



PSHE

PSHE Curriculum

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Scheme Used

We use the SCARF Scheme (Safety, Caring, Achievement, Resilience, Friendship) for PSHE.

Teaching of PSHE

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;

7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis. PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings. For some KS2 RSE lessons, children will be taught in separate year groups to cover age-appropriate topics.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on the school website.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 5% of pupils will go on to define themselves as gay, lesbian, or bi-sexual. It is possible that some pupils will also have LGB parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff.

Support is provided to children experiencing difficulties on a one-to-one basis, via our SENDCO and ELSA program. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library and in the Zones of Regulation display.

Support and Adaptions for Children with SEND

Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans. SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Recording of Work and Assessment

Lessons are taught using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques. Records of these activities are recorded in a class floor book or digital floor book according to the teacher's preference.

SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This both teacher and child to see what progress has been made over the course of each half-termly unit of lesson plans.

SCARF Success

At the end of a unit, we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

Wearing my SCARF

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

Structure of the PSHE Curriculum

Due to our class structures, topics in PSHE are being taught on a two-year cycle for 2024-2025 and 2025-2026. This will be reviewed during 2026 to ensure the most appropriate curriculum is in place once the school is at full capacity with 45 children in every year group. The creation of the two-year cycle for 2024-2025 and 2025-2026 has been created after reviewing and reflecting the knowledge and skills children in each year group have learnt previously. We ensure learning in EYFS meets the needs of the EYFS curriculum and provides a strong foundation for learning as children transition into Year 1 by ensuring children in Reception take part in SCARF lessons.

PSHE Units 2024-2025

R&Y1	Term 1	Term 2	Term 3
Units	Follow Year 1 - Me & My relationships	Follow Year 1 - Valuing Difference	Follow Year 1 - Keeping myself safe
	Term 4	Term 5	Term 6
Units	Follow Year 1 - Rights and Responsibility	Follow Year 1 - Being my Best	Follow Year 1 - Growing and changing

Y2&3	Term 1	Term 2	Term 3
Units	Follow Year 3 - Me & My relationships	Follow Year 3 - Valuing Difference	Follow Year 3 - Keeping myself safe
	Term 4	Term 5	Term 6
Units	Follow Year 3 - Rights and Responsibility	Follow Year 3 - Being my Best	Follow Year 3 - Growing and changing

Y4&5	Term 1	Term 2	Term 3
Units	Follow Year 5 - Me & My relationships	Follow Year 5 - Valuing Difference	Follow Year 5 - Keeping myself safe
	Term 4	Term 5	Term 6

Units	Follow Year 5 - Rights and Responsibility	Follow Year 5 - Being my Best	Separate Lessons for Year 4 and Year 5- Growing and changing
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Y6	Term 1	Term 2	Term 3
Units	Me & My relationships	Valuing Difference	Keeping myself safe
	Term 4	Term 5	Term 6
Units	Rights and Responsibility	Being my Best	Growing and changing

PSHE Units 2025-2026

R	Term 1	Term 2	Term 3
Units	Me & My relationships	Valuing Difference	Keeping myself safe
	Term 4	Term 5	Term 6
Units	Rights and Responsibility	Being my Best	Growing and changing

Y1&2	Term 1	Term 2	Term 3
Units	Follow Year 2 - Me & My relationships	Follow Year 2 - Valuing Difference	Follow Year 2 - Keeping myself safe
	Term 4	Term 5	Term 6
Units	Follow Year 2 - Rights and Responsibility	Follow Year 2 - Being my Best	Follow Year 2- Growing and changing

Y3&4	Term 1	Term 2	Term 3
Units	Follow Year 4 - Me & My relationships	Follow Year 4 - Valuing Difference	Follow Year 4 - Keeping myself safe
	Term 4	Term 5	Term 6
Units	Follow Year 4 - Rights and Responsibility	Follow Year 4 - Being my Best	Follow Year 4 - Growing and changing

Y5&6	Term 1	Term 2	Term 3
Units	Follow Year 6 - Me & My relationships	Follow Year 6 - Valuing Difference	Follow Year 6 - Keeping myself safe
	Term 4	Term 5	Term 6
Units	Follow Year 6 - Rights and Responsibility	Follow Year 6 - Being my Best	Separate Lessons for Year 5 and Year 6- Growing and changing