

Intent

Successful promotion of children's health and mental wellbeing is rooted in our school values – ensuring our children are:

- ◆ **Happy and Healthy**
- ◆ **Responsible and Caring**
- ◆ **Hardworking and Ambitious**
- ◆ **Respectful and Understanding**
- ◆ **Confident and Curious**

Our intention at Winthorpe Primary School is that when the children leave us in Year 6, they will have the knowledge, understanding and emotions to play an active, positive and successful role in their community's and in today's diverse society. In an ever-changing world, we aim for our children to be aware of different factors that may affect their world and that they learn how to deal with these to maintain good mental health and well-being.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which enable children to access the wider curriculum and prepare them to be a global citizen. It promotes spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

Implementation

Our pupils are taught PSHE using 'SCARF – Coram Life Education' which is a spiral, progressive scheme of work that aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people. All children, in all year groups cover the following topics within their PSHE lessons:

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	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 by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	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
Y2	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
Y3	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
Y4	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
Y5	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, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying 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

In addition to Relationships Education, we also teach aspects of Sex Education that is covered both in our PSHE and Science curriculum. We teach about different kinds of relationships, including same sex relationships, and gender identity. Our SCARF scheme of work 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.

PSHE, including SMSC and BV, is an integral part of our whole school curriculum and our school values, and is therefore often taught across other subject areas too. 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.

Impact

- Teachers assess children's development in PSHE by making on-going observations and effective Assessment for Learning during lessons.
- Teacher Assessments are recorded every term (3x a year) where the children's progress in PSHE is tracked and monitored using a class tracker against the National Curriculum levels of attainment. This is then used to inform future planning and plug any gaps in the children's learning.
- Pupil reports, comments and assessments are exchanged between teachers at the end of the year to allow for a smooth transition across classes.
- Parents' Evenings and end of year reports provide opportunities to share child specific PSHE attainment with parents/carers.
- Evidence of PSHE teaching and learning are shared in our topic books as well as on our class Twitter pages.
- The PSHE subject leader takes responsibility for monitoring whole school curriculum coverage as well as the teaching and learning taking place during PSHE lessons.
- The PSHE subject leader takes responsibility for monitoring the progress across PSHE for all pupils, including more vulnerable groups of children.
- Appropriate staff training is provided to ensure high quality PSHE lessons across school and confident teachers.