

Our PSHE Vision



Our GEM threads

Values: Our children will adopt and celebrate the schools GEM powers

Knowledge: Our children will learn an enriched and ambitious curriculum

Progression: Our children will 'do more, know more and remember more.'

Language and vocabulary: Our children will use oracy to be confident communicators

Experience rich: Our children will receive culturally diverse opportunities to thrive.

Why is it important to teach PSHE?

Our school aims to provide a varied, engaging and ambitious PSHE curriculum that is child-centred. The starting point being the needs of our most vulnerable learners. We recognise that our children's needs are not simply academically based, but most importantly involve their emotional and pastoral wellbeing. This helps to drive our approaches to our children's learning. We strive to offer opportunities to all children, regardless of ability or background with the aim of developing the whole child and we encourage every child to identify and attain the skills necessary in order to further their potential. Our children are encouraged to become courageous and independent young people and to take ownership of their learning. The GEMS are at the centre of what we do.



Our PSHE Intent

Our PSHE programme of study – SCARF (Safety, Caring, Achievement, Resilience, Friendship) aims to equip our pupils with the knowledge, understanding, skills and strategies required to become healthy, independent and responsible members of society. Our curriculum intends to develop the whole child through carefully planned and resourced lessons that foster pupils' knowledge and skills necessary to grow personally and socially, to protect and enhance their wellbeing, to stay safe and healthy, build and maintain successful relationships and become active citizens, who are able to responsibly contribute to our diverse society. SCARF promotes a deep understanding of British Values, developing appreciation of others and their value in society, as well as build positive views of themselves, so as to develop their self-worth, a strong sense of identity and become confident citizens by playing a positive role in contributing to school life and the wider community. All the topics support social, moral, spiritual and cultural development and provide all pupils with appropriate and essential safeguarding knowledge to enable them to know they can ask for help.

The SCARF programme of study is fully in line with the learning outcomes and core themes of the PSHE Association scheme of work. It covers all the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. It also fulfils the requirements of the 2020 Statutory Relationship and Health Education which enables all pupils to build good, safe and healthy relationships now and in their future lives.

Implementation

Knowledge and skills based implementation

In the Foundation Stage, PSHE is taught through frequent and adult lead circle time sessions which progress into weekly time-tabled PSHE lessons, alongside a continuous provision approach based upon the relevant Early Learning Goals (EYFS). In Years 1 – 6, PSHE is timetabled to be taught at least weekly, but there are always occasions where teachers may feel it necessary to teach PSHE as a result of an issue that has arisen in their own class. PSHE is taught using SCARF (Safety, Caring, Achievement, Resilience, Friendship) resources. The SCARF scheme was chosen because of its whole-school approach which supports primary schools in promoting positive behaviour, mental health, wellbeing, resilience, and achievement. It fulfils all DfE statutory requirements for Relationships & Health Education. Many objectives from the curriculum will also be covered as an important part of school assemblies, where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. The distribution of the lessons complements key campaigns throughout the year, such as National Anti-bullying Week, Children in Need and E-safety Week. Each class has a PSHE book, this is used to record learning. These books are used to collect the thoughts and ideas the children have explored through PSHE and other SMSC (Social, Moral, Spiritual, Cultural) lessons. In addition to dedicated PSHE lessons, many other curriculum subjects make a link to PSHE, British Values, SMSC and the language is used consistently by all staff. Well-being displays throughout the school also reinforce the PSHE curriculum, further enabling children to make links

Progression led implementation

As children move from EYFS through KS1 and KS2, they will increase their subject knowledge, skills and understanding to fulfil the statutory duties of the curriculum. SCARF lesson plans are organised around three core themes of Health and Wellbeing; Relationships; and, Living in the Wider World.

These themes have been broken down into six main areas for termly coverage:

Me and My Relationships

Valuing Difference

Keeping Myself Safe

Rights and Responsibilities

Being my Best

Growing and Changing

Language and Vocabulary rich implementation:

Within our PSHE teaching, children use Oracy to become confident communicators. From EYFS through to Year 6, children are encouraged to talk about their feelings and ideas in small and large groups. Pupils are given the opportunity to discuss real life issues and challenges often in planned Oracy Assemblies. Through this they learn that their voice is heard and valued

Experience rich implementation:

Our whole school PSHE approach is enhanced by a number of additional experiences.

For example:

Daily check ins on children's emotional well-being at the start of the day

Feelings charts in classes which also encourage improved language skills

Calm area for children to self-regulate if they need to.

Events and learning opportunities:

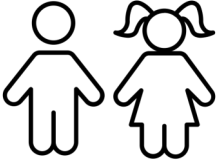
Children have the opportunity to attend the Life Education Bus to motivate the children's learning and enjoyment of PSHE. These lessons involve visitors delivering sessions covering topics including drug use, safe and unsafe relationships, and mental health.

Impact

A meaningful PSHE curriculum supports children to become happier, positive about school life as a whole, have a better understanding of rules and responsibilities and able to handle setbacks and disagreements. Children demonstrate a healthy outlook towards school, and demonstrate positive behaviour because they understand that they have a responsibility for their own actions and how they affect others. The Well-Being KAT write a yearly Action Plan and meet regularly to discuss the impact of the PSHE curriculum. During the year they monitor planning, carry out learning walks, book looks, pupil conferences and report to the Senior Leadership Team and class teachers on key issues. At the end of each term, teachers assess individual children's progress against the appropriate National Curriculum statements for the aspects that have been taught. The information for these assessments is captured in several ways such as using baseline and end of unit assessment and class scrap books will capture pupil voice. Our children, using our Gem Threads, will receive a high quality PSHE curriculum that will enable them to be confident, articulate learners with a greater understanding of themselves and the world in which they are growing up in. Wider school impact of PSHE in the Junior School can be seen in the Online Pupil Survey/Pupil Wellbeing Survey. This survey is commissioned by Gloucestershire County Council (GCC) and run by an independent research company. The purpose of it is to provide information on the health and wellbeing of children in Gloucestershire; with the aim of informing work, both in and outside of school, to improve the lives and outcomes of the county's young people. In school we can use data from this to make our curriculum so it best fits our pupils' needs



Our SCARF journey



Valuing
Difference
Keeping Safe

Me & My
Relationships



Rights &
Responsibilities

Being My Best
Growing and
changing

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PSHE knowledge and skills progression



Appendix 1 Curriculum map

Relationships and sex education

YEAR GROUP	TOPIC/THEME DETAILS
EYFS	<ul style="list-style-type: none">Understand what personal responsibility isValue their body, including physical achievements and capabilitiesKnow the adults who are responsible for looking after themRecognize personal needs and act on them where appropriate or ask for helpUnderstand basic hygiene routines, including toileting and washing
Year 1	<ul style="list-style-type: none">Understand what a cycle isUnderstand that changes happen constantly as we growUnderstand the life cycles of humans and animalsUnderstand the different stages of the human life cycleUnderstand that humans, like other animals, change over timeValue their own body and recognize its capabilities and uniquenessRecognize that people are similar in some ways and different in othersLearn basic information about how the body works and ways of looking after itKnow how to keep themselves clean



YEAR GROUP	TOPIC/THEME DETAILS
Year 2	<p>Recognize the main external parts of human bodies including agreed names for reproductive organs</p> <p>Understand that all living things originate from other living things</p> <p>Understand that humans produce babies that grow into children and then into adults</p> <p>Consider the ways they have changed physically since they were born</p> <p>Consider physical changes that will take place as they move from childhood to adulthood</p> <p>Consider their responsibilities now and compare these to when they were younger</p> <p>Understand the choices they are able to make in order to keep themselves healthy</p>
Year 3	<p>Recognise the main organs of the bodies of humans including scientific names for reproductive organs</p> <p>Identify the differences between men and women</p> <p>Know the difference between appropriate and inappropriate touch and understand that they have the right to say "no" to unwanted touch</p> <p>Understand there are different types of love</p> <p>Understand how infection can spread</p> <p>Understand how to prevent infection through good personal hygiene practices</p> <p>Understand that our bodies have three main lines of natural defence but that sometimes we need help to fight an infection</p>

YEAR GROUP	TOPIC/THEME DETAILS
Year 4	<p>Understand some of the physical changes that will happen as humans get older</p> <p>Know the difference between appropriate and inappropriate touch and understand that they have the right to say "no" to unwanted touch</p> <p>Consider their responsibilities and levels of independence and understand that these have changed as they have grown and that they will continue to change into their future</p> <p>Understand that most common infections get better on their own through time</p> <p>Understand that antibiotics should only be taken as prescribed</p> <p>Challenge gender-based stereotypes</p>
Year 5	<p>Know and understand physical changes that take place during puberty and why they happen</p> <p>Understand that emotional as well as physical changes happen at different rates for different people</p> <p>Consider new aspects of personal hygiene relevant to puberty</p> <p>Understand genetic inheritance</p>
Year 6	<p>Understand the functions of male and female reproductive organs</p> <p>Know and understand about physical changes that take place at puberty and why they happen</p> <p>Be able to recognise their own changing emotions and be able to express their feelings and concerns positively</p> <p>Know about the facts of the human lifecycle, including sexual intercourse</p> <p>Consider the need to trust and love in marriage and established relationships</p> <p>Consider different types of love</p> <p>Understand how babies are born</p> <p>Explore the impact a new baby has on a family</p>

Appendix 2 : By the end of primary school children should know.

Taken from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

