Lyngford Park PSHE/RSHE
Intent, Implementation and Impact

Intent

- The PSHE/RSHE curriculum is very important in supporting children's learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community.
- We aim to encourage and support children to think about personal and social values. To become aware of and involved in the life and concerns of their community and society. This then develops their capacity to be active and effective future citizens. As a school and part of the Trust we have adopted six values to be at the core of school life:

*Working Together *Passion *Honesty *Determination *Environmental *Caring

- The curriculum is designed with appropriate subject knowledge, skills and understanding to fulfil the statutory guidelines of the new PSHE/ RSHE but also promotes the spiritual, moral, cultural, mental and physical development of pupils. This prepares them for the opportunities and responsibilities and experiences for later life.
- We aim to create a collaborative culture in school which is fundamental in enabling children to develop personally and emotionally, and as young citizens. Children grow up in a complex and ever-changing world and are exposed to an increasing range of influences.
- We encourage them to be enterprising and support them in making effective transitions, positive learning and achieve economic well-being. To provide opportunities for children to reflect on and clarify their own values and attitudes. To explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.
- The key aims of teaching PSHE/RSHE, SMSC and Emotional Wellbeing in our school are:
  - Health and well-being- how to have healthy lifestyles, recognise different emotions and find strategies to deal with different emotions, understand how we grow and change, understand about drugs, alcohol and tobacco.
  - Relationships- learn what are safe and positive relationships, managing hurtful/trauma associated behaviour
  - Living in the wider world- understand their rights and responsibilities, rules and law, understand what makes up a community and the value of them. Being safe online and having digital resilience. Money with a focus on positive attitudes to saving and spending decisions. Encourage positive aspirations for now and the future with job opportunities, skills to help them in their future career and the routes into different jobs.

- 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 and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives.

Taught from EYFS to Year 6

As a result of our stakeholder meeting held in November 2019, (please see whole school intent document for full details) it was decided, based on the needs of our children and families, five areas need to be addressed and/or supported through the delivery of our curriculum. Below is an explanation of how the delivery of our PSHE/RSHE curriculum will address these areas.

Understanding what makes a healthy lifestyle:

For our children who are at high risk of reduced life expectancy due to lifestyle choices, as well as a high level of adult and pupil mental health needs. We will give lots of opportunities to learn about healthy eating, promote the importance of physical exercise and understand about drugs, alcohol and tobacco and the affect it can have on their health. Children will learn to name and find strategies to support their emotions through the little spot of emotion we use in school.

Knowing how to support our own and others mental health:

For our children who are at a high level of exposure to anti-social behaviour and some 'gang' culture we have within our curriculum opportunity to learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted, and some are illegal to own, use and give to others.

Pupils learn about substance misuse behaviours, including healthy consumption and risk-taking behaviours. Our view here is that children will benefit from learning about the kinds of thoughts, feelings and urges that can show up in such situations and how, if not skilfully related to, they can result in unhealthy consumption behaviours and/or unhealthy risk-taking behaviours.
Pupils will be given opportunity to learn what is meant by the term 'habit' and why habits can be hard to change.

Gain understanding of our local, national, and worldwide communities. What the world has to offer and gaining the confidence to get out there and see it for ourselves:

Pupils are given the opportunity to learn to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.
Pupils are given the opportunity to learn how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.

Accelerating the development of communication skills:

Our data shows that children enter with reduced communication skills and rich vocabulary compared to the national averages. This has an impact on children's learning, particularly the attainment of FSM children. The delivery of the PSHE program and using the zones of regulation supports children learning relevant and key language in each lesson as well as supporting children who need extra support through intervention. Each year group has a progressive bank of vocabulary that is part of the SCARF programme and that children feel confident to use this vocabulary.

Implementation

We use the SCARF programme to teach our PSHE/RSHE curriculum.

- We ensure that we are teaching an hour a week of PSHE. The RSHE curriculum is combined within this and more focus on this content in the summer term, especially in Upper Key stage 2 who could have added workshops.
- Each term there is a focus topic and within those topics it is ensuring children are receiving a relative and progressive curriculum. Also, within other topics and school celebrations children can begin to make connections linked to their learning in PSHE/RSHE.

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy

Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and 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 and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

Children explore these strands year-on-year, building a toolkit of strategies and knowledge which they apply in scenario-based lessons, giving them the opportunity to ask questions and practise the skills in a safe and caring environment.

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Community visits

Visits from our PCSO, school nurse, local Vicar and other organisations make up an important part of our varied PSHE curriculum.

Impact

Our PSHE and RSHE curriculum reflects the needs of our pupil, supports the spiritual, moral, cultural, mental and physical development of our pupils and promotes British Values. It aims to provide children with the knowledge, skills and understanding to prepare them for the opportunities, responsibilities and experiences of the next step in their educational journey and of adult life. Children are not assessed against expectations or graded in any way; their work is not formally marked as it forms a personal record of their own thoughts and feelings. Verbal feedback is given, and work is collated through floor books or in individual books. Instead of assessments children take part in pre unit activities and post unit reflections.

The SCARF programme of study provides our school with an effective framework for pupils' wellbeing. Pupils are enabled to develop the vocabulary, confidence and resilience to clearly articulate their thoughts and feelings within an environment that encourage openness, trust and respect and know when and how they can seek the support of others. They will apply their understanding of society to their everyday interactions, from the classroom and the school to the wider community they are part of. SCARF actively supports our school which prioritises physical and mental health, providing pupils with the skills to evaluate their own wellbeing needs, practice self-care and contribute positively to the wellbeing of those around them.

Our PSHE/RSHE provision has a positive impact on the whole child, including their attainment and progress, by mitigating any social and emotional barriers to learning and build on their self-esteem. In our school we use SCARF as a tool to promote wellbeing, safeguarding and SMSC outcomes. We believe that through the effective delivery of the SCARF curriculum we enable pupils to develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

SCARF - Safety, Caring, Achievement, Resilience & Friendship

Each value is linked to a colour on the scarves worn by Harold the giraffe and his friends, and which everyone in school can wrap around themselves either in reality or in their imaginations, reminding them to put the SCARF values into action. The SCARF values are brought to life through stories of Harold and his friends, songs, films, and thought-provoking fun activities.