - help the brain to focus on specific learning intentions.
- Tell Me or Show Me - introduction of new knowledge, concept or skill.
- Let Me Learn - activity to manipulate, use and reinforce the new learning and accommodate it to their existing learning.
- Help Me Reflect - opportunity to process, evaluate and consolidate what they have learned.
- Closure - summarise key learning points and signpost where to get more help.

PSHE involves all of our staff all of the time. It is interwoven throughout our entire curriculum and is touched on every day in every lesson: whether that be 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. Knowledge and skills developed by PSHE contributes to pupils' readiness to participate in life in modern, diverse Britain and in a plural world.

Our PSHE units demonstrate seven steps of effective learning: Movement, Games, Creativity, Challenge, Ownership, Meaning and Celebration. Teacher Research Groups (TRGs) enable staff to work collaboratively to plan exciting units of work.

Children have the opportunity to present their learning in a variety of ways during PSHE lessons such as drama, presentations, power point, poster, debate or an assembly.

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 people within these groups.
We address this in a number of ways, such as through our carefully timetabled assemblies that address respect and tolerance and through the class texts that we use across the curriculum. We also ensure that our curriculum is planned and delivered in order that children learn about these protected characteristics in an age appropriate manner.
Our PSHE units include teaching of 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 are as follows:

Reception	● Families ● Standing up for yourself
Year 1	● Similarities and differences ● Understanding bullying and 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, difference as celebration

Spiritual, moral, social and cultural development

- Spiritual development: Spiritual development refers to the aspects of the child's spirit which 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 where these questions can be addressed to show they are important.
  Collaboration - utilising lesson techniques which engender group collaboration and communication such as circle time, debates, group investigations and Kagan techniques.
  Reflection - providing a space to reflect on pupils' own values and views, as well as those of others, and to 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, and to act 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 includes exploring:
  Shared values - opportunities to consider values which are or should be part of society, such as those associated with right and wrong, treatment of others or diversity.
  Idealised concepts - topics which 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 great influence on individuals of family, friends, the media and wider society.

Fundamental Great 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 so that they can take their place successfully in modern British society. We promote a respect for and understanding of different faiths, cultures and lifestyles. The spiritual, moral, social and cultural development of each child is central to everything that we do as a school and central to our vision of "Care, Aspire and Achieve". This is evidenced through our teaching and learning, our inclusive environment and through the many opportunities provided for our children to understand democracy, law, liberty, mutual respect and tolerance.

- Our PSHE curriculum supports the following British values:
  Mutual tolerance: we do not accept intolerant attitudes to members of the community. Attitudes which reject other people on the basis of race, faith, gender, sexual orientation or age are rightly challenged. PSHE challenges children and young people to be increasingly respectful and to celebrate diversity.
  Respectful attitudes: PSHE focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity.
  Democracy: In PSHE pupils learn the significance of each person's ideas and experiences through methods of discussion. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence the wellbeing of others.
  Individual liberty: In PSHE pupils consider questions about identity, belonging and diversity, learning what it means to live a life free from constraints.

Assessment

- At Alexandra Park Primary School assessment is an integral part of the teaching process. At the beginning of each theme, a baseline assessment is undertaken by pupils. This could be in the form of: questioning, drama, mind maps, sorting activities, etc. These are then revisited at the end of the theme to show progress in learning and inform teacher judgements regarding next steps, planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy. Teachers monitor progress and adjust their teaching accordingly through their weekly planning. Medium term plans are adapted based on assessments.

Collecting Evidence

- At Alexandra Park Primary School, we believe that all pupils should have the opportunities to share their pupil voice. We do this in a number of ways. The curriculum allows opportunities for pupils to develop the skills, knowledge and understanding when using their pupil voice. The subject leader finds out pupils' opinions about the teaching of PSHE and the content covered through interviewing selected pupils during lesson observations. The subject leader acts upon the comments and suggestions of pupils wherever possible.

Aspire Opportunities

- At Alexandra Park Primary School, we offer a variety of enrichment activities to engage the children and support their PSHE learning. These include: visits from emergency services and visits from the school nurse.

- Throughout the year children experience theme days/weeks such as Diversity Day, E-safety day, Children's Mental Health Week, Anti-Bullying week, Road safety workshops and a 'Bang a Drum' company come into school to broaden the children's experiences of other cultures and beliefs. We have a Green Week each year which develops the children's understanding of environmental issues and how to care for and improve our school environment. This is led by our Eco Team.

Targets for 2023-24

- Support school and staff to implement the new Jigsaw PSHE Scheme and develop units of work
- Support staff to further develop assessment tools for each unit of work, including COLAs (Consolidation of Learning Activities)
- Ensure our own CPD is up to date, specifically in relation to Statutory Requirements of RSHE.

Longer-term targets

- To plan a variety of Aspire experiences based on the units of work for each year group.

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 think about all pupils and how to enable access for all.

There are four Broad Areas of Need and we understand that these can present as multiple and overlapping. Class teachers are supported by the SENCo to identify individual students with SEND, in liaison with parents and carers. Subject leaders work with the SENCo to ensure that curriculum provision for SEND learners raises aspiration and enables access to all.

- Cognition and Learning Difficulties
- Social, Emotional and/or Mental Needs
- Communication and Interaction Needs
- Sensory and/or Physical Needs

At Alexandra Park Primary School, the most commonly identified SEND need is: **Cognition and Learning**

In addition to HQT (High Quality Teaching) strategies to support inclusion (linked to advice within Stockport's Entitlement Framework), the following approaches are embedded in good curriculum design to target these learner groups:

At Alexandra Park Primary School, we recognise that our PSHE curriculum plays an important role for our learners with SEND — imparting the practical skills, understanding and knowledge they need to lead creative and fulfilling lives and enjoy safe and healthy relationships. The PSHE association states that 'Pupils with SEND are at greater risk of abuse and exploitation. Young people with SEND face greater barriers to having personal and sexual relationships and that meeting people is more difficult and social isolation is common.' We believe that developing the communication skills, vocabulary, strategies and confidence to help identify and manage these challenges is crucial.

Our PSHE lessons provide an inclusive environment where all pupils feel comfortable and safe. We have a spiral curriculum where topics are revisited several times. Our lessons include opportunities for discussion, group work, role play, circle times and real-life examples. Any differentiation is by delivery method rather than content in order to support learners to…rather than protecting learners from. We ensure that people with disabilities and additional needs are represented in resources.

