Curriculum Rationale

PSHE

INTENT

- Develop happy, healthy and confident individuals who understand the importance of looking after their physical health, mental health and emotional wellbeing.
- Equip children with the knowledge and skills to keep themselves safe, recognise risk, make informed choices, identify trusted adults and increasingly understand key issues aroun personal safety.
- Develop healthy, respectful relationships, helping children understand friendship, families, boundaries, consent, kindness and how their words and actions affect others.
- Celebrate difference and promote inclusion, developing respect for different identities, families, cultures and experiences and ensuring children understand that there are no outsiders in our school community.
- Develop emotional literacy and resilience, enabling children to recognise, name and manage emotions, cope with challenges and know when and how to seek help.
- Empower children to make informed and responsible choices, including choices relating to healthy lifestyles, relationships, personal safety and their lives online.
- Develop confident communicators and active citizens who can express their views respectfully, listen to others, challenge unfairness and understand their rights and responsibilities.
- Provide a progressive and age-appropriate PSHE curriculum through SCARF, building and revisiting important knowledge and concepts as children mature and preparing them for the opportunities, responsibilities and experiences of later life.

IMPLEMENTATION

- We follow the Coram SCARF scheme of work from EYFS to Year 6, providing a progressive and age-appropriate PSHE curriculum. Learning is organised around the themes of Me and My Relationships, Valuing Difference, Keeping Myself Safe, Rights and Responsibilities, Being My Best, and Growing and Changing. Key knowledge and concepts are revisited as children mature, enabling them to build increasingly sophisticated understanding.
- PSHE is taught through regular, planned lessons, with opportunities for discussion, reflection, role play and scenario-based learning. Children are encouraged to develop the vocabulary and confidence to express their views, listen to others, ask questions and seek help when they need it.
- Our carefully selected 'Favourite 5' texts provide meaningful contexts through which children can explore relationships, emotions, identity, difference, inclusion, resilience, safety and moral choices. High-quality literature enables children to consider situations from different perspectives and discuss issues that may extend beyond their own experiences.
- Our 'Rebel Heroes' Deeper Connections project introduces children to individuals who have made a difference to the world by using their voices and standing up for what they believed was right. Their stories help children explore courage, equality, resilience, activism and the importance of being an upstander rather than a bystander.
- Weekly whole-school assemblies complement taught PSHE by responding to relevant awareness days, national and international events and issues affecting children's lives. These provide regular opportunities to revisit themes including wellbeing, relationships, equality, safety, children's rights and responsible citizenship.
- Children are given opportunities to put PSHE into action. Charity events and fundraising enable them to support others and understand how their actions can make a difference, while visits to our local Watchfactory Friends help children build relationships across generations and contribute positively to their local community.
- Each KS2 cohort takes part in an annual PSHE Conference Day, providing extended time away from the usual timetable to explore important aspects of PSHE in greater depth. These days include focused learning around online safety, personal safety, relationships, wellbeing and responsible decision-making, with content carefully matched to children's age and developing needs.
- Safeguarding is woven throughout our PSHE curriculum. Children progressively develop their understanding of risk, boundaries, trusted adults, healthy relationships and how to ask for help. This supports our whole-school message that, as children grow, they should become increasingly knowledgeable and confident in being 'their own first safeguard', (whilst knowing that this is the responsibility of all adults in school).
- PSHE extends beyond individual lessons and is reflected in the culture and everyday life of our school. Through pupil voice, children's rights, inclusive practice, leadership opportunities, community involvement and our expectation that children are 'bothered' about themselves, others and the world around them, children have authentic opportunities to practise the values and behaviours they learn about.

IMPACT

- Be confident, resilient and self-aware, able to manage their emotions, make positive choices and know when to ask for help.
- Be safety-aware, recognising risks and boundaries and making informed choices to keep themselves and others safe, both online and offline.
- Understand that they should try to be their own first safeguard, developing increasing independence and responsibility for their safety and wellbeing as they grow.
- Develop healthy and respectful relationships, showing kindness, empathy and respect and understanding appropriate boundaries.
- Be Rights Respecting citizens who understand their own rights and their responsibility to respect and protect the rights of others.
- Know that there are 'No Outsiders', valuing difference, challenging discrimination and ensuring that everyone feels that they belong.
- Have the confidence to use their voice and make a difference, becoming upstanders who are 'bothered' about themselves, others, their community and the wider world.
- Be ready for the next stage of their lives, equipped with the knowledge, confidence, values and life skills to navigate an increasingly complex world safely, respectfully and successfully.

EYFS

n the EYFS, Personal, Social and Emotional Development (PSED) is at the heart of helping children feel happy, safe and ready to learn. Through positive relationships, play, routines and planned learning, children develop their confidence, independence, resilience and sense of belonging.

Children learn to recognise and manage their emotions, build positive relationships, cooperate with others and understand how their behaviour can affect those around them. They begin to develop an understanding of kindness, respect, difference and children's rights, learning that everyone is unique and belongs in our school community.

We introduce children to the importance of healthy choices, personal safety and wellbeing. Children learn to recognise when something does not feel right, understand appropriate boundaries, identify trusted adults and develop the confidence to ask for help. This begins our whole-school approach to children understanding how they can become their own first safeguard.

By the end of EYFS, we want children to be confident, caring and increasingly independent, with the foundations they need to build healthy relationships, make positive choices and keep themselves and others safe as they grow.

PERSONAL, SOCIAL, HEALTH, ECONOMIC - Long Term Plan

	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
EYFS	Marvellous Me I'm Special People who are special to me	Me and my Friends Friends and Family Including Everyone	People who help me and keep me safe Safety Indoors and Outdoors What's safe to go into my body.	Looking after myself Looking after others Looking after my environment	What does my body nee? I can keep trying. I can do it.	Growing and Changing in Nature When I was a baby Girls, Boys & Families
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
Y3	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets Relationships, inc. online
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage
Y5	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence	Growing independence & taking ownership Keeping myself healthy Media awareness & 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 & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Digital footprint Drugs: norms & risks (inc. the law)	Understanding media bias Digital critical thinking Caring: communities & the environment Earning & saving money Understanding democracy	Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking skills	Coping with changes Keeping safe inc. online AI/ deep fakes Body Image Sex education Self-esteem

Curriculum Rationale

PSHE

ASSESSMENT CRITERIA

- Assessment in PSHE is formative and ipsative – children's progress is considered against their own starting points, rather than through grades, levels or comparison with others.
- SCARF Progress pre- and post-unit activities are used to identify prior understanding and demonstrate how children's knowledge and thinking have developed.
- SCARF Success 'I can…' statements support teachers in assessing children's understanding against the key learning outcomes for each unit.
- Pupil discussion, questioning and observation provide valuable assessment opportunities, particularly when children explain their thinking or apply learning to different scenarios.
- Children are encouraged to reflect on their own learning, recognising how their knowledge, attitudes and understanding have developed.
- Assessment is used to identify misconceptions, gaps and areas for further development, informing future teaching as children progress through SCARF's spiral curriculum.

LINKS

DfE Guidance for Personal, Social, Health & Economic Education

CORUM SCARF PSHE PROGRAMME

At Prescot Primary School and Nursery, we aim to:
Empower Today, Prepare for Tomorrow.