

## PSHE and RHE

### INTENT

It is a statutory requirement for primary schools to deliver Relationships Education and Health Education is also statutory in all schools.

At St. Augustine's Catholic Primary School, we are passionate about children's learning. The Cognitive Load research theory and Rosenshine's Principles of Instruction highlights that children learn through remembering and recalling and this theory is embedded this within the knowledge of our PSHE curriculum.

'Learning is Remembering and Recalling...'

Our PSHE education, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

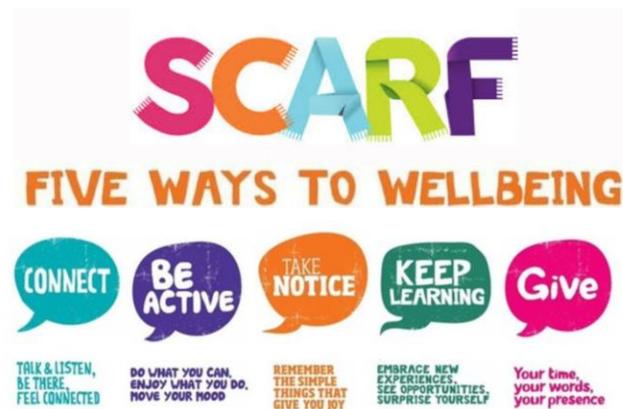
### IMPLEMENTATION

To fulfil the statutory requirements for the teaching of Relationships and Health Education, we follow the Ten Ten 'Life to the Full' RSE programme as recommended by the Diocese of Plymouth and approved by the Bishops of England and Wales. To

complement our PSHE provision, at our school we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units which we have adapted to use throughout the academic year alongside our RHE programme.

Our PSHE subject lead, works in conjunction with teaching staff to ensure that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.



The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

### **The Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

### **KS1 and KS2**

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others. Weaved into the units is explicit online safety education and specific lessons help equip the children with knowledge and skills to use the internet in a safely.

Children are taught how to use technology safely, respectfully and responsibly. They learn what personal information is suitable and safe to share online, how to report concerns about online content and where to go for help and support. Emphasis is placed on recognising acceptable and unacceptable online behaviour.

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

### **IMPACT**

Impact is gauged through seeing children who:

- develop their self-esteem, confidence and self-awareness to make informed choices and decisions;
- demonstrate the development of their social skills and social awareness;
- are able to make sense of their own personal and social experiences;
- are able to make informed decisions in using the Internet safely;
- show responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- demonstrate effective interpersonal relationships and develop a caring attitude towards others;
- show a caring attitude towards and responsibility for the environment;
- understand and manage their feelings, show resilience, are independent and are curious problem solvers;
- understand how society works and the laws, rights and responsibilities involved.

The impact of PSHE teaching is measured by the use of formative assessments of the children's learning.

Assessments are then used to inform future planning and supports the cohesion of our PSHE provision. This triangulates evidence, which enables teachers to track children's progress, to ensure that every child achieves their full potential.