



South Molton United Church of England Primary School

PSHE Policy

Reviewed by Teaching & Learning Committee 15th November 2022
Next Review Autumn 2023

VISION

At South Molton United Church of England Primary School,
children have a sense of belonging in a supportive, happy environment,
where their range of talents will be nurtured,
enabling them to flourish and achieve excellence.
Every child is valued as a unique person and can develop their sense of discovery,
expectation and wonder.

We embrace Christian values, which enable us to be compassionate and responsible members of our community and make positive contributions to society.

Rationale

High quality Personal, Social, Health and Economic (PSHE) education is vital in supporting children's well being and development. Our PSHE curriculum aims to give children accurate and relevant knowledge; opportunities to turn that knowledge into personal understanding; opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities; the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Please read alongside the school's RSE Policy, which details the approaches to the teaching and learning within this strand of PSHE.

Subject Content

Personal, Social, Health and Economic Education is based around 3 core themes which will repeat each year and the curriculum is progressive, relevant and age appropriate. The three core themes are Health and Wellbeing, Relationships and Living in the Wider World (Economic Wellbeing and being a responsible citizen). Through the curriculum the following overarching concepts are explored and developed:

- 1) Identity
- 2) Relationships

- 3) A healthy balanced lifestyle
- 4) Risk
- 5) Diversity and Equality
- 6) Rights, responsibilities and consent
- 7) Change and resilience
- 8) Power
- 9) Career

In addition the curriculum seeks to develop skills under the broad headings of Personal effectiveness, Interpersonal and social effectiveness and managing risk and decision making.

Our PSHE education respects and takes account of pupils' prior learning and experiences. Programmes reflect the universal needs shared by all children and young people as well as the specific needs of the pupils in the school. PSHE is taught through a progressive programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking.

Our PSHE education prepares pupils for both their future and their present day to day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives.

We use the Scarf Resources and Programme which is provided by Coram Life Education. A more detailed curriculum plan is available at <https://www.coramlifeeducation.org.uk/scarf/lesson-plan>

Essential Skills

The intra-personal skills required for self-management

- Critical, constructive self-reflection
- Learning from experience
- Setting challenging personal goals
- Making decisions
- Recognising some of the common ways our brain can "trick us" or "trap us" in unhelpful thinking
- Resilience
- Self-regulation
- Recognising and managing the need for peer approval
- Self-organisation

The inter personal skills required for positive relationships in a wide variety of settings

- Active listening
- Empathy
- Communication
- Team working
- Negotiation
- Recognising and utilising strategies for managing pressure, persuasion and coercion
- Responding to the need for positive affirmation for self and others

Skills of enquiry

- Formulating questions
- Gathering and using data
- Analysis
- Planning and deciding
- Recalling and applying knowledge creatively and in novel situations
- Drawing and defending conclusions using evidence not just assertion

- Identification, assessment and management of risk
- Evaluating social norms
- Reviewing progress against objectives

Appendix

CURRICULUM OVERVIEW

PSHE

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We use the Coram Life Education - SCARF programme as our programme of study.

Each half term, there is a suggested unit:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing.

Even though every year group has the same unit name, there is development and progression as the children go through the school.

Year Group	Autumn Term	Spring Term	Summer Term
Reception (links to the subject in EYFS)	All about me. What makes me special? Me and my special people. Who can help me?	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 (1)	Bouncing back when things go wrong Yes, I can! Healthy eating (1) Healthy eating (2)

	<p>My feelings</p> <p>I'm special, you're special. Same and different</p> <p>Same and different families</p> <p>Same and different homes</p> <p>Kind and caring</p>	<p>Keeping safe online</p> <p>People who help to keep me safe</p> <p>Looking after my special people</p> <p>Looking after my friends</p> <p>Being helpful at home and caring for our classroom</p> <p>Caring for our world</p> <p>Looking after money (1): recognising, spending, using</p> <p>Looking after money (2): saving money and keeping it safe</p>	<p>Move your body</p> <p>A good night's sleep</p> <p>Seasons</p> <p>Life stages - plants, animals, humans</p> <p>Life Stages: Human life stage - who will I be?</p> <p>Where do babies come from?</p> <p>Getting bigger</p> <p>Me and my body - girls and boys</p>
Year 1	<p>Why we have classroom rules</p> <p>Thinking about feelings</p> <p>Our feelings</p> <p>Feelings and bodies</p> <p>Our special people balloons</p>	<p>Healthy me</p> <p>Super sleep</p> <p>Who can help? (1)</p> <p>Harold loses Geoffrey</p> <p>What could Harold do?</p>	<p>Bouncing back when things go wrong</p> <p>Yes, I can!</p> <p>Healthy eating (1)</p> <p>Healthy eating (2)</p> <p>Move your body</p>

	<p>Good friends</p> <p>How are you listening?</p> <p>Same or different?</p> <p>Unkind, tease or bully?</p> <p>Harold's school rules</p> <p>Who are our special people?</p> <p>It's not fair!</p>	<p>Good or bad touches?</p> <p>Sharing pictures</p> <p>Harold's wash and brush up</p> <p>Around and about the school</p> <p>Taking care of something</p> <p>Harold's money</p> <p>How should we look after our money?</p> <p>Basic first aid</p>	<p>A good night's sleep</p> <p>Inside my wonderful body!</p> <p>Taking care of a baby</p> <p>Then and now</p> <p>Who can help? (2)</p> <p>Surprises and secrets</p> <p>Keeping privates private</p>
Year 2	<p>Our ideal classroom (1)</p> <p>Our ideal classroom (2)</p> <p>How are you feeling today?</p> <p>Bullying or teasing?</p> <p>Don't do that!</p> <p>Types of bullying</p>	<p>Harold's picnic</p> <p>How safe would you feel?</p> <p>What should Harold say?</p> <p>I don't like that!</p> <p>Fun or not?</p> <p>Should I tell?</p>	<p>You can do it!</p> <p>My day</p> <p>Harold's postcard - helping us to keep clean and healthy</p> <p>Harold's bathroom</p> <p>My body needs...</p> <p>What does my body do?</p>

	Being a good friend Let's all be happy! What makes us who we are? How do we make others feel? My special people When someone is feeling left out An act of kindness Solve the problem	Some secrets should never be kept Getting on with others When I feel like erupting Feeling safe How can we look after our environment? Harold saves for something special Harold goes camping Playing games	A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Basic first aid
Year 3	As a rule My special pet Tangram team challenge Looking after our special people How can we solve this problem? Dan's dare Thunks	Safe or unsafe? Danger or risk? The Risk Robot Alcohol and cigarettes: the facts Super Searcher None of your business! Raisin challenge (1)	Derek cooks dinner! (healthy eating) Poorly Harold For or against? I am fantastic! Getting on with your nerves! Body team work Top talents

	<p>Friends are special</p> <p>Family and friends</p> <p>My community</p> <p>Respect and challenge</p> <p>Our friends and neighbours</p> <p>Let's celebrate our differences</p> <p>Zeb</p>	<p>Help or harm?</p> <p>Our helpful volunteers</p> <p>Helping each other to stay safe</p> <p>Recount task</p> <p>Harold's environment project</p> <p>Can Harold afford it?</p> <p>Earning money</p>	<p>Relationship Tree</p> <p>Body space</p> <p>Secret or surprise?</p> <p>My changing body</p> <p>Basic first aid</p>
Year 4	<p>An email from Harold!</p> <p>Ok or not ok? (part 1)</p> <p>Ok or not ok? (part 2)</p> <p>Human machines</p> <p>Different feelings</p> <p>When feelings change</p> <p>Under pressure</p>	<p>Danger, risk or hazard?</p> <p>Picture Wise</p> <p>How dare you!</p> <p>Medicines: check the label</p> <p>Know the norms</p> <p>Keeping ourselves safe</p> <p>Raisin challenge (2)</p>	<p>What makes me ME!</p> <p>Making choices</p> <p>SCARF Hotel</p> <p>Harold's Seven Rs</p> <p>My school community (1)</p> <p>Basic first aid</p> <p>Moving house</p>

	<p>Can you sort it?</p> <p>Islands</p> <p>Friend or acquaintance?</p> <p>What would I do?</p> <p>The people we share our world with</p> <p>That is such a stereotype!</p>	<p>Who helps us stay healthy and safe?</p> <p>It's your right</p> <p>How do we make a difference?</p> <p>In the news!</p> <p>Safety in numbers</p> <p>Logo quiz</p> <p>Harold's expenses</p> <p>Why pay taxes?</p>	<p>My feelings are all over the place!</p> <p>All change!</p> <p>Period positive</p> <p>Secret or surprise?</p> <p>Together</p>
Year 5	<p>Collaboration Challenge!</p> <p>Give and take</p> <p>How good a friend are you?</p> <p>Relationship cake recipe</p> <p>Being assertive</p> <p>Our emotional needs</p> <p>Communication</p>	<p>'Thunking' about habits</p> <p>Jay's dilemma</p> <p>Spot bullying</p> <p>Ella's diary dilemma</p> <p>Decision dilemmas</p> <p>Play, like, share</p> <p>Drugs: true or false?</p>	<p>Getting fit</p> <p>It all adds up!</p> <p>Different skills</p> <p>My school community (2)</p> <p>Independence and responsibility</p> <p>Star qualities?</p> <p>Basic first aid</p>

	<p>Qualities of friendship</p> <p>Kind conversations</p> <p>Happy being me</p> <p>The land of the Red People</p> <p>Is it true?</p> <p>It could happen to anyone</p>	<p>Smoking: what is normal?</p> <p>Would you risk it?</p> <p>What's the story?</p> <p>Fact or opinion?</p> <p>Rights, responsibilities and duties</p> <p>Mo makes a difference</p> <p>Spending wisely</p> <p>Lend us a fiver!</p> <p>Local councils</p>	<p>How are they feeling?</p> <p>Taking notice of our feelings</p> <p>Dear Hetty</p> <p>Changing bodies and feelings</p> <p>Growing up and changing bodies</p> <p>It could happen to anyone</p> <p>Help! I'm a teenager - get me out of here!</p> <p>Dear Ash</p> <p>Stop, start, stereotypes</p>
Year 6	<p>Working together</p> <p>Let's negotiate</p> <p>Solve the friendship problem</p> <p>Assertiveness skills (formerly Behave yourself - 2)</p> <p>Behave yourself</p>	<p>Think before you click!</p> <p>Traffic lights</p> <p>To share or not to share?</p> <p>Rat Park</p> <p>What sort of drug is...?</p>	<p>Five Ways to Wellbeing project</p> <p>This will be your life!</p> <p>Our recommendations</p> <p>What's the risk? (1)</p> <p>What's the risk? (2)</p>

	<p>Dan's day</p> <p>Don't force me</p> <p>Acting appropriately</p> <p>It's a puzzle</p> <p>OK to be different</p> <p>We have more in common than not</p> <p>Respecting differences</p> <p>Tolerance and respect for others</p> <p>Advertising friendships!</p> <p>Boys will be boys? - challenging gender stereotypes</p>	<p>Drugs: it's the law!</p> <p>Alcohol: what is normal?</p> <p>Joe's story (part 1)</p> <p>Joe's story (part 2)</p> <p>Two sides to every story</p> <p>Fakebook friends</p> <p>What's it worth?</p> <p>Jobs and taxes</p> <p>Action stations!</p> <p>Project Pitch (parts 1 & 2)</p> <p>Happy shoppers</p> <p>Democracy in Britain 1 - Elections</p> <p>Democracy in Britain 2 - How (most) laws are made</p>	<p>Basic first aid</p> <p>Helpful or unhelpful? Managing change</p> <p>I look great!</p> <p>Media manipulation</p> <p>Pressure online</p> <p>Is this normal?</p> <p>Dear Ash</p> <p>Making babies</p> <p>What is HIV?</p>
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