

East Worlington Primary School

PSHE Curriculum Statement, Knowledge and Skills Progression

Subject Vision: *"PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain."* - PSHE Association

Our vision for PSHE (which incorporates the National Curriculum non-statutory guidance for Citizenship) is to allow our children to become responsible and informed global citizens. We want our children to develop as great communicators, who are confident to share their views and opinions. We aspire to ensure PSHE is at the core of everything we do. By doing so it allows our children to blossom into confident, independent, reflective and responsible members of the ever-changing society around them. We chose the SCARF (Safety, Caring, Achievement, Resilience and Friendship) programs of study as it fitted well with the school's values of Compassion, Ambition and Teamwork and these values underpin everything that we do.

Statement of Intent:

Personal, Social and Health Economic education (PSHE) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We strive to provide our children with learning opportunities across and beyond the curriculum, in specific lessons, circle time, special school projects and other activities that enrich pupils' experiences. It allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. At East Worlington Primary School, we embrace ways in which PSHE supports many of the principles of safeguarding and its close links to the school's Safeguarding, SMSC and British Values Policies.

Personal, Social, Health Education is central to our curriculum; it helps children grow and develop as individuals and as members of families and communities. Through PSHE pupils will have the knowledge, understanding, skills and attitudes they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities, we recognise this through citizenship awards. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The personal and social development of pupils underpins our curriculum. Through a carefully planned programme, supported by all who work in or with the school, we want children to leave the East Worlington Primary School ready for the transition into secondary school and adult life.

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an 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. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

The SCARF programme divides the year into 6 themed units: Me and My Relationships; Valuing Difference; Keeping Myself Safe; Rights and Responsibilities; Being My Best; Growing and Changing, the incorporate the statutory aspects of the Relationships and Sex Education, and Health Education guidance. We strive to ensure children are challenged intellectually, socially, spiritually and morally. Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside –then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

The school curriculum is broader than the National Curriculum and our intention is to give children a richer and deeper experience that is not limited by the National Curriculum.

Statement of Implementation:

In order to ensure that we meet the expectations of the PSHE curriculum and the new RSE curriculum we follow the SCARF scheme. We chose the SCARF (Safety, Caring, Achievement, Resilience and Friendship) as it fitted well with the school's values of Compassion, Ambition and Teamwork and these values underpin everything that we do. This scheme is regularly updated to reflect current issues and alongside our Picture News assemblies we ensure that the children have and current and relevant understanding of the world in which they live in and their role as citizens in this. Our approach to teaching PSHE is intended to support and encourage all learners to be the very best they can be. PSHE is taught at least weekly and the core values are embedded throughout class assemblies and utilising Picture News. This generates thought-provoking pictures with accompanying statements as well as and discuss current world issues and events.

Each class completes modules which have been selected to ensure coverage of the PSHE curriculum across a phase/key stage and revisits them regularly, allowing all the children to experience and be immersed in the key teachings provided by SCARF. Alongside governmental policy, we recognise that our School also has duties in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). The Statutory guidance on 'Keeping Children Safe in Education' states that Governing bodies should ensure that children are taught about safeguarding, including online safety and so these interleaves with our Computing Curriculum. We consider this as part of providing a broad and balanced curriculum. PSHE education for us also covers various safeguarding issues and we provide the pupils with sessions to educate and inform them of how to keep the same safe both on and offline. Furthermore, our school is aware that the Equality Act 2010 places duties on schools to both address prejudice-based bullying and to help prevent it from happening, and in doing so to keep protected characteristic groups safe. PSHE education, with its focus on identity and equality, should help our schools to fulfil this duty.

The PSHE curriculum is taught through a carefully sequenced rolling programme. This builds on skills previously learned and can be timed to match children's needs. The sequencing and unique videos ensure that children commit key knowledge to long-term memory. The PSHE curriculum equips our children with the knowledge and skills to make self-informed decisions. Each session that is taught is recorded through the use of a class workbook and classes complete their learning in many different ways including the use of drama, circle time and some written activities.

In the EYFS, through Personal, Social, Emotional Development children are supported to build constructive and respectful relationships that allow them to play, learn and develop alongside both adults and their peers. As children make friendships they learn to manage conflicts and rivalries with the support of adults. Children are empowered to envisage themselves as valuable individuals who are aware of what makes them unique. In the Early Years children are encouraged to name their feelings and adults carefully model the handling of these feelings and emotions to support children in becoming independent in moderating their own feelings. Children are taught to manage their own physical and emotional needs and understand the importance of respecting the privacy of others. A large part of the curriculum in the Early Years supports the developing of resilience within young children. Children are encouraged to persevere to meet their goals and targets. As a part of the learning journey experienced in the Early Years developing the understanding of rules and routines is an integral part that runs parallel to all.

At East Worlington Primary School , our PSHE curriculum is underpinned by our values of Compassion, Ambition and Teamwork. Through our school council, pupils are encouraged to take an active role in decision making within the school community and all pupils are supported to play an active role in the school and wider community, which is recognised through our citizenship award. We also have active links with local community groups, such as the police and fire service, RNLI, NSPCC who come into school to deliver sessions focused on keeping children safe. There is also training for staff who are also able to support the children to be resilient, safe and to work and play together as a strong school community.

Statement of Impact:

What is the impact of the PSHE curriculum at the school?

The PSHE curriculum supports effective and engaging learning which improves children’s behaviour in school, at home and within the community. Effective progression of knowledge may be viewed in the children’s class workbooks and observations of discussions in lessons. Ultimately, the PSHE curriculum prepares children for all aspects of life. Children will each make progress relative to their own individual starting point. Children can then leave us able to join the ‘great conversations of humanity’ and able to participate in the discourse that underpins current affairs, cultural life and functioning democracy.

By the end of their time with us, each child will:

- Recognise and apply British Values
- Be able to recognise, understand and manage their own emotions
- Understand who they can rely on and ask for support
- Have an awareness of their mental health and ask for support where necessary
- Understand how to maintain a healthy lifestyle
- Embrace differences and have an understanding of diversity
- Apply learnt skills in real life situations
- Demonstrate self-confidence and self-esteem
- Develop and maintain healthy relationships with peers and adults
- Show respect to themselves and others

This Curriculum Statement and Skills Progression should be read in conjunction with the school’s Curriculum Vision and Pedagogy and the Project Plans for each class.

We chose the SCARF (Safety, Caring, Achievement, Resilience and Friendship) programs of study as it fitted well with the school’s values of Compassion, Ambition and Teamwork and these values underpin everything that we do.

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others

Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem