

Queen Eleanor's Church of England Junior School
An Academy in the Good Shepherd Trust*
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"A caring, supportive community, grounded in a Christian ethos, where children are inspired to explore their potential and develop skills for life."

Head Teacher: Jo Davies

Dear Parents and Carers,

You will be aware that, as a part of your child's educational experience at Queen Eleanor's, we aim to promote personal wellbeing and development through a comprehensive taught programme of Personal, Social, Health and Economic (PSHE) education that gives children and young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future.

From September 2020, the Department for Education is making Relationships and Health Education compulsory in all primary schools.

What does the new guidance mean?

The new guidance focuses on healthy relationships and keeping children safe in the modern world. It also covers a wide range of topics relating to physical and mental health, wellbeing, safeguarding and healthy relationships.

Learning about the emotional, social and physical aspects of growing up, it will give children and young people the information, skills and positive values to have safe, fulfilling relationships and will help them take responsibility for their own well-being.

All of the sessions will be age-appropriate and meet the needs of all pupils in the class. The class teachers will adapt the lessons to suit the needs of the children in their class whilst covering the statutory requirements.

It still remains that only year 6 currently teach sex education; parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory RSE following discussions with the head teacher.

There is no right to withdraw from Relationships Education or Health Education or any content from the statutory Science curriculum. This means that pupils cannot be withdrawn from lessons on the Changing Adolescent Body.

Both our RSE and PSHE policies are available on the school website, if you wish to read them.

How will this be delivered?

This guidance will form part of our school's PSHE education programme, which is taught throughout the school in every year group and is monitored and reviewed regularly.

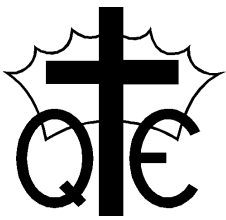
We currently use the PSHCE association scheme of work, which ensures progression in knowledge, attitudes and values, and skills – including the key skills of social and emotional learning, known to improve outcomes for children. Below shows a brief overview of topics covered in each year group.

All teaching in PSHE will take place in a safe learning environment and be underpinned by our school ethos and values. A variety of opportunities will be provided for pupils to ask questions to further their understanding and to find out more about what affects them personally.

Yours sincerely,

Miss Sinclair

PSHE Leader



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		Queen Eleanor's Junior School				Long Term Overview		PSHE	
Term	Theme	Autumn		Spring		Summer			
Topics	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and Emotions	Healthy Relationships	Valuing Difference	Rights and Responsibilities	Environment	Money/Financial Capability
Year 3	What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits	Recognising what they are good at; setting goals; describing feelings; conflicting feelings and how to manage feelings	School rules on health and safety; basic emergency aid; people who help them stay safe and healthy	Recognising feelings in others; responding to how others are feeling	Positive, healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively	Recognising and responding to bullying	Discuss and debate health and wellbeing issues; being a part of the community and who works in the community	Responsibilities; rights and duties	Enterprise; what it means; developing skills in enterprise (cross year group project with Year 6)
Year 4	What makes a balanced lifestyle and making choices; drugs common to everyday life hygiene and germs	Recognising what they are good at; setting goals; changes that happen in life and feelings associated with change	How to keep safe in local area and online; people who help them stay healthy and safe	Keeping something confidential or secret; when to break a confidence; recognise and manage dares	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers	Listen and respond effectively to people; share points of view	Discuss and debate health and wellbeing issues; appreciating difference and diversity in the UK and around the world	Sustainability of the environment across the world	Role of money; managing money (saving and budgeting); what is meant by interest and loan
Year 5	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; direct influenced on food; skills to make choices	Recognising what they are good at; setting goals; aspirations; intensity of feelings; managing complex feelings; coping with change and transition; bereavement and grief; changes at puberty	Strategies for managing personal safety in the local environment; online safety including sharing images; mobile phone safety	Responding to feelings in others	Actions have consequences; working collaboratively; negotiation and compromise; giving feedback	Listening to others; raise concerns and challenge	Discuss and debate health and wellbeing issues; rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences	Different rights, responsibilities and duties	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt; management of money; tax
Year 6	Images in the media and reality; how this can affect how people feel; risks and effects of drugs	Recognising what they are good at; setting goals; aspirations; changes at puberty (recap year 5); human reproductions; roles and responsibilities of parents	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice	Confidentiality and when to break a confidence; managing dares	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed, loving relationships; and unacceptable touch; personal boundaries and the right to privacy	Listening to others; raising concerns and challenge; what makes people the same or different; recognising and challenging stereotypes; discrimination and bullying	Discuss and debate health and wellbeing issues; human rights; the rights of a child; cultural practices and British law; being part of a community; groups that support communities; being critical of what is in the media and what they forward to others	How resources are allocated; effect of this on individuals, communities and the environment	Enterprise (cross year group project with Year 3)