



PSHE



Personal, Social, Health, Economic Education including
RSE

Our School Vision

For with God, everything is possible (Matthew 10:26)

Through our continued service to our community and rooted in our Christian Values, the opportunities we provide, inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who make a positive difference through developing a respect for themselves, each other and the world around them.

For with God, everything is possible.

(Matthew 19:26)

Our PSHE curriculum develops children personally, socially and morally for Christian lives lived now and in the future to embrace the challenges of creating a happy and successful adult life where they flourish. They will gain knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. They will develop the capacity to make sound decisions when facing risks, challenges and complex contexts. We understand that everyone faces difficult situations in their lives: our PSHE curriculum supports our children to develop resilience, to know how and when to ask for help, and to know to access support.

Spirituality at Queen's Park

The spiritual development of our children is a priority across all areas of the curriculum. At Queen's Park CE/URC Primary School, we define spirituality as connecting with ourselves, others, the world and God, through whom, everything is possible (Matthew 19:26).

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We explore spirituality through our Spiritual Capacities (our Spiritual C's) which are curiosity, creativity, compassion, captivation, consciousness, being courageous contributors and having opportunities to contemplate.

We understand the importance of both planned and spontaneous opportunities in all aspects of our CROWN Curriculum. This is evidenced in our class reflections book, through 'spirituality in the spotlight' and through speaking to our children.

Our Five Crown Principles



Challenge



Resilience



Opportunities



Wellbeing



knowledge

Our five Crown Principles drive our PSHE curriculum.

Rationale for our PSHE Curriculum

Challenge

Through the 'challenge' curriculum driver we want our children to feel empowered to face any challenge within their lives, now and in the future. Our PSHE curriculum is driven by potential and inevitable challenges that they will encounter. As well as challenging them with the statutory guidance, we challenge the children to explore issues that are affecting them personally – using local health data and consultation with staff, parents and children.

Resilience

Through the 'resilience' curriculum driver, we carefully plan difficult discussions and topics to develop children's resilience. Our PSHE curriculum allows children to understand emotions and strength of character to have the confidence to make decisions in life. We aim to prepare children for difficult

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times in their lives and empower them to make choices, to know how and when to ask for help, and to know where to access support in order to support their wellbeing.

Opportunities

Through 'opportunities', we raise aspirations to broaden our children's horizons. High quality, evidence-based and age-appropriate teaching of PSHE can help prepare pupils for the opportunities, responsibilities and experiences of adult life.

Our PSHE curriculum offers a range of experiences and visitors which are well-embedded at Queen's Park. Working with external organisations enhances our delivery of PSHE, bringing in specialist knowledge and different ways of engaging with our children. Through careful planning, we have chosen key visitors such as Talking Teeth, Debt Aware, Money Matters, Drug & Alcohol team etc. Planned excursions such as Crucial Crew and Junior Road Safety are also well-established at Queen's Park. We want our pupils to have a clear understanding of how to use these learned skills in the future.

Wellbeing

Our children's wellbeing is at the heart of our PSHE curriculum. At Queen's Park, we understand that happiness is linked to personal growth, health and development. We ensure our children are happy, healthy individuals. Skills to promote wellbeing are taught explicitly in our PSHE curriculum. We develop our children holistically by dedicating time to all statutory areas of the PSHE curriculum and the Keeping Children Safe in Education document (2023). All our teachers teach with sensitivity and a strong awareness of our cohorts. Our PSHE curriculum focuses on teaching the characteristics of good physical health and mental wellbeing and we are clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Our PSHE curriculum teaches our children the benefits of hobbies, interests and participation in their own communities. We make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups, are beneficial for their health and wellbeing. At Queen's Park, we support this by offering a range of extra-curricular activities for our children to take part in.

knowledge

Through the 'knowledge' curriculum driver, we encourage our children to be resourceful learners. It is uniquely challenging and coherent to our children. PSHE is embedded in every subject so is always built upon. Children are always encouraged to draw upon knowledge and skills learnt in PSHE at any given opportunity during the school day. We aim to provide our children with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions in their lives. All our teachers teach with the aim to ensure pupils have sufficient knowledge to progress through primary school and beyond.

Being a Queen's Park Citizen

Being a Queen's Park citizen means that disciplinary and substantive knowledge complement each other harmoniously. Substantive knowledge in PSHE is threaded throughout each strand – the substantive knowledge for each strand is progressive. Disciplinary knowledge in PSHE are the social and emotional skills acquired, and the interpretation of themselves and how to support themselves and others through changes. Reading is the 'beating heart' of our PSHE curriculum. We cover a range of texts to enhance each strand of our curriculum.



Intent

PSHE Long Term Plan



For with God, everything is possible



PSHE Long Term Plan

Our PSHE curriculum is delivered through purposeful connections between a PSHE strand and a subject area. In some instances, PSHE is explicitly taught. Visitors, outside agencies and specialists deliver some of our PSHE curriculum sessions. We have whole school focus days to enhance PSHE at Queen's Park.

The expectations of the Relationships, Sex and Health Education (RSHE) guidance are taught throughout our curriculum but are specifically covered in the Relationships and Changing Me topics.

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships, Sex and Health Education
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer (1/2)
EYFS	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety Talking Teeth Workshop	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and	Keeping myself healthy Healthier lifestyle choices (DT) Keeping clean Linking health and happiness Being safe	Summer 1 Yasmin and Tom - Differences

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	Consequences Owning the Learning Charter	differences in everyone	overcoming obstacles Feelings of success	Medicine safety/safety with household items Road safety (Being safe)		
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings (Myself and others)	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food (DT)	Summer 1 Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation	Summer 2 Yasmine and Tom - My Brilliant Body
Year 3	setting personal goals Self-identity and worth positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Vaping eigs and why it's important online and offline awareness Respect for myself and others Healthy and safe choices Healthy lifestyles School nurse - discuss hearing and sight tests and impairments	Summer 2 - Yasmine and Tom Me, Myself and I	
Year 4	being part of a class team Being a school citizen	challenging assumptions Judging by appearance	Hopes and dreams Overcoming disappointment Creating new, realistic dreams	Healthier friendships Group dynamics Smoking (Smoking workshop)	Summer 1 Relationships jealousy Love and loss	Summer 2 Yasmine and Tom - Introduction
	Rights, responsibilities and democracy (school council) (Rights and responsibilities) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Alcohol Awareness Peer pressure Celebrating inner strength Junior Road Safety Talking Teeth Workshop (links to science)	Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	to body changes
Year 5	looking the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	future dreams The importance of money (Money Matters Workshop) Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour (Crucial Crew Workshop)	Summer 2 - Yasmine and Tom Changes	
Year 6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, responsibilities and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	personal learning goals, in and out of school Careers workshop by St Helens Chamber St Helens Chamber Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	taking personal responsibility How substances affect the body Drug education workshop Exploitation, including county lines and gang culture (County Lines external programme) Emotional and mental health Managing stress	Summer 1 - Relationships	Summer 2 - Yasmine and Tom - Living and Growing

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Progression in PSHE

Progression documents

Our progression documents have been created by the Curriculum Leader and PSHE Subject Leader to ensure clear progress in [taught knowledge and social and emotional skills](#).

The progression documents show key knowledge (substantive knowledge), key vocabulary and key social and emotional skills (disciplinary knowledge) and assessment outcomes from EYFS – Year 6.

This is an example of progression within one unit of work.

For with God, anything is possible (Matthew 19:26)

Being Me in My World						
Overview						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different areas and the choices these can have. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.	Children discuss rights and responsibilities, and choices and consequences. The children learn about being assertive and how to make everyone feel safe in their class as well as recognising their own safety.	Children discuss their hopes and fears for the year ahead - they talk about feeling nervous and recognising when they should ask for help and when to ask. They learn about rights and responsibilities, how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices.	Children learn to recognise their self-worth and identify positive things about themselves and their achievements. They discuss new challenges and how to face them with appropriate feelings. The children learn about the need for rules and how these relate to rights and responsibilities. They explore choices and consequences, working collaboratively and seeing things from other people's points of view. The children learn about different feelings and the ability to recognise these feelings in themselves and others.	Children explore being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also learn about considering other people's feelings.	Children think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face. They explore their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children learn about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also learn about democracy, how it benefits the school and how they can contribute towards it.	Children discuss their year ahead, they learn to set goals and discuss their fears and worries about the future. The children learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They discuss their actions and actions and how these can have far-reaching effects, locally and globally. The children learn about their own behaviour and how their choices can result in rewards and consequences and how they feel about this. They explore an individual's behaviour and the impact it can have on a group. They learn to talk about democracy, how it

							benefit the school and how they can contribute towards it
Taught Knowledge and Social and Emotional Skills (Key learning in bold)							
<p>Know they have a right to learn and play, rights and justice</p> <p>Know that some groups are different from themselves</p> <p>Know that friends can be used badly and unkindly</p> <p>Know about things about themselves</p> <p>Know how happiness and sadness can be expressed</p> <p>Know that being kind is good</p>	<p>Understand their own rights and responsibilities with their classroom</p> <p>Understand that their actions have consequences</p> <p>Understand that their actions can be helpful</p> <p>Understand the rights and responsibilities of a member of a class</p>	<p>Understand the rights and responsibilities of team members</p> <p>Know about rewards and consequences and that these stem from actions</p> <p>Know that it is important to listen to other groups</p> <p>Understand that their own actions can be helpful</p> <p>Know that positive choices impact positively on self-learning and the learning of others</p> <p>Identifying happy and fun for the year ahead</p>	<p>Know that the school has a shared set of values</p> <p>Know why rules are needed and how these relate to actions and consequences</p> <p>Know that actions can affect others</p> <p>Know that actions may feel different to others</p> <p>Understand that they are important</p> <p>Know what a general goal is</p> <p>Understanding what a challenge is</p>	<p>Know they grow in the school community</p> <p>Know what democracy is</p> <p>Know how groups work together to reach a consensus</p> <p>Know that having a vote and democracy benefits the school community</p> <p>Know how individual attitudes and actions make a difference to a class</p> <p>Know about the different roles in the school community</p> <p>Know that their own actions affect themselves and others</p>	<p>Understand how democracy and having a vote benefits the school community</p> <p>Understand how to contribute towards the democratic process</p> <p>Understand the rights and responsibilities associated with being a citizen in the wider community</p> <p>Know how to join new challenges positively</p> <p>Understand how to set general goals</p> <p>Know how an individual's behaviour can affect a group and the consequences of this</p>	<p>Know about children's universal rights (United Nations Convention on the Rights of the Child)</p> <p>Know about the lives of children in other parts of the world</p> <p>Know that general actions can affect others locally and globally</p> <p>Know how to set goals for the year ahead</p> <p>Understand what fun and games are</p> <p>Understand that their own actions result in different consequences and rewards</p> <p>Understand how democracy and having a vote benefits the school community</p> <p>Understand how to contribute towards the democratic process</p>	

<p>Identify feelings associated with</p> <p>Identifying</p> <p>able to play co-operatively with others</p> <p>is able to consider others' feelings</p> <p>Identify feelings of happiness and sadness</p> <p>is responsible in the setting</p>	<p>Understand that they are safe in their class</p> <p>Identifying helpful behaviours to make the class a safe place</p> <p>Understand that they have choices</p> <p>Understanding that they are special</p> <p>Identify what it is like to feel proud of an achievement</p> <p>Recognise feelings associated with positive and negative consequences</p>	<p>Know how to make their class a safe and fair place</p> <p>Show good listening skills</p> <p>is able to work co-operatively</p> <p>Recognise own feelings and know when and where to get help</p> <p>Recognise the feeling of being worried</p>	<p>Make other people feel valued</p> <p>Design, composition and empathy for others</p> <p>is able to work collaboratively</p> <p>Recognise self-worth</p> <p>Identify general strengths</p> <p>is able to set a general goal</p> <p>Recognise feelings of happiness, sadness, worry and fear in themselves and others</p>	<p>Identify the feelings associated with being included or excluded</p> <p>is able to join in a role in a group discussion / task and contribute to the overall outcome</p> <p>Know how to regulate my emotions</p> <p>Can make others feel cared for and welcome</p> <p>Recognise the feelings of being motivated or unmotivated</p> <p>Can make others feel valued and included</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>is able to help friends make positive choices</p>	<p>Empathy for people whom they are different from their own</p> <p>Consider their own actions and the effect they have on themselves and others</p> <p>is able to work as part of a group, listening and contributing effectively</p> <p>is able to identify what they value most about school</p> <p>Identify hopes for the school year</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>is able to help friends make positive choices</p> <p>Know how to regulate my emotions</p>	<p>Know own words and needs</p> <p>is able to compare their life with the lives of those less fortunate</p> <p>Demonstrate empathy and understanding towards others</p> <p>Can demonstrate attitudes of a positive citizen</p> <p>Can take positive action to help others</p> <p>is able to contribute towards a group task</p> <p>Know what effective group work is</p> <p>Know how to regulate my emotions</p> <p>is able to make others feel welcomed and valued</p>
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Vocabulary Progression

YFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Consolidate YFS	Consolidate YFS & Y1	Consolidate KS1	Consolidate KS1 & Y2	Consolidate KS1, Y2 & 3	Consolidate KS1 & KS2
Mind, Goals, Friend, Similarity, Different, Rights, Responsibility, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	Safe, Special, Calm, Belonging, Special, Rewards, Road, Consequences, Upset, Disappointed, Illustration	Worries, Hopes, Roles, Responsibility, Actions, Rules, Positive, Negative, Choices, Co-Operate, Problem Solving	Beliefs, Values, Achievements, Rewards, Personal Goals, Acknowledge, Agree, Emotions, Feelings, Nighttime, Solutions, Support, Dream, Behaviour	Included, Excluded, Role, Job, Description, School, Community, Democracy, Democratic, Decisions, Voting, Authority	Share, Meet, Africa, Cocoa, Revolution, Cocoa, Role, Machine, Community, Education, World, Needs, Mission, Empathy, Comparison	Challenge, Goal, Attitude, Citizen, Voice, Opinion, Collective



Vocabulary is V.I.T.A.L in PSHE

Valued

We value vocabulary in PSHE and in everything we do.

Identified

Specific vocabulary is identified by the PSHE subject leader and is explicitly planned for.

Taught

Vocabulary is explicitly taught in every lesson. Our Crown Planners are used as a teaching tool for key vocabulary and the PSHE medium term plans include additional vocabulary to be taught. This is also shared with parents/guardians.

Applied

Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment outcomes in PSHE. We want our children to have a varied vocabulary to use when talking about their own and others' feelings.

Learned

Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, children revisit and relearn key vocabulary.



Through an 'explosion of experiences', our youngest learners are exposed to the foundations of their learning in PSHE. Carefully planned knowledge, skills and experiences are provided for our children. High quality books, stories and rhymes are the beating heart of our PSHE curriculum in EYFS. Key vocabulary is planned for. Staff are role models in demonstrating PSHE vocabulary and this is further enhanced in our excellent provision. The foundations of learning in PSHE and SRE EYFS is linked to Year 1 and beyond.

Year 1 to Year 6

Year on year, children will build upon their **skills enabling them to really know and value who they are and understand how they relate to other people in this ever changing world.** The curriculum leader and PSHE subject leader have created a **unique, spiral and progressive** learning journey through **PSHE**. Careful curriculum thinking and planning ensures that our children have the subject knowledge and components embedded in their long-term memories.



Implementation

Digital Strategy

For with God, everything is possible: Empowering Learners for a Global Future
At our school, we believe that with God, everything is possible. We create a caring and exciting learning environment where children are encouraged to be curious, confident, and to believe in themselves.

We use digital technology to help children learn, explore, and prepare for the world around them. By using technology in positive and meaningful ways, we help our children become confident learners who are ready for life in an increasingly digital world.

We teach our children how to use technology safely, responsibly, and kindly. This helps them grow into respectful digital citizens who understand how to make good choices online and treat others with care.

Our aim is to give every child the skills they need for the future. Technology supports our teaching, helping us to personalise learning and provide extra support where needed. It is always used to

enhance learning and never replaces high-quality teaching or the important relationships between teachers and children.

We also use technology to make learning accessible for all children, supporting different learning needs and helping every child to find their voice. By building confidence, communication skills, and independence, we prepare our children to become lifelong learners who are ready to face future challenges.

Pedagogy

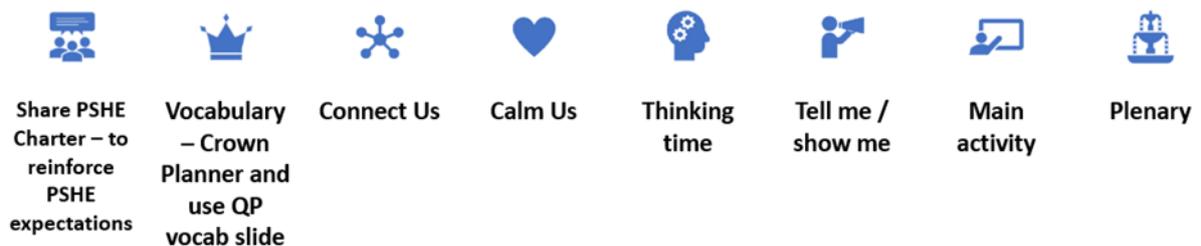


Both our staff and children are enthusiastic about [PSHE](#). Through ongoing CPD, we strive to ensure our teachers have [expert knowledge of the PSHE they teach](#). Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are able to be recalled, to ensure substantive and [disciplinary knowledge](#) and skills can be applied fluently.

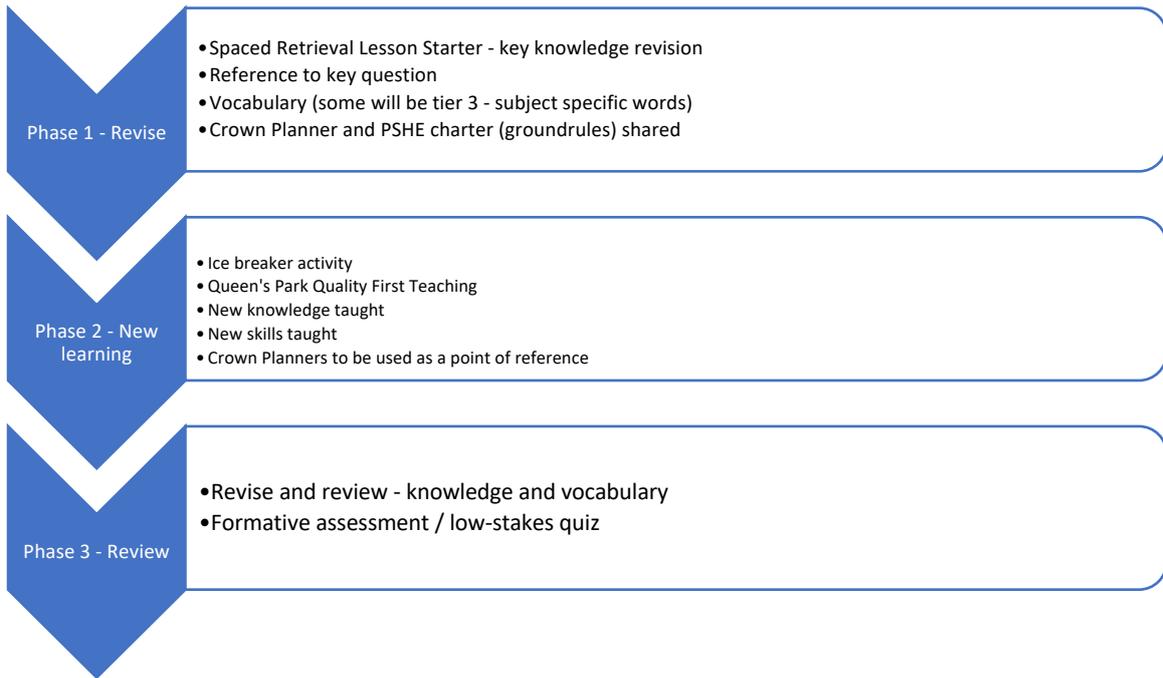
Our 'Queen's Park Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

Lesson Structure

The [sequence of lessons](#) across [PSHE](#) follows the same structure:

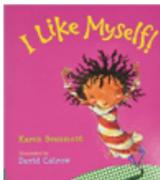


[Each lesson, within the sequence](#), follows the structure so prior knowledge is constantly revisited and transferred to long term memory.



Crown Planners

Our Crown Planners support our children with vocabulary and key knowledge for each unit of work. They enhance children's understanding of key concepts, present information clearly and promote appropriate discussion.

Year group: Year 3		Subject: PSHE			Term: Spring 1		
Unit title: Self Esteem							
Crown Curriculum Principles		Core Christian Values			British Value Links		
Challenge	Resilience	Opportunity	Love	Forgiveness	Trust	Democracy	Rule of Law
Wellbeing	Knowledge	Respect	Honesty	Hope	Individual Liberty		
Whole School Quality Text (based on postcode health data)				Year 3 Quality Text (based on CPOMs data)			
 <p>Ruby's Worry by Tom Percival The Huge Bag of Worries By Virginia Ironside</p>				 <p>'I Like Myself' by Karen Beaumont</p>			
Key vocabulary				Key learning:			
valued	consider (someone or something) to be important or beneficial; have a high opinion of.			<ul style="list-style-type: none"> • I recognise my worth and can identify positive things about myself and my achievements • I can set personal goals • I can face new challenges positively, make responsible choices and ask for help when I need it • I can identify a dream/ambition that is important to me 			
acknowledge	recognise the importance or quality of.						
affirm	to declare something publicly.						
aspirations	a hope or ambition of achieving something.						
solutions	a means of solving a problem or dealing with a difficult situation.						

Impact

We understand that we may not see the true impact of our PSHE curriculum on our children as our PSHE curriculum is just the beginning of a lifetime of learning.

Our well-constructed and well-taught PSHE curriculum, once embedded, leads to great outcomes and contributes to positive behaviour and attitudes of our children. For example, relationships is a 'golden thread' within our curriculum. The starting point is nurturing a positive relationship with self to grow a sense of identity and self-esteem within individuals. Children learn about rights and responsibilities to themselves and others. They develop a high degree of empathy and social skills. In the 'Being Me in my World' and 'Dreams and Goals' units, students focus on their attitudes towards learning, motivation and resilience. The 'Celebrating Difference' unit explores differences across the spectrum of global society, prejudice and discrimination, acceptance and understanding. Anti-bullying is also a core focus in this particular unit.

Students are also equipped with a range of strategies to safeguard themselves and others, and to know how and when to access support. Critical thinking, in units 'Dreams and Goals', 'Celebrating Difference' and 'Relationships' provides pupils with the skills to assess different situations and scenarios. They can then act and behave appropriately affording respect towards others and upholding theirs and others' rights. The impact of this should be pupils wanting to come to school as they feel safe and valued.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts from their semantic memory and apply the skills to their own lives.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

We ensure all our children read to a stage appropriate level and fluency. Reading is the beating heart of our PSHE curriculum. Through disciplinary literacy in PSHE lessons, the impact of reading on the children's learning is paramount.

The impact of Queen's Park PSHE curriculum is measured through the following:

- Assessment at the end of each unit of work (formative or summative)
- Vocabulary and knowledge are assessed at the end of each lesson and at the end of each sequence
- Pupil voice
- Progress evident in children's books and record of experiences
- Seeking views of parents where appropriate
- The behaviour and attitude of our pupils
- Students are also equipped with a range of strategies to safeguard themselves and others