



## PSHE Curriculum Overview

### **Intent of the PSHE Curriculum**

Barnet is one of the most diverse boroughs in England and our children are growing up in a complex and ever-changing world and are exposed to a range of influences from the local and global community in which we live. This school and its curriculum aim to build on and complement the learning that has already started at home, in relation to moral values and attitudes and awareness of society. Parents and adults who care for the children we teach are the 'first time educators' of their children and, as such, we work in partnership to develop children's confidence in living in the wider world.

Personal, Social, Health and Economic (PSHE) Education and Citizenship, are central to our school's ethos, supporting children in their personal development and underpinning learning in the classroom, in school, and in the wider community. Our bespoke Brookland values, British values, Brookland Learning Skills and the emphasis we place on pupil voice are all embedded within our PSHE curriculum to ensure a holistic and real world programme of study. We utilise data from Public Health England on maternal and child health in Barnet in supporting our understanding of the community we live in such as:

- There are higher levels of families on the homelessness register in Barnet
- Our borough has average levels of child obesity and dental decay in the early years but as children leave primary school there are higher obesity rates.
- Vaccination rates for children under 5 does not meet recommended coverage

We believe that all pupils deserve opportunities to be heard, be informed and to question and reflect. Our curriculum provides pupils with an education that prepares them for the opportunities, responsibilities and experiences of secondary and adult life. Brookland Junior school seeks to use PSHE education to build on the statutory content already outlined in the national curriculum. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils as well as wider world topics such as finance, careers, digital literacy and current events.

We value a curriculum that is evidence-based and utilises the most up to date resources and topics such that we are members of the PSHE Association, Barnet PSHE Subject Leader network and partner with other schools and institutes to continue to develop our practice in delivering our bespoke PSHE curriculum.

### **Implementation**

Pupils at Brookland Junior School are taught PSHE in weekly, timetabled lessons through varied and creative pedagogical approaches such as discussion-based learning, debating, role-play, scenarios, philosophy for children, case studies and reflecting on personal learning.

Using the Health Education Partnership framework and the PSHE Association program builders, we have designed our curriculum within 3 core themes.

- **Physical and Health education** focuses on equipping pupils with the knowledge and skills they need to make good decisions about their own physical and mental health and wellbeing and to know where to access support in times of need.
- **Relationships Education** focuses on giving pupils the knowledge and skills they need to maintain healthy, caring relationships in school and in the wider community. Children are given the tools to recognise when a relationship is not healthy and how to seek advice and support. This theme also includes relationship and sex education content.
- **Living in the wider world** focusses on preparing children for the future and explores careers, finance and the role that democracy, the law and community play in shaping our lives.

Our RSE (Relationships and Sex Education) content is taught using the Christopher Winter Project resources as recommended by the PSHE Association and Barnet LA. Each year we invite parents to explore the content of this unit of work and discuss the lessons further. In consultation with parents we are confident in delivering age appropriate and factual content through the lens of the British values, the Equalities Act and our community.

PSHE themes are revisited across the spiral curriculum and, across all subjects, children are taught the importance of a growth mindset which supports their self-belief including resilience and perseverance (our Brookland values). In assemblies and in lessons, children learn the significance of their local area and key figures from within it. Children also have access to positive role models in the form of ‘buddies’ and peer mediators across the school. We learn about a range of career possibilities, as part of our assemblies and careers focus days. Our links with local secondary schools provide additional benefits with transition units, peer reading and workshops as well as presentations about life in secondary school.

To enrich the school’s approach to PSHE and to broaden the curriculum, we organise events such as world peace day, Black and Asian history month, NSPCC workshops, Magistrates visits and anti-bullying week. Our bespoke Brookland mini-market run by the children raises money for local charities. ‘Children’s Mental Health Week’ also raises awareness and complements the school’s commitment to promoting good mental health. Our local area provides unique opportunities to explore nature, take part in local festivals and hear from a range of local speakers. Furthermore, as part of our wider SMSC provision, the school offers targeted support to families and children through our in-school counsellors and our Wellbeing Lead.

#### **Impact:**

Pupils regularly provide positive and meaningful feedback on the teaching of PSHE. Green pen comments written by children for their end of year school report show that skills, values and knowledge gained as part of the PSHE curriculum are part of each child’s learning journey.

During a whole school meeting where pupils express their opinions, the pupils said:

*‘PSHE has taught us tools which help us take care of ourselves and each other, giving us strategies to respond and help others’.*

*‘The Zones of Regulation strategies and the Size of the Problem chart help us to care for ourselves’.*

*‘I enjoy seeing how to solve situations like arguing and learning how to be nice. I like to know the feeling words so I know when others are feeling sad or happy’.*

In addition to individual PSHE books for children to record their work (which are passed up through the school), each class has their own Thinking Book where discussion based lessons, Philosophy for Children sessions and trips and visitor workshops are recorded to show whole class thinking and reflections. Alongside quality assessment for learning in class, teachers and pupils evaluate learning through green pen comments which reflect the skill or content of each lesson. Identified key skills in the planning are 'deep marked' and each child is individually assessed for each half term unit based on those key skills. Regular book monitoring and pupil voice sessions provide insight into the effectiveness of the PSHE curriculum.



*In addition to the below curriculum, we have a comprehensive assembly rota with contemporary themes and a range of focus days and weeks to explore topical issues and key life skills. British Values, our school values and safeguarding themes are embedded within our PSHE curriculum.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><b>Transition to Juniors</b></p> <p><b>Mental Health and Wellbeing</b></p> <p>To identify the range of emotions experienced and to recognise ways we make ourselves feel better.</p> <p>KS: To recognise how my mind and body feels with different emotions?</p> <p>To judge whether my behaviour matches the size of the problem?</p> <p>To identify who to speak to when I need support?</p>	<p><b>Respectful Relationships</b></p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>KS: The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.</p> <p>To recognise hurtful behaviour and bullying and how to get help (SG)</p> <p>KS: How to solve disagreements and conflicts.</p>	<p><b>Economic Wellbeing (Careers and Aspirations)</b></p> <p>About the different ways that we can pay for things and their advantages and disadvantages.</p> <p>About different attitudes towards saving, spending and giving money.</p> <p>How choices have to be prioritised based on needs and wants.</p> <p>To know that there are a range of jobs, paid and unpaid, including shift work, full-time and part-time etc...</p> <p>KS: Can identify skills and attributes needed for</p>	<p><b>Physical Health and Wellbeing</b></p> <p>KS: The importance of building regular exercise into daily and weekly routines and how to achieve this.</p> <p>The principles of planning and preparing a range of healthy meals (link to DT).</p> <p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>	<p><b>Relationships and Sex Education: What makes me unique?</b></p> <p>To identify that people are unique and to respect those differences</p> <p>KS: To explore the differences between male and female bodies (SG)</p> <p>KS: To consider appropriate and inappropriate physical contact and consent (SG)</p> <p>To explore different types of families and who to go to for help and support</p> <p>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and</p>	<p><b>Drug Education: What are the effects of smoking on the body?</b></p> <p>To consider smoking and its effects.</p> <p>KS: To understand the impact of smoking and passive smoking.</p> <p>To know some strategies to prevent starting smoking.</p> <p>To know the rules and laws to prevent smoking.</p>

	<b>Black and Asian History Focus Week</b>	<b>Anti-Bullying Focus Week</b>	<b>First Aid Workshops</b>	<b>Careers and Aspirations Assemblies</b>	care for children and other family members, the importance of spending time together and sharing each other's lives.  <b>NSPCC Workshops</b>	<b>Transition to next year</b>
<b>Year 4</b>	<p><b>Mental Health and Wellbeing</b></p> <p>How to recognise and talk about a range of emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (SG).</p> <p><b>KS: To explore and explain the benefits of simple self-care techniques on mental health.</b></p> <p>The benefits of physical exercise, community participation, voluntary and service-based activity on mental wellbeing and happiness (link to local community – Harvest).</p>	<p><b>Respectful Relationships</b></p> <p>How to judge when a friendship is making them feel unhappy or uncomfortable (SG)</p> <p><b>KS: How to manage conflict situations and how to seek help or advice from others, if needed (SG).</b></p> <p>How to listen and respond respectfully to people with a range of beliefs, traditions and lifestyles (mediation skills).</p> <p>That friendships change over time, including making new friends and having different types of friends.</p>	<p><b>Physical Health and Wellbeing</b></p> <p>The risks associated with an inactive lifestyle (including obesity and tooth decay).</p> <p><b>KS: What constitutes a healthy diet and the risks of eating too much sugar (including understanding calories and other nutritional content).</b></p> <p>How to communicate how they are feeling and to recognise early signs of illness (SG)</p> <p>How medicines contribute to health and how to use them responsibly and safely (SG).</p>	<p><b>Drug Education: What are the effects of alcohol on the body?</b></p> <p>To understand the effect alcohol has on the body.</p> <p><b>KS: To understand the risks related to drinking alcohol.</b></p> <p>To consider how society limits the drinking of alcohol.</p> <p>To know some laws about drinking alcohol.</p>	<p><b>Relationships and Sex Education: What happens to me as I grow up?</b></p> <p>To explore the human lifecycle (linked to science)</p> <p><b>KS: To know about the physical and emotional changes that happen in puberty.</b></p> <p>To know that puberty is linked to reproduction To explore respect in a range of relationships and to discuss the characteristics of healthy relationships</p>	<p><b>Keeping Safe and Managing Risk</b></p> <p><b>KS: To recognise, predict and assess risks in different situations and decide how to manage them responsibly (local area link – road safety and risks – 'crossing lady', school setting)</b></p> <p>To identify fire hazards in the home and to know how to respond in an emergency.</p> <p>To understand the benefits and risks of sun exposure.</p>

	<b>Black and Asian History Focus Week</b>	<b>Anti-Bullying Focus Week</b>	<b>First Aid Workshops</b>	<b>NHS Careers Day</b>	<b>NSPCC Workshops</b>	<b>Transition to next year</b>
<b>Year 5</b>	<p><b>Mental Health and Wellbeing</b></p> <p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (SG).</p> <p><b>KS: To recognise the lasting effects that bullying can have on a person's mental health. (SG).</b></p> <p>To recognise the warning signs about mental health and wellbeing and how to seek support for themselves and others. (SG)</p> <p>The benefits of good quality sleep on our mental health.</p>	<p><b>Respectful Relationships (Positive Body Image)</b></p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>How the media influences our decisions and can affect our self-worth.</p> <p>How to set goals and targets for themselves.</p> <p><b>KS: Strategies to resist appearance pressures and who to go to for support (SG)</b></p>	<p><b>Economic Wellbeing (Careers and Aspirations)</b></p> <p><b>KS: To develop awareness of the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</b></p> <p>About the risks associated with money including different ways that money can be won or lost through gambling-related activities (including online) and the impact this has on mental health.</p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g their contribution to society through the</p>	<p><b>Global Rights and Responsibilities</b></p> <p><b>How does the UN Convention of the Child relate to me?</b></p> <p>That everyone has human rights, all people, all societies and that children have their own special rights set out in the UN Declaration of the Rights of the Child.</p> <p><b>KS: The role of British law in keeping children and their communities safe.</b></p> <p>How to seek advice or report concerns about their own personal safety or that of others in a range of contexts.</p>	<p><b>Relationships and Sex Education: What changes will I go through during puberty?</b></p> <p>To explore the emotional and physical changes occurring in puberty</p> <p>To understand how puberty affects the reproductive organs.</p> <p><b>KS: To explore the impact of puberty on the body and the importance of physical hygiene.</b></p> <p>To explore ways to get support during puberty</p>	<p><b>Drug Education: What strategies can I use to resist peer pressure?</b></p> <p>To explore a range of legal and illegal drugs, their risks and effects.</p> <p>To have considered the children's attitudes and beliefs about drug use and drug users.</p> <p><b>KS: To develop strategies to resist drug use and peer pressure.</b></p> <p>To develop some assertiveness skills.</p>

	<p><b>Black and Asian History Focus Week</b></p>	<p><b>Anti-Bullying Focus Week</b></p>	<p>payment of VAT).</p> <p>Debate the extent that a person's salary is more or less important to job satisfaction. What career might you have when older?</p> <p><b>First Aid Workshops</b></p>	<p><b>NHS Careers Day</b></p>	<p><b>NSPCC Workshops</b></p>	<p><b>Transition to next year</b></p>
<p><b>Year 6</b></p>	<p><b>Mental Health and Wellbeing</b></p> <p>To know where and how to seek support if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) (SG).</p> <p><b>KS: To know how to manage feelings during difficult times, including seeking early help.</b></p> <p>To recognise that it is common for people to experience mental ill health and to challenge stereotypes of mental</p>	<p><b>Respectful Relationships (Protected Characteristics)</b></p> <p>To know the importance of the protected characteristics within the Equality Act (2010) and how it relates to us.</p> <p><b>KS: To recognize that our behavior has an effect on ourselves and others and discriminatory behavior is wrong and illegal.</b></p> <p>About prejudice/ extreme views and ways of responding to it if witnessed or experienced. (SG)</p>	<p><b>Keeping Safe and Managing Risk</b></p> <p>Identify risky behavior in peer groups and ways to resist peer pressure.</p> <p><b>KS: Know some of the consequences of anti-social behavior, including the law.</b></p> <p><b>KS: What constitutes harassment and peer on peer abuse and where to access support and advice (SG)</b></p>	<p><b>Democracy: how does our government work?</b></p> <p><b>KS: To know the key features of a democracy and democratic systems.</b></p> <p>To know how the political system works in the UK.</p> <p>To know that there are some cultural practices which go against British Law and human universal rights.</p> <p>To learn more about key historical figures who led the way for democracy.</p>	<p><b>Relationships and Sex Education: Where do we come from and where do we go?</b></p> <p><b>KS: To describe how and why the body changes during puberty in preparation for reproduction.</b></p> <p><b>KS: To explain differences between healthy and unhealthy relationships</b></p> <p><i>To consider different ways people might start a family (not statutory)</i></p> <p><i>To know some basic facts about conception and pregnancy (not statutory)</i></p>	<p><b>Drug Education: Where can I get help, advice and support for my health and wellbeing?</b></p> <p><b>KS: To know the laws about legal and illegal substances and associated risks.</b></p> <p>To understand the effects, risks and law relating to cannabis.</p> <p>To understand the risk of volatile substance abuse (VSA).</p> <p>To be aware of the options for getting help, advice and support.</p>

illness. Explore mental health charities in our local community.  To identify and debate the benefits of rationing time spent online to our mental wellbeing ( <i>link to computing</i> ).	The importance of consent in relationships with friends, peers and adults (SG).			To explore positive and negative ways of communicating in a relationship  To know how and where to get support if an online relationship goes wrong  <b>(Physical Health Revisit Key Concepts)</b>  <b>NSPCC Workshops</b>	<b>Secondary transition Block Unit:</b>
					That friendships change over time, including making new friends and having different types of friends.  Independent travel and risk  Peer pressure and supports available  Screen time and phones  <b>Managing change (mental health and wellbeing)</b>  <b>Junior Citizens</b>
<b>Black and Asian History Focus Week</b>	<b>Anti-Bullying Focus Week</b>	<b>First Aid Workshops</b>	<b>Magistrates Workshops</b>  <b>NHS Careers Day</b>		

## KEY SKILL THREADS FOR PSHE THEMES

THEMES	Year 3	Year 4	Year 5	Year 6
<b>Physical Health and Mental Wellbeing</b>	<p>KS: To manage feelings and emotions in different situations.</p> <p>KS: To know the importance of building regular exercise into daily and weekly routines and how to achieve this.</p>	<p>KS: To identify simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p>KS: To recognise that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (SG).</p> <p>KS: To develop strategies to resist drug use and peer pressure.</p>	<p>KS: To know where and how to seek support if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) (SG).</p>

	<p>KS: To understand the impact of smoking and passive smoking.</p>	<p>KS: To explain what constitutes a healthy diet and the risks of eating too much sugar (including understanding calories and other nutritional content).</p> <p>KS: To understand the risks related to drinking alcohol.</p>		<p>KS: To know the laws about legal and illegal substances and associated risks.</p> <p>KS: To develop strategies in managing change (mental health and wellbeing)</p>
<b>Relationships (incl Sex Education)</b>	<p>KS: To explain the importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.</p> <p>KS: To demonstrate how to solve disagreements and conflicts.</p> <p>KS: To explore the differences between male and female bodies (SG)</p> <p>KS: To consider appropriate and inappropriate physical contact and consent (SG)</p>	<p>KS: To model how to manage conflict situations and how to seek help or advice from others, if needed (SG).</p> <p>KS: To know about the physical and emotional changes that happen in puberty.</p>	<p>KS: To identify strategies to resist appearance pressures and who to go to for support (SG)</p> <p>KS: To explore the impact of puberty on the body and the importance of physical hygiene.</p>	<p>KS: To recognize that our behavior has an effect on ourselves and others and discriminatory behavior is wrong and illegal.</p> <p>KS: To know some of the consequences of anti-social behavior, including the law.</p> <p>KS: To understand what constitutes harassment and peer on peer abuse and where to access support and advice (SG)</p> <p>KS: To explore the impact of puberty on the body and the importance of physical hygiene.</p>
<b>Living in the Wider World</b>	<p>KS: To identify skills and attributes needed for different jobs.</p>	<p>KS: To recognise, predict and assess risks in different situations and decide how to manage them responsibly</p>	<p>KS: To develop awareness of the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>KS: To recognise the role of British law in keeping children and their communities safe (UN).</p>	<p>KS: To critically evaluate the role of British law in keeping children and their communities safe (Democracy).</p>



