

PSHE including RSE Curriculum



Whole School Overview - Intent:

The intent of the PSHE curriculum at Kinraig Primary School is to deliver lessons that enable children to understand how they are developing personally, socially and emotionally and how to prepare them to tackle many of the moral, social and cultural issues that are part of growing up. We believe that successful PSHE supports children's learning capacity, promotes wellbeing and underpins children's development as people. To do this, the school follows the SCARF (which stands for Safety, Caring, Achievement, Resilience and Friendship) programme online by Coram Life Education. This whole school approach provides our children with opportunities for them 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.

In line with the Early Years Foundation Stage (EYFS), Personal, Social and Emotional Development forms one of the Prime Areas of learning for all children which is then broken down into three strands, Self-regulation, Managing self and Building Relationships. All these skills and attributes lay the foundations that can then be built upon as children progress through school.

The National Curriculum advises schools to make provision for personal, social, health and economic education (PSHE), drawing on good practice and the importance.

Under section 78 of the Education Act 2002, a PSHE curriculum should:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Our approach also supports the, Personal Development and Behaviour and Attitude aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

We aim to ensure that all children:

- Develop confidence and responsibility and to make the most of their abilities
- Prepare to play an active role as citizens in Britain
- Develop a healthy, safer lifestyle
- Develop good relationships and to understand and celebrate the differences between people

Year Group Overviews - Implementation:

At Kinraig Primary School and Nursery we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum. We follow the six suggested half-termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. Class teachers follow the suggested six half-termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lessons or be cross-curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons.

Within each age range we will focus on the skills outlined below, to ensure a consistent and embedded approach, that shows a clear progression of skills.

Toddlers/Rising 3s: Children will learn about taking care of themselves, developing strong relationships and friendships with their keyworkers and peers and begin to feel more confident, establishing their sense of self and confidence within the nursery setting.

Pre-School: Children will continue to develop their own self-confidence when faced with new people or in new social situations. Children will develop understanding of expressing their emotions and feelings using words; resolving conflicts and finding appropriate solutions.

Reception: Children to learn that there is mental and physical health. Children will learn about some major internal body parts and understand that the body needs food, water and air and that exercise and sleep are important to our health. They will be able to show resilience when faced with new challenges and be more understanding of the needs and feelings of others.

Year 1: Children find out about the body, including recognising the impact of diet, exercise, medical drugs and lifestyle on the way their bodies function. Also knowing about a healthy balance of different food types.

Year 2: Children find out about different feelings, including recognising, naming and understanding feelings and understanding types of bullying and how their behaviour can affect other people.

Year 3: Children learn about the brain, including that the brain sends and receives messages. Children will also learn about that some drugs like nicotine and alcohol can be harmful to the body and that the internet is an integral part of life and that limiting time online can be beneficial.

Year 4: Children learn about respect, both for themselves and for others, regardless of their choices, preferences and beliefs. Children will also learn to manage conflict and know ways of doing this through negotiation and compromise.

Year 5: Children identify different characteristics of passive, aggressive and assertive behaviours and rehearse assertive skills. Children will also start to understand some of the complexities of categorised drugs and know that medicines are drugs and how they can be helpful and harmful. Children will begin to look at how their bodies change as they begin to go through Puberty.

Year 6: Children recognise risk factors in given situation and consider outcomes of risk taking in these situations, including emotional risks. Children will also recognise and empathise with patterns of behaviour in peer group dynamics and recognise the benefits of being outside, community participation and voluntary activities on mental wellbeing and happiness. Children will begin to look at how their bodies continue to change during Puberty and how babies are made.

Impact:

By the time children leave Kincaig Primary School and Nursery they will be able to:

- Approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life.
- Appreciate difference and diversity.
- Recognise and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty
- Be able to manage their own emotions and needs, being resilient when faced with new challenges or adversity and having confidence to overcome them.
- Be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society.
- Be able to look after their mental health and well-being.
- Be able to develop positive, healthy relationship with their peers both now and in the future.
- Understand the physical aspects involved in RSE at an age appropriate level.
- Have respect for themselves and others.

