



## **Heatherside Junior School - PSHE**

### **INTENT**

PSHE education at our school holds as its core principles to prepare children to be able to maintain and recognize healthy relationships, to understand the safety and wellbeing of their own health and live respectfully and responsibly in the wider world. Our aim is to develop resilience and independence in the children, which is shown in their work and all other aspects of their life. Our aim is for the children to recognise different feelings and to be able to describe them through their work with 'The Zones of Regulation'; to know what to do if they feel unsafe or uneasy in the real or virtual world. Our aim is for the children to know how to have a healthy lifestyle and the importance of physical and mental health. Our aim is for the children to have a clear understanding of puberty and the changes that take place in their bodies. Our aim is for the children to understand their place in a community and the role of money.

### **IMPLEMENTATION**

PSHE is taught in class each week following a spiral curriculum based around the guidance from the PSHE Association. Where the topic is best taught as part of another subject, flexibility allows for this - some of the online safety objectives are taught within the computing curriculum. Sometimes the topic is best approached as a whole school, as in the case of 'Kindness Week' and the regular revisiting of the British Values. As well as teaching specific content within PSHE, the whole school ethos is reinforced. Assemblies are another vehicle for teaching PSHE and are carefully aligned to both are school and the British Values. Changes in the human body are taught through Science and PSHE as appropriate. The importance of good relationships is an example of a theme that is taught and practised throughout all aspects of school life. The Zones of Regulation are used consistently across the school to support pupils' emotional awareness and vocabulary. This is reinforced through regular assemblies and classroom practice. All classrooms display the Zones, and staff promote and model the associated language in daily interactions, helping pupils to recognise and regulate their emotions. Where possible, visitors come into school to talk to individual classes or year groups.

### **IMPACT**

Children at Heatherside become more resilient and develop as independent learners. They approach relationships with others in a kind and thoughtful way. They can recognise when something does not feel right and know what to do about it. They can see a place for themselves in a community and have ideas about how to achieve their aspirations. Pupils increasingly use shared language to express their emotions and demonstrate improved self-regulation. They become more confident people who can express themselves in a range of situations. They know how to live a healthy life.

Start here

Year 3

I can discuss my own worth and the worth of others. I have strategies for how to respond if there is a fall out between friends.

I can explain that my actions have consequences.

Year 4

I know how to keep safe outside.

I can make choices about how to lead a healthy lifestyle.

I understand the link between jobs, money and choices.

I know someone online differs to knowing someone face to face.

I know strategies to build a positive friendship and the importance of respecting differences and similarities.

I know about different groups in a community

To make spending choices on budgets, values and needs.

I can recognise discrimination and understand the pressure of peer influence.

Year 5

I can identify good oral hygiene.

To identify different factors of a healthy, balanced lifestyle.

I can challenge negative behaviours such as stereotyping.

I understand the importance of compassion towards others and the environment.

I can identify factors that impact emotional well-being and explain how to manage the risk.

I can describe some of the risk and consequences of drugs.

I can show an awareness of an honest and loving relationship and understand some physical contact is unacceptable.

I can identify positive ways to face challenges and give my opinion on a range of issues, considering the view of others.

Year 6

I can discuss bodily and emotional changes at puberty.

I know that people have different beliefs and can demonstrate respect to all.

I can explain how I will develop skills to work. I understand how to look after money.

I can list ways to resist negative peer pressure. I can describe the risks and consequences of drugs.

I understand human reproduction and the emotional and bodily changes in puberty.

Secondary school ready!

### PSHE Journey Through Heatherside Junior School

Relationships

Living in the wider world

Health and wellbeing

# Heatherside Junior School

## Key Stage Two PSHE Overview

### National Curriculum

## Personal, social, health and economic education

Updated statutory guidance will come into effect from September 2020.

The revised curriculum subjects will be:

- relationships education (primary)
- relationships and sex education (RSE) (secondary)
- health education (state-funded primary and secondary)

Read more about the [consultation](#) and [new statutory guidance](#).

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

## Relationships and sex education

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils.

When any school provides RSE they must have regard to the [Secretary of State's guidance](#), this is a statutory duty.

The National Curriculum offers non-statutory guidance for schools to use to plan their curriculum and offers threads to focus on:

- ✚ Developing confidence and responsibility and making the most of their abilities
- ✚ Preparing to play an active role as citizens
- ✚ Developing a healthy, safer lifestyle
- ✚ Developing good relationships and respecting the differences between people

## PSHE – Substantive Knowledge

	Y3	Y4	Y5	Y6
<b>Relationships</b>	<p><b>The children will learn:</b></p> <p>Families and Friendships</p> <ul style="list-style-type: none"> <li>• What makes a family</li> <li>• Features of family life</li> </ul> <p>Safe Relationships</p> <ul style="list-style-type: none"> <li>• Personal boundaries</li> <li>• How to safely respond to others</li> <li>• The impact of hurtful behaviour</li> </ul> <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> <li>• How to recognise respectful behaviour</li> <li>• The importance of self-respect.</li> </ul>	<p><b>The children will learn:</b></p> <p>Families and Friendships</p> <ul style="list-style-type: none"> <li>• Positive friendships</li> <li>• <b>Including online</b></li> </ul> <p>Safe Relationships</p> <ul style="list-style-type: none"> <li>• Responding to hurtful behaviour</li> <li>• Managing confidentiality</li> <li>• <b>Recognising risks online</b></li> </ul> <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> <li>• Respecting differences and similarities</li> <li>• Discussing difference sensitively</li> </ul>	<p><b>The children will learn:</b></p> <p>Families and Friendships</p> <ul style="list-style-type: none"> <li>• Managing friendships</li> <li>• Peer influence</li> </ul> <p>Safe Relationships</p> <ul style="list-style-type: none"> <li>• Physical contact</li> <li>• Feeling safe</li> </ul> <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> <li>• Responding respectfully to a wide range of people</li> <li>• recognising prejudice and discrimination</li> </ul>	<p><b>The children will learn:</b></p> <p>Families and Friendships</p> <ul style="list-style-type: none"> <li>• Attraction to others</li> <li>• romantic relationships</li> <li>• civil partnership and marriage</li> </ul> <p>Safe Relationships</p> <ul style="list-style-type: none"> <li>• Recognising and managing pressure</li> <li>• consent in different situations</li> </ul> <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> <li>• Expressing opinions and respecting other points of view, including discussing topical issues</li> </ul>
<b>Living in the wider world</b>	<p><b>The children will learn:</b></p> <p>Belonging to a community</p> <ul style="list-style-type: none"> <li>• The value of rules and laws</li> <li>• Rights, freedoms and responsibilities</li> </ul> <p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> <li>• <b>How the internet is used</b></li> <li>• <b>Assessing information online</b></li> </ul> <p>Money and work</p> <ul style="list-style-type: none"> <li>• Different jobs and skills</li> <li>• Job stereotypes</li> <li>• Setting personal goals</li> </ul>	<p><b>The children will learn:</b></p> <p>Belonging to a community</p> <ul style="list-style-type: none"> <li>• What makes a community</li> <li>• Shared responsibilities</li> </ul> <p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> <li>• <b>How data is shared and used</b></li> </ul> <p>Money and work</p> <ul style="list-style-type: none"> <li>• Making decisions about money</li> <li>• Using and keeping money safe</li> </ul>	<p><b>The children will learn:</b></p> <p>Belonging to a community</p> <ul style="list-style-type: none"> <li>• Protection the environment</li> <li>• Compassion towards others</li> </ul> <p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> <li>• <b>How information online is targeted</b></li> <li>• <b>Different media types</b></li> <li>• <b>The role and impact of media</b></li> </ul> <p>Money and work</p> <ul style="list-style-type: none"> <li>• Identifying job interests and aspirations;</li> <li>• what influences career choices; workplace stereotypes</li> </ul>	<p><b>The children will learn:</b></p> <p>Belonging to a community</p> <ul style="list-style-type: none"> <li>• Valuing diversity</li> <li>• challenging discrimination and stereotypes</li> </ul> <p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> <li>• <b>Evaluating media sources</b></li> <li>• <b>sharing things online</b></li> </ul> <p>Money and work</p> <ul style="list-style-type: none"> <li>• Influences and attitudes to money</li> <li>• money and financial risks</li> </ul>
<b>Health and Well-being</b>	<p><b>The children will learn:</b></p> <p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> <li>• Healthy choices and habits</li> <li>• What affects feelings</li> <li>• Expressing feelings</li> </ul> <p>Growing and changing</p> <ul style="list-style-type: none"> <li>• Personal strengths and achievements</li> <li>• Managing and reframing setbacks</li> </ul> <p>Keeping safe</p> <ul style="list-style-type: none"> <li>• Risks and hazards</li> <li>• Safety in the local environment and unfamiliar places.</li> </ul>	<p><b>The children will learn:</b></p> <p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> <li>• Maintaining a balanced lifestyle</li> <li>• Oral health</li> </ul> <p>Growing and changing</p> <ul style="list-style-type: none"> <li>• Physical and emotional changes in puberty</li> <li>• External genitalia</li> <li>• Personal hygiene routines</li> <li>• Support with puberty</li> </ul> <p>Keeping safe</p> <ul style="list-style-type: none"> <li>• Medicines and household products</li> <li>• Drugs common to everyday life</li> </ul>	<p><b>The children will learn:</b></p> <p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> <li>• Healthy sleep habits</li> <li>• sun safety</li> <li>• medicines, vaccinations, immunisations and allergies</li> </ul> <p>Growing and changing</p> <ul style="list-style-type: none"> <li>• Personal identity</li> <li>• recognising individuality and different qualities</li> <li>• mental wellbeing</li> </ul> <p>Keeping safe</p> <ul style="list-style-type: none"> <li>• Keeping safe in different situations including responding in emergencies</li> <li>• first aid</li> </ul>	<p><b>The children will learn:</b></p> <p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> <li>• What affects mental health and ways to take care of it</li> <li>• managing change, loss and bereavement</li> <li>• managing time online</li> </ul> <p>Growing and changing</p> <ul style="list-style-type: none"> <li>• Human reproduction and birth;</li> <li>• increasing independence; managing transitions</li> </ul> <p>Keeping safe</p> <ul style="list-style-type: none"> <li>• <b>Keeping personal information safe</b></li> <li>• regulations and choices</li> <li>• drug use and the law</li> </ul>

Highlighted knowledge is covered in online safety as part of our computing curriculum.

## PSHE – Disciplinary knowledge

The social and emotional skills learnt, and the interpretation of themselves and how to support others.

# PSHE Vocabulary

<b>Y1</b>	<p><b>Autumn:</b></p> <ul style="list-style-type: none"> <li>- Awareness, emotions, trusted adult, goals, feelings, self-regulate,</li> </ul> <p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>- Healthy, environment, fitness, safe, balanced diet, lifestyle</li> </ul> <p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>- Emergency, unique, marriage, co-operation, disability, equality</li> </ul>
<b>Y2</b>	<p><b>Autumn:</b></p> <ul style="list-style-type: none"> <li>- Impact, feelings, goals, budget, trusted adult, self-regulate</li> </ul> <p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>- Choices, road safety, caring, danger, independent</li> </ul> <p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>- Community, injury, bullying, safe, contribute, trusted adult</li> </ul>
<b>Y3</b>	<p><b>Autumn:</b></p> <ul style="list-style-type: none"> <li>- Friendship, respect, differences, family, diverse, strengths, relationships</li> </ul> <p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>- Rules, rights, aspirations/ goals, budget, challenge, jobs, community, democracy</li> </ul> <p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>- Risk, safe, emergency, balanced diet, healthy choices, mental health, wellbeing, road safety</li> </ul>
<b>Y4</b>	<p><b>Autumn:</b></p> <ul style="list-style-type: none"> <li>- Relationships, hurtful behaviour, risk, respect, differences, manners</li> </ul> <p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>- Rights, rules, community, economic wellbeing, society, councillors, diversity, career, stereotype</li> </ul> <p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>- Healthy lifestyle, oral hygiene, balanced diet, medicine, happiness</li> </ul> <p><b>SRE:</b></p> <ul style="list-style-type: none"> <li>- Puberty, breasts, genitals, penis, change</li> </ul>
<b>Y5</b>	<p><b>Autumn:</b></p> <ul style="list-style-type: none"> <li>- Inclusion, friendship, dilemma, communication, trust, safe relationships, respect, influences</li> </ul> <p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>- Community, fake news, careers, fairness/ stereotypes, environment</li> </ul> <p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>- Sleep, sun safety, first aid, drugs, alcohol, risk</li> </ul> <p><b>SRE:</b></p> <ul style="list-style-type: none"> <li>- puberty, change, cervix, ovary, fallopian tube, uterus, vagina, vulva, clitoris, urethra opening, vaginal opening, labia, penis, bladder, testicle, sperm duct, scrotum, breasts, nipples, menstruation, vaginal opening, egg, ova, ovary, fallopian tube, uterus, womb, wet dream, ejaculation, erection, period, sanitary towel, tampon</li> </ul>
<b>Y6</b>	<p><b>Autumn:</b></p> <ul style="list-style-type: none"> <li>- Relationships, online, respect, boundaries, manipulations, danger, safe</li> </ul> <p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>- Stereotypes, extremism, trust, gambolling, buying, choices, fraud, scam</li> </ul> <p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>- Mental health, grief, NSPCC, media, drugs, alcohol</li> </ul> <p><b>SRE:</b></p> <ul style="list-style-type: none"> <li>- Sperm, egg, erection, fertilise, conception, sexual intercourse, pregnancy, relationship, cervix, ova, ovary, fallopian tube, uterus, penis, testicle, vagina, vulva, clitoris, testicle, scrotum</li> </ul>

# PSHE across the school

<p>Zones of Regulation</p>	<p>The Zones of Regulation framework enhances the PSHE curriculum in promoting emotional awareness and self-regulation among students. This approach groups emotions into four distinct zones—Blue, Green, Yellow, and Red—each representing different feelings and states of alertness. By helping children identify and articulate their emotions, the framework develops emotional literacy.</p> <p>The zones of regulations allow us to create a safe environment where students can discuss feelings, develop coping strategies, and practice problem-solving skills. This not only supports mental health but also develops social interactions and relationships. As students learn to recognise their emotional states and use appropriate tools to manage them, they become more resilient and better equipped to navigate social challenges.</p>
<p>Forest Schools</p>	<p><u>Friendships</u> - working with their friends or making new friends during team building and other activities throughout the sessions.</p> <p><u>Respecting ourselves and others</u> - One of the rules of Forest School is to respect ourselves, others and the environment. We take care to listen to each other and share our thoughts during our reflection section each session.</p> <p><u>Belonging to a community</u> - the children have a close bond during their Forest School sessions this is demonstrated through co-operation required during various activities and team building challenges, empathy when helping each other out with difficult tasks and problem solving and a sense of achievement when a task is completed eg. Tying the cargo net up so that everyone can get off the ground!</p> <p>Forest Schools also provides the children with a greater connection with nature and all the benefits that brings.</p> <p><u>Physical Health</u> -outside whatever the weather; fine and gross motor skills developed through tree climbing/using tools etc. An appreciation of the natural world and what it offers which can lead some children to increase their time spent outside when at home.</p> <p><u>Well-being</u> - freedom to choose what activities they do, time spent outside in the wooded area, resilience learnt through tool use, confidence and joy gained from lighting a fire or making a wooden name tag, delight and surprise at foraged foods eg. Eating nettle crisps, drinking silver birch sap or eating elderflower fritters. New experiences.</p> <p><u>Keeping safe</u> - managing risk and following rules eg. Whittling skills, using bowsaw, knot work - building assault courses. Self-regulation, knowing the safe way to make and fire a homemade bow and arrow.</p>
<p>ELSA</p>	<p>ELSA sessions are planned and led by an adult to teach and emotional literacy skill. Children will work towards a SMART target in these sessions focused around one of the following areas:</p> <p>Emotional awareness, Social skills, Friendship skills, Self-esteem, Emotional management</p>
<p>Nurture Group</p>	<p>Our nurture group is a school-based intervention run by two members of staff with up to twelve pupils from across the school. The aim is to replace missing early experiences by developing positive pupil relationships with both teachers and peers in a supportive environment. Effective nurture group practice follows the Six Principles of Nurture. Assessment is carried using the Boxall profile which determines which pupils would require to be in the nurture group based on their social, emotional, and mental health needs.</p>
<p>TALA</p>	<p>TALA sessions provide an emotionally safe space for children to explore their feelings and experience being heard on a deep level. TALA empowers pupils to find their own resolutions and build resilience for the future.</p>
<p>Social Butterflies</p>	<p>Social Butterflies is a social communication and interaction group. This group aims to develop the key skills needed for good social understanding such as:</p> <ul style="list-style-type: none"> <li>• turn taking</li> <li>• listening</li> <li>• clarifying</li> <li>• questioning</li> <li>• conversational skills</li> <li>• recognising and using non-verbal communication</li> <li>• develop self-awareness.</li> </ul>



# Heatherside Junior School

## How we help to promote the British Values

The British Values are defined as **democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs**. We promote these values through our own school values, curriculum and wider curriculum activities and whole school events and opportunities. Here are some examples

Value	How We Promote It
<p><b>Democracy</b></p> <p><b>Links to children's values:</b> Inclusion Teamwork and co-operation Responsibility</p> <p><b>UN CRC Article 12:</b> Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p>	<ul style="list-style-type: none"> <li>• Elections are held for House Captains, Eco-Warriors, Well-being Ambassadors and Reading Champions. All positions are elected by children.</li> <li>• Class and School Charters</li> <li>• Children nominating and voting for House charities to support each year.</li> <li>• Children being actively involved in reviewing some policies, including the Anti-Bullying Policy.</li> <li>• Our Values were created by the children, for the children.</li> <li>• Curriculum work including debates and discussions, e.g Ancient Greek democracy, Yr 6 PSHE relationships.</li> <li>• Assembly themes</li> <li>• Whole school homework activities (e.g. logo competitions)</li> <li>• Children vote on 100 square reward treat.</li> <li>• Assembly / visit from local MP</li> </ul>
<p><b>The rule of law</b></p> <p><b>Links to the children's values:</b> Honesty Courage Responsibility</p> <p><b>UN CRC Article 19:</b> Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p>	<ul style="list-style-type: none"> <li>• The School and Class Charters (based on Rights, Respect, Responsibilities)</li> <li>• School policies on Behaviour, Anti-bullying, Health and Safety, e-Safety,</li> <li>• The PSHE curriculum, especially units on Drugs and Alcohol, Sex Education, and Rules.</li> <li>• Safety rules for the playground and during lessons, e.g. PE and Science.</li> <li>• Safety expectations on school trips, including water safety.</li> <li>• Expectations about uniform, conduct around school etc</li> <li>• Support from visiting speakers and outside agencies, e.g. NSPCC, Fire Service</li> <li>• Curriculum units including 'Justice, law and order' (Year 5) Life in Britain since 1930.</li> <li>• Cycling training in Year 6</li> <li>• Assembly themes</li> <li>• Computing - online safety - age restrictions for websites and apps.</li> </ul>
<p><b>Individual liberty</b></p> <p><b>Links to the children's values:</b> Kindness Courage Independence Developing confidence</p> <p><b>UN CRC Article 31:</b> All children have a right to relax and play, and to join in a wide range of activities.</p> <p><b>UN CRC Article 15:</b> Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>	<ul style="list-style-type: none"> <li>• The School and Class Charters (based on Rights, Respect, Responsibilities)</li> <li>• Curriculum units e.g. Britain since 1930 (Evacuees, Jews etc) Challenging stereotypes (Year 4)</li> <li>• PSHE curriculum - stereotypes - all year groups</li> <li>• Assembly themes</li> <li>• Ensuring there are times where children have free choices, e.g. at playtimes, in their work, in groupings, choosing books.</li> <li>• PSHE lessons, including those on keeping safe on line.</li> <li>• Positions of responsibility, taking ownership and encouraging independence.</li> <li>• Step system in class provides children with reminders and opportunities for them to take responsibility for their actions/behaviours.</li> <li>• The school's RE curriculum</li> <li>• Year 6 office duty and post rounds.</li> <li>• Forest Schools</li> </ul>

## Mutual respect and tolerance of different faiths and beliefs

### Links to children's values:

Inclusion  
Sportsmanship  
Friendship  
Team work and Co-operation  
Kindness

**UN CRC Article 2:** The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.

**UN CRC Article 30:** Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

**UN CRC Article 14:** Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

- School expectations, behaviour policy and values. The school has a very positive ethos and strong community where all children are included and valued.
- Assembly themes
- The RE curriculum - the cycle of learning (contextualise, evaluate, apply, communicate)
- The School and Class Charters (based on Rights, Respect, Responsibilities)
- House Teams encourage mutual respect and positive team work
- Curriculum focus units, e.g. within texts, challenging prejudice
- Links with local church and other community groups
- Mix-up mornings which foster respect, co-operation and enjoyment
- Values Cup
- Young Leaders - supporting and including younger pupils
- French taught through the school
- The PSHE curriculum, sports events
- Sports Day, Pancake Race etc to promote team building and mutual support
- Forest Schools
- Use of Let's Think in English lessons and texts e.g. Milo, The Present and Wild.
- Recommended Reads
- Library Displays