



Singleton Church of England Primary School

Personal, Social and Health Education (PSHE) Overview

"Passion for LearningPassion for life"

Governors and school leaders facilitate a reflective and ambitious culture. Constructive challenge and creative ideas are encouraged, valued and used to inform whole school planning. The views of learners, parents, staff, governors, therapists, social workers and other stakeholders inform the evaluation of the quality of our work and provision, which in turn is used to identify areas for improvement.





INTENT

NATIONAL CURRICULUM

Relationships Education and Health Education

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise. All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty. We have endeavoured to ensure the content is proportionate and deliverable. Whilst we are not mandating content on financial education or careers, we want to support the high quality teaching of these areas in all schools as part of a comprehensive programme, which complements the national curriculum where appropriate and meets the ambitions of the Careers Strategy. We know that many schools will choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education or similar. Schools are encouraged to continue to do so, if this is right for them, and build on established, high quality programmes.

The aim of our bespoke curriculum is linked to our vision...

School Vision

To provide the children with a wide variety of engaging and challenging opportunities enabling them to live life to the full. Developing a growth mind-set, believing that with God everything is possible. To show love, trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

INTENT

PSHE, Relationship, Health and Citizenship Education encompasses many of the elements of effective SMSC (Spiritual, Moral, Social and Cultural) provision as well as contributing to personal development by equipping pupils with the attributes common knowledge and skills they need to support physical, mental and emotional well-being in school and beyond. PSHE, Relationship, Health and Citizenship Education help to develop positive attitudes to learning, of positive and respectful culture and encourage learners to develop positive behaviour and conduct.

In addition to the delivery of our comprehensive approach to PSHE, as a school we also play a large part in contributing to the personal development of our children.

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We provide opportunities to experience visits from the wider community, parents and STEM Ambassadors. Children also engage in Fantastic Friday lessons which contribute towards their wider development through hands on engaging lessons matched to Art, DT, Musical Theatre, Enterprise/Citizenship and STEM objectives.

PSHE permeates everything we do at Singleton. We encourage children to become a part of our Junior Leadership Team which allows them to become fully engaged in the running of our school. They experience what it is like to be part of a democratic society, helping to make decisions and representing their peers. Children also have the opportunity to become 'buddies' to the new Foundation Stage children. They take on an important role enabling our youngest children to become Confident Individuals within their new setting.

Our intent as a school is to prepare ALL our children for the wider world and for life in modern Britain. To become Effective Contributors, Confident Individuals, Responsible Citizens and Successful Learners.

IMPLEMENTATION

We currently use the curriculum framework from Coram life, called SCARF. SCARF is mapped to the new [DfE guidance for Relationships Education and Health Education](#), [The PSHE Association's Programmes of Study Learning Opportunities](#), the [National Curriculum](#), [Curriculum for Excellence](#) and Ofsted's requirements. SCARF provides the framework for a whole-school approach to improving children's wellbeing and progress, based on five values:

- **S**afety
- **C**aring
- **A**chievement
- **R**esilience
- **F**riendship

SCARF provides a whole-school teaching framework centred on the 'Growth Mindset' approach – promoting positive behaviour, mental health, wellbeing, resilience and achievement. The SCARF values are brought to life through stories of Harold the giraffe and his friends, songs, films, and thought-provoking and fun activities. As children get older, while they still cherish Harold, themes about wellbeing and relationships are explored in greater depth and resources are tailored to their age group.

SCARF provides a strong foundation for children's spiritual, moral, social and cultural education (SMSC) and development; it is at the heart of the SCARF curriculum. SCARF provides a robust framework for promoting a positive ethos and values cross the school community, contributing significantly to British Values education (**British Values** opportunities are interspersed throughout our Long-term Planners and are highlighted in red), both explicitly and implicitly.

The focus across the three themes of:

- Health and Wellbeing
- Relationships
- Living in the Wider World

These themes help foster and develop children's responsibility for their own actions; respect for the actions and beliefs of others; an understanding of how each individual is protected by the rule of law; and how everyone can make a positive contribution to society through the democratic process.

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SCARF lessons are carefully planned as part of a spiral curriculum, covering all subjects which are comprehensively matched to the new Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance. Some lessons provide the fundamental building blocks needed for children to achieve the end of primary school outcomes, relating indirectly to those outcomes.

For each year group, six themed units provide a complete PSHE and wellbeing curriculum. The six units are taught over the two-year cycle. These themed units are:

Me and My Relationships

Includes feelings /emotions /conflict / resolution friendships

Valuing Difference

Includes British Values focus

Keeping Myself Safe

Includes aspects of relationship education

Rights and Responsibilities

Includes money / living in the wider world / environment

Being my Best

Includes keeping healthy / growth mindset / goal setting / achievement

Growing and Changing

Includes RSE related issues

There are also related assessment tools.

Further Opportunities

In addition to weekly PSHE lessons delivered using SCARF resources our pupils also engage in an annual visit from the 'Life Education Bus'.

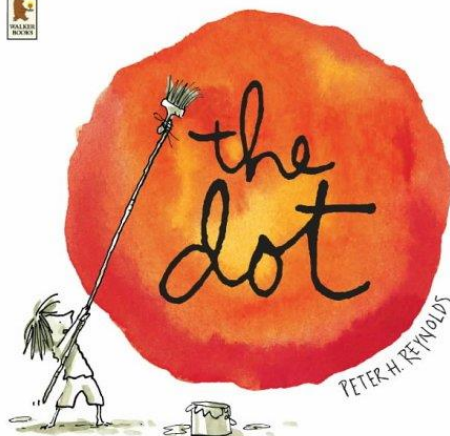


We also promote Growth Mindset through the story of 'The Dot' by Peter Reynolds. We want our pupils to know that their effort does matter. We want them to believe in the power of yet. "I can't do it...yet". We want to teach them to develop a growth mindset.

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"The passion for stretching yourself and sticking to it, even (or especially) when it's not going well, is the hallmark of the growth mindset. This is the mindset that allows people to thrive during some of the most challenging times in their lives."

Carol Dweck



The concept of 'The Dot' is woven throughout Singleton school life and reflected within our RE policy. Our pupils receive coloured dots to signify occasions where they have demonstrated resilience, their best effort, building on from mistakes, giving it a go. These attributes are commended within our Friday Celebration Assembly.

Citizenship and some PSHE aspects, such as saving money, types of tax are covered in our Enterprise / Citizenship Fantastic Friday sessions. Pupils are given the opportunity to engage with projects such as the 'Cards for Kindness' Scheme which aims to tackle loneliness and isolation in care homes across Lancashire and Cumbria.

Evidence of PSHE lessons and relevant experiences are recorded in individual workbooks and floor books.



Cultural Capital opportunities are denoted throughout the Long-term Planners by this symbol.

Transitions to high schools are carefully considered and well supported by our Year 6 teacher and school community.

Our Learning Mentor is heavily involved in the process of delivering PSHE across the school. She works closely with many families and children. Communication between the Learning Mentor and staff is incredibly effective in part due to the Health and Well-being sections of every staff meeting.

IMPACT

By the time our pupils leave our care they will:

- Have received the opportunities to help them move onto the next stage in their lives feeling confident and well-equipped.
- Have received equal opportunities, with no disparity between disadvantaged and SEND children.
- Have received a broad and balanced curriculum ensure that all children are given the opportunity to shine.
- Be able to approach a range of real-life situations and apply their skills and attributes to help navigate through modern life.
- Be on their way to becoming healthy, open-minded, respectful, socially and morally responsible, active members of society.
- Appreciate difference and diversity.

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- Recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- Be able to understand and manage their emotions.
- 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.
- Have a positive self-esteem.

Our children feel valued and loved appreciating that they are part of the Singleton family.



How is PSHE organised?

	CYCLE B					
	Autumn		Spring		Summer	
Foundation	Coram Life Education – Scarf Resources Me and My Relationships	Coram Life Education – Scarf Resources Valuing Difference	Coram Life Education – Scarf Resources Keeping Safe	Coram Life Education – Scarf Resources Rights and Respect	Coram Life Education – Scarf Resources Being my Best	Coram Life Education – Scarf Resources Growing and Changing
Year 1/2	Coram Life Education – Scarf Resources Me and My Relationships (Year 2)	Coram Life Education – Scarf Resources Valuing Difference (Year 1)	Coram Life Education – Scarf Resources Keeping Safe (Year 2)	Coram Life Education – Scarf Resources Rights and Respect (Year 1)	Coram Life Education – Scarf Resources Being my Best (Year 2)	Coram Life Education – Scarf Resources Growing and Changing (Year 1)
Year 3/4	Coram Life Education – Scarf Resources Me and My Relationships (Year 4)	Coram Life Education – Scarf Resources Valuing Difference (Year 3)	Coram Life Education – Scarf Resources Keeping Safe (Year 4)	Coram Life Education – Scarf Resources Rights and Respect (Year 3)	Coram Life Education – Scarf Resources Being my Best (Year 4)	Coram Life Education – Scarf Resources Growing and Changing (Year 3)
Year 5/6	Coram Life Education – Scarf Resources Me and My Relationships (Year 6)	Coram Life Education – Scarf Resources Valuing Difference (Year 5)	Coram Life Education – Scarf Resources Keeping Safe (Year 6)	Coram Life Education – Scarf Resources Rights and Respect (Year 5)	Coram Life Education – Scarf Resources Being my Best (Year 6)	Coram Life Education – Scarf Resources Growing and Changing (Year 5)



	CYCLE A					
	Autumn		Spring		Summer	
Foundation	Coram Life Education – Scarf Resources Me and My Relationships	Coram Life Education – Scarf Resources Valuing Difference	Coram Life Education – Scarf Resources Keeping Safe	Coram Life Education – Scarf Resources Rights and Respect	Coram Life Education – Scarf Resources Being my Best	Coram Life Education – Scarf Resources Growing and Changing
Year 1/2	Coram Life Education – Scarf Resources Me and My Relationships (Year 1)	Coram Life Education – Scarf Resources Valuing Difference (Year 2)	Coram Life Education – Scarf Resources Keeping Safe (Year 1)	Coram Life Education – Scarf Resources Rights and Respect (Year 2)	Coram Life Education – Scarf Resources Being my Best (Year 1)	Coram Life Education – Scarf Resources Growing and Changing (Year 2)
Year 3/4	Coram Life Education – Scarf Resources Me and My Relationships (Year 3)	Coram Life Education – Scarf Resources Valuing Difference (Year 4)	Coram Life Education – Scarf Resources Keeping Safe (Year 3)	Coram Life Education – Scarf Resources Rights and Respect (Year 4)	Coram Life Education – Scarf Resources Being my Best (Year 3)	Coram Life Education – Scarf Resources Growing and Changing (Year 4)
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