



Subject Information:

# PSHE at Oxenhope C of E Primary School

## How we teach PSHE at Oxenhope C of E Primary School

### Subject Intent

#### What do we want to achieve with our PSHE curriculum?

As a Church of England school, we ensure that social, moral, spiritual and cultural development is at the heart of our loving community of life-long learners. In PSHE everyone is valued for their uniqueness, as learners acquire the knowledge, skills and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain and the wider world.

Our PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. We believe that learners that are emotionally healthy do better at school; our PSHE education helps them to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn.

Our PSHE education also helps our learners to develop skills and aptitudes - like teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world.

PSHE enables our children to become healthy, independent and responsible members of 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 provide our children with opportunities for them 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.

### Subject Implementation

At Oxenhope we use Coram Education's Scarf PSHE curriculum, Scarf stands for: Safety, Caring, Achievement, Resilience, Friendship.

Eight key principles underpin the effective whole-school approach Scarf offers and these have been identified in Public Health England's Promoting children and young people's emotional health and wellbeing: A whole school approach (PHE, 2015): Ethos and environment – ensuring children have a safe space to thrive, curriculum, teaching and learning – giving children tools to be resilient, pupil voice – making sure children feel a part of the community, staff development, health and wellbeing - equipping staff to identify issues for pupils and to manage their own health and wellbeing, identifying needs and assessing impact – assessing needs and ensuring effectiveness, working with parents and carers - making the most of parental involvement opportunities, targeted support - ensuring swift access to referral services and leadership and management - providing visible senior leadership for emotional health and wellbeing: essential for activities promoting emotional health and wellbeing are to be accepted and embedded. Ensuring that these elements are interwoven through-out the whole school is vital in ensuring we meet the needs of our children and prepare them for their future.

Alongside the mobile classroom, LifeSpace or an in-classroom visit, the Scarf resources provide a whole-school approach to building essential foundations (Safety, Caring, Achievement, Resilience, Friendship) – crucial for children to achieve their best, academically and socially.

Meeting all DfE requirements for statutory Relationships and Health Education, and mapped to the PSHE Association programmes of study, SCARF is a framework consisting of lesson plans, online planning, assessment and Ofsted tools to give busy teachers skills and confidence to embed a comprehensive RSHE, PSHE and Wellbeing programme throughout the primary years. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing.

Running alongside our PSHE programme of study we teach British Values to support children in developing an age appropriate, meaningful understanding of the themes of democracy, individual liberty, rule of law and mutual respect. This learning often takes place during our collective worship and reflection time sessions (but not exclusively) and give opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities. These sessions enable learners to recognise, accept and shape their identities, learners' ability to understand and accommodate difference and change, manage emotions and communicate constructively with each other. Learners are taught to celebrate difference and understand the importance of tolerance to different groups, e.g. LGBT+. The teaching of our Christian and British Values run as a golden thread through everyday teaching, allowing learners to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

PSHE throughout school is enhanced by external visitors to broaden learners' understanding of the wider world; examples of these are the Road Safety Team, PCSOs, School Nursing Team and the Fire Service who provide bespoke workshops in line with both the expectations of the National Curriculum and the differing needs of our learners.

Our assessment of PSHE is made against the programme of study for each year group provided by Scarf, which teachers use to assess learners against; capturing progress from activities, self-evaluations and reflections.

## Subject Impact

Learners will:

- know more and remember more about PSHE skills
- apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- demonstrate exemplary behaviour
- discuss issues respectfully with confidence

### The PSHCE Curriculum at a Glance – Years R -6

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
<b>EYFS</b>	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 my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
<b>Y1</b>	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
<b>Y2</b>	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
<b>Y3</b>	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

<b>Y4</b>	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
<b>Y5</b>	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 and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
<b>Y6</b>	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