

Christian Vision and Values

‘Through God’s love we learn and flourish together’ Corinthians 16:14

Thankfulness Perseverance Compassion Trust Courage Respect

Curriculum Drivers in PSHE

World Aware – Our curriculum is designed to prepare our children with the knowledge, skills, and attributes they need to keep themselves healthy, safe, and prepared for life and to take their place as responsible citizens, with an ability to contribute positively to their communities and the wider world. It is important that our children are supported to have positive attitudes towards each other to ensure positive relationships in both our school community and the wider community.

Belonging – We believe our children need to develop the skills to work well with other people through encouraging them to speak and listen with respect for each other in a variety of different situations. We also encourage them to be healthy, independent, and responsible members of society.

Well-being - Our curriculum is designed to promote children’s wellbeing and resilience, in an environment where they feel safe and that encourages children to develop their own sense of self-worth. Through prioritising children’s wellbeing, we help children to learn about positive relationships, staying safe, mental health and physical wellbeing.

Spirituality – Our PSHE curriculum inspires curiosity into how our identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK. As a school, we want our children to be the best that they can be by flourishing in all aspects of their development; spiritually, mentally, and physically.

Possibilities – Children will develop the confidence to tackle many of the moral, social, and cultural issues that are part of growing up. We have high expectations for our children and will support them to reach their personal aspirational targets. Children are encouraged to enjoy challenges and strive to be the best they can be. Children are given opportunities and encouragement to develop positive learning behaviours. They become resilient and able to learn from mistakes

What we teach and why: Intent

At Aylburton and English Bicknor Primary Schools, we believe personal, social, health and economic (PSHE) education is a vital and important part of our children’s education. The staff act as role models to help our children develop into confident, happy, successful, and resilient young people. Throughout their time at Aylburton and English Bicknor, we aim to equip our children with a sound understanding of risk and with the knowledge and skills to make safe and informed decisions. We want our children to acquire and develop knowledge and understanding of the world around them to help them develop as responsible young citizens.

In an ever-changing world, it is important that the children are aware, to an appropriate level, of different elements that will affect their world and the people in it. PSHE plays an important role in promoting Spiritual, Moral, Social and Cultural (SMSC) Education, incorporating British Values, which is implicit in the school ethos and is planned into all aspects of the curriculum.

How it’s taught: Implementation

At Aylburton and English Bicknor Primary Schools, our aim is to provide a rich engaging PSHE and RSE (Relationships and Sex education) curriculum. We do this by using the SCARF Programme from Coram Life Education (CLE). It is mapped to national DfE standards and to the PSHE Association programmes of study. The children become familiar with the SCARF core values of Safety, Caring, Achievement, Resilience and Friendship from EYFS to Year 6. The lessons are brought to life through the characters

of Harold the giraffe and his friends. The PSHE objectives are taught using the Coram Life Education SCARF Programme of Study, but it is also covered across the curriculum especially in our RE, Science and PE curriculum. It is taught in discreet lessons, during circle time in assemblies and collective worship. We provide our children with opportunities to learn about rights and responsibilities and promote random acts of kindness and demonstrations of our values which we include in our celebration worship. Many opportunities arise during the school week for our children to work effectively in groups, take on roles of responsibility and to come together as a whole school community to celebrate and reflect on our journey together. The SCARF programme is a spiral curriculum that revisits the following themes each year adding extra information as the children mature;

- Relationships
- Valuing difference
- Keeping safe
- Rights and responsibilities
- Being our best
- Growing and changing

The units of work are set out half termly and link closely with safeguarding, the school ethos, British values and rights and responsibilities so that the children have depth and breadth within this area of the curriculum.

Assessment for learning opportunities are built into each unit, which enables self-evaluation, reflective learning, allowing teachers to evaluate and assess progress. It also offers a tool for summative assessment, creating opportunities to record and track achievement.

What we see as a result: Impact

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. Our Curriculum 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 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. Our school values and PSHE programme are vital in promoting happiness and well-being so that our children can excel in all aspects of school life and indeed life in general. Through our curriculum we believe we are preparing our children for the next stage in their education as well as preparing them ultimately for the adult world.

Aylburton and English Bicknor C of E Primary Schools PSHE Curriculum

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and My Relationships	Key Themes	Feelings Getting Help	Feelings Getting Help Classroom Rules	Feelings Self-regulation Being a good friend Bullying and teasing	Co-operation Friendships	Recognising feelings Bullying Assertive skills	Feelings Friendship skills Compromise Assertive skills	Co-operation Assertive skills Safe/unsafe skills
		- Know that people have similarities and differences and talk about them. - Know and name special people in their lives. - Know how to describe different feelings. - Know who can help if they are sad, worried or scared. - Know how to help others or themselves if they are sad or worried.	- Know that people have different ways of expressing their feelings. - Know different ways to respond to the feelings of others. - Know the differences between bullying, unkind behaviour or teasing. - Know strategies to deal with unkind behaviour, conflict and where to get help if they are upset. - Know what makes a healthy friendship and its qualities.	- Know that people have different ways of expressing their feelings. - Know different ways to respond to the feelings of others. - Know the differences between bullying, unkind behaviour or teasing. - Know strategies to deal with unkind behaviour, conflict and where to get help if they are upset. - Know what makes a healthy friendship and its qualities	- Know that feelings and emotions help a person cope with difficult times. - Know the skills required to collaborate in a team, knowing when to contribute and when to step back. - Know which strategies are appropriate for particular situations. - Know how to listen to and debate ideas and opinions with others with respect and courtesy. - Know why friends may fall out and how to resolve issues.	- Know that feelings can vary by intensity, person and change over time. - Know and understand the qualities of a 'positive, healthy relationship'. - Know when it's appropriate to say no and how. - Know the strategies and skills needed for collaborative work. - Know what constitutes bullying or pressured behaviour.	- Know the characteristics and skills in being assertive. - Know how to apply their collaborative skills to friendships and assertiveness. - Know how to resolve conflict in an assertive, calm and fair manner. - Know what things make a relationship unhealthy and who to talk to if they need help. - Know how to recognise emotional needs according to circumstance and any risk factors that could affect them.	- Know some of the challenges that arise from friendships and suggest strategies for dealing with such challenges. - To practice and use strategies in compromise and negotiation within a collaborative task. - Know the types of touch that are safe, legal and that I am comfortable with. - Know assertive behaviours and recognise peer influence or pressured behaviour. - Know the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance.

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Key Themes	Recognising and respecting difference. Being kind and caring	Recognising, valuing and celebrating difference Developing tolerance	Being kind and helping others Listening Skills	Recognising and respecting diversity Being respectful and tolerant	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Recognising and celebrating difference (including religions and cultural difference) Influence and pressure of social media	Recognising and reflecting on prejudice-based bullying Understanding bystander behaviour
Valuing Differences		- Know how to be sensitive towards others and celebrate what makes each person unique. - Know that we can have things in common with others. - Use speaking and listening skills to learn about the lives of their peers. - Know the importance of showing care and kindness towards others. - Know the skills needed to build friendships and cooperation.	- Know the key differences between teasing, being unkind and bullying. - Know that everyone is different and will have different thoughts and ideas. - To celebrate and begin to show empathy for those who are different. - Know those who are special to them (and their special qualities). - Know ways in which we can show kindness towards others and how that makes them feel.	- Know differences and similarities between others. - Know and explain how a person's behaviour can affect other people. - Know and use different ways to show good listening. - Know and explain how it feels to be part of a group and left out of a group. - Know and talk about acts of kindness and how they can impact others.	- Know that there are many different types of families. - Know the different communities that they belong to. - Know ways of showing respect through language and communication.	- Know different origins, national, regional, ethnic and religious backgrounds. - Know why we need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. - Know the potential consequences of aggressive behaviour. - Know how to define the word respect. - Know and identify stereotypes, including those promoted in the media.	- Know the benefits of living in a diverse society. - Know what discrimination is and its injustice, and describe these using examples. - Know that the information we see online, either text or images, is not always true or accurate. - Know that social media can put pressure on the choices that people make in life. - Know that behaviour and actions can have an impact on a person's emotions, confidence and behaviour.	- Know that bullying and discriminatory behaviour can result from disrespect of people's differences. - Know that all people are unique but that we have far more in common with each other than what is different about us. - Know and explain the term prejudice. - Know and define what is meant by the term stereotype. - Know different types of friendships and relationships and their differing positive qualities.

Key Themes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Asking for help Keeping healthy Staying safe around medicines	How our feelings can keep us safe Keeping healthy Medicine safety	Safe and unsafe secrets Appropriate touch Medicine safety	Managing risk Staying safe online Drugs and their risks	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences	Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)	Staying safe online Drugs: norms and risks (including the law) Emotional needs
Keeping Myself Safe	- Know and talk about how to keep their bodies healthy and safe. - Know and name ways to stay safe around medicines. - Know how to stay safe in their home, classroom and outside. - Know age-appropriate ways to stay safe online. - Know and name adults in their lives and community who keep them safe.	- Know that our bodies need healthy foods, exercise, oxygen and sleep for energy. - Know some emotions and physical feelings that are associated with feeling unsafe. - Know and understand the PANTS rule and which parts of my body are private. - Know that medicines can sometimes make people feel better when they're ill. - Know and talk about safety and responsibility around medicines.	- Know and explain simple issues of safety and responsibility about medicines and their use. - Know and identify situations in which they would feel safe or unsafe. - Know that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation. - Know what safe secrets (including surprises) and unsafe secrets are, and recognise the importance of telling someone they trust about a secret. - Know how to identify inappropriate touch, how it can make someone feel and that people don't all like the same types of touch.	- Know and explain risk factors in given situations. - Know the meaning of the words danger and risk and explain the difference between the two. - Know how to define the word 'drug' and understand that nicotine and alcohol are both drugs. - Know the potential risks associated with browsing online. - Know and describe appropriate behaviour online as well as offline.	- Know and explain the meaning of the words danger and risk and the difference between the two. - Know and describe the different types of reasons that may influence a person to take a risk. - Know and explain the risks that cigarettes and alcohol can have on a person's body. - Know that influences can be both positive and negative. - Know and explain strategies for safe online sharing. - Know and explain the implications of sharing images online without consent.	- Reflect on risk and know and explain the different factors and outcomes that might influence a decision. - Know and explain the consequences of not keeping personal information private and the risks of social media. - Know the categorisation of drugs and the risks associated with medicines. - Know some key facts and information about drugs and medicines. - Know the features of face to face and online bullying and explain some strategies to deal with it.	- Know the risks and legality of communicating and sharing online. - Know and explain how easily images can be spread online. - Know some of the laws, categories and uses of drugs (both medical and non-medical) - Know and define what an emotional need is, and how they can be met. - Know and understand the terms 'conflicting emotions', responsibility and independence.

	Key Themes	EYFS Making healthy choices Being persistent	Year 1 Keeping healthy Growth Mindset	Year 2 Looking after my body Growth Mindset	Year 3 Keeping myself healthy Celebrating and developing my skills	Year 4 Having choices and making decisions about my health Taking care of my environment	Year 5 Growing independence and taking responsibility Media awareness and safety	Year 6 Managing risk Aspirations and goal setting
Being My Best		- Know how to feel resilient and confident in their learning. - Know the names of and discuss different types of feelings and emotions. - Know and use strategies or skills in approaching challenges. - Know that they can make healthy choices. - Know and recognise how healthy choices can keep us well.	- Know how a healthy variety of food can make us feel great. - Know that learning a new skill requires practice and the opportunity to fail, safely - Know strategies to resolve conflict. - Know how to give and receive praise.	- Know and explain the stages of the learning line, showing an understanding of the learning process - Know the importance of good hand and dental hygiene. - Know what the body needs to have energy and stay well. - Know which parts of the body process food and create energy.	- Know how different food groups work in our body. - Know how some infectious illnesses are spread from one person to another. - Know and name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes. - Know and identify my achievements and skills to work on. - Know and explain how skills are developed.	- Know how they and their friends are unique. - Know that we all make different choices because we are unique. - Know that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. - Know the ways in which they can contribute to the care of the environment.	- Know the four main internal systems of the human body. - Know the actual norms around smoking and the reasons for common misperceptions of these. - Know the skills and qualities that make us successful and achieve our best. - Know that the way people are portrayed in the media isn't always an accurate reflection of them in real life. - Know and explain the different responsibilities that they and others have for their health and wellbeing.	- Know how healthy wellbeing and mental health can contribute to a person's aspirations and success. - Know and define aspirations and goals. - Know that we will meet challenges on the way to achieving our goals. - Know and explain the outcomes of risk-taking in a given situation, including emotional risks. - Know risks related to growing up and explain the need to be aware of these.

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rights and responsibilities	Key Themes	Taking care Making choices	Looking after things	Cooperation and self-regulation	Skills we need to develop as we grow up Helping and being helped	Decisions about spending money Media influence Making a difference (different ways of helping others or the environment)	Decisions about lending, borrowing and spending Rights and responsibilities relating to my health Rights and responsibilities	Earning and saving money Understanding media bias, including social media Caring: communities and the environment
		- Know that they can make a difference. - Know how they can care for their home, school and special people. - Know and explain how they can make an impact on the natural world. - Know about similarities and differences between themselves and others. - Know and demonstrate how to build relationships with friends.	- Know and explain ways of taking care of their health. - Know and explain how others take care of their environment. - Know how to take care of something or someone else. - Know about the importance of looking after money. - Know and describe what to do when someone is injured.	- Know and discuss strategies that can be used to cooperate with others. - Know and describe strategies to use for self-regulation. - Name three ways to stay safe when using the internet. - Know that they have a responsibility to help care for their immediate and broader environment. - Know about saving and spending money.	- Know and identify people who help them in school and the community. - Know and describe the differences between 'fact' and 'opinion'. - Know how to discuss, plan and evaluate ways of helping the environment. - Know about the difference between saving, spending and essential purchases. - Know and describe how money is earned and the different factors affecting this.	- Know about human rights and responsibilities and how they can impact the community. - Know that they have a part in caring for and supporting their community. - Know how to recognise influences, facts and opinions and do so in a critical manner. - Know the impact of bystander behaviour and how they can make a difference to a situation. - Know and define terms related to finance and explain how society is supported by the income of others.	- Know about, write about and discuss issues currently in the media concerning health and wellbeing. - Know how to define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community. - Know about the responsibilities to my home, community and environment I might have in the future. - Know how to advise others relating to saving and borrowing money. - Know how to define financial terms and explain how others have financial responsibility for the community.	- Know how to analyse and reflect on bias in the media. - Know how to discuss methods of saving and considerations for spending money. - Know how to discuss voluntary and pressure groups and their role in making changes to our communities and environments. - Know how to identify or suggest methods or resources to help the environment. - Know how to define 'democracy' and explain how laws are made.

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Growing and changing	Key Themes	Life cycles Girls and boys	Getting help Becoming independent Body parts	Being supportive Dealing with loss Life cycles	Keeping safe Relationships Menstruation	Managing difficult feelings Relationships including marriage Body changes during puberty	Managing difficult feelings Getting help Managing change	Self-esteem Keeping safe Body Image
		- Know that there are changes in nature and humans. - Know and describe the different stages in childhood and growing up. - Know and explain that babies are made by a man and a woman. - Know the correct vocabulary for naming the different parts of the body. - Know how to keep themselves safe.	- Know what babies need to stay happy and healthy. - Know and describe things they could do as a baby, a toddler and now and the people who help/helped them at each stage. - Know the difference between a surprise and a secret. - Know who they can talk to if they feel uncomfortable about a secret they are told or told to keep. - Know and identify some internal organs and systems and those body parts which are private. - Know and name the trusted people who have who they can talk to if they are worried about anything.	- Know how to give positive feedback to someone. - Know the range of feelings associated with loss and discuss things people can do to feel better. - Know the different stages of growth and what people are able to do at these different stages. - Know and name the human private parts/genitalia and explain that they are used to make a baby. - Know and explain who can see someone's private parts, what consent means and how to protect privacy.	- Know the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space. - Know the different types of relationships people have and their different purposes and qualities. - Know what makes a positive relationship and what makes a negative relationship. - Know and describe the changes that happen during puberty. - Know how to explain the menstruation cycle as something that happens when a sperm does not meet an egg.	- Know the different emotional reactions to different types of change and discuss. - Know how the onset of puberty can have emotional as well as physical impact. - Know what happens to a woman or a man's body during puberty and that this is linked to reproduction. - Know the key facts of the menstrual cycle and understand that periods are a normal part of puberty. - Know the reasons why people might want to be married, or live together, or have a civil ceremony. - Know that marriage should be entered into freely.	- Know how to describe the intensity of different feelings and develop strategies to build resilience. - Know the different types of feelings and emotions associated with puberty. - Know the key strategies needed in dealing with inappropriate touch, secrets and confidentiality. - Know the different types of products someone might use during puberty or menstruation. - Know and explain how people might feel at times of change and loss. Consider strategies people might use to cope with change/loss.	- Know types of emotional responses and some strategies for coping with change. - Know physical and emotional challenges faced during puberty and the strategies or support available for this. - Know that social media and fame don't always reflect true appearance. - Know how to give positive feedback based on a person's qualities. - Know the risks of sharing images online and understand how online influences can cause people to take unsafe risks. - Know and name places or people of support and understand that sometimes confidentiality must be broken to keep a person safe.



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