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| **Personal, Social and Health Education (PSHE) and Relationship and Sex Education (RSE) at Princess Frederica** |

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| **Overview** |
| At Princess Frederica we aim for our children to leave the school as well-rounded citizens who are aware of their responsibilities as they continue to grow older and how to keep themselves both healthy and safe. We do this in a number of different ways that are not restricted solely to PSHE lessons. The aim of this document is to give a better idea on how the school does this. |

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| **Vision** |
| * To ensure children know how to keep themselves safe and healthy both in all aspects of what they do throughout primary school and for when they move into the next step of education. * To create important foundations on children’s fundamental understanding of how to be a responsible and law-abiding citizen. * To develop a mentality of growth in all aspects of what they do, to be kind to oneself and to others, to understand the importance of unity for positive outcomes and to foster faith. * To understand their rights and responsibilities and what the British values are and what means for them. |

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| **Intent** |
| By the end of EYFS, children should be able to:   * See themselves as a valuable individual\* * Build constructive and respectful relationships * Express their feelings and consider the feelings of others * Show resilience and perseverance in the face of a challenge * Think about the perspectives of others   By the end of Year 1, children should be able to:   * Moderate and manage difficult emotions * Identify the characteristics of a healthy friendship * Understand the importance of respecting boundaries * Understand what an insecurity is and how to overcome it * Understand the importance of respecting the cultural identities of other people   By the end of Year 2, children should be able to:   * Understand the importance of self-belief and confidence * Know where our food comes from * Share an opinion and respect the opinions of others * Identify the differences between a safe and an unsafe relationship and know how to ask for help if they are feeling unsafe around an adult * Understand that love comes in many forms   By the end of Year 3, children should be able to:   * Understand the importance of developing a growth mindset * Set and work towards personal fitness goals * Understand what a democracy looks like * Explain the relationship between rights and responsibilities * Understand what immigration is and discuss some of its benefits   By the end of Year 4, children should be able to:   * Understand how disabilities can affect people in both positive and negative ways * Explore the impact of economic inequality * Understand how sleep affects our mood and performance * Understand and practise gratitude * Explore what it means to be a good citizen and apply this to their own lives * Understand what periods are and how to manage them\*\*   By the end of Year 5, children should be able to:   * Define and practise empathy * Understand the effects of racism and that it is always unacceptable * Discuss how a healthy lifestyle can affect mood and performance * Know what to do in a first aid emergency * Understand the changes that occur during puberty and how to care for themselves during this time * Understand the meaning of sexual intercourse and consent, and recognise the characteristics of healthy intimate relationships   By the end of Year 6, children should be able to:   * Understand the social, emotional and physical effects of bullying * Understand the effects of homophobia and that it is always unacceptable * Understand some of the risks that come with social media use and know how to seek help if needed * Identify healthy ways of coping when they are struggling with poor mental health * Understand what constitutes sexual harassment and why this is always unacceptable * Understand the health and social implications of abusing drugs and alcohol   \* Highlighted targets are key targets for pupils on the SEND register.  \*\* In Year 4, only girls will learn about periods. It will be taught again to all pupils in Year 5 during the unit on puberty. |

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| **Implementation** |
| * Weekly PSHE lesson from the EYFS to Year 6. * Flexibility communicated from the school leadership on timetabling PSHE lessons in response to issues that may develop, either in school or in response to something happening locally, nationally or internationally. Agreement to hold these sessions is usually in conjunction with a senior leader or the PSHE lead. * Feelings chart in all classrooms giving staff a constant indication of how children are feeling and whether they need support or want to have a chat about something. * Assembly overview complements, in places, the PSHE overview. * Extra-curricular activities including food bank collections, charity fundraisers, mental health week, trips, visitors and mindfulness and movement club. |

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| **Impact** |
| * Children leave Princess Frederica able to articulate how they feel. * Children know how to keep themselves healthy, both physically and mentally. * Children are ready for the next step in their education and display this through their everyday actions, their emotions and their communication with school staff. * Children have empathy for others and treat the people they encounter with respect and kindness. * Children see themselves as a valuable member of society. |

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| **Supporting all learners** |
| Children are supported through differentiation where this is needed. SEND Pupils are supported by additional scaffolding in the lesson. This might be through personalised templates for written work, word mats, visuals, overlays or personalised visuals such as focus slides.  There is also an expectation that SEND children will succeed against highlighted targets on the end of year expectations for what a child has achieved. These act as an overriding focus through the unit for SEND children (This is a minimum expectation and any SEND children who show confidence and success in a particular area will be challenged to meet further age-appropriate targets). |

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| **Assessment** |
| Children broadly move through the curriculum at the same pace. In lessons, there is an expectation that the teacher focuses on the bottom 20% of the class ensuring they are supported with in the moment and over the shoulder feedback to support them with succeeding. At the end of the unit, progress is measured against the assessment question and against the unit targets which link to the expectations for what children will be able to do by the end of the year. Any children who have not succeeded in achieving the unit targets, should be indicated by the teacher on their assessment overviews. |

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| **Relationship and Sex Education (RSE)** |
| In 2020, a consultation was held on the school’s proposals around how we would teach RSE. After receiving feedback from all stake-holders and presenting to governors, the school’s policy on RSE was agreed and the new curriculum was taught from January 2021.  Due to the lock-down in spring 2021, the school agreed that only PSHE lessons that focused on E-Safety and in response to issues arising during live teaching of children should be taught. Upon return to school, the PSHE lead targeted lessons for each year group that focused on health education and sex education, even where these session were planned to happen before the policy was agreed.  From Autumn 2021, the school is now teaching according to the Assembly overview and the PSHE overview with the RSE approach integrated into this. |

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| **Vocabulary** |
| The school has a clear framework of terminology that is introduced to children through PSHE lessons, assemblies and incidental conversations as they move through their time at the school. |