**PSHE (Personal, Social, Health and Economic Education) Intent**

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Under our overarching aim of developing Global Citizens, our PSHE curriculum plays a vital role. It gives our pupils the knowledge, attributes and skills needed to navigate a complex and everchanging world and to be healthy, responsible and independent 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 pupils with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. The curriculum helps the pupils build a positive self-image in order to develop healthy relationships with others and it is interwoven with the behaviour and ethos of the school. It is our intention to deepen pupils’ understanding of equality of opportunity, ensuring all pupils can thrive together, understand that our differences and unique characteristics, as well as our similarities, are to be valued. This includes ensuring pupils understanding the protected characteristics and how equality and diversity are promoted and protected by law. Through the curriculum, assemblies, wider opportunities, visits, discussions, pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law, and mutual respect and tolerance are developed.

The planned curriculum teaches pupils how to safeguard themselves and others in a graduated age-appropriate way. It enables pupils to recognise online and offline risks to their well-being and makes them aware of the support available to them. It enables pupils to recognise the dangers of inappropriate use of mobile technology and social media.

Our curriculum develops pupils’ understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, as well as developing pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy.

Teaching and modelling respectful, healthy relationships permeate the curriculum and links closely to the Restorative Approach of our behaviour policy. In consultation with parents, we have developed a Relationships Education Policy and a Health and Sex education policy, ensuing RSE is taught with a graduated approach through the spiral curriculum.

Our curriculum should equip children with the knowledge, vocabulary and confidence to speak out in the case of a safeguarding concern; and to make healthy, safe choices through childhood and into adulthood.

**PSHE Implementation**

We use Coram Life Education’s SCARF curriculum from Pre-school to Year 6. The five SCARF values; **Safety, Caring, Achievement, Resilience, Friendship**, align closely to the school’s Core Values of Care, Learn Together, Aim High, Look after What we Have and Be Honest. The SCARF values, alongside learning in RE, PE, and extra-curricular activities, also align with the key principles of SMSC (Spiritual, Moral, Social and Cultural development).

The SCARF curriculum is a whole school approach to health and wellbeing which fulfils all DfE statutory requirements for Relationships & Health Education and by using the recommended half-termly programme template we ensure the the six units are taught comprehensively and progressively. The medium term planning and progression maps show how SCARF covers both the DfE statutory requirements and the PSHE Association’s advisory content, which together ensure a comprehensive, spiral curriculum for PSHE education. The SCARF approach mirrors our school’s approach to promoting the importance of wellbeing and looking after our mental health. The detailed lesson plans and teacher training videos give teachers guidance on discussing sensitive topics, and plans highlight where themes might need an adapted approach for particular pupils, such as care experienced pupils, or those with SEND.

The SCARF programme divides the year into 6 themed units:

1. **Me and My Relationships**: includes content on feelings, emotions, conflict resolution and friendships;

2. **Valuing Difference**: a focus on respectful relationships and British values;

3. **Keeping Myself Safe**: looking at keeping ourselves healthy and safe

4. **Rights and Responsibilities**: learning about money, living the wider world and the environment;

5. **Being My Best**: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;

6**. Growing and Changing**: finding out about the human body, the changes that take place from birth to old age and being safe.

PSHE lessons are taught once we week across the school and learning is evidenced in PSHE Big Books. In addition, class circle times are timetabled weekly, either to enhance a SCARF lesson, or to discuss a theme that has arisen with a class.

For key RSE lessons within the ‘Growing and Changing’ unit, Coram Life Education led workshops are booked annually for Years 4,5 and 6.

In addition to SCARF, we hold weekly whole school or class assemblies using the Framework for Character Education from Jubilee Centre for Character and Virtues. We want to give our pupils as many opportunities as we can to make connections between their PSHE lessons, our ethos and Core Values and our behaviour policy; and these short lessons provide scope for demonstrating how virtues and morals can be developed through our response to day-to-day situations. *‘Character Caught, Character Taught and Character Sought. ‘*

In order to help children, develop an understanding of loss, grief and bereavement we use the Winston’s Wish lessons on a two yearly cycle.

The aspects of non-statutory Citizenship Education that do not come under the end of Primary expectations for Health and Relationships are covered through the SCARF Curriculum and Character lessons.

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **SCARF Theme** | **Me and My Relationships** | **Valuing Difference** | **Keeping Safe** | **Rights and Respect** | **Being my Best** | **Growing and Changing** |
| **Character Education Themes** | **Caring**  **Helpfulness** | **Cooperation**  **Courage**  **Kindness** | **Cleanliness**  **Fairness** | **Friendliness**  **Patience**  **Respect** | **Courtesy**  **Forgiveness**  **Determination** | **Self-discipline**  **Gratitude**  **Honesty** |
| **Additional provision** | **Bereavement**  **(Biannually – Years 1-6)** | **Anti-bullying Week**  **Disability Awareness Month** | **Children’s Mental Health Week**  **Safer Internet Day** |  |  |  |

Our pupils are encouraged to develop their sense of self-worth, resilience and responsibility by playing a positive role in contributing to school life and the wider community. Roles in school include as Peer Mediators, Sports Leaders, Opal playground and lunch hall helpers and School councillors. Extra-curricular opportunities that enable pupils to go out into the community, such as sport fixtures and choir events are planned annually. Educational visits, including two residential trips for Years 4 and 6, are planned to expand the experiences the pupils have.

To supplement the SCARF curriculum and Character Education Framework lessons taught in class, Personal Development assemblies take place at least twice a half-term and the theme is followed up in class circle times. Relevant national awareness days are marked with additional activities, such as Place2Be’s Mental Health Week, Safer Internet Day and Anti-bullying Week, and Disability Awareness Week. We utilise our links with the Bromley Y Mental Health Support Team to book Wellbeing Workshops for pupils when they are available.

**PSHE Impact**

When our pupils leave us in Year 6, we want them to have a secure sense of who they are, the ability to form and maintain healthy relationships and be equipped to manage risk in an ever-changing world, both on and off-line. They should respect the diversity of the school community and beyond, including challenging extreme views, and have the skills and attributes to negotiate and assert themselves now and in the future. Knowing there is a proven link between pupils' health and wellbeing and their academic progress, we aim that the crucial skills and positive attitudes developed through our PSHE curriculum have helped them to be effective learners with ambition and aspiration.

We monitor our provision by carrying out learning walks, looking at the evidence in the class Big Books and speaking to pupils about their PSHE learning.

As part of Year 6’s transition sessions, we review their experience of the RSE lessons and how well they feel prepared for secondary school.

We carry out twice yearly pupil surveys that provide information on pupil’s views about relationships, wellbeing, their sense of belonging and feeling safe in school. Any issues arising from the results are addressed on an individual, class or whole school basis, as is appropriate.

We review the long-term plans annually, based on the needs of cohort and any local contextual information available, and move lessons to different year groups if needed.