



## PSHE at Queensway

PSHE (*Personal, Social, Health and Economic Education*) is embedded in everything we do at Queensway. We strive to promote pupils' self-esteem and emotional well-being through our curriculum, school environment and ethos. Through PSHE, we help pupils to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others, at home, at school, at work and in the community. PSHE is an integral part of Queensway's ethos, thus we encourage and support children to adopt a can do attitude, be focused and resilient, challenge and question, be independent learners and be respectful, well-mannered and caring.

At Queensway, we have an elected school council who are actively involved in promoting PSHE and Economic issues, alongside other members of the school community such as; buddies, young leaders and reading buddies.

Each year group teaches PSHE through a dedicated weekly lesson alongside specific events and activities taught through other subjects. Opportunities for PSHE education also occur during collective worship such as block assembly, singing, stories and discussion. Underpinning all of this is our whole school ethos which promotes our work in PSHE, specifically through values education.

In Foundation Stage, PSED is taught throughout the whole curriculum and in circle time sessions. Learning in Foundation Stage is based on the principles that:

- every child is unique and is constantly learning;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments.

The Characteristics of Effective Learning underpin all our learning and these skills are explicitly taught to the children throughout the year by the use of characters such as 'Never Give up Nemo' and 'Concentration Kitty.' Through regular discussions, children are encouraged to talk about their learning and recognise what it was that helped them. As a school, we recognise that children all develop at different times and learn in different ways. Therefore, planning is tailored to meet the needs of individuals.

In the Early Years Foundation Stage, PSHE education is about making connections. It is taught both through regular planned activities such as circle times that are part of topics, as well as on a daily, individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities both adult and child initiated. Play is valued in our Early Years and is an essential component in effectively developing children's PSED skills.

Our learning environments are carefully planned and set up purposefully to enable children to select their own resources, problem solve and interact with their peers. Children are given the opportunity to engage in a range of social activities, as members of a small group, whole class or occasionally during whole-school activities. Strong, warm and supportive relationships formed with adults enable children to learn how to understand their own feelings and those of others.

Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. In order to support this, in our Early Years classrooms we use colour monsters linked to the whole school Zones of Regulation approach to help children identify their feelings and develop effective self-regulation skills. Through adult modelling and guidance, children learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with their peers, they learn how to make good friendships, co-operate and resolve conflicts peaceably.

By the end of Foundation Stage, we want our children to be able to:

### **ELG: Self-Regulation**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### **ELG: Managing Self**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### **ELG: Building Relationships**

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

PSHE at Queensway is taught through half termly themes such as: me and my relationships, valuing difference and rights and responsibilities. These themes support our values education and promotion of British Values. The yearly overview of themes is organised by the PSHE leader.

For the teaching of PSHE, teachers use SCARF alongside a range of other specific resources such as, Relationships and Sex Education resources, Junior Citizen, Protective Behaviour and Risk Avert. We do not follow a particular scheme, but use a variety of resources that have been specifically chosen and adapted based on the needs of the children. Teachers will plan and choose methods which are most appropriate for their whole class to meet the objectives of the lesson. All teachers will endeavour to provide a safe learning environment so that children feel safe and valued to share their ideas. Each class use circle time to promote and discuss issues within PSHE.

At Queensway, we feel that it is vital that children learn about a range of similarities and differences, such as physical appearance, personality, likes, dislikes and opinions. This helps them to understand that we are all unique human beings and that we should be proud of this. Within the context of these lessons, children will also be introduced to different cultures, ethnicities, religions and beliefs and also learn about LGBTQ+ people, as well as those with disabilities or special needs. When discussing any differences between people, we teach children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy, and responsible people, rather than judging them on appearance or particular aspects of their lifestyle which may be different to their own. This is supported by our LELE project (Learn Equality, Live Equally) work we have completed as a school.

As a school, we are extremely passionate about equipping children with the building blocks to develop and maintain positive mental health, including strategies they can use to support themselves if they are feeling low or anxious. As part of our work to support children's emotional regulation, each class uses 'Zones of Regulation' to support discussions around emotions and how we can support our brain, to be ready to learn.

We recognise that for some children, developing positive mental health and wellbeing can be challenging and therefore, additional focussed teaching may need to be put into place to support this. Working closely with the *Mental Health Schools Team* enables us to provide early intervention for those who need additional support. These interventions help our children to understand themselves, their emotions and how to be successful both in and outside of school.

Embedded within our teaching of PSHE is the desire to tailor our curriculum to what the children really need. Therefore, we also follow a curriculum designed by experts in our local community -

**Safeguarding Children in Banbury.** The SCIB progression of skills is differentiated and taught appropriately based on the children's age and level of understanding and these sessions are taught by class teachers within weekly PSHE education lessons. Each year group follows a progression of key learning objectives which relate to PSHE outcomes.

The curriculum is taught three times a year alongside our PSHE curriculum. During these lessons and through scenario-based activities, the children have the opportunity to develop crucial skills, confidence and the ability to tackle new and unfamiliar situations that they might find themselves in throughout their lives. The three key skills are:

- Recognise early warning signs
- Risk assess
- Take action

**The role of the PSHE leader:**

- To lead the review of the PSHE policy and programme.
- To ensure that resources are relevant, appropriate to the needs of the children and up to date with statutory requirements,
- To ensure that staff have the necessary skills, confidence, knowledge and resources in order to deliver effective PSHE.