



PSHE at Oxenhope C of E Primary School

School Vision

We provide the rich soil allowing children to flourish and develop deep roots. We nurture **growth**, enabling children to thrive as our Christian values blossom in their lives. We cultivate a sense of pride in our rural **community** where children are **loved** and valued.

May our children flourish in their youth like well-nurtured plants. Psalm 144 v 12.

Throughout our curriculum and school life, along with our school vision, these three golden strands permeate through everything we do.

Community

Jesus often spoke of unity in our communities and encouraging one another on our journey. He spoke of bearing each other's burdens in love and helping those in need.

'Live in harmony with one another.' Romans 12 v 16



Love

It says in the Bible that God is Love and encompasses all that is loving and good. Jesus showed the ultimate unconditional love when he laid down his life for us on the cross. Therefore, this love should lead to a desire to love other people.

'Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.' Ephesians 5 v 2



Growth

Just like a plant, we must endure the difficult times along with the good; but God has sent us his Holy Spirit to help and strengthen us so we can bear fruit and grow in the likeness of Christ.

'Grown in the grace and knowledge of our Lord and Saviour Jesus Christ.' 2 Peter 3 v 18



PSHE at Oxenhope

Intent:

At Oxenhope CE Primary School, PSHE is at the core of everything we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the "whole child" intellectually, morally, socially and spiritually. Through our whole-school approach to PSHE, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life.

Implementation:

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. There are always occasions where teachers may feel it necessary to teach PSHE because of an issue arisen in their own class.

Our school environment reinforces the PSHE curriculum through questioning, vocabulary and discussion topics on displays throughout school. We make links with the local communities, fundraising opportunities, visitors and national and international events we provide enrichment opportunities to contextualise learning.

PSHE is an important part of school collective worships where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

EYFS - In the Foundation Stage, PSHE is taught as an integral part of topic work and is embedded throughout the curriculum. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals. Reception also uses the Coram Education Scheme of Work materials. (see below)

Key Stage 1 and Key Stage 2 - At Key Stage 1 and 2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of Study, which comprehensively cover the statutory Health Education and Relationships Education guidance.

Pupils are taught PSHE using Coram Educations – SCARF, which is a spiral, progressive scheme of work. There is a strong emphasis on emotional Literacy, building resilience and nurturing mental and physical health.

At St Paul's, in addition to Relationships Education, we also teach aspects of Sex Education that is covered in our Science Curriculum. Alongside this we teach about different kinds of relationships, including same sex relationships, and gender identity because it is important that our children should understand the full diversity of the world they live in and be prepared for life in modern Britain. These aspects of PSHE are also taught through the SCARF.

PSHE is taught through SCARFs six half termly themes with each year group studying the same unit at the same time (at their own level):

- Valuing difference
- Me and My relationships
- Keeping safe
- Growing and changing
- Being my best
- Rights and respect

It also identifies links to British Values, and SMSC and is taught in such a way as to reflect the overall aims, values, and ethos of the school.

Wider Curriculum

- We believe that focusing on developing a 'Growth Mindset' in our children will help them to build resilience, independence and confidence; embrace challenge; foster a love of learning; and increase their level of happiness. We do this through the language we use in class, praising children for their efforts, and using language to encourage children to change their way of thinking. This supports both our school and PSHE aims and values, and we focus on Growth Mindsets in all aspects of school life.

- PSHE, including SMSC and BV, is an integral part of the whole school curriculum, and is therefore often taught within another subject area.
- Visitors such as emergency services and the school nurse complement our PSHE curriculum to offer additional learning.

We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to show the school values of faith, hope and love.

- Assemblies are linked to PSHE, British Values and SMSC and cover any additional sessions that would benefit the whole school.
- PSHE, BV and SMSC displays throughout school reinforce the PSHE curriculum enabling children to make links.

Impact:

All children understand the importance of PSHE, Relationship Education, SMSC and British Values and the effects it can have on life in and out of school, this is evident through termly pupil voice and Holistic Learning and PSHE coverage folder monitoring by the curriculum leader.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils. The skills and attributes developed through PSHE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility.

By the time they leave our school, personal, social and health education (PSHE) enables our learners to become healthy, independent and responsible members of a society. It helps 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.

Our curriculum 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

PSHE Long Term Plan

EYFS Termly Units	Valuing Difference	Me and My relationships	Keeping safe	Growing and Changing	Being my Best	Rights and respect
Reception	Valuing difference I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	Me and my relationships All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)	Keeping safe What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Growing and changing Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys	Being my best Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep	Rights and Respect Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe
Primary/Half-termly unit titles	Me and my Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 1	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 Keeping healthy 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
Year 2	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
Year 3	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
Year 4	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
Year 5	Feelings Friendship skills, including compromise Assertive skills	Recognising and celebrating difference, including religions and cultural	Managing risk, including online safety	Rights, respect and duties relating to my health Making a difference	Growing independence and taking ownership Keeping myself healthy	Managing difficult feelings Managing change

	Cooperation Recognising emotional needs	Influence and pressure of social media	Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Decisions about lending, borrowing and spending	Media awareness and safety My community	How my feelings help keeping safe Getting help
Year 6	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