

# PSHE at Alexandra Park

# Alexandra Park



Alexandra Park Junior School

**Disciplinary Knowledge:** is taken from the PSHE association and one decision, which is driven by disciplinary questions.

**Substantive Knowledge:** the curriculum and units are adapted to suit the needs of each year group and the teachers, along with the subject lead, research which is the best way to do this.

**Personal Knowledge:** is applied throughout where the children can reflect and make links.

# Intent



Our personal, social and health education (PSHE) programme runs alongside our relationships, sex and health education (RSHE) programme, which promote children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge and understanding they need to lead confident, healthy and independent lives and to become informed responsible citizens.

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and health lives. This includes giving them all the skills they will need to survive in the modern world.

# Intent



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 characteristic



# 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.



Alexandra Park Junior School

# Implementation

PSHE is delivered with a whole school approach which includes:

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

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

Circle Time sessions

Assembly program

PSHE themed weeks & school events

Pastoral care team

Visiting speakers (both in class and assemblies)

Access to intervention where appropriate

Enrichment

# Impact



'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.

Impact measured through a variety of ways, including:-

## Spotlight

- book scrutinies
- planning scrutinies
- learning walks
- lesson observations and pop-ins
- staff and pupil voice questionnaires
- data analysis (December and June)





# 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.



# RSHE within PSHE

Alexandra Park recognise 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 pupils.

Relationships education is defined as education to teach pupils the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships and relationships with other peers and adults. It should include learning about the emotional, social and physical aspects of growing up, enabling pupils to become fully functioning well rounded young adults. It is important that as part of this education, children know the correct names for the parts of their bodies, as well as the different functions of their bodies, and feel reassured that it is natural to be curious about their bodies. The knowledge they will gain as part of this education will support their wellbeing and attainment in the future and prepare them for the RSHE curriculum at secondary school. The aim of RSHE is to prepare children for the wider world, allowing them to live in a safe environment as well as discuss a variety of sensitive topics including puberty, attraction, bereavement, sickness, personal safety and life transitions. For Primary children, the focuses of the curriculum are relationships and health education, rather than sex education.



# 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.

## PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
	Positive friendships, including online	Responding to hurtful behaviours; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressures; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

# Progression of Knowledge and Skills

To support the PSHE thematic model we use '1 decision.' site 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



# Progression of Knowledge and Skills

Each unit is supported with intended outcomes for the unit.

SUBJECT: PSHE		Year 4
TOPIC: Health and Wellbeing		
I can discuss maintaining a balanced lifestyle, oral 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
		
Friendships Healthy Roles Follower Pressure Guilt Choices Lifestyle Balanced diet Carbohydrates Calorie Household product Medicine Allergy vaccine	Peer Pressure Anxiety Conscience Disease Blood pressure Vital organs Inappropriate Nervous Immune Bacteria Virus	<u>Alcoholism</u> Assertive Addiction Saturated fat Dose Caffeine Legal drug Alcohol Nicotine/tobacco
<div>What is a healthy lifestyle (physical and mentally)?</div>		

Each unit is supported with a progression of vocabulary

Each unit is supported with a starter question where the children write what they know. This question is revisited at the end of the unit. Where they children will add what they have discovered. Using a different coloured pen so that it is easily identifiable.





Alexandra Park Junior School

# PSHE - Non-negotiables



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, the first session is books based using a knowledge mat. Followed by 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.

\*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.

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

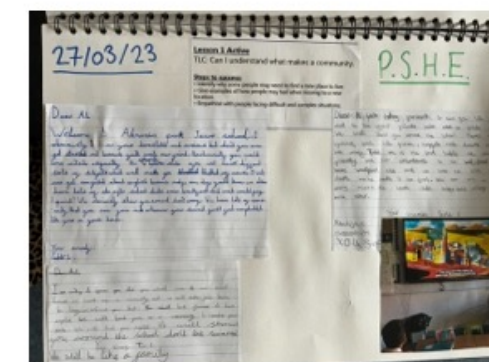
PSHE active lessons to have a TLC and Date.

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

## Health and Wellbeing - Year 4 - Term Autumn

Subject Specific Vocabulary		Exciting Books
Word	Definition	
Lifestyle	someone's way of living; the things that someone or particular group of people usually do	
Hygiene	the degree to which people keep themselves or their surroundings clean, especially to prevent disease	
Onit	spelling and risk writers	
Emotions	relating to the emotions	
Medicine	treatment for disease or injury, or the study of this	
Wellbeing	the state of feeling healthy and happy	
Cross-Curricular Links		
Religion and world views - Understanding how faith can work together. PE - Team work, understanding the role of law. Computing - Internet safety. Reading - Understanding different relationships, cultures from a range of book genres. History - Understanding the conditions families people have made to society today.		
Reflection Questions: How do I maintain a balanced lifestyle? How do I maintain my hygiene and dental care? What are the physical and emotional changes in puberty including running, swimming, growing, and personal hygiene routines? I can discuss what are medicines and household products including drugs common to everyday life. What are drugs?		

SUBJECT: PSHE		Year 4
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	Gold Words	Step-on Words
 Healthy Balance Fitness Hygiene Lifestyle Balanced diet Carbohydrates Protein Household products Medicine Therapy Vaccine	 Healthy Balance Fitness Hygiene Lifestyle Balanced diet Carbohydrates Protein Household products Medicine Therapy Vaccine	 Healthy Balance Fitness Hygiene Lifestyle Balanced diet Carbohydrates Protein Household products Medicine Therapy Vaccine
What is a healthy lifestyle (physical and mental)?		





# PSHE in year 3

PSHE

Health and wellbeing.

Relationships

Year 3

- Families and friendships
- Safe relationship
- Respecting ourselves and others.

I can say what makes a family and the features of family life.

I can discuss personal boundaries and understand the impact of hurtful behaviour.

I can recognise respectful behaviour and the importance of self-respect, courtesy and to be polite.

Concepts, Components, Composites

Living in the wider world.

Year 3

- Belonging to a community
- Media literacy and digital resilience
- Money and work

I can describe the values of rules and laws, rights, freedoms and responsibilities.

I understand how the internet is used, assessing information online.

I can discuss different jobs and skills, job stereotypes, and set personal goals.

Concepts, Components, Composites

I can discuss health choices and habits, what affects feelings and expressing them.

I can express my personal strengths and achievements and discuss managing and reframing setbacks.

I can discuss risks and hazards, find out about safety in the local environment and unfamiliar places.

Concepts, Components, Composites

Page | 3

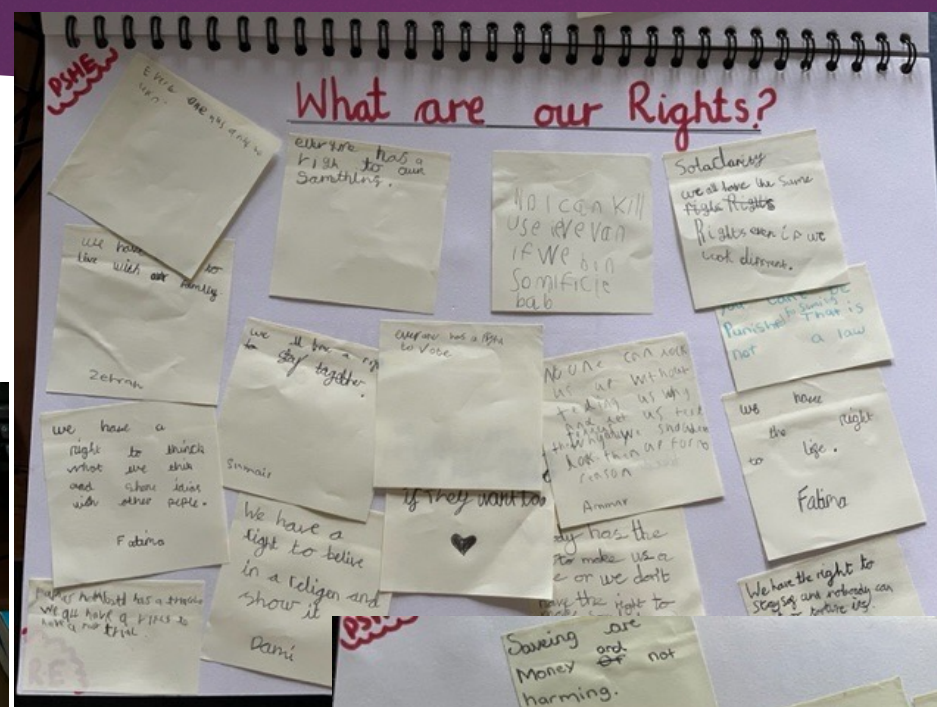
PSHE

Page | 1

Each year group has the overarching components driving the topic forward



# PSHE - Year 3







# PSHE in year 4

## Relationships

Year 4

- Families and friendships
- Safe relationship
- Respecting ourselves and others.

I can say what makes a positive friendship and families.

I can discuss how to respond to hurtful behaviour. I can manage risks confidentially online, while recognising these risks.

I can respect differences and similarities, discussing them sensitively.

Concepts, Components, Composites

PSHE

## Health and wellbeing.

Year 4

- Physical health and Mental wellbeing
- Growing and changing
- Keeping safe

I can discuss maintaining a balanced lifestyle, oral hygiene and dental care.

I can understand the physical and emotional changes in puberty including naming external genitalia and personal hygiene routines.

I can discuss what are medicines and household products including drugs common to everyday life.

Concepts, Components, Composites

Page | 3

## Living in the wider world.

Year 4

- Belonging to a community
- Media literacy and digital resilience
- Money and work

I can describe what makes a community along with shared responsibilities.

I understand how data is shared and used.

I can discuss how to make a decision about money including using and keeping money

PSHE

Page | 1

PSHE





Alexandra Park Junior School

# PSHE - Year 4

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.

**P.S.H.E.**

Dear Ali

Welcome to Alexandra Park Junior School. I obviously I hear your heartbreak and anxiety but don't you ever get stressed out because you'll create new friends. Technically you would have friends already. The 45 minutes after you will have different sorts of subjects that will make you thoughtful. Don't ever get confused about English because every day you'll know what have to do. After school club even breakfast club which would pay 1 pound! We obviously show you around don't worry. We have lots of community that you can join in whenever you want just get comfortable like you in your house.

Your friendly  
Tables.

D.A.

I am writing to inform you that you shall come to our school house in a week as a community and we will make you learn to be happy and relaxed. You shall look forward to being English. We will look after you as a community to make you feel like you are at home. We will look after you. We will look after you around the school don't be so. You family too!

We will be like a family

Dear Ali, welcome to Alexandra Park Junior School. I am writing to inform you that you shall come to our school house in a week as a community and we will make you learn to be happy and relaxed. You shall look forward to being English. We will look after you as a community to make you feel like you are at home. We will look after you. We will look after you around the school don't be so. You family too!

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We will be like a family

18.03.23

**Class 5 Rules**

- No talking when teacher or child are talking.
- Concentrate in class.
- Respect everyone in school.
- Share your emotions.
- Keep hands to yourself.
- Hands up to speak.
- No Shouting.
- Be responsible for Learning.
- Ask questions.
- Keep equipment safe.
- Keep class tidy.

**P.S.H.E.**

**Lesson 2: Active**  
TLC: Can I understand how to make decisions about money: using and keeping money safe.

Steal the money you need from on adult or home package they don't miss it.

Make a plan that will help you save or spend the money you need.

Cry a lot and have someone buy it for you.

The Sitting Room

07.09.22

**Class 5 Rules**

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- Concentrate in class.
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Make a plan that will help you save or spend the money you need.

Cry a lot and have someone buy it for you.

The Sitting Room





Alexandra Park Junior School

## PSHE - Year 4

08.09.22

Steps to Success

- \*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.

School Community Role Cards - Year 4 - Phase 2

**Sports Coach**

Job Description: helping children to play games.

I take responsibility for my learning by giving my best effort.

**Head Teacher**

Job Description: to make sure everyone is happy, to make sure the school is safe, to make sure all the children are happy.

I take responsibility for my learning by helping others.

**Lunchtime Supervisors**

Job Description: make sure everyone has a safe lunch, to make sure everyone is happy.

I take responsibility for my learning by helping others.

P.S.H.E

Positive	Negative
Sharing	Bullying
Talking about others	Being selfish
Being kind	Arguing all the time
Taking turns	Telling lies
Thinking about others	Getting my friend into trouble
	Not listening

Positive: Sharing, talking about my favourite topic, being kind, taking turns, thinking about others.

Negative: telling tales, being selfish, not listening, talking all the time, arguing all the time, stealing, bullying.

08.09.22 PSHE

TLC Can I be a good school citizen?

Steps to Success

- \*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.

**Cleaner**

Job Description: They make sure everything is clean. They have a mop to clean the floor. They clean the chairs so then when we sit on our chairs our bottoms don't get dirty.

I have heard from my PHE, and I have heard from school parents. And we have heard from school.

**Teachers**

Job Description: Teach kids. Help people learn. Takes care of children.

How do these people help me learn?

**Lunchtime Supervisors**

Job Description: Supervise children. Clean the dirty dishes. Supervise the cooking.

How do these people help me learn?

**Teaching Assistants**

Job Description: Help children learn. Help teacher give out paper. Nice and kind.

How do these people help me learn?

09.09.22 PSHE

TLC Can I understand how groups come together?

Steps to Success

- \*I know how democracy works through the school council.
- \*I know how to recognise my contribution to making it a better place for the whole school.

Why are everyone's opinions important?

Class roles are important because we are good and good at things.

Class roles are important because we are good and good at things.





Alexandra Park Junior School

## PSHE - Year 4

07.09.22



TLC: Can I understand how to be a good team?  
STS:  
I know my attitudes and actions make a class team.  
I know how good it feels to be included in a class team.  
I understand how it feels to be excluded.  
I feel welcomed and valued.

## Democracy



Class rules are important because it makes children try their best and I make them behave.

We must have school rules so we can learn the rules.

### Our class rules

1. Speak positively and politely.
2. Be respectful
3. Responsible with equipment
4. Always help others
5. Be gentle
6. Co-operate



Today we learned about different people who have different roles.

Hafsah

I have learnt about people who work in the school.

Zakariyya B



I learnt about the school community and jobs. We learnt about each other and what we like.

Alia

I learnt different jobs and roles in the school.

Fahia

### Site Manager



### Job Description

- Takes care of school
- Organises furniture
- Opens and locks

How do these people help me learn?

To acted out jobs and what there is  
Rehan

Be learning some jobs and what there is  
Zoya

### Governors



### Job Description

- Has meeting
- Give orders
- speaks to parent and children

How do these people help me learn?

### Parents/Carers



### Job Description

- They take care of children
- provide them with food
- Help them with health

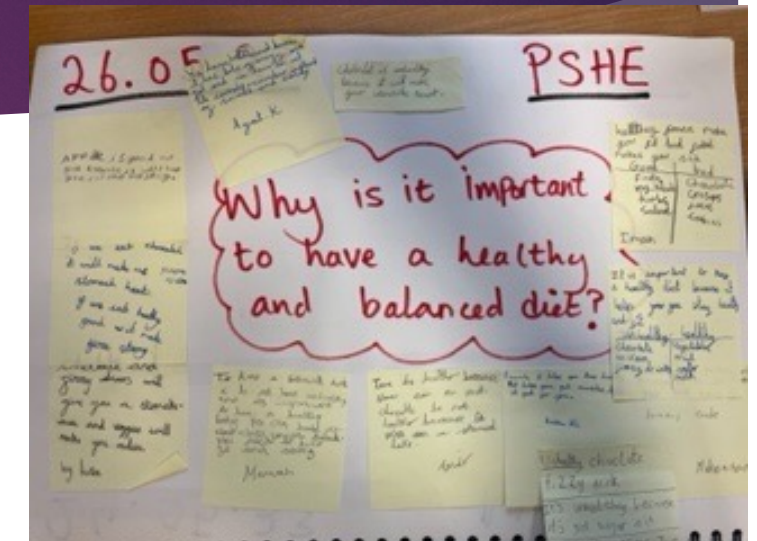
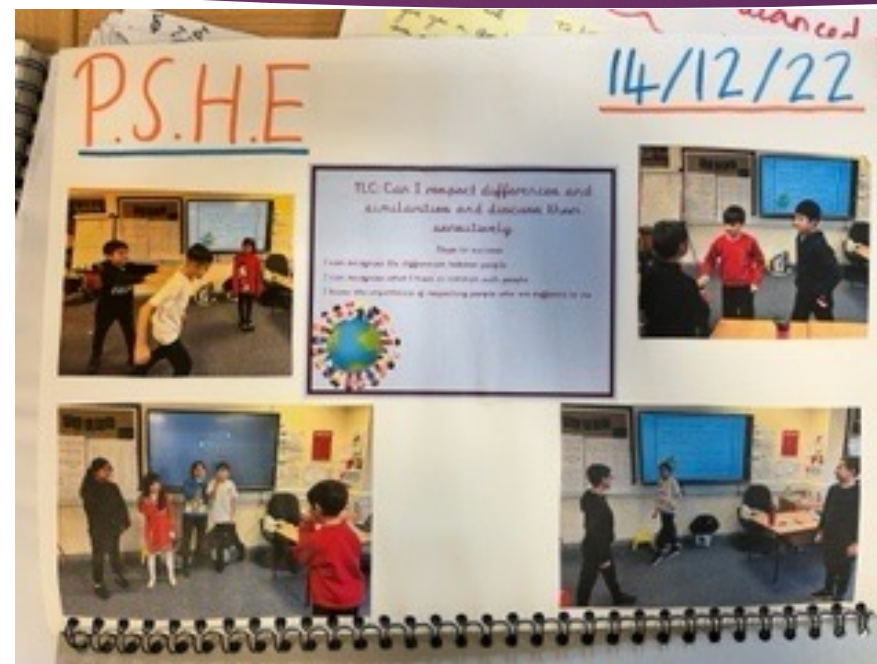
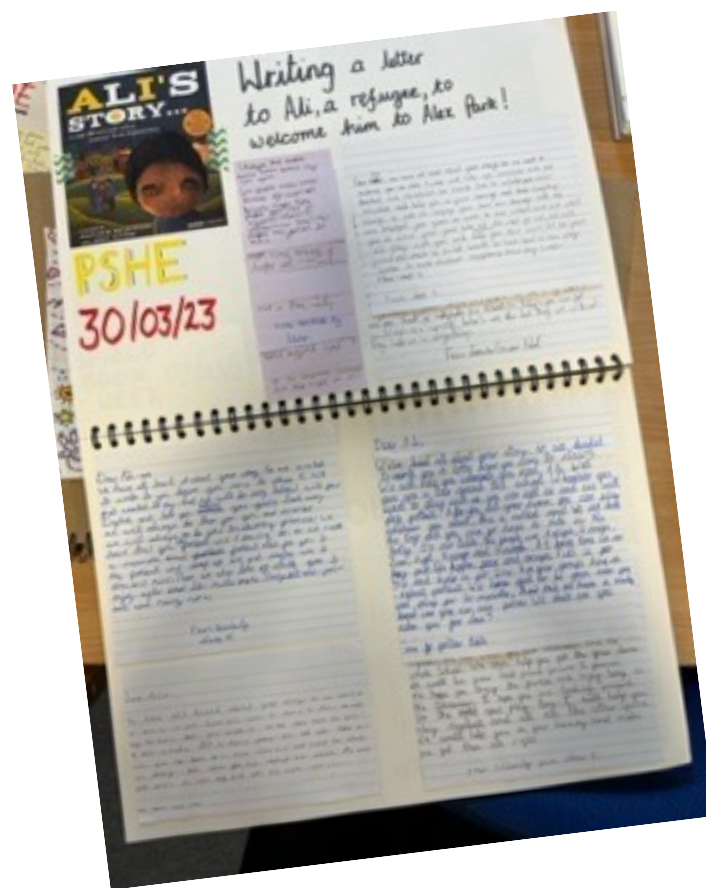
How do these people help me learn?





Alexandra Park Junior School

# PSHE - Year 4







# PSHE in year 5

PSHE

## Relationships

Year 5

- Families and friendships
- Safe relationship
- Respecting ourselves and others.

I can manage friendships and peer influences.

I can discuss physical contact and feeling safe.

I can respond respectfully to a wide range of people recognising prejudice and discrimination.

Concepts, Components, Composites

Page | 1

## Living in the wider world.

Year 5

- Belonging to a community
- Media literacy and digital resilience
- Money and work

I can describe how we can protect the environment. I know how to show compassion toward others.

I understand how information online is targeted by different media types (news, social, forums etc)

I can identify job interest and aspirations. Including influences over career choices, and Workplace stereotypes.

Page | 2

Concepts, Components, Composites

PSHE

## Health and wellbeing.

Year 5

- Physical health and Mental wellbeing
- Growing and changing
- Keeping safe

I can discuss healthy sleep habits, sun safety, medicines, vaccinations, immunisations, and allergies.

I can understand what is meant by personal identity, along with recognising individuality and different qualities including mental wellbeing.

I can discuss how to keep safe in different situations, including responding to emergencies, first aid and FGM.

Concepts, Components, Composites

Page | 3





Alexandra Park Junior School

## PSHE - Year 5

### Expectations.

Primary Stars match report

Name: Amna

Team: class 9 Alexandra park junior

School: Team 5

Date: 07.09.22

Resilience is: when you never give up

Primary Stars match report

Name: Huain

Team: class 9 Team one

Date: Wednesday 7th September 2022

Resilience is: when you fall at a goal again and again but you don't give up

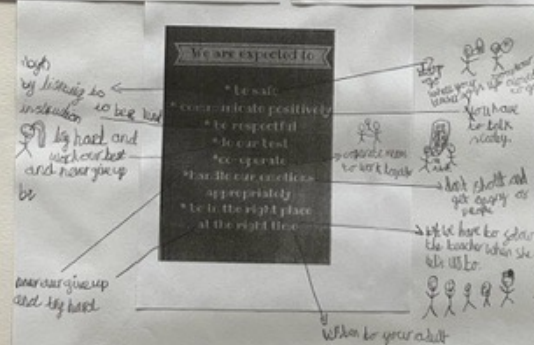
Primary Stars match report

Name: Huain

Team: class 9 Team one

Date: Wednesday 7th September 2022

Resilience is: when you fall at a goal again and again but you don't give up



### Manners are...

Manners mean to me, it's saying please and thank you, and helping others.

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Resilience is...

Resilience means to me, it's saying please and thank you, and helping others.

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### Respect means....

Respect means to me, it's saying please and thank you, and helping others.

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Respect means to me, it's saying please and thank you, and helping others.

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Alexandra Park Junior School

# PSHE - Year 5

**responsible behaviour**

Place the numbers on the continuum line where you think the statements belong. The first one has been completed for you.

**Looking Out for Others**

Place the numbers on the continuum line where you think the statements belong. The first one has been completed for you.

**CARING/CONSIDERATE**

1. Helping someone who has fallen over.

2. Helping a teacher that someone has fallen over in the playground.

3. Helping someone who is lost.

4. Helping a friend who is sad.

5. Helping a friend who is angry.

6. Helping a friend who is nervous.

7. Helping a friend who is shy.

**UNCARING/INCONSIDERATE**

1. Helping a friend who is shy.

2. Helping a friend who is nervous.

3. Helping a friend who is angry.

4. Helping someone who is lost.

5. Helping a teacher that someone has fallen over in the playground.

6. Helping someone who has fallen over.

7. Helping a friend who is sad.

**Is This Responsible?**

Look at the images and read their descriptions. Decide if the action is responsible or irresponsible. Colour the traffic lights to show your decisions. **Green** = Responsible behaviour, **Red** = Irresponsible behaviour, and **Amber** = Depends on the circumstances.

**Graffitiing**

**Littering**

**Helping someone in need**

**Clearing up after your pets in the park**

**Brushing your teeth**

**Running in a busy corridor**

**Teacher**

**Leadership:** being nice and kind, being helpful, kind, nice.

**Teamwork:** work being to make things.

**Decision-making:** taking talk to make things.

**Problem solving:** talk to other teachers to help you.

**Elton**

**Leadership:** Kind, do to best, be calm, communicating positive.

**Teamwork:** Be nice even help teacher, teamwork, be nice.

**Decision-making:** who to go forward, tell more, defers to go.

**Problem solving:** Speak to teacher, tell everyone what to do, tell them how to win.

**Reh a**

**Leadership:** Kind, calm, nice, not to bossy and care.

**Teamwork:** Co-operating skills and teamwork skills.

**Decision-making:** hear even on idea and giving different opinions.

**Problem solving:** I might need lots of people.

**I think to be responsible means...**

Someone is doing something that is wrong.

Responsible means that someone is good and has to take care of things.

Responsible means good and bad behavior. Irresponsible behavior is when you have bad behavior.

**Responsible Means**

When you have got a job you need to take care and do the right. Responsible is good. Irresponsible is the opposite of responsible. Making mistakes.

**Irresponsible is when you don't take care of things and be in trouble, however be responsible is being mature and you are able to do.**

**Skills**

Chopping skills, cooking skills, good measuring, being safe, food knowledge, health and safety.

**Experiences**

How to make the food. Know how to do it, know how to turn the oven on.

**Interests**

Leading lots of different things, making good, loving to make nice, delicious food.

**Police Officer**

**Leadership:** Friendly, respectful, communicating positive, taking turns, caring, being kind.

**Teamwork:** being kind, decision making, being respectful.

**Decision-making:** arresting people if they are stealing they go to jail.

**Problem solving:** Work as a team together.

**What means**

are in charge.

**Decision-making:** responsible behavior is when you make good choices.

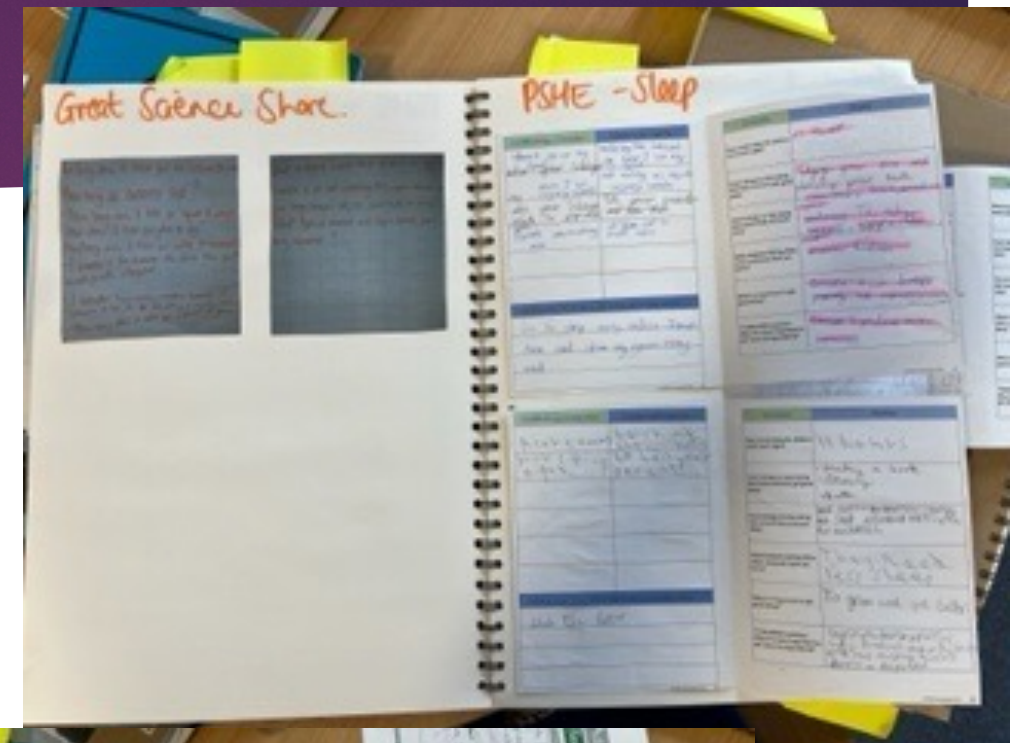
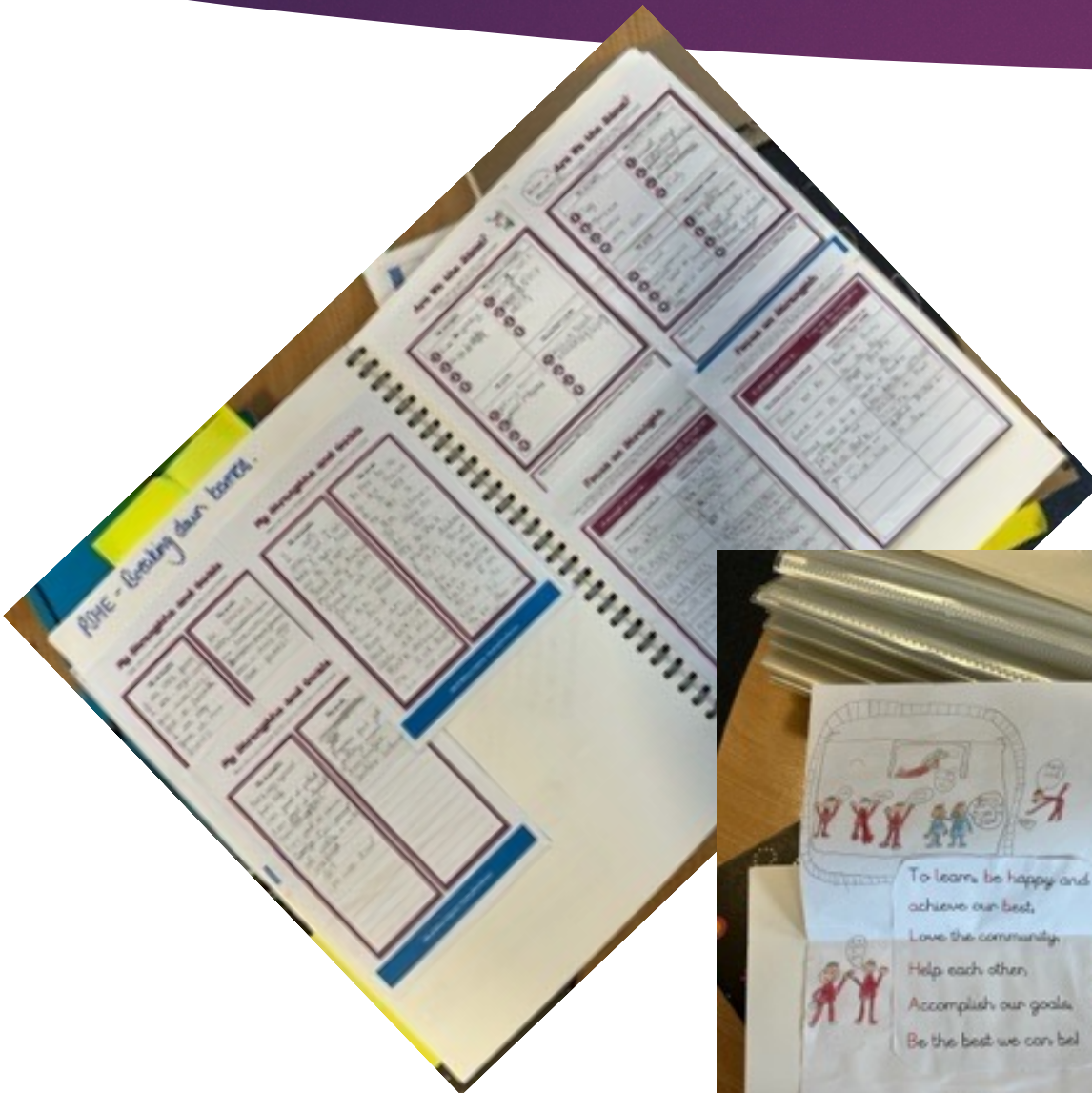
**Problem solving:** Speak to other people, you will be able to be close to your dream, better communicating.





Alexandra Park Junior School

## PSHE - Year 5





# PSHE in year 6

PSHE

PSHE

## Health and wellbeing.

Year 6

- Physical health and Mental wellbeing
- Growing and changing
- Keeping safe

I can discuss what affects mental health and ways to take care. I can manage change, loss and bereavement and time online.

I can understand human reproduction and birth. I use my knowledge of the transition.

I can discuss how to keep personal information safe. I know about regulations and choices about drugs, the law and the media.

Concepts, Components, Composites

## Living in the wider world.

Year 6

- Belonging to a community
- Media literacy and digital resilience
- Money and work

I can value diversity by challenging discrimination and stereotypes.

I can evaluate media sources by sharing things online.

I can identify influences and attitudes towards money and financial risk.

Concepts, Components, Composites

## Relationships

Year 6

- Families and friendships
- Safe relationship
- Respecting ourselves and others.

I understand attractions to others. The idea of romantic relationships, civil partnership and marriage.

I can recognise and manage pressure and consent in different situations.

I can express opinions and respect other points of view, including discussing topical issues.

Concepts, Components, Composites







# Our next steps



- Embed the thematic PSHE across the school.
- Embed knowledge / vocabulary./assessment across the school to ensure consistently .
- Develop teacher knowledge through one-to-one planning time with PSHE lead.
- Continue to build relationships with parents through PSHE workshops. termly meetings.
- Develop after school provision to support PSHE e.g. First Aid Club, Mindfulness etc

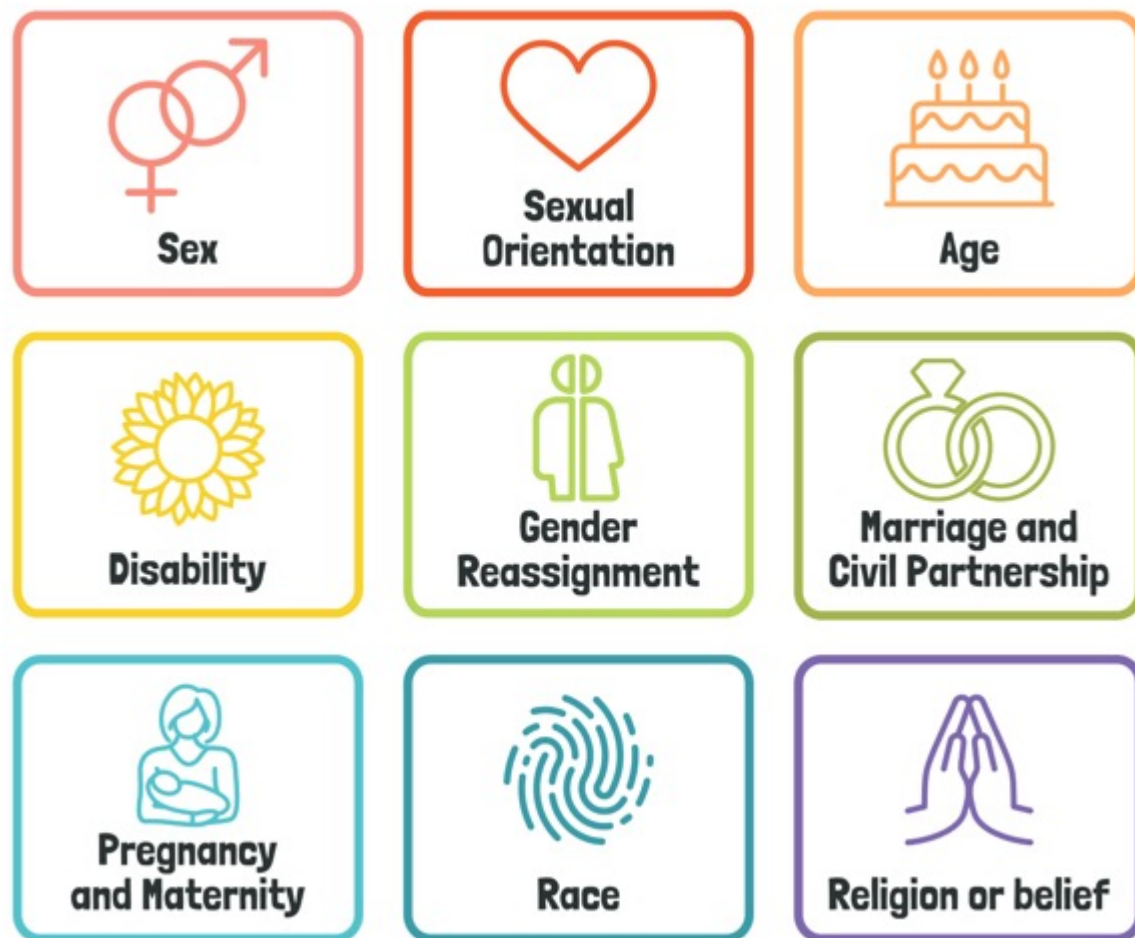
Our range of assemblies has developed knowledge and inspired our children.

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

# PSHE – Protected characteristics



## Age

Discrimination against people based on their age can be referred to as **ageism**.

## Disability

Discrimination against people based on disability is referred to as **ableism**. It is typically based on irrational hatred, intolerance and fear of people with disabilities.

## Gender reassignment

**Transphobia** is prejudice and discrimination against people who identify as or are perceived to be transgender. It is typically based on irrational hatred, intolerance and fear.

## Marriage and civil partnership

It protects people with a formal legal partnership with someone either of the same sex or opposite sex.

## Pregnancy and maternity

A person can't be treated unfavourably, for example not being given a promotion at work, because they are pregnant or have recently given birth.

## Race

Prejudice and discrimination against people based on the colour of their skin or the racial or ethnic group to which they belong is referred to as **racism**.

## Religion or belief

The Equality Act 2010 protects people against discrimination based on their **religion or beliefs**.

## Sex

The Equality Act 2010 protects people against discrimination based on their **biological sex**. Prejudice and discrimination against people based on sex or gender is referred to as **sexism**.

## Sexual orientation

**Homophobia** is an umbrella term for prejudice and discrimination against people who identify as or are perceived to be LGBT.

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.



# PSHE – British Values



What are the British Values?



## Individual Liberty

**Definition -**  
We are free to be ourselves




What are the British Values?



## Mutual Respect

**Definition -**  
We have a right to be respected for our choices.  
I know my actions affect others





What are the British Values?




## Mutual Respect

**Definition -**  
We have a right to be respected for our choices.  
I know my actions affect others





What are the British Values?



## Rule of Law

**Definition -**  
We should know what's right and wrong and behave within the boundaries of the law




What are the British Values?



## Tolerance

**Definition -**  
We treat others as we want to be treated. All people are included, whatever their faith may be.



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.



# PSHE - Building relationship across the community and British Values

Miss Booth  
Alexandra Park Junior School

May 5



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

Miss Booth  
Alexandra Park Junior School

May 5



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!!



We are blown away by the generosity of the Greengate Mosque we raised £59,000. Thank you so much you made us feel so welcome, we loved seeing you all and had a lovely time x



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 learning about British values across our community. This is shared across our school Dojo site.

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.

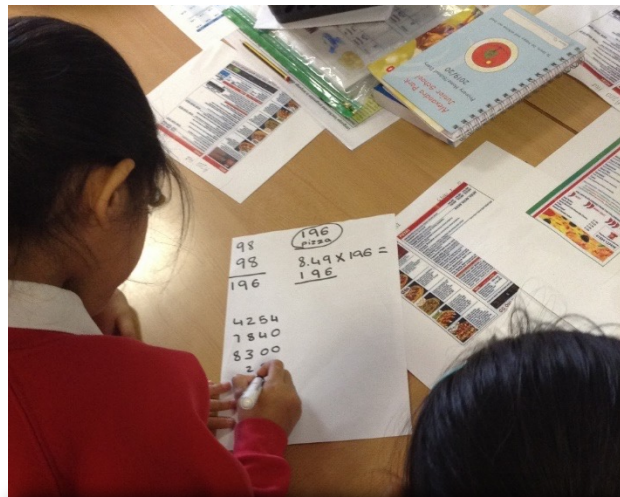


1. All photos from Aspirations Day.



# Cross Curricular Learning

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



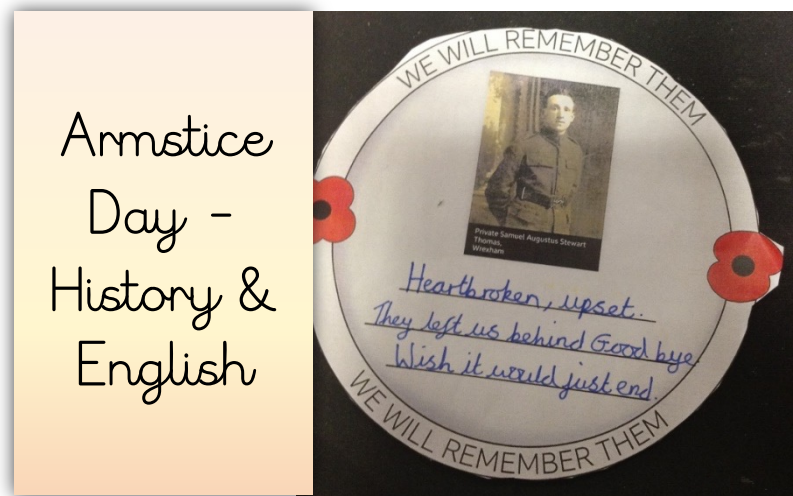
Maths Day -  
Money Matters



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



Inspiration  
al speakers



Sporting legends



Stacey Copeland visit



# Whole School Events

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



Armistice Day



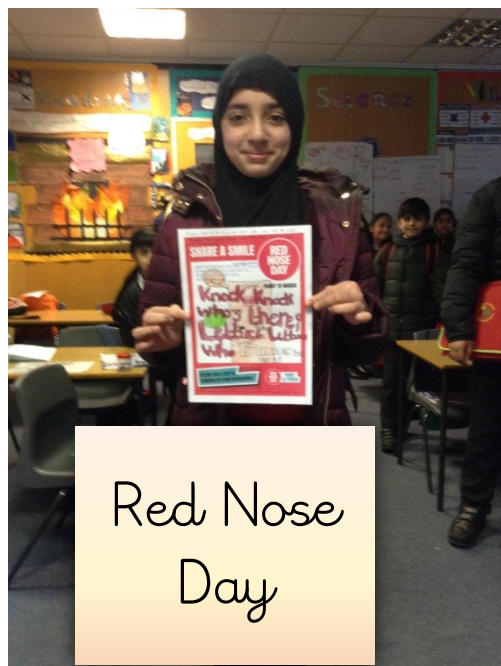
Anti-Hate Week /  
Peace Week



We love Manchester



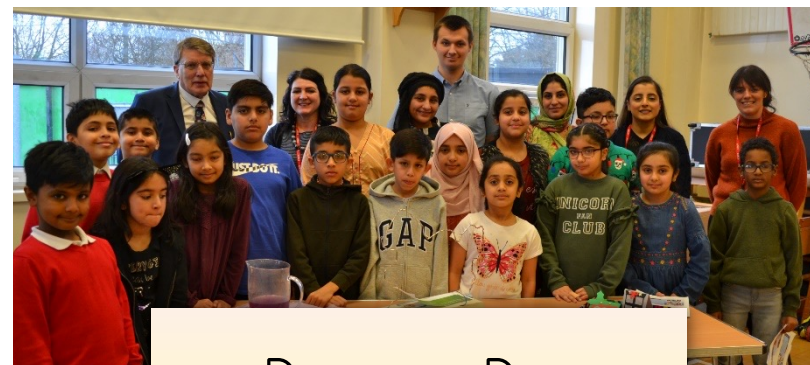
Bikeability



Red Nose  
Day



Children in Need



Dragons Den



Odd Socks Day  
(Antibullying Week)



# Wider Community

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



Taking the knee  
against racism.

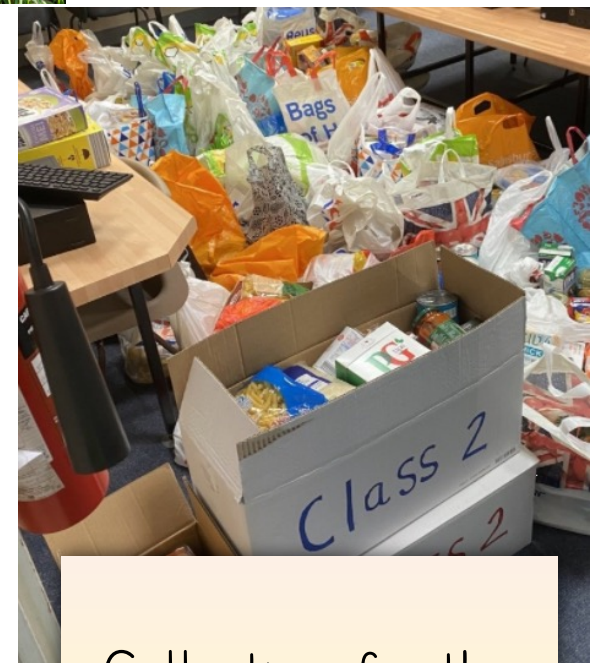


Pebbles in the park  
for the pebble trail.

NHS Thank You Posters



Banners for the local care  
home.



Collecting for the  
food bank