

Subject Area: PSHE

Subject Leader: Mrs Naomi Gould

## **What is the aim of your curriculum?**

### **The intent**

The aim of our PSHE curriculum is to help the children to become independent, responsible, healthy, and confident members of society. Our PSHE curriculum aims to support the development of the 'whole child', by helping them to understand how they are developing personally and socially as well as promoting their social, mental and physical development.

Through our PSHE lessons children learn how to keep themselves safe. Children learn to recognise safe and unsafe situations, assess risk and practise real-life skills that can keep them safe from physical and emotional harm.

The curriculum aims to help children to regulate their emotions and behaviours and to develop their social skills, understanding what is and what is not appropriate within relationships and how to improve relationships. The curriculum supports children towards developing and maintaining happy and healthy relationships with others.

The children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

The curriculum teaches the children about their rights and responsibilities, which includes teaching of British values of Democracy, and to appreciate what it means to be a member of a diverse society. They learn about the importance of being tolerant of difference and that it is ok to be different.

The curriculum teaches about different family types and encourages children to think openly about what a family may look like. The curriculum aims for all children to see themselves and their family set up reflected in the learning and the books and media around the school.

We aim to help children build their self-esteem, recognise their own worth and develop resilience and a growth mindset. Every staff member has a responsibility to support the PSHE curriculum by being a role model and having high expectations of all the children.

We want all the children to feel that they are valued and understand that they can make a positive difference to themselves, others, and the wider world and that they can all work towards achieving their most ambitious goals. We want our children to feel that they can take on the world!

### **The implementation**

We subscribe to Coram Life Education: SCARF (Safety, Caring, Achievement, Resilience, Friendship) resources to cover all aspects of the PSHE curriculum. This curriculum is *Developed by teachers and centred on a values-based and 'Growth Mindset' approach, SCARF's online resources support primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement – giving you everything you need to meet the new Relationships Education and Health Education statutory requirements.*

<https://www.coramlifeeducation.org.uk/scarf/>

Teachers deliver weekly PSHE SCARF lessons at school from EYFS to KS2. For each year group, six themed units provide a complete PSHE and wellbeing curriculum, including mental health and Relationships and Sex Education (RSE), along with related assessment tools:

- Me and My Relationships
- Valuing Difference

- Keeping Myself Safe
- Rights and Responsibilities
- Being My Best
- Growing and Changing

PSHE at Barley and Barkway Federation goes way beyond our SCARF curriculum and is embedded within everything we do such as:

- The positive way we greet the children as they enter the school in the morning
- Choice of feelings cups as they enter the classrooms
- *I am worried* cards and *Worry Boxes*
- Class Dojo reward system
- Our positive approach to behaviour management (STEPS)
- Weekly Nurture groups for children that need some extra emotional support
- Targeted Assemblies on Anti-Bullying Week
- Annual SCARF LIVE workshops delivered by a SCARF educator to support the curriculum
- Celebrating Mental Health Days and Feeling Good Week
- Promoting the '5 Ways to Wellbeing' (Give, Connect, Keep Learning, Be Active and Take Notice)
- Bespoke weekly yoga, meditation, and mindfulness videos for all classes from EYFS to KS2
- Weekly Achievement Assemblies
- School Council which includes an Eco Council and Playtime Leaders
- A character-building annual trip to Kingswood, an Adventurous Outdoor Activity centre for Years 3 and 4 that helps the children bond socially, push themselves beyond their current limits and realise their potential.
- Posters displayed around the school to help make clear our expectations of behaviour i.e. our Steps to Solving Problems with Others, Playtime Rules and How to Behave in the Wild Area
- Displays that promote our school values
- Positive Statement posters that also celebrate diversity are displayed in every classroom
- Fundraising for important causes such as Children in Need and Red Nose Day
- Collection of foods and goods for local food banks and for any current global situations of crisis such as collecting items for refugees and people living in war torn countries
- Making links with our local community to show we value them, i.e. St Margaret's Residential Home, our local village churches and our village markets
- Our 'school dogs' - Staff members are role models for how to treat animals with love and respect
- Providing clear and supportive communication with parents and carers through our school website, Class Dojo, school and class newsletters, emails and by responding with sensitivity and care to any concerns they have about their children's personal, social, and academic development

Teachers and Teaching Assistants will help put together educational, immersive displays that answer key questions help to create a rich learning environment for PSHE.

Our SCARF summative Assessment Tracker allows us to use data to inform future practice.

## **The impact**

By the time our children leave Barley and Barkway Federation they will:

- Be on their way to becoming healthy, open minded, respectful, socially, and morally responsible active members of society
- Have a ready willingness and ability to try new things, push themselves and persevere

- Understand and manage their emotions
- Be able to look after themselves and others with regards mental health and well-being as well as physical health
- Have a good understanding of how to stay safe, healthy and develop good relationships interlinked with compassion for others
- Have respect for themselves and others.
- Develop positive, healthy relationship with their peers both now and in the future.
- Have a strong self-awareness, positive self-esteem, and a more developed growth mindset
- Appreciate what it means to be a positive member of a diverse, multicultural society. To appreciate difference and diversity and know it is ok to be different to others
- Understand the physical aspects involved in RSE at an age-appropriate level

### **What are your subject's strengths/areas to development –**

#### **Strengths:**

- Children are enjoying the PSHE curriculum and particularly love the SCARF mascot Harold, the assemblies that support the curriculum and the annual SCARF LIVE workshops
- Children are keen to become members of our 3-tiered School Council
- Children care about the environment and the wider world, they want to help people and places in need
- Children are developing their social skills and their abilities to solve problems with others
- Children are confident and proud to share their learning with their peers.
- All teachers understand the importance of the PSHE curriculum and speak about their lessons with passion and knowledge
- We have a targeted approach to supporting children with their personal development and are rigorous in quickly identifying individuals and groups of children that would benefit from extra PSHE interventions
- Staff meetings include CPD on aspects of the PSHE curriculum such as the new DFE requirements on RSE and Mental Health awareness training

#### **Areas to Develop:**

- Support teachers to ensure children's knowledge is building year on year through ideas such as 'sticky questions' and interactive quizzes to check the knowledge is sticking.
- Establish our Steps to Solving Problems across the school from EYFS to KS2 and observe the children using these to help them navigate any difficulties they have.
- Look for opportunities of educational visitors/ workshops to enhance the learning.

### **How your subject is monitored**

We monitor this subject through termly lesson observations, SCARF folder looks and pupil voice.

### **How is your subject taught in EYFS**

The SCARF curriculum units begin in Nursery, to ensure the building blocks of the PSHE curriculum are laid at this crucial foundation stage. Children in EYFS are taught to reflect on all the things that make them special as well as thinking about the people that are special to them. Children are taught to value difference and the importance of Including everyone. Children in EYFS learn how to stay safe indoors and outdoors and what things are safe to go into their bodies. They learn about their rights and responsibilities and are taught to look after themselves, others, and the environment. The teaching of PSHE in EYFS helps the children to develop a growth mindset. They learn the importance of perseverance and trying their best. Children start to think about how bodies change, in relation to how they have changed since they were babies and how living things grow. Children in EYFS are taught to think about similarities and differences between boys and girls but also to broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like. Children are taught to think differently and more openly about what a family may look like.

### **How are SEND and PP children supported in your subject**

We ensure that all children are always encouraged to do the best they can, and we understand that this may look different for every child. Teachers take SEND, PP and EAL children into account when planning their lessons and will:

Differentiate the work where possible

Allow children to demonstrate their knowledge and understanding of a subject in mediums other than writing such as verbal responses, drawing and drama.

Stop at regular intervals in the lesson to check the children's understanding and address any misconceptions.

Know that they may need to deliver the information more than once to SEND, PP and EAL children to help support their understanding.

Give the children clear success criteria to achieve the learning objective with different elements of independence. Teachers understand the benefits of working in focus groups with these children as well as mixed ability groupings and peer support.

Provide children with visual aids such as widgeit symbol picture mats to help them with their understanding and retrieval of key topic words.

PP children are encouraged to become members of the School Council. We have always had PP children on the School Council since it was established in both KS1 and KS2.

PP children in Years 3 and 4 are encouraged and supported to take part in the annual trip to Kingswood, an outdoor adventurous activity centre. They will have opportunities to take part in activities they may otherwise not have the opportunity for and are pushed to challenge themselves and realise their potential.