



Intent

It is our intent at Orton CE school that we provide the children with the best opportunities to thrive and flourish through the development of skills, knowledge and understanding in Personal, Social and Health Education (PSHE). At Orton CE Primary School, we use online teaching resources from Coram Life Education called SCARF (which stands for Safety, Caring, Achievement, Resilience and Friendship) that are mapped to the PSHE Association programmes of study and the government's Relationships and Health Education curriculum requirements. It also includes elements of Sex Education that we feel are important to support children's wellbeing and safety. In our beautiful, but often sheltered Cumbrian community we lack the diversity of other areas of the country. The SCARF curriculum allows teaching staff to deliver PSHE in a factual, non-judgmental way ensuring that those teaching PSHE lessons provide a balanced approach that acknowledges the wealth of views, opinions and backgrounds reflective of the wider-world that we live in, and teaches tolerance, respect and care to all. Our key aim in providing PSHE throughout the school is to safeguard our pupils.

Implementation

The development of skills is key throughout PSHE lessons and teaching. The progression of skills is developed sequentially throughout each year group, allowing children to flourish and thrive by building on previously learnt understanding and established skills. Lessons are sequenced in a purposeful way that allows children to develop their PSHE skills and build knowledge and understanding. Resources provided by the SCARF curriculum and are continually updated to meet any changes in statutory requirements and to reflect any changes in society in the UK and beyond. Lessons are designed to challenge stereo-types, provoke questions and give children the knowledge and understanding that they need to flourish as they go out into the wider-world.

Impact

At Orton CE School progress in PSHE skills, knowledge and understanding is measured through the children's ability to put their learning into practice in social situations at school, in their local community and beyond. During their time at Orton CE School, children will learn key knowledge and skills to help keep them safe and embrace the challenges of creating a happy and successful adult life. Through the teaching of PSHE children will be able to build a range of healthy relationships that promote self-esteem, good emotional health and wellbeing, based on respect for themselves and for others. Children will become good global citizens with the knowledge, skills and confidence to make a positive impact on the world around them.

Progression in PSHE depends upon the development of the following learning skills, they should be used in developing a range of activities for pupils to demonstrate their capabilities in PSHE. The development of these skills will allow the children to learn, grow and thrive as they go out into the world and continue their educational journey.

Reception	<u>Communication and Language</u>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p>
	<u>Personal, Social and Emotional Development</u>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p>
	<u>Physical Development</u>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian



	<p><u>Understanding the World</u></p>	<p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - lining up and queuing - mealtimes - personal hygiene <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>
ELG	<p><u>Communication and Language</u></p> <p>Listening, Attention and Understanding</p> <p>Speaking</p> <p><u>Personal, Social and Emotional Development</u></p> <p>Self-Regulation</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>



		<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
	Managing Self	
	Building Relationships	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and others' needs.</p>
	<u>Physical Development</u>	
	Gross Motor Skills	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p>
	<u>Understanding the World</u>	
	Past and Present	<p>Talk about the lives of people around them and their roles in society.</p>



		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
R E L A T I O N S H I P S	<u>Me and My Relationships</u>	Express some of their positive qualities, and identify, name and demonstrate that they can manage some feelings	Demonstrate that they can identify, name and manage a wider range of feelings and recognise and express with confidence their positive qualities	Express their views, and listen to those of others, sometimes needing reminders about how to show respect for others	Express their views, and listen to those of others, sometimes needing reminders about how to show respect for others	Express their views confidently, and listen to and show respect for the views of others	Express their views confidently, and show how their views can develop in the light of listening to others
		Agree and follow rules for their group and classroom, and understand how rules help them	Contribute more ideas for rules for the group and classroom, and refer to the rules in the context of their and others' behaviour	Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules	Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules	Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules	Understand why and how rules are made and enforced (in different contexts), why different rules are needed in different situations, and take a lead role in making and changing rules
		Understand that they belong to various groups and communities, such as family and school, and begin to contribute to the life of the class and school	Describe more confidently different groups and communities they belong to, including family and school, and contribute actively to the life of the class and school	Identify different types of relationships and, with support, show ways to maintain good relationships	Identify different types of relationships and, with support, show ways to maintain good relationships	Understand and accept the diversity of relationships, show ways to maintain good relationships	Identify different types of relationships for themselves and others, and show ways to maintain good relationships and to support others with their relationships
	<u>Valuing Difference</u>	Identify and respect differences and similarities between	Identify, describe with confidence and respect differences	Demonstrate respect and tolerance towards others, sometimes	Demonstrate respect and tolerance towards others, sometimes	Demonstrate respect and tolerance towards others, and resolve	Demonstrate respect and tolerance towards others, resolve



		<p>people and explain different ways that family and friends should care for one another</p> <p>Recognise that bullying is wrong and list some ways to get help in dealing with it</p> <p>Recognise the effect of their behaviour on other people, and cooperate with others</p>	<p>and similarities between people and explain a wider range of ways that family and friends should care for one another</p> <p>Understand simple definitions of bullying, describe why bullying is wrong and simple strategies for dealing with it and how to help victims</p> <p>Recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties</p>	<p>needing reminders to do so, and, with support, resolve differences by looking at alternatives, making decisions and explaining choices</p> <p>Understand, with support, the nature and consequences of bullying, and ways of responding to it</p> <p>Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities</p>	<p>needing reminders to do so, and, with support, resolve differences by looking at alternatives, making decisions and explaining choices</p> <p>Understand, with support, the nature and consequences of bullying, and ways of responding to it</p> <p>Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities</p>	<p>differences by looking at alternatives, making decisions and explaining choices</p> <p>Describe the nature and consequences of bullying, and express ways of responding to it</p> <p>Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities</p>	<p>differences, and support others to resolve differences, by looking at alternatives, making decisions and explaining choices</p> <p>Recognise and describe the nature and consequences of bullying, express ways of responding to it, and support others to do so</p> <p>Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise and be able to explain the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities</p>
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L I V I N G I N T H E W I D E R W O R L D	<u>Keeping Myself Safe</u>	Recognise choices they can make and recognise the difference between right and wrong	Recognise and be able to describe more confidently choices they can make and the difference between right and wrong	Make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well-being	Make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well being	Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and well being	Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around issues affecting their health and well being
				Explore, with support, how the media present information	Explore, with support, how the media present information	Explore how the media present information	Explore and comment on how the media present information
		Talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations	Describe more confidently their knowledge of the harmful aspects of some household products and medicines, and ways of keeping safe and ensuring the safety of others in familiar situations	With support, list some commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and understand how to manage the risks in different familiar situations	With support, list some commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and understand how to manage the risks in different familiar situations	List the commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and explain how to manage the risks in different familiar situations	List a range of substances and drugs that are legal and illegal, including those which are commonly available, describe some of their effects and risks, and explain how to manage the risks in different familiar situations
	<u>Rights and Responsibilities</u>	Understand what improves and what harms their local, natural and built	Describe what improves and what harms their local, natural and built	Understand, with support, that resources can be allocated in different ways and that	Understand, with support, that resources can be allocated in different ways and that	Understand that resources can be allocated in different ways and that these	Understand that and describe how resources can be allocated in different ways and how



		environments and contribute to looking after them	environments, what can be done and take more responsibility for looking after them	these economic choices affect individuals, communities and the sustainability of the environment	these economic choices affect individuals, communities and the sustainability of the environment	economic choices affect individuals, communities and the sustainability of the environment	these economic choices affect individuals, communities and the sustainability of the environment
		Realise that money comes from different sources and can be used for different purposes	Realise and be able to describe that money comes from different sources and different uses of it	Name a range of jobs, understand that they will need to develop skills to work in the future, and, with support, demonstrate how to look after and save money	Name a range of jobs, understand that they will need to develop skills to work in the future, and, with support, demonstrate how to look after and save money	Talk about a range of jobs, explain how they will develop skills to work in the future, and demonstrate how to look after and save money	Talk about a wider range of jobs, explain their interests and how they will develop skills to work in the future, and demonstrate how to look after and save money
				Understand some basic facts about democracy and about some of the institutions that support it locally and nationally	Understand some basic facts about democracy and about some of the institutions that support it locally and nationally	Understand what democracy is, and about the basic institutions that support it locally and nationally	Understand and describe what democracy is, institutions that support it locally and nationally and how it happens
				Understand some of the range of national, regional, religious and ethnic identities in the United Kingdom and describe, with support, some of the different beliefs and values in society	Understand some of the range of national, regional, religious and ethnic identities in the United Kingdom and describe, with support, some of the different beliefs and values in society communities	Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society	Appreciate and explain the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society



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	<u>Being My Best</u>	Share their views and opinions and set themselves simple goals	Share their views and opinions and reasons for them, and set more challenging goals both short and medium term	Recognise their own worth, but may need support to demonstrate or express that, and also to identify ways to face new challenges	Recognise their own worth, but may need support to demonstrate or express that, and also to identify ways to face new challenges	Demonstrate that they recognise their own worth and that of others, and identify positive ways to face new challenges	Demonstrate more confidently that they recognise their own worth, support others in recognising theirs, and identify an demonstrate ways to face new challenges
	<u>Growing and Changing</u>	Make simple choices about some aspects of their health and well-being and know what keeps them healthy	Make choices about a wider range of aspects of their health and well-being, and be more confident in their understanding about what keeps them healthy	Express simple ideas, with support, about how to develop healthy lifestyles Identify, with support, some factors that affect how people think and feel	Express simple ideas, with support, about how to develop healthy lifestyles Identify, with support, some factors that affect how people think and feel	Make choices about how to develop healthy lifestyles Identify some factors that affect emotional health and well being	Make and explain choices, with more confidence and independence, about how to develop healthy lifestyles Identify and explain some factors that affect emotional health and well being, and strategies for dealing with them
		Explain ways of keeping clean, name the main parts of the body and explain that people grow from young to old	Explain ways of keeping clean, name the main parts of the body and describe some of the changes as people grow from young to old and the implications of this	Understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way	Understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way	Discuss some of the bodily and emotional changes at puberty, and demonstrate some ways of dealing with these in a positive way	Discuss some of the bodily and emotional changes at puberty and understand how they might affect them, and demonstrate some ways of dealing with these in a positive way



		Take part in discussions with one other person and the whole class, and take part in a simple debate about topical issues	Take part in discussions with one other person, in small groups and with the whole class, and contribute more confidently to simple debates	With support, research, discuss and debate topical issues, problems and events	With support, research, discuss and debate topical issues, problems and events	Research, discuss and debate topical issues, problems and events	Take a lead role in researching, discussing and debating topical issues, problems and events
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