



Subject Handbook

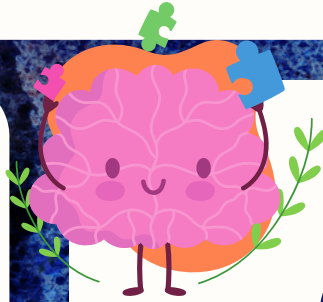
PSHE



PSHE Handbook

Vision for PSHE

We aim to have a positive impact on a number of outcomes for our young people, including their physical and mental health, safety, careers, financial capability and economic well-being..



Our PSHE Curriculum

Personal, Social, Health and Economic (PSHE) education is a school curriculum subject designed to develop the knowledge, skills and attributes students need to manage their lives, now and in the future.

Our PSHE curriculum covers a range of topics, including many pressing issues facing young people today including: mental health, staying safe online, positive relationships, drugs, alcohol, challenging extremism, careers and financial literacy. Our curriculum is designed to equip students with the necessary knowledge and skills to manage their lives effectively. We want our students to develop an understanding of the ever changing world in which we live, so we encourage them to utilise these skills by playing an active role in their community.



Our PSHE Curriculum Will Enable Pupils to:

- actively promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- promote tolerance and respect of all faiths (and those with no faith), cultures and lifestyles through effective spiritual, moral, social and cultural development;
- make the most of their abilities;
- play an active, positive role as citizens in a democratic society;
- understand and develop good relationships with each other and all members of the school and wider community;
- have respect for each other and the differences between people;
- develop a healthy and safe lifestyle;
- make informed choices regarding personal and social issues – be responsible members of the school community.
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Intent

At St Wilfrid's, PSHE is considered across the curriculum and is a fundamental part of the children's school experience. In maths, children are taught the importance of a growth mindset which supports their self-belief, resilience and perseverance and supports success across the wider curriculum and in social contexts. In humanities, the children learn the significance of their local area and key figures from within it. They also have access to positive role models from the community and this supports their learning in many areas, including religious education and learning about local heritage.

In addition the emphasis on PSHE across the work of the school, Personal, Social, Health Education is taught explicitly as part of the whole-school approach. We believe that successful PSHE supports children's learning capacity and this aspect of the school's work is held in high regard as we believe that it promotes wellbeing and underpins children's development as people.

Implementation

Scarf covers all areas of PSHE for the primary phase. Ten Ten covers statutory Relationships and Health Education.

- Understanding my own identity and how I fit well in the class, school and global community.
- Anti-bullying (cyber and homophobic bullying included) and understanding
- Goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
- Drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
- Understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss

PSHE/RHE lessons are taught every week. This ensures that we are able to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

To enrich the school's approach to PSHE and to broaden the curriculum, we organise events and opportunities such as Mission Weeks and participate in national drives, such as UK Parliament Week. The school's celebration of the annual 'Children's Mental Health Week' also raises awareness and compliments the school's commitment to promoting good mental health.

Furthermore, the school offers targeted support to families.

Impact

The school has established and maintained a positive learning environment where the children have positive relationships with their peers and teachers. With weekly assemblies, we ensure that PSHE remains a constant and relevant part of each child's education. We regularly maintain up to date training which the subject co-ordinator disseminates to ensure an approach that is informed by current pedagogy and advice from experts, as well as involving the use of recommended resources.

Curriculum Overviews

Curriculum overviews are available to inform planning. They identify which unit the object is covered within the curriculum with clearly defined end points.

PSHE in the Early Years Foundation Stage			
EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
Physical Development	<ul style="list-style-type: none"> Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it's fastened at the bottom 	<ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. 	<ul style="list-style-type: none"> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Personal, Social and Emotional Development: Self-confidence and Self-awareness	<ul style="list-style-type: none"> Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Is confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. 	<ul style="list-style-type: none"> Is confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms. 	<ul style="list-style-type: none"> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources.

PSHE Curriculum Map

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Me and my relationships (All SCARF)	Valuing difference (All SCARF)	Keeping myself safe (All SCARF)	Rights and responsibilities (All SCARF)	Being my best (All SCARF)	Growing and changing (All SCARF)
Reception	Me and my relationships (SCARF and Ten: Ten)	Valuing difference (SCARF and Ten: Ten)	Keeping myself safe (SCARF and Ten: Ten)	Rights and responsibilities (All SCARF)	Being my best (SCARF and Ten: Ten)	Growing and changing (SCARF and Ten: Ten)
Year 1	Me and my relationships (SCARF and Ten: Ten)	Valuing difference (SCARF and Ten: Ten)	Keeping myself safe (SCARF and Ten: Ten)	Rights and responsibilities (All SCARF)	Being my best (All SCARF)	Growing and changing (SCARF and Ten: Ten)
Year 2	Me and my relationships (SCARF and Ten: Ten)	Valuing difference (All SCARF)	Keeping myself safe (SCARF and Ten: Ten)	Rights and responsibilities (All SCARF)	Being my best (All SCARF)	Growing and changing (SCARF and Ten: Ten)
Year 3	Me and my relationships (SCARF and Ten: Ten)	Valuing difference (All SCARF)	Keeping myself safe (SCARF and Ten: Ten)	Rights and responsibilities (All SCARF)	Being my best (All SCARF)	Growing and changing (SCARF and Ten: Ten)

Progression

The progression maps carefully maps the development of key ideas within a strand from Y1 to Y6 ensuring that the learning journey is cohesive and that each new element builds on the appropriate conceptual components.