

## PSHE

<p><b>Vision and approach for PSHE</b></p> <p>Through rich and memorable learning experiences pupils will learn in PSHE to understand the ever changing world in which we live, develop skills necessary to take an active role in their community, build knowledge, skills and attributes they need to keep themselves healthy and safe, and develop awareness of their thoughts and feelings.</p> <p>This is done through the SCARF programme which provides teachers with planning and resources to deliver effect PSHE learning.</p>	<p><b>Key Themes</b></p> <p>Health &amp; well-being - <a href="#">respect</a>          Growing and changing - <a href="#">honesty</a>          Keeping safe – <a href="#">honesty and respect</a>          Families and friendship – <a href="#">Honesty, Charity and Respect</a>          Safe relationships - <a href="#">Honesty, Charity and Respect</a>          Respecting ourselves and others - <a href="#">Honesty, Charity and Respect</a>          Belonging to a community - <a href="#">Honesty, Charity and Respect</a>          Media literacy and digital resilience - <a href="#">Honesty and Respect</a>          Money and work - <a href="#">Honesty, Charity and Respect</a></p>	<p><b>Content and Sequencing</b></p> <p>Learning is sequenced so that knowledge is built upon each year e.g. In Year 1 - children learning an understanding that everyone is unique; Year 3 - Recognising their personal strengths and achievements and managing set backs; Year 5 - Recognising individuality and different qualities.</p>
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### Curriculum Drivers

Motivation	Reflection	Perseverance	Independence	Curiosity
<p>Motivation is shown through engaging, real-life learning experiences that help pupils see the relevance of their lessons. SCARF's themes of Safety, Caring, Achievement, Resilience, and Friendship are explored through stories, discussions, and interactive activities that encourage active participation. Pupils are motivated by opportunities to share their opinions, reflect on their behaviour, and make positive choices in a supportive environment. The structured and progressive nature of SCARF helps children feel confident and interested in developing their personal, social, and emotional skills.</p>	<p>Reflection is shown when pupils are encouraged to think about their feelings, choices, and behaviour in different situations. Lessons often include discussion activities where children consider what they have learned about topics such as friendships, safety, and resilience, and how this applies to their own lives. Pupils may also review scenarios and think about what they would do differently or how their actions affect others. This helps them develop self-awareness and understand how to make positive choices in the future.</p>	<p>Perseverance is shown when pupils are encouraged to keep trying in situations that are emotionally or socially challenging. Through themes such as resilience and friendship, children learn that difficulties like resolving conflicts, managing emotions, or making safe choices take time and effort to improve. SCARF activities often involve discussion and role-play, helping pupils practise strategies repeatedly until they feel more confident. This supports children in developing resilience and understanding that positive personal and social skills grow through persistence and practice.</p>	<p>PSHE teaching and learning enables children to better understand themselves and their relationships with others. It encourages children to show our school values of <a href="#">Honesty, Charity and Respect</a> and develop their own personal goals.</p>	<p>PSHE teaching and learning begins with asking questions. Throughout a unit of learning, children are encouraged to question and challenge with no judgements made.</p>

Links with Mathematics and English	Progressive	Inclusive
<p>Opportunities to apply their English skills:</p> <ul style="list-style-type: none"> <li>➤ Explanations and reflections about thinking.</li> <li>➤ New vocabulary</li> <li>➤ Writing composition</li> <li>➤ Writing transcription</li> </ul> <p>Opportunities to apply their Mathematics skills:</p> <ul style="list-style-type: none"> <li>➤ Money and savings.</li> <li>➤ Time</li> </ul>	<ul style="list-style-type: none"> <li>➤ Building upon knowledge of key ideas and concepts.</li> <li>➤ Deepening understanding</li> <li>➤ Challenging and reflecting on what has been taught.</li> <li>➤ Researching independently.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Task varied to support children to access the task.</li> <li>➤ Learning is challenging.</li> <li>➤ Children's starting point are identified using assessment tools and teaching builds on prior knowledge.</li> <li>➤ The curriculum is practical to engage all.</li> <li>➤ The outside environment and other resources are used to aid understanding.</li> <li>➤ Learning is not inhibited by Math/English skills.</li> </ul>